Masters in English Language Teaching and Applied Linguistics

Proposal of a Teacher Training Program for In-Service Teachers in Elementary Schools Across Ecuador

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Thank you...

To my professors at King’s for all the knowledge shared.

To my family and J.M. for all the never ending, long distance support throughout this year.

To my friends who have made this year one of my best!
ABSTRACT

The urgent need of improvement of English language teaching (ELT) across Ecuador is evident. For the first time in several decades of English being part of the education system, government authorities have accepted completely this reality and have committed to develop different ways of redesigning the parameters of how English is being taught and learnt in schools throughout the country. Amongst the new guidelines established, one stands out and is the reason of this paper. Government authorities have determined that by the scholar years 2016-2017/2017-2018 English will be taught as a compulsory subject in all elementary schools. According to the Ministry of education (MinEduc) to accomplish this, an estimated number of seven thousand teachers are needed to fulfil the teaching roles. Therefore, this proposal will be the beginning of a further project, that when fully developed will serve as a way to coach and train teachers, and as the same time will help with the improvement and development of ELT in Ecuador.
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LIST OF ABBREVIATIONS

- BE Bilingual Education
- CEFR Common European Framework of References for Languages
- ELLS English Language Learning Standards
- FL Foreign Language
- IBS Intercultural Bilingual Schools
- ISETS In-service English Teacher Standards
- ISSTs In-Service Student Teachers
- MinEduc Ecuadorian Ministry of Education
- PK Pedagogeic Knowledge
- PR Pedagogical Reasoning
- PST Pre-Service Teachers
- SLA Second Language Acquisition
- SLTE Second Language Teacher Education
- SK Subject Knowledge
- STs Student Teachers
- TD Teacher Development
- TTP Teacher Training Program
INTRODUCTION

Teaching is first and foremost a “helping profession” which depends on the relationship created between the teacher and the learner. (David Freeman, 1990)

Earlier this year, as I was researching information for my Language Policy essay, I came across the fact that in spite of English language teaching (ELT) being part of the Ecuadorian education system for several decades now, it has yet to show the achievement education policy makers have always desired, which is primary to generate English speaking students. As I read, I realized that throughout all this time there have been attempts to reverse the reality. In 1992, government officials together with the British Council created the project ‘Curriculum Reform Aimed at the Development of the Learning of English’ (CRADLE) (Haboud, 2009). The creation of this project was the starting point for the establishment of official guidelines, which have had a major involvement in the design of the existing policy. Regardless that almost 95% of the public schools across the country benefited from this program by the year 2010, the deficiency of English levels in students was clear (Calle et al. 2012). Several factors were determined to be the cause of this issue. However, the one that stood out for me the most was the lack of qualified English teachers. This factor not only included teachers lacking adequate pedagogic skills, but language proficiency skills as well which was demonstrated after analysing the results obtained from the English language proficiency exams teachers carried out in 2012. Consequently to this, the Ministry of Education (MinEduc), launched the program ‘Fortalecimiento del Ingles’ (Reinforcement of English) (FI) and with it different alliances were created between the MinEduc and other institutions, such as the United States Embassy and the Secretary of Education, Science, Technology and Innovation (SENECYT). The creation of this program and the foundation of these associations helped shape the current English language policy. Several regulations have been determined and from these, two principals have been made the reason for this paper. The first one was to define the official requirements English teachers need to possess in order to work for any of the schools across the country and the second one was to determine that by the scholar years 2016-2017/2017-2018 English is to be a mandatory subject in all elementary public schools across the country. Now, to achieve this and to fulfil the necessary labour force required, the MinEduc initiated different training programs and regulated those offered by several universities and institutions. Therefore, my interest with this paper is to develop a proposal of a teacher training program (TTP), aimed specifically for elementary teachers, in order to help with the instruction of teachers within the country.
Cameron (2003) remarks on the fact that the process of ELT to younger students should be taken very seriously. The success of this process can influence directly on the secondary scholar years to come. If accomplished correctly, English skills can be built on early stages, helping students this way gain useful basic knowledge and learning engagement for the next years. On the other hand, if it is not accomplished correctly, secondary English teachers will perhaps have to learn to cope with classes made of students with mixed levels of English skills and knowledge and with the probable need of completing the task of restoring students’ motivation towards learning. Due to these factors, language pedagogy assumes an important role. Therefore, the design of a TTP needs to be accurate. Moreover and taking into consideration the spread of English as a lingua franca and that communicating is the main goal, the correct choice of knowledge, which teachers need to be trained at, must be appropriate in order to enhance and develop students’ different communication skills features (Roberts 1998; Green 2011; Richards, 1991; Philp et al. 2008).

After years of ELT myself and after having gone through this Masters’ program, I have realized the need of quality language teaching in Ecuador. Therefore, throughout this paper I will design a proposal of a concise TTP, in order to contribute with coaching language teachers across the country. In the first chapter I will focus on describing Ecuador’s context. I will define how ELT has evolved in the country and how the different phases of development have modelled the current English education policy. I will identify the main objective the policy pursues and define the parameters which are involved in it. In addition, I will also point out the established requirements English teachers must comply to. In chapter two, I will focus on the literature review. I will describe several terms which I consider interfere with and should be acknowledged when designing a TTP. I will refer to teacher development and the basic knowledge teachers must possess. I will also discuss different features concerning second language acquisition in children, including factors of their cognitive development, motivation processes and learning styles. Additionally, I will describe teachers’ beliefs and cognition, and end the chapter discussing different models that could be used to educate teachers. Within chapter 3, I will analyse the official in-service Ecuadorian teachers standards (ISETS), reflecting on the fact that these were designed for English language teacher working in secondary levels, and that somehow need to be redesigned for elementary levels. In chapter four, I will describe my proposal of a TTP aimed for teachers pursuing to work with younger students. The design is divided in three phases; introduction and reflection, theories and approaches, and awareness. Each of the phases will have particular topics to reflect on as well as activities for trainees to work with. The last chapter of this paper will focus on the conclusions, possible implications and suggestions.
CHAPTER 1

ENGLISH LANGUAGE TEACHING IN ECUADOR

1.1 Describing the Ecuadorian Context

The Republic of Ecuador is the smallest country of the Andes region (272,045 km²), located in the Northwest coast of South America. It sits on the Equator and borders with the Republic of Colombia to the North and with the Republic of Peru to the South. Ecuador is composed of four main, natural, geographical regions: the Amazon, the Highlands, the Coast and the Galapagos Islands (Baldauf & Kaplan, 2006). The population is over fourteen million and it is divided into different categories; Mestizos¹, Indigenous (conformed by at least 13 nationalities) and Afro-Ecuadorian (National 2010 Census). These categories make Ecuador a multilingual, multi-ethnic and multicultural country. According to Ferrerira et al. (2013) three official languages are recognised within the territory; Spanish (92%), Kichwa (7%) and Shuar (1%), which are prioritized by the number of speakers.

1.2 English Language Teaching in Ecuador

English Language Teaching (ELT) has been part of the Ecuadorian education system for several decades and through this time has faced two major stages of development that have shaped the present standards and parameters for its employment in both public and private schools across the country. The first stage was in 1992, when the Ecuadorian government, along with the British Council, designed the project ‘Curriculum Reform Aimed at the Development of the Learning of English’ (CRADLE) (Haboud, 2009). One of the benefits obtained from this project was the establishment of the first legal English syllabus and curriculum alignments, which determined that English was to be imparted as a subject for five weekly period hours across public secondary schools. Additionally, the CRADLE project facilitated the creation of the first series of English language books, published locally, named “Our World Through English” (OWTE). These materials included different methodology guidelines for teachers, as well as exercises and exams that were meant to be applied inside the classrooms.

In 2012, Calle et al. conducted a study to determine the impacts of teacher training had in public schools in Cuenca, Ecuador. According to the study, throughout the execution of the CRADLE project and until 2010, almost 95% of the public schools and 60% of the private schools across the country had been adjusted and controlled by its parameters. In addition, the study verified the

¹ Mestizo: a person of mixed parentage, especially the offspring of a Spanish American and an American Indian (Collins English Dictionary, 2012)
well-known reality that in spite of the advances and benefits obtained from the CRADLE project, the lack of English knowledge and skills among students was evident. This was also proven in 2012, when the world wide corporation Education First (EF), with its annual test English Proficiency Index (EPI), ranked Ecuador amongst the list of countries with low proficiency levels of English skills (EL TELEGRAFO, 2014).

Calle et al. (2015) concluded that one of the principal reasons for this outcome, was the lack of well trained teachers. In 2012, the Secretary of Education, Science, Technology and Innovation (SENECYT) presented the results of an analysis done by the Ministry of Education (MinEDuc), where an alarming insufficiency of language skills among English teachers was revealed. According to the study, 74% of the teachers across the country, possessed an A1-A2 English proficiency level, regarding to the common European framework of references for languages (CEFR), demonstrating that teachers not only needed to modify their teaching methodologies but also required improvement of their language skills. Facing these matters, in 2012 the second mayor stage of ELT development in the country began. The MinEduc launched the program ‘Fortalecimiento de Ingles’ (Reinforcement of English) (FI), and with it a series of regulations were taken place. With the Ministerial Agreement 0210-13, it was determined that language teachers throughout the country needed to achieve a minimum of a B2 level of English proficiency (CEFR) in order to work as English teachers in the different education institutions across the country. To prove their proficiency, teachers ought to reach the required score by taking any of the proficiency exams accepted by the ministry TOEFL IBT\(^2\), IELTS\(^3\), FCE\(^4\) or CAS\(^5\).

Haboud (2009), considers that another important factor that should be considered in order to understand the reasons of the deficiency of English skills in students throughout the country, is bilingualism. Robinson (1978) in Corson (1990) defines bilingual education (BE) as the use of a non-dominant language as the medium of instruction during some part of the school day. In Ecuador, we can see that BE is mainly classified into two groups. Within the first group English is taught as a FL to monolingual speakers of Spanish in both public and private schools. The second group consists of students who belong to Intercultural Bilingual Schools (IBS) and whose dominant language is indigenous. In this category students learn Spanish as a second language and English as a FL (Baldauf & Kaplan, 2007). Nevertheless and in spite of these group

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\(^2\) Test of English as a Foreign Language Internet Based Test.
\(^3\) International Language English Testing System.
\(^4\) First Certificate of English
\(^5\) Certificate in Advanced English
1.3 Current English Language Policy

Since 2012, the English Language policy has been defined by the different parameters that the FI program has established. ELT across the country is determined by a core curriculum, where the topics and areas of focus have already been established. As mentioned earlier, a minimum of a B2 language proficiency level is required for teachers to be adequate to work in both public and private schools across the country. In addition in 2014, with the Ministerial Agreement 41014, the MinEduc emphasized that ELT as a mandatory subject for all the secondary scholar years in both public and private schools within the territory. Furthermore, by the scholar years 2016-2017 and 2017-2018, English will be also compulsory for elementary schools as well. According to the MinEduc, the different institutions are required to guarantee their teachers’ English proficiency and also assure they possess the necessary pedagogic resources. It is estimated that seven thousand teachers are needed to begin with the implementation of ELT in elementary public schools around the country, making this factor crucial for the design of a the proposal of a teacher training program, described further on this paper.

One of the main objectives of the FI program is for graduate students to achieve a minimum of a B1 English proficiency level (CEFR). The instruction of English throughout the six years of secondary levels of education was determined by a branching approach, where for every year there are specific language levels to be achieved. These levels are:

- A1 level that will be attained in the eighth and ninth grade.
- A2 level that will be attained in tenth and eleventh grade.
- B1 level will be attained in the twelfth and thirteenth grade.

According to this approach, students will be exposed to English a total of 120 hours per school year. The MinEduc determined these number of hours by considering the 200 annual hours devoted to English language teaching, with a deduction of 20 hours for testing and an additional deduction of 60 hours (40 mostly and not 60-minute class periods).

In addition, in 2013 a new model of guidelines for the IBS was established. The Secretary of Intercultural Bilingual Education states that the increase of instruction of both Spanish as a second language and English as a FL, will happen continually within the next five years.
1.4 Training language teachers

Accepting the fact that English is a worldwide language that is not only needed in order to have access to general information but also is used as a professional tool that helps cope with different globalization processes (Tollefson, 1991), the need for change and improvement of ELT in the country was evident. Therefore, the MinEduc and the United States Embassy formed an alliance and hired specialists from the Teachers of English to Speakers of Other Languages (TESOL) International Association in order to evaluate ELT in the country and also to design and determine the teaching standards that ultimately will improve and develop ELT in schools. Since 2011 and until now, several measures have been taken into account. First, due to the fact that the preparation and training of pre-service teachers (PST) is responsibility of the different universities that offer degrees on English education, in 2011 several meetings were taken place amongst their representatives and representatives from TESOL. Overall the decision of the meetings was unanimous and the determination of an immediate improvement and change was shared. The principal objective was to analyse the governments’ mandate of aligning common standards, courses and assessment in the study programs. Therefore, it was established that the universities were to have unified and standard curriculum guidelines where classes, contents and language competences are to be consistent for all the institutions, assuring the language proficiency level and pedagogic bases required to work as English teachers. In addition, this evaluation of ELT also helped establish the Ecuadorian in-service English Teacher Standards and The English Language Learning Standards, which I will analyse in chapter 3.

As for training language teachers the MinEduc has designed different online training programs for in-service teachers (IST) from the public school system to have access and increase their proficiency level. However, there are not any official results about the percentage of teachers that have or are taking part of these programs. In addition, with the help of the SENECYT, the MinEduc launched the scholarship program called ‘Enseña Inglés’ – ‘Go Teacher’. This program provides constant scholarships for English IST from public schools, to travel to English spoken countries with the purpose to improve first their language skills and second to obtain training regarding to language teaching methodologies and approaches. According to the MinEduc’s electronic news letter (February 2015) an estimate of 6.325 teachers have benefitted from this program up to now and it is projected that by the end of 2015 the expected number of teachers will be 10.637.

Since one of the main goals for the FL program is to start implementing English language as a compulsory subject in elementary public schools across the country, I believe this proposal of an
IST training course will be useful. The lack of sufficient training programs in Ecuador, I consider is one of the weaknesses the FI program possesses. Therefore, this dissertation not only seeks to fulfill this need but also pursues to begin coaching elementary teachers in acquiring different guidelines that can be shaped and used according to their specific classroom reality needs.
CHAPTER 2

Literature Review

2.1 Overview

Several authors have analysed the different features that can influence with the design and execution of a Teacher Training Program (TTP) (See Ricards & Nunan, 1990; Wallace, 1991; Richards, 1998). Roberts (1998) addresses two important issues within a TTP. These include the place that the TTP occupies within a particular education system and the social purpose it is aimed to fulfil. Within the first chapter, I have described in detail these two factors. On the other hand, Freeman (1989) manifests that language teachers’ education is defined by the definition we have about language teaching itself. Therefore, throughout this chapter I will identify several aspects that I consider important to acknowledge.

2.2 Describing terms

Teacher educators

Freeman (1990) refers to teacher educators (TEs) as individuals who watch over and facilitate the trainees’ learning processes. TEs share within training programs two main attributes; perceptions and input. Perceptions are those different views TEs possess about the language teaching practice itself. Whereas input comes directly from their experience. However, this does not mean that TEs have the responsibility to propose and impart what needs to be learnt and pursued for effective language teaching. Richards & Nunan (1990) state that in order to assure a good practice and development of a training course, TEs need to pass on this responsibility of decision making to the trainees with the intention of providing them with skills that will help them to cope when being faced with different situations in their teaching contexts. Moreover, Vale & Feunteun (1995) see TEs as facilitators, organisers, motivators and as ‘supportive voice’ (p. 8). For in service teachers (ISTs) who will work with children, I agree with their interpretation. TEs must facilitate student teachers (STs) with a variety of information, including techniques and strategies for class management, analysis of the value of child-centred activities and different language awareness activities. Furthermore, TEs must organise activities and tasks where the relationship between language curriculum and resourceful materials can be analysed. In addition, TEs must be motivators pursuing to enhance and reinforce STs’ confidence.
Student teachers

Student teachers (STs) are considered as individuals who are connected with learning how to teach (Freeman, 1990). This learning process can occur in different contexts, within training programs or inside classrooms. There have been widely accepted characteristics that STs possess when being part of a professional education courses. McIntyre (in Roberts 1998) argues that STs take part of training programs with specific concerns and questions, which are sought to be answered before they can direct their attention to other parts of the training. Additionally and to some extent, experienced STs have to deal with accepting the change of roles; from teachers to pupils, finding sometimes positional authority relationships difficult to carry out, due perhaps to the closeness of the age range between them and their trainers (Wragg, 1982 in Roberts 1998). In addition, Roberts (1998) suggests that STs who take part of TTP should be able to identify what their learning needs are and how their learning experiences could shape and influence their knowledge about teaching. Specifically for this dissertation STs will be those in-service teachers who will be working as teachers in the different public elementary schools across the country, and who will need particular material to cope with the teaching-learning process involving elementary school students.

In-Service Student Teachers and teacher development

Roberts (1998) defines several principals that are suggested to be analysed as part of teacher development (TD). The practical knowledge that in service student teachers (ISSTs) own is valuable and should be encouraged to be used as part of training. This knowledge is based on past experiences and therefore it can be adaptive and experimental. On the other hand, teaching is considered a highly individual activity, therefore TD does not only include understanding methodologies and approaches, but in order to make a real difference teachers have to be prepared to undertake different activities that include being engaged in complex processes of planning, decision making, hypothesis testing, experimentation and reflection (Richards, 1998). Most of these practices are personal and situation-specific and to accomplish them, teachers must be able to develop their own individual theories of teaching, identifying their classroom practices and fostering strategies for reflection and change. For this reason, I believe that training programs as part of TD in the Ecuador, should help ISSTs learn how to adapt the different top-down policies imposed by both the government and the education institutions, in order to begin engaging in more reflective positions.
2.3 Knowledge base for Second Language Teacher Education

Subject knowledge

Subject knowledge (SK) can help determine the different aspects that teachers must identify in order to be effective. SK focuses on what teachers need to know about what to teach, rather than what they know about teaching itself (Richards, 1998). According to Green (2011) the aspects that SK involves interact with one another and they include elements like theories, processes, structures, skills, cognitive contents and connections to other subjects. Banks et al. (in Leach & Moon, 1999) refer to SK as what the teacher actually knows about the content that will be taught. They argue that a useful starting point for the understanding of what teachers are confident or not to teach is the help of the different curriculums already established. Curriculums can include different issues such diverse requirements coming from national policies, procedures for different courses, materials that will be used and assessment, which should aim to the balance of what actually supports students to learn and what the parents and schools’ expectations are. In addition, SK can also include pedagogic knowledge (PK), which considers the development of the different strategies that teachers need to fabricate in order to gain and to withstand the interest of students to enable them to learn effectively. Shulman (1987) argues that PK involves the way teachers represent or formulate topics to make them comprehensible to the learners.

Pedagogical reasoning

According to Roberts (1998), pedagogical reasoning (PR) is the awareness of the different features considered more or less problematic in learning a second language. For Shulman (1987) PR is referred as the combination of content and pedagogy that transforms into the understanding of how particular matters or issues are organized, represented and adapted to the diverse interests and abilities of the learners (p. 8). For Shulman, this PK reasoning constitutes the actual essence of teaching, since it involves the following aspects:

Comprehension. This aspect indicates the critical comprehension teachers must possess about the ideas that are meant to be taught. This understanding should include not only particular ideas within the discipline, but outside of it as well.

Transformation. This aspect includes processes of: preparation, representation of ideas, instructional selection of methods to impart ideas, adaptation and tailoring of ideas for students’ needs and learning styles. With this processes the comprehension of subjects to be taught, coming from teachers, evolves into the comprehension that will be developed in students.
**Instruction.** This aspect involves organization, management, discussion, explanation, coming from teachers to students within a classroom in general and with specific activities.

**Reflection.** This aspect involves teachers looking back and reviewing the teaching and learning process occurred and to analyse the different actions achieved. This reflection is where the review of the process is compared to what was meant to be accomplished. In addition this is where experience develops in professionals.

**New Comprehension.** After the analysis of the actions accomplished throughout the teaching process, the teacher achieves new comprehension of the purposes and the subjects to be taught. In spite of this comprehension not happening automatically, it can be undertaken after applying specific strategies (p. 19).

**Contextual knowledge**

There is an undeniable influence of context factors in teaching and learning processes. Richards (1998) observes that the understanding and comprehension of these is fundamental. Teachers need to be provided with abilities, not only to be able to identify what these factors are but to be able to learn how to manage and work with them in particular situations. These factors include general language knowledge and language teaching policies, characteristics of the institution of where the teaching process takes place, characteristics of the students (e.g. learning styles, learners’ motivations), expectations coming from government, establishments and parents, different teaching resources (e.g. materials, syllabus, textbooks, technological elements) and testing and assessment aspects. Within contextual knowledge sociocultural conditions also need to be taken into consideration. Ellis (1997) states that these influence with the opportunities that the learners have to acquire the language. Therefore, teachers must be aware of how to handle the cultural aspects that are involved in both of the native and target language. For English teaching in elementary schools in Ecuador, student-teachers should be able to foster positive attitudes in their students towards the target language. I believe this can be accomplished by merging the cultural aspects of the languages in specific activities or tasks, where students can relate the target language to different aspects of their reality.

In addition, the power of different relationships that children establish and find themselves facing in schools is also a feature that can influence the success of a language learning process. Within classrooms, peers tend to seek for support in friendship groupings, where language is used not only as a form of interaction but as a self-shaping role, making students engage with the
potential position of teachers helping others (Philp et al. 2008). Furthermore, the relationship children have with adults, not only provisions them with knowledge but also offers protection and security, hence helping them with their learning process.

2.4 Second Language Acquisition in elementary school children

As mentioned, one of the principal goals of the new language policy is to implement English language teaching in public elementary schools. Therefore, as part of a TTP, the understanding of critical aspects that second language acquisition (SLA) involves is important. Ellis (1997) refers to SLA as the study of the process in which people learn a language other than their mother tongue. Within this process, he identifies factors which can interfere with the outcome or results. One factor are the different context conditions, previously mentioned. Secondly, Ellis talks about the quality and quantity of the input given by the teachers and more importantly how much of it is turned into actual intake by the students. He argues that language learning cannot occur without this input, which should be rich in instructions. I believe this is essential. For children it is crucial to have the necessary guidelines or directives to complete the different activities and tasks during the lessons, since in elementary education, students are still in the process of reasoning and finding out the meaning of concepts. Moreover, Brewster (1991) argue that there is a strong relation between language development and knowledge understanding with instruction, which is considered as a help, guidance and support component that comes from the teacher.

Another factor are the characteristics that the different exercises or tasks possess. Ellis (1991), states that activities during class lessons should be aimed for purposeful and genuine communication. Similarly, Philps et al. (2008) argue that when tasks are well designed they can have positive effects on the responses seen from students in terms of fluency, accuracy and complexity. However, in order to accomplish comprehension, teachers need to be aware of the cognitive growth of their students. Therefore, these activities must move from the concrete to the abstract, serving as a support for the children’s understanding of the content of the message. Moreover, the correct use of tasks will act upon the performance and control of the language use of the students. Consequently, the usage of a variety of task types; stories, collaborative problem-solving, information gaps, games, filling in charts, making drawings, with the use of different contexts or audiences will provide children with the opportunity to apply a wide range of language, both spoken and written.
Characteristics of Cognitive Development in children

Within SLA, awareness of the general developmental characteristics that students hold for learning at different stages and the understanding of the learning behaviours is critical, since these can directly influence with the outcome of a learning process. There are several characteristics that language elementary teachers need to be aware of in order to work with children. To describe them I will refer to Piaget (1963) and Murray and Christison (2011). Piaget groups cognitive development (CD) in children into three categories; sensory-motor stage (0-2 years), preoperational stage (2-7 years) and concrete operations (7-11 years). In the first group behaviour is primarily motor or physical and children do not yet characterize events and think conceptually. Within the second group language develops and children gain the ability to focus on specific features but cannot on multi-features. In the third group, children develop the ability to apply logical though to concrete problems. It is important to add that in this stage is where children use languages to exchange information. In addition to the understanding of these groups, it is also important to be aware of the different learning characteristics which they involve. For this, Murray and Christison (2011) also make a categorization. In preschool (2-4 years), children imitate speech sounds and they possess very short periods of attention. Within this stage children need concrete experiences. In grades K-2 (5-7 years), children also need concrete experiences and start to define their surroundings. Children at this stage also learn best through oral language and respond well to stories of fantasy which have solid beginning, middle and end. In addition, they understand meaning of new concepts, especially when they are presented in opposites. In Grade 3-5 (8-10 years) children begin to mature abilities of handling concrete operations and become aware of people, situations and ideas other than their own experiences. Children at this stage begin to learn how to work with other students, in pairs or groups. Children at this stage also benefit from imaginative activities and creative play.

Motivation

Within the different cognitive stages of development that children present during their elementary school years, they are being constantly provided with different types of input. Depending on the age of the students, the length of concentration and focus on specific tasks or activities varies. As students’ CD progresses their concentration levels increase. In spite of this factor, Brewster (1991) states that lessons should be presented with short activities where language items are introduced at reasonable levels and practiced in different ways. To accomplish this, I believe motivation is essential. Motivation is referred by Dörney (2005 p.65) as the primary impetus to initiate second language learning and later as the driving force that sustains the long
learning process. Moreover, Ellis (1997) defines motivation as group of attitudes and affective states that shape the amount of effort that learners make to learn an L2. These definitions highlight the importance of having different pedagogic strategies and working with well-designed lessons inside their classrooms. Teachers must be able to construct tasks in where students’ motivation degree helps with their concentration levels. In addition, teachers should keep in mind that although motivation leads to success, success can also lead to motivation (Burstall et al. 1974). For children in Ecuador’s education system, success in school is most of the time related to the high achievement scores students reach in the different school subjects. Children tend to feel more motivated because of the ‘acceptable’ marks obtained rather than for the knowledge acquired. Moreover, Ushioda (1998) in Pawlak (2012) argues that in this type of institutionalized learning, motivation is characterized by change rather than by stability. In other words, motivation is entirely influenced by the positive or the negative experiences students face with SLA activities. As teachers, I believe this is a difficult attitude to change. Nevertheless, teachers must find ways to encourage and enhance their students’ motivation, not only for the possible scores they aim to achieve but actually for the knowledge they will be gaining.

Learning strategies

Learning strategies (LS) can be defined as all the different approaches and techniques students employ to learn or improve the skills of a second language (Ellis, 1997). Furthermore, Oxford (2002) defines LS as ‘tools for the self-directed involvement necessary for developing communicative ability’ (p.124). For language teachers, the acknowledgment of the different LS that are being used inside their classrooms is important. In order to explore LS several techniques can be applied, which include the use of learning diaries, informal or formal interviews, group discussions, surveys or questionnaires or think aloud procedures, that require students describe their strategies aloud while using them. The appropriate use of LS can help students develop learning autonomy, improve their proficiency level overall or in specific language skill areas. Students can develop dozen of hundreds of examples of LS. Oxford (2001) describes different categories of LS cognitive, metacognitive, compensatory for speaking and writing, affective and social. Cognitive strategies includes those that help learners make and strengthen associations between new and already known information. For example guessing from context, analysing or reorganizing information. Metacognitive strategies involves planning, monitoring and evaluating learning (Ellis, 1997). These are important because they can help students get to know themselves better as language learners. Compensatory strategies for speaking and writing help learners think of missing knowledge when using English in oral or written communication. These strategies can include using synonyms, or completing exercises of information gap. Affective are
those that help students identify their feelings towards the learning process or the language target itself. The use of learning logs is a great source to find out how learners feel. Social strategies help learners interact with their peers. They also help students understand the culture of the language they are learning.

It is important for teachers to understand what types of LS students use and how they are being applied in their learning. The correct exploitation of LS can assist on the improvement of the language learning process in students. Therefore, TTP should focus on assisting ST in order to help their students be aware of the wide range of LS. Within lessons ST put into practice appropriate LS that can facilitate students in working with both content and language together (Murray and Christison (2011 p. 157). Oxford (2001) argues that this can be done by giving explicit directions about how the different strategies work and how they can transfer or use several in their tasks.

2.5 Recognizing Teachers

*Teachers’ beliefs*

Within a training program, it is essential not only to acknowledge teachers’ beliefs about the teaching and learning process, but it is also important to appreciate and use them as part of the training course. Borg (2011) holds that beliefs for teachers are true and provide a basis for action. They are also resistant for change. Nonetheless, the results obtained on his study show that teacher training programs (TTP) can interfere and have an impact on teachers’ beliefs. They can be strengthen and can help teachers develop links between them and theory. Simultaneously, TTP can serve as a source for creating new beliefs in teachers.

Teaching is an individualistic activity and it is shaped by the different belief systems teachers possess. These systems are founded on the goals, values and principals in relation to the content and process of teaching (Richards & Lockhart 1994). Moreover, these systems are shaped by teachers’ experience. For Murray and Christison (2011), this experience can be influenced by their time spent as learners, by different institutional practices, by research or by professional development. According to Freeman and Jhonson (1998) this experience is the result of a social construct that comes from specific experiences developed during their classroom or school practice. Likewise, Richards & Lockhart (1994) suggest that teachers hold different types of beliefs. For example beliefs towards the language they teach, which might include why they consider the language important, or what aspects of the language they judge as difficult or easy to learn, what elements of the language represent some type of stereotype impression having an
effect on their everyday practice. Likewise, teachers can have beliefs about the process of learning, where they might include the different expectations both teachers and learners bring regarding to what will be taught and learned. Furthermore, teachers can have beliefs about the teaching process itself, and can include all the assumptions teachers have about what they consider effective teaching, including how they perceive the role they undertake, the teaching resources they use and the methods they implement inside their classrooms. It is important to help teachers realize and reflect on what their different beliefs are, since they can be used as an advantage when planning and executing their lessons.

**Teacher Cognition**

The reality that teachers are not empty vessels who wait to be filled with *appropriate* methodologies and skills to accomplish effective teaching, has been recognized within the field of second language teacher education (SLTE). Student teachers (STs) in general, with or without experience, all have their own beliefs, values and thoughts about what happens and what is involved during a teaching process. Amongst the beliefs. Research on teacher cognition, has raised awareness on how teachers’ mental aspects relate to their classroom practices and has given significant input on what teacher professional development is becoming (Burns & Richards 2009). Freeman & Johnson (1998) relate the process of learning how to teach not only to the accumulation of research knowledge but also to the STs’ sum of experiences within social contexts, as learners in both classrooms and schools and as participants in professional programs (p. 401). Furthermore, they state that there should be a shift from having a behaviourist approach for teacher education to a more constructivist one. In other words, there should be a complete shift from focusing on the already mentioned idea, that student teachers start their training from *zero* and are only shaped and stimulated by positive or negative feedback, to understanding that they can grasp knowledge and shape it in order for it to be useful and practical to their reality.

### 2.6 Models for Teacher Education

Wallace (1991) discusses three models of teacher education (MTE) which have appeared in a particular order. The first MTE is the *craft model*. This model refers to learning by imitation of experts’ techniques and by adopting their instructions and advice. This model is criticized since the idea of having an only expert does not complement the current education, constantly fed with new methodologies, approaches and syllabuses. The second MTE is the *applied science model*. In this model practical knowledge is related to the most suitable method that will help accomplish the goals established. In other words, the use of scientific knowledge or
experimentation will help achieve the objectives. The issue with this model is that the findings of the scientific knowledge and experimentation are transmitted to the trainee and it is up to them to adapt these findings to their practice. If trainees fail to accomplish this, it can be due to a misunderstanding of the results put into practice. The third model is the *reflective model*. I will discuss this model in detail, since it is the one which I have consider in the design of the training program.

*A reflective model for teacher training*

There are several elements that should be explained before examining what a reflective model would include. *Reflective Teaching* for Bartlett (1990) is summarized as the connection of two factors: *intentions* and *actions*. In other words, the connection of what teachers actually think or intend with what they actually do or take action on, defines their individuality. Teachers’ actions are influenced by their intentions, which at the same time are influenced by the different social settings. Most important of all, the actions are influenced by the acts of reflection held before and after they are performed. These acts of reflection, or reflective teaching, will help with the development and improvement of the teaching processes. Because teaching is an interactive process between groups of people, Barlett explains that reflection does not only include analysing the connection between thoughts and actions in everyday classroom activities, but it also involves exploring the relationship between teachers as members of institutional structures.

Wallace (1991) identifies two different kinds of knowledge; *received knowledge* and *experimental knowledge*. The first one refers to all the data, theories, facts, etc., that are associated with the process of teaching. Experimental knowledge represents all the material gained with practical experience. The integration of these elements lead us to the concept of a ‘reflective cycle’, which is defined by Wallace as a continuing process of reflection within the context of practice. This reflection can occur in several stages. First, it can happen *before the event*, for example by participating in lectures or reading texts teachers can reflect on the input they are gaining and relate it with their professional concerns. Second reflection can take place as a process of recollection, meaning if teachers have a professional problem or dilemma they can recall and find a solution from relevant knowledge that will help them to manage a solution. Lastly, reflection can happen during the practice itself; *reflection in-action*. Ultimately this process aims for teachers to become critically reflective with their practice. For Barlett (1990) this means that teachers need to move away from the ‘how to’ questions to the ‘what’ and ‘why’ questions (p.205). Richards (1998) addresses different routes to assist teachers on the process. These might include journals and diaries, particular language learning experiences and audio or video
recordings. Furthermore, for Roberts (1998) reflection in teacher education can be characterized according to its purposes or forms, which are distinguished by considering reflection in terms of function on: *what* and *for what purpose* (p.54).
CHAPTER 3

Ecuadorian in-service English Teacher Standards

3.1 Overview

The results obtained after the analysis of the English proficiency levels in graduates students across Ecuador reflected an urgent need for change and improvement in matters of how English language was being taught and learnt in classrooms. Officials were faced with the reality of re-examining and re-designing the language policies and standards for English education in the country. Since 2011, the different alliances formed by the Ministry of Education (MinEduc) with the United States embassy in Quito and in 2012 with the Secretary of Education, Science, Technology and Innovation (SENECYT) a new cycle of English language teaching began in Ecuador. The current set of official policies was determined and with them a set of in-service teacher guidelines and language learning standards were recognized. These new measurements include parameters such as:

- Maintaining the number of mandatory hours of English language teaching in secondary schools (five hours per week) and implementing English as a compulsory subject in elementary schools, beginning in the scholar years 2016-2017/2017-2018.
- Determining a minimum of a B2 English proficiency level required for teachers to work in schools across the country and as an overall goal for students to reach the same proficiency level when finishing secondary school.
- Defining standard curriculum guidelines to be followed by all institutions that educate English teachers, assuring the language proficiency level and pedagogic bases needed.
- Establishing the Ecuadorian in-service English Teacher Standards (ISETS) and the English Language Learning Standards (ELLS).

According to the MinEduc in order to commence imparting English language teaching in elementary years, it is estimated that seven thousand teachers are needed. As I mentioned, several measures have been applied to undertake this situation. Since 2011, the representatives of the establishments that have the responsibility to train pre-service teachers in language education, have been working together with the Teachers of English to Speakers of Other Languages (TESOL) International Association, in order to standardize their curriculums and assessment within their courses, to assure the results of obtaining the necessary language competences as well as pedagogic bases, required to work in as English language teachers. At the same time, for in-service teachers the MinEduc along with the Secretary of Education, Science, Technology and Innovation
(SENECYT), have created several programs for teachers to take part of, including the scholarship program ‘Enseña Inglés’ – ‘Go Teacher’.

The ISETS and ELLS together are aimed to serve as mandatory parameters that in-service secondary teachers and secondary schools across the country must comply with. Nevertheless, throughout this chapter I will analyse several features of these standards and use them as sources that will support the design of the elementary teacher training program proposed and described in the next chapter.

3.2 Foundations of the ISETS

The Ecuadorian ISETS are based on the K-12 ESL Teacher Standards (2009) guidelines created by the TESOL International Association. These guidelines are written for government agencies and policy makers in general, who are in charge of regulating English language teaching, to adopt and adapt according to the reality of language instruction in their context. Furthermore, these guidelines were determined by accepting the globalization process societies are constantly facing and realizing the important role that education has, in order to cope with the different issues these processes bring. In addition, the standards were also defined and developed to evaluate competences in teachers and to determine how they are prepared for managing and handling challenges within their practice.

3.3 Description of the ISETS

The ISETS according to the MinEduc, are organized into five domains. These are: language, culture, curriculum development, assessment, professionalism and ethical commitment (see appendix 1 for a full description of the standards). However, it has to be recognized that according to the MinEduc website the final draft of the ISETS is still on its final stages. In spite of this, within this section I will analyse the standards established.

Domain 1: Language.

According to the standards, this domain refers to teachers’ comprehension about the different features that the process of Second language acquisition (SLA) involves. As mentioned in chapter two, I consider that the fundamental factor teachers must realize are the multiple stages of cognitive development that children have depending on their age. The characteristics of the input given to the students will also influence the way the language is acquired. Therefore to accomplish language teaching on any given age period, teachers should understand and possess the basic language competence. In other words, teachers must recognise and understand the different components that make language an integrative system; phonology, morphology, syntax,
pragmatics and semantics. In addition, the knowledge taught about different discourse structures will also assist children in developing communication skills, in all aspects oral, reading and writing. Because children are in the process of literacy development of their first language (L1) and second language (L2) reading and writing may become complicated, the attention should be directed to oral and listening skills, with the use of different activities such as story-telling, songs, chants or performing plays, etc. (Müller-Hartmann & Shocker-v 2009).

Furthermore, teachers must hold an understanding about children’s learning styles, including ways of recognizing them in order to develop the necessary teaching strategies aimed to fulfil all the children’s needs. Also, teachers must possess the knowledge about elementary teaching methodologies, involving appropriate and effective use and development of tasks and activities in their lessons, possession of good classroom management skills and promoting good teaching space conditions.

Another important aspect about SLA that teachers should take into consideration is children’s attitude towards the second language (L2). As Brumfit (1991) manifest, children have fewer negative attitudes to foreign languages and cultures than adults. This factor, together with the correct motivation and stimulation, will help teachers in the teaching and students with their learning process.

Domain 2: Culture

Taking into account that during elementary schools years children’s main distinctive is the acquirement of never ending knowledge, it is evident that they should be exposed to the nature and roles of cultures. Riley (1991) argues that children learning a foreign language may acquire or assimilate knowledge of two different cultures or two social settings. Therefore, teachers should understand how the different aspects of these cultures can affect children’s language learning. Communicating and teaching children about features such as racism, stereotyping, discrimination, conflicts, values and beliefs of both the Ecuadorian cultures and the cultures of English spoken and non-English spoken countries will help them grow up receptive, broad minded and understanding toward others. Moreover this will foster their culture identity. To accomplish this, teachers must use a range of resources and materials that will exemplify the information and help children realize and link their reality with other contexts, including recognizing the relationships they can find amongst culture, their house settings and school settings.

Domain 3: Curriculum Development
This domain refers to teachers’ ability to understand, manage and apply concepts, strategies and practices that will support the teaching and learning process with children. Teachers must keep in mind that the process of planning must enhance students’ development and integration of the four English skills; **listening, speaking, reading and writing**. Likewise, within their lessons teachers should integrate and adapt the use of not only national text books but also a wide range of materials, resources and technologies, when available. These should include visual aids, dictionaries, games, videos, recordings, etc.. It also has to be acknowledged that the range of information applied should be culturally responsive and age appropriate. In addition, Rixon (1991) mentions that the different lessons must provide challenges for students. In other words, they should be aimed for students to develop abilities in problem solving and investigation, promoting this way learning rather than simply remembering. To help with this, teachers must set up a supportive and welcoming classroom environment focused on stimulating students’ creativity and confidence. Additionally teachers must be able to apply scaffolding techniques (see Kayi-Aydar 2013), where the strategies applied must support children’s learning needs, aiming for independence in their work. This should be accomplished periodically as the lessons advance. At the beginning stages teachers should provide extensive support and feedback. Subsequently they should promote pair and group work and finally encourage individual work.

**Domain 4: Assessment**

This domain refers to the understanding of the different concepts of assessment that teachers must possess and use with their students. Teachers must comprehend that concepts such as **validity** and **reliability** should be balanced when assessing students (Cameron, 2001). In addition, teachers’ must be capable of linking the lessons taught in their classrooms to different assessment procedures, reflecting what children have learnt. More importantly, I consider that teachers must be able to recognize the different ways of how children could be affected with the different assessment results.

According to the ISETS, these effects include accountability, unfairness, especial education testing and language proficiency. Likewise, teachers should be able to measure students’ progress and encourage self and peer assessment with the use of different tools such as **portfolios, projects, classrooms observation checklists, reading logs**. From experience, I reflect on the benefits that these type of assessments have on children’s confidence levels. Furthermore, these tools should be feasible, where the use of multiple sources of information can assess student’s different language skills and most important of all enhance communicative competence.
Additionally, this domain refers also to teachers’ understanding and appliance of the different national and local requirements for measuring students’ progress in order to advance to further levels in their English programs.

**Domain 5: Professionalism and Ethical Commitment**

Amongst the ISETS, professionalism and teacher development plays an important role. Teachers must continue to improve and move forward on their education within the English teaching field, keeping up with new and current techniques, advances and research results. It is important also, for teachers to have knowledge about the history and evolution of language teaching, including knowing about techniques and approaches which are meaningful for elementary education. Additionally teachers should show interest in taking advantage of different professional growth opportunities, seeking to gain valuable insights about how to improve their teaching styles within their classes. Teachers should analyse their professional goals and should be engaged in taking part of processes of collaborative teaching, where building partnerships with colleagues can help search for solutions to general school situations or specific student issues.

In spite of agreeing with these professional development guidelines, I believe that this particular issue will take time to be accomplished by language teachers around the country. As mentioned in chapter one, there are not any official information about the number of language teachers being trained within the country. Although it has to be acknowledged that the scholarship program ‘Enseña Inglés’ – ‘Go Teacher’ has generated a great interest amongst teachers.
CHAPTER 4
Proposal of an In-Service Teacher Training Program

4.1 Overview

According to Freeman (1989) the main objective of a teacher training program (TTP) should be to help teachers link what they know about the language and how it reflects to their everyday classroom reality. The knowledge teachers have about the language involves the different methods and approaches they apply within lessons. Moreover, for Richards (1998) a TTP should also involve an exploration of the beliefs and attitudes teachers possess towards the language they are teaching. This belief system can include values, expectations and assumptions that teachers build up through their experience. I consider that the particular desire I have with this TTP is to encourage in-service teachers (ISTs) to become reflective practitioners. In other words, if teachers constantly examine their everyday activities and analyse how these can be linked to the knowledge of teaching itself, teachers can determine the necessary procedures that can help enhance the teaching-learning process. Therefore, with the following chapter I describe a proposal of a TTP for ISTs who plan to work in the different elementary schools across Ecuador. The main goal of this training program is to encourage teachers to become more reflective about their teaching.

4.2 Rationale

As mentioned, the establishment of the ‘Fortalecimiento del Ingles’ (Reinforcement of English) (FI) program in 2012, brought a new set of procedures and standards that teachers and schools were required to comply. Along with this, the Ministry of Education (MinEduc) has emphasized on the necessary improvement of the language proficiency level and bettered teaching techniques that teachers ought to achieve in order to work in different schools across the country. In addition, the disposition of having English as a mandatory subject in elementary public schools starting in the scholar years 2016-2017 / 2017-2018, has made clear the demand of developing different means of teacher training that will help fulfill the required labour force needed to begin with this agenda. Therefore, I will describe the proposal of a teacher training program (TTP) aimed to help in-service teachers (IST) planning to work in elementary schools.

For the design of the following TTP, I have relied on the description of the four features of the ‘Model of Teaching’ proposed by Freeman (1989). These features are: knowledge, skills, attitude, and awareness.
4.3 Aims

With the following TTP I seek to pursue the following aims:

- To develop in trainees a sense of self-evaluation about their practice, in order for them to realize the different elements that need improvement for teaching English to younger students.
- To help trainees identify or improve the current attitudes and beliefs they possess towards the process of language teaching.
- To develop in trainees an understanding of three specific approaches for language teaching applied with younger students, with the purpose of assisting their future teaching practice.
- To provide trainees opportunities to personally experiment how the new techniques and skills can be applied within their lessons.

4.4 Objectives

With the following teacher training program trainees will be expected to demonstrate:

- The ability to revise their teaching techniques with the purpose of improving their students’ final learning results.
- The ability to implement and adjust in their own teaching practice the knowledge obtained about the different language teaching approaches within the program (communicative approach, task based approach and story-line approach).
- The ability to adapt and link the different notions learnt in the program with the established national curriculums.
- Their understanding of the need to improve English language teaching (ELT) across the country, but most important of all to demonstrate their commitment to the task.

4.5 Outline

The following teacher training program will be composed of three sections.

A. Introduction and Reflection

The first part of this section will be informative and will include an analysis of topics related to ELT in Ecuador, such as:

- A view of the past, present and future of the process and the description of the current policies regulating it.
• A description of the teacher requirements needed to work as English teachers within the country.

The second part of this section will be reflective. It will include the attitude component of the model of learning proposed by Freeman (1989). In this section trainees will take part of different activities where they will establish common grounds about their attitudes and beliefs towards language teaching to younger learners.

B. Theories and approaches

The design of this section is based on the knowledge and skills components of Freeman’s (1989) model of teaching. This section will be descriptive and practical and it will include topics related to:

• General characteristics that students in elementary levels have when acquiring languages, including cognitive features.
• Different methods and approaches aimed for teaching younger students (communicative approach, task based approach and story-line approach).
• Class management techniques.

C. Awareness

This section is based on the awareness component of Freeman’s (1989) model of teaching. It will include a practical activities in where trainees will reflect directly on the different aspects of their everyday professional practice. It will include exercises where trainees will need to apply the information gained throughout the program. This section will also serve a conclusion pointing out different recommendations and tips that teachers can put into practice. Moreover, this section will encourage teachers to become more reflective about their teaching.

4.6 Training program

INTRODUCTION AND REFLECTION

English language teaching in Ecuador

English language teaching (ELT) has been part of the Ecuadorian’s education system for decades and through this time it has faced two mayor phases of development. The first, begun in 1992 when the MinEduc along with the British Council created the project called ‘Curriculum Reform Aimed at the Development of the Learning of English’ (CRADLE). According to Haboud (2009), one of the principal benefits of this project was the establishment of the first English syllabus and curriculum alignments. Within these it was determined that English was meant to be imparted as
a subject in all secondary schools across the country. In spite of this and after almost two decades of language teaching, graduate students were still struggling and dealing with deficiency levels of English. Facing this reality, the MinEduc together with representatives from the United States Embassy analysed the different issues and determined a new set of guidelines, implementing the second mayor ELT phase in the country, called ‘Fortalecimiento del Ingles’ (Reinforcement of English) (FI). It was established among these guidelines that in order for English teachers to work in schools across the country, they need to achieve a proficiency level of B2 (CEFR). Additionally, it was stated that teachers were required to improve their methodologies of teaching, in order to enhance the students’ learning. Therefore, the Secretary of Education, Science, Technology and Innovation (SENECYT), launched the scholarship program called ‘Enseña Inglés’ – ‘Go Teacher’, which has raised a lot of interest among teachers. Along with this program, the training within the country is also an ongoing activity, nevertheless there is not any official information about the number of teachers who are taking part of these programs.

**Attitude**

Freeman (1989) relates this feature to the different postures teachers possess towards themselves as professionals, the activity of teaching and towards their students. According to Zheng (2013) attitudes can also be related to teachers’ beliefs. These different attitudes and beliefs can include all possible aspects related to the teaching-learning process, more importantly it can include their personal views about what they consider is a ‘good teacher’ or a ‘good student’. Furthermore, these interfere with teachers’ decision making (Murray and Christison 2011). These aspects can include teachers’ thought processes, classroom practices, opinions about professional development and teachers’ general professional identity.

The following activities seek to enhance trainees’ reflection about their teaching attitudes and beliefs towards teaching to children, specifically in Ecuador. It will also help them analyse the diversity of thoughts other teachers have about the same topics, helping them reconsider their own.
**ACTIVITY 1: Reflect.** (Adapted from activity 1.1 from Vale & Feunteun 1995)

Aim: to demonstrate how diverse and different teachers’ expectations are in spite of attending the same training course.

1. Read the following question and write your answers individually on four different pieces of paper. When you finish hand them to your trainer. (The trainer will expose all the statements as a display).

   *What do you consider are the four most important issues related to teaching English to children in elementary schools in Ecuador?*

2. Stand up and choose four statements. Make sure you do not choose your own. Discuss with a partner and together decide which you consider the four most important.
3. With your partner join another pair of teachers. Discuss and choose the four most important statements.
4. With your group join another group of teachers. Discuss and choose the four most important statements.
5. Report your choice of statements to the rest of the teachers.

As a whole group decide the aspects which are considered the most important.
**ACTIVITY 2 Explore.** (Adapted from Murray and Christison 2011)

Aim: To reflect on teachers own beliefs about what is most important when teaching English to children.

1. Complete the following inventory. On a five-point scale, say if you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Attitudes and Beliefs towards teaching English to children**

1. Children learn a foreign language more easily than adults.
   1 2 3 4 5

2. Perfect pronunciation is important.
   1 2 3 4 5

3. I should teach speaking before I teach writing.
   1 2 3 4 5

4. To learn English, students need to memorize and repeat a lot.
   1 2 3 4 5

5. We should only use English during English lessons.
   1 2 3 4 5

6. Grammar is the most important part of English.
   1 2 3 4 5

7. Vocabulary is the most difficult part of English for children to learn.
   1 2 3 4 5

8. Students can learn from their peers and should be forced to work in groups.
   1 2 3 4 5

9. Culture is not important within English lessons.
   1 2 3 4 5

10. I should always correct students’ mistakes in English.
    1 2 3 4 5
2. For each question, think about why you hold that belief. Was it how you were taught? Have your read research about this? Have you observed this in your own teaching?
3. Discuss your reasons with a colleague.
4. Discuss your reasons as a group.

THEORIES AND APPROACHES

Knowledge and Skills

For Freeman (1989) the combination of knowledge and skills outlines the knowledge base (KB) that teachers need. KB for teachers tends to change or grow according to their professional development, yet it serves as a foundation for their practice (Shulman, 1986). This knowledge includes the understanding of the what, the who and the where of the teaching and learning process. KB refers to the teachers’ familiarity to their students, including their background, learning styles and language levels. It also refers to the comprehension of the subject matter that will be taught and the setting of where it will take place. Furthermore, this KB defines what the teacher needs to accomplish within the teaching and learning process, including factors such as class management and interaction techniques, correct presentation and use of different materials, proper communication of instructions and the application of adequate error correction techniques. In addition, this KB includes teachers’ ability to interpret their knowledge about different current language teaching methods and approaches.

General Characteristics of children

As previously mentioned, it is important for teachers to acknowledge and understand the different stages of cognitive development children have according to the age they are in. Nevertheless, it is safe to say that children possess general and similar characteristics when it comes down to learning a new language. Hashemi & Azizinezhad (2011) and Stakanova & Tolstikhina (2014) group the following:

- Children are curious about all new things and have no fear for the unknown.
- When interacting with their peers, children use any verbal skills they possess in order to communicate, leaving language barriers to the side. To accomplish this, children can rely on language patterns learnt from their first language.
• Due to the fact that children can be highly motivated and energetic, they tend to answer better to tasks that call for their attention, hence it is very important for teachers to elaborate tasks that will help maintain student’s attention. However, children can also easily get bored as well, therefore lessons need to involve several activities, where the use of bright coloured visuals, games, chants, stories will help maintain their motivation. In addition, the use of gestures and body language will help with their understanding of the topics to be learnt.

• Children can grasp on abstract grammar rules from listening exercises. For this reason, teachers have to constantly help develop students’ listening skills with sufficient practice.

• Children tend to be cooperate during class lessons and can participate openly in different activities, especially when they are learning in relaxed and stress free environments. It is extremely important for teachers to construct this type atmosphere inside their classrooms, in order to help children feel comfortable and motivated to learn. In addition, teachers should practice interaction exercises, enhancing good working relationships with both their teachers and their peers.

Approaches for ELT to children

From my teaching experience in Ecuador, I have realized students seem to share a general idea about English language learning. It would appear that students have grasped the process as a mandatory school subject where the main idea is only to receive a passing mark. Moreover, students’ lack of motivation for learning English has influenced directly in the process. One of the reasons of this situation, I believe lies on the incorrect choice of methods and approaches that teachers have adapted as part of their practice. Therefore, within this section I will describe three approaches which I consider important and interesting for elementary teachers to analyse and incorporate into their practice.

Communicate approach

It has to be understood that the process of acquiring a second language in children has to be similar to the process they are going through as they are learning their first language. Therefore, there must be an extra emphasis on developing listening and oral skills before other language skills. Cameron (2003) points out that language learning in children depends more on oral skills than it does on any other skills. Learning language literacy for children is not a simple task to accomplish, due to the fact that children are still in the process of acquiring literacy skills for their first language,
written forms in English should not be seen as helpful resource for communication. In other words, teachers must reassure oral practice, which can help endure the development of the other skills. In addition, Cameron reflects on the fact that children seek for meaning and intention when being faced with foreign language learning. In other words, they try to construct and analyse meaning within the actions they perform. Therefore language teachers must find paths that will lead children to construct meaning, helping them this way as they get older, with their process of understanding abstract concepts, hence abstract thinking. For this matter, Cameron proposes a model for constructing language for children when learning a foreign language. This model is explained in the following figure:

![Figure 1: A model of the construct 'language' for child foreign language learning (from Cameron 2003:109)](image)

Within this model, Cameron makes a first distinction between learning oral and written skills, previously described. She expresses that oral skills can be best taught with activities relating to vocabulary and discourse. However, it has to be kept in mind that these have to pursue the search and construction of meaning. Children possess the ability to understand, produce or recall when necessary examples of discourse, such as songs rhymes, chants or stories. When being faced with these activities children can develop conversational skills, by having small or extended talks and using phrases with their peers or teachers. Referring to the vocabulary skills, teachers have to realize that these do not only include the comprehension and use of single words, but that complete phrases or ‘chunks’ should be incorporated as well (p. 109). In addition, this model encourages the use and practice of the different vocabulary and discourse exercises as a help to
develop a sense of recognition of the grammar patterns and regularities. This recognition will support older children in later stages when they face lessons with grammar focused activities.

The following activities pursue teachers’ analysis about the importance of using activities that encourage students’ oral communication skills. The idea is for teachers to reflect on the different utterances children can absorb by accomplishing the exercises and most important of all how can these activities develop students’ ability to communicate freely in English.

**ACTIVITY 3: Practice.** (Adapted from Vale & Feunteun 1995)

‘Spidergram’

Aim: to give teachers a first-hand opportunity to accomplish the sort of tasks they may use with their students and to raise awareness about the different language points that could be exploited with this type of task.

1. Work with a partner. Trainee A completes spidergram 1. Trainee B completes spidergram

![Spidergram 1](image-url)
2. Discuss and compare your results with your partner.
3. Discuss with the rest of the training group.

**ACTIVITY 4: Reflect.**

Aim: to promote awareness about communicative activities.

1. Complete the following exercises with a partner.

   a) Find an object in the room describe it to your partner.
   b) Think about your favourite animal. Make a picture of it.
   c) Look at the picture. What do you see?
   d) Which of the following countries do you consider the best for living? The worst?
      ICELAND  CHINA  MEXICO  INDIA  RUSSIA
e) Look at the picture. Describe where the *hospital, the sports center and library* are. How do you get from the house to the bookshop, the camera shop, the toy shop?

2. Discuss with your partner if the exercises enhanced different communication skills. Give reasons of why or why not.
3. From the activities that you feel that encourage communication skills, what type of language input can they provide?

*Task based approach (TBA)*

It has to be acknowledged the fact that TBA pursues a wider objective that just language teaching. According to Holderness (1991), the bigger picture for applying this method is for students to generate a purpose for learning. Well planned tasks should integrate the students’ learning with their experience or context, helping this way, generate meaning of the topic that is being taught. When children are encouraged to search for meaning, they develop a bigger sense of interest, involvement and stimulation towards the lessons, marking a big difference from learning by superficial detached language exercises. Teachers have to realize that children do not pick up language in singles structures. They have the capability to learn language as a *whole*, meaning that by finding a purpose of learning children can discover and absorb different topics related to a single one, enhancing this way their learning experience.

An essential aspect of TBA is motivation, especially with younger learners. Therefore the correct design, presentation and implementation of tasks is very important to incentive and maintain
students’ attention throughout the lessons. Vale & Feunteun (1995) analyse that tasks require a clear defined framework. For them the development of task should include three phases:

- **A preparation (or familiarisation) phase:** which includes a series of physical response activities with the key language needed for the main activity. Children are exposed to the focused language of the class but are not expected to produce.

- **A main activity phase:** in which the children complete a practical topic. It is here where teachers have to be clear with instructions, comments and patterns to be learnt. In addition, this phase should develop results that will provide a context and purpose produced by the students for language production and practice.

- **A follow-up and consolidation phase:** in which the teacher uses the confidence and experience gained by the children to encourage them to produce and communicate.

(Vale & Feunteun 1995, p.30-31)

TBA can have its downsides. Carless (2002) identified four themes that can challenge the usage of this approach. Among these he included: *noise and discipline, use of mother tongue, student involvement and drawing and colouring.*

**Noise and Discipline:** It can be rather difficult for teachers to maintain a good balance between carrying out tasks and good behaviour inside their classrooms. This can be due to the number of students per class or the different learning abilities students can possess. Therefore, when designing tasks, teachers should analyse levels of difficulty, clarity and simplicity of instructions and amount of expected noise produced while completing the tasks.

**Use of mother tongue:** students’ use of their first language is a reality teachers face and have to cope with inside their lessons. However, teachers should realize that this can have positive effects on the learning process. It can help students clarify meanings, start discussions about the requirements of the task in order to find ways to accomplish them, it can create a sense of group cohesion in students and it can help reduce anxiety or stress levels. In spite of this, teachers should encourage the use of the target language by employing it as far as possible within their lessons, serving as an example for the students. In addition, teachers should constantly monitor the use of the intended language by elaborating a system of rewards when students are doing it so. Lastly, teachers should accept the use of the first language if this is helping with the production of output of the target one.

**Pupil Involvement:** I believe this is an issue that most teachers face. While accomplishing tasks there is always a high variety of student involvement. Therefore, when designing tasks teachers
should be aware of how much work each student will accomplish. Also, it is important to define roles for students to accomplish whilst doing the activities, keeping in my mind that the designation of these should vary from task to task. Most important, teachers should analyse their students in the sense of finding out which of them need more encouragement than others.

**Drawing and Colouring:** According to Carless, this theme refers to the activities that involves children doing any type of crafts. The issue with this theme is the limited target language production that students can generate. When designing tasks of this kind, teachers should take into consideration the time consumption of the activity and how can different linguistic elements be incorporated.

The following activity seeks to promote trainees awareness about the importance of designing tasks properly in order to enhance the students’ learning.

---

**ACTIVITY 5:** Design. (Adapted from Vale & Feunteun 1995)

**Aim:** to promote awareness about task based approach.

1. Work in pairs. Take into consideration the following parameters and design tasks that follow the task based approach.
   a. The class is composed 25 students between the ages of 7 to 8 year olds.
   b. The language focus is showing ability: *can/can’t.*
   c. There should be support of awareness of the environment.
   d. There should promotion of co-operative work and socialisation.
   e. There should be support of other types of subject matter not only language. (e.g. science, geography, etc..)

2. Determine the types of difficulties you might encounter when developing this task. How would you cope with them?

3. Present your design to the rest of the trainees.

4. Analyse your colleagues’ design and determine which design fits the most to the task based approach.

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**Story-line approach (STLA)**

According to Ahlquist (2012) this method has not been fully applied in language teaching classrooms, however it possess an extensive link with TBA. Like TBA, this method emphasizes meaningful use of language in particular communicative contexts, relating the outcomes to reality. The main difference relies on the narrative framework of tasks proposed by the teachers. Within
this method, a fictive world is created inside the classroom, where children assume roles of characters in order to unfold particular stories, with the help of different tasks. Ahlquist analyses that with this approach children construct knowledge throughout the tasks. In other words, children are encouraged to study and to investigate about information with a real sense of purpose. In addition, they develop and improve their interaction skills. Since this approach embodies cooperative principles, students with their individual roles, work as part of a group and share a common interest, enhancing this way their socials skills.

The different stories created can last for several weeks and can be used to plan and design several lessons. These stories require particular characteristics such as:

- Stories need to be set in specific place and time.
- Stories need to have clear beginning, middle parts and ends, usually concluding with some kind of celebration.
- Stories’ narrative unfolds while students work together around key questions. These questions represent a vital component, since they have to incorporate subject matter in a meaningful way, in order for students to work around with.

(Ahlquist 2014)

Since with this approach teachers provide the profile of the stories and children have to generate the content, it is safe to say that the success of this approach relies on the cooperative partnership not only between the students themselves but between the learners and teachers as well.

The following activity will help trainees analyse how this approach is used and will help them reflect on how they can apply it in their practice.

**ACTIVITY 6: Reflect and design.** (Adapted from www.storyline-scotland.com)

Aim: to promote awareness about the use of the story-line approach.

1. Work in a group of four. Analyse the different steps for developing the story-line approach and design examples for each step.

   a. The teacher provides questions that will help develop the topic of the story in order for students to think about the characters and the setting.

   b. Students in groups analyse the question and converse about the answers. Each student creates their character providing enough background information about it.

   c. The teacher provides specific questions for each lesson which will widen the topic and generate communication within the class, providing this way possible details about what are the settings and the situations children have to focus on each lesson.
d. Students analyse the answers to the questions provided and determine possible outcomes, but now relate them to their characters.

e. After each lesson, the teachers help students reflect on the several topics they have learnt within that lesson.

f. After a few lessons, teachers provide with a final question that will determine the outcome of the story.

Answers:

a. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

b. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

c. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

d. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

e. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Possible example:

a. Who are the people in a family? Who will be in your family that your group creates?

b. With a simple collage technique, students in their groups create their roles, with their biography. Then children display their family to the rest of the class.

c. Questions like: ‘Where do you families live?’ What kind of house do the live in?’ ‘What are their jobs?’ Where are they going to spend their holidays? The teacher can also give examples such as, the family has won a trip to Europe or they are planning on going to the Galapagos Islands.

d. Students create their settings by answering to the teachers questions.

e. ‘What are your families celebrating today?’ (Students can think maybe about a birthday party or a weeding to finish with all the lessons.

2. Discuss with the rest of the groups your ideas.
Class management strategies

Murray & Christison (2011) manifest that good classroom managers plan out and establish rules, parameters and principals that serve as guidelines for controlling behaviours and for maintaining a good level of instruction within their classes. The result of a correct class management can enhance the teaching-learning experience. To accomplish this, I have considered several important aspects that teachers must take into consideration when developing management strategies.

Action zone

According to Adams and Biddle (1970 in Murray & Christison 2011) it is easier for teachers to control the learners’ behaviour and learning, if they can identify the action zone (AZ) of their practice. AZ constitutes ‘where the teachers’ main attention lies and it is the students in this zone who receive most teacher attention’ (p.169). Therefore, teachers must analyse their particular ways of directing their attention, in order to include all of their students. The following figure shows and example of a possible AZ.

![Figure 2: Classroom Action Zone (from Murray & Christison 2011: 170)]
ACTIVITY 7: Reflect

Aim: To analyse the teacher’s action zone within their classrooms.

1. Think about your classroom layout. Can you determine the Action Zone when you are teaching? How can you improve? Illustrate and discuss with your peers.

**Mobility**

According to Holderness (1991) teachers have to acknowledge that in order to easily set up activities there has to be space to move freely along the classroom. In classrooms where mobility is limited, teachers can create activities where students can work in pairs, using the following formula (p.28):

Whole class → pairs → whole class → make different pairs → whole class

Some examples of activities for this type of classrooms can include information-gap, sorting information, investigating activities, games, make up books of stories, solving puzzles, etc. As for classroom where mobility is more freely, teachers can form groups as desired. It has to be
acknowledged that the smaller the group the greater the involvement. Holderness, explains that it is recommended that group tasks should give a genuine reason for sharing.

**ACTIVITY 8: Reflect and design**

**Aim:** To analyse the type of mobility found in classrooms and to determine what type of activities can be accomplished.

1. Think about your classroom layout and make an illustration about it.
2. Determine the type of mobility you can have and plan a set of activities and what possible language focus can be taught in reference to the topic: TRANSPORTATION.

Possible example for a classroom where mobility is free

a. Teachers can group students in groups of 4.

b. Each group can do one of the following activities: making a dictionary of people who help us, sorting pictures of people to find famous people, sorting pictures of people and determine their professions (using chants like: I am a... I work in... etc), making a poster of people showing their likes and dislikes, etc.

c. Children show their projects to their classmates.
AWARENESS

Within the model of teaching, Freeman (1989) defines awareness as the capacity to recognize and examine the particular attention oneself gives to a particular matter or situation. This attention is described as an engagement to different aspects of the learning process. For Ahmad & Khan (2011) the attention should not only be focused on these aspects, but more importantly should be focused on realizing how the different language policies affect the way teachers accomplish their practice. This proposal seeks for teachers to create awareness of the importance of the current language policy and more important seeks teachers to adapt to the policies instead of adopting them.

ACTIVITY 9: Reflect

Aim: to help teachers become aware of how to adapt and not adopt the current language policy.

1. With a partner analyse and reflect on the following an example of an already established curriculum guideline for a second grade classroom (Children within the ages of 7-8)

By the end of the period students must be able to accomplish the following objective within the speaking skill.

- To introduce oneself and exchange greetings.
- To identify and talk about school supplies and different objects inside the classroom.
- To count the objects and recognize numbers up to ten.
- To identify and describe the color of some party objects.
- To identify commands and alphabet letters.

2. In groups of fours, create a set of activities using the topics learnt throughout the program.
CHAPTER 5
CONCLUSIONS and IMPLICATION

5.1 Conclusions

Facing the reality of the low proficiency English levels among students, made Government authorities realize the importance of restructuring the policies in order to develop and improve English knowledge across Ecuador. The implementation, in 2012, of the program ‘Fortalecimiento del Ingles’ (Reinforcement of English) (FI) has made a crucial contribution to this cause. Within the dispositions of this program, several measures were taken into account. First, teachers needed to demonstrate their B2 level of English proficiency in order to educate students. Second, it was mandatory that by the scholar years 2016-2017/2017-2018, English is meant to be taught as a subject in all elementary public schools. For teachers, this meant that for the first time they had to comply with official regulations and guidelines in order to work in schools. For the different institutions that educate language teachers, this meant the beginning of an on-going process of curriculum standardization and improvement. As for the government, this represented the creation of several training programs in order to satisfy the increasing demand of professional training. I believe efforts have been accomplished for this. The execution of the scholarship program ‘Enseña Inglés’ – ‘Go Teacher’, is one example. According to officials, this program has been well accepted amongst teachers. Nevertheless, I believe it is not accessible for everyone. Therefore, the main intention I have had with this paper is to describe the proposal of a design for a training program, in where I have included specific topics that I believed are important for teachers to be aware of specially when working with younger learners.

Several authors, cited within this paper, have argued that the main idea of a teacher training program should be to encourage teachers to find ways to link their knowledge with their practice. As written, the main idea of this proposal is to begin training teachers to become more reflective about their teaching, in order to adapt and not just adopt current policies. Teachers must be able to use the knowledge they have gained about language teaching in proper ways, with the purpose of benefiting completely the learning experience. Teachers need to reflect on the different features that interfere with their teaching practice and also need to analyse the ways of how to deal with the different situations. In other words, when teachers become reflective about the whole process of teaching and what it involves, they can solve situations that may be specific for their particular context, improving this way their professional development.
To train teachers I have proposed the use of three approaches; *the communicative approach, the task based approach* and *the story-line approach*. The main objective of all of these is to develop communication skills in students. As Cameron (2003) argues, because children are still in the process of acquiring literacy skills for their first language, language learning is best done through developing and enhancing oral skills. Moreover, I have reflected also on factors of classroom management, incorporating within the design activities to promote awareness of these issues.

### 5.2 Implications and Suggestions

With this research I have found out that the lack of information about the different training projects government authorities have created and the number of teachers benefiting from them, was an issue. Nevertheless, I believe this proposal will be the beginning of developing a further project that will help with the training of language teachers in order to improve language teaching in the country.

I believe government authorities are really taking into consideration the issues involving English language teaching within the country. However, I consider different programs involving motivation features for teachers are required. In my opinion, I think in-service teachers who have had many years of experience, should be encouraged to ‘refresh’ their assumptions about language teaching, not only by improving their different pedagogic or language skills, but enhancing their motivation levels towards the field, realizing the importance an adequate language teaching process has in their students’ future.

*Word count: 14,711*
APPENDICES

Appendix 1: In-Service Ecuadorian Teacher Standards (ISETS)

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<thead>
<tr>
<th>Domain 1. Language</th>
<th>General Standards</th>
<th>Specific Standards</th>
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<tbody>
<tr>
<td></td>
<td>Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (students) develop language and literacy and achieve in the content areas.</td>
<td>1.a.1 Understand the components of language (phonology, morphology, syntax, pragmatics and semantics) as an integrative system.</td>
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<td>Teachers demonstrate understanding of language as a system.</td>
<td>1.a.2 Use knowledge of these interrelated aspects of language to help students develop oral, reading, and writing skills in English.</td>
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<td></td>
<td>1.a.3 Demonstrate knowledge of rhetorical and discourse structures as applied to English learning.</td>
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<tr>
<td>1.b. Language Acquisition and Development</td>
<td>Teachers understand and apply theories and research in language acquisition and development to support their students’ English language and literacy learning and content area achievement.</td>
<td>1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to students.</td>
</tr>
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<td></td>
<td>1.b.2 Understand theories and research that explain how L1 literacy development differs from L2 literacy development.</td>
<td>1.b.2 Understand theories and research that explain how L1 literacy development differs from L2 literacy development.</td>
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<td></td>
<td>1.b.3.a. Recognize the importance of students’ L1 and/or languages varieties, if they are not Spanish, e.g. quichua and other native languages (and that they are learning Spanish as a second language) to build on these skills as a foundation for learning English.</td>
<td>1.b.3.a. Recognize the importance of students’ L1 and language varieties (when they are Spanish) to build on these skills as a foundation for learning English.</td>
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<td></td>
<td>1.b.3.b. Recognize the importance of students’ L1 and language varieties (when they are Spanish) to build on these skills as a foundation for learning English.</td>
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<td>1.b.4. Comprehend and apply knowledge of socio-cultural, psychological, and political variables to facilitate the process of learning English.</td>
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<td></td>
<td>1.b.5. Understand and apply knowledge of the role of individual learning styles in the process of learning English.</td>
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### Domain 2. Culture
Teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for students.

<table>
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<tr>
<th>General Standards</th>
<th>Specific Standards</th>
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| 2. Culture as It Affects Student Learning | 2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.  
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.  
2.c. Understand and apply knowledge about cultural conflicts.  
2.d. Understand and apply knowledge about communication between home and school to enhance English teaching.  
2.e. Understand and apply concepts about the interrelationship between language and culture.  
2.f. Use a range of resources, including the Internet, when possible, to learn about Ecuadorian cultures and also the cultures of English speaking and non-English speaking countries and apply that learning to instruction.  
2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students. |

### Domain 3. Curriculum Development
Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based English and content instruction. Teachers are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their students.

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<th>General Standards</th>
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3.a.2. Create supportive, welcoming classroom environments.  
3.a.3. Plan differentiating learning experiences based on assessment of students’ English proficiency, learning styles, and prior formal educational experiences and knowledge.  
3.a.4. Provide for particular needs of students with interrupted formal education.  
3.a.5. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives. |
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.  
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.  
3.b.4. Develop students’ listening skills for a variety of academic and social purposes.  
3.b.5. Develop students’ speaking skills for a variety of academic and social purposes.  
3.b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.  
3.b.7. Provide standards-based reading instruction adapted to students.  
3.b.8. Provide standards-based writing instruction adapted to students. Develop students’ writing through a range of activities, from sentence formation to expository writing. |
| 3.c. Using Resources and Technology Effectively in English and Content Instruction | 3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.  
3.c.2. Select additional materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of English.  
3.c.3. Employ a variety of materials for language learning, including books, visual aids, and visuals in addition to the textbook.  
3.c.4. Use technological resources (e.g., internet, software, computers, and related devices) to enhance language and content-area instruction for students. |
## Domain 4. Assessment
Teachers demonstrate understanding of issues and concepts of assessment and use standards-based procedures with students.

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<th>General Standards</th>
<th>Specific Standards</th>
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</table>
| **4.a. Issues of Assessment for English Language Learners** | 4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to students and use results appropriately.  
4.a.2. Knowledgeable about and able to use a variety of assessment procedures for students.  
4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.  
4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for students.  
4.a.5. Distinguish among students’ language varieties (e.g., pronunciation, vocabulary from different regions), giftedness, and special education needs. |
| **4.b. Language Proficiency Assessment** | 4.b.1. Understand and implement national and local requirements for identifying the progress of students in English programs.  
4.b.2. Understand the appropriate use of norm-referenced assessments with students.  
4.b.3. Assess students’ language skills and communicative competence using multiple sources of information. |
| **4.c. Classroom-Based Assessment for English Language Learners** | 4.c.1. Use performance-based assessment tools and tests (e.g., portfolios, projects, classroom observation checklists, reading logs, video, spreadsheet software) that measure students’ progress.  
4.c.2. Understand and use criterion-referenced assessments appropriately with students.  
4.c.3. Use various instruments and techniques to assess language skills, both individually and integrated (e.g., listening, speaking, reading and writing, as well as vocabulary and grammar) for students at varying levels of language and literacy development.  
4.c.4. Use various instruments and techniques to assess content-area vocabulary learning for students at varying levels of language and literacy development.  
4.c.5. Prepare students to use self- and peer assessment techniques when appropriate.  
4.c.6. Use a variety of rubrics to assess students’ language development in classroom settings. |

## Domain 5. Professionalism and Ethical Commitment
Teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL) field, and education policy issues and demonstrate knowledge of the history of EFL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for students and their families.

<table>
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<tr>
<th>General Standards</th>
<th>Specific Standards</th>
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</table>
| **5.a. English as a Foreign Language Research, History and Legislation** | 5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.  
5.a.2. Demonstrate knowledge of the evolution of laws and policy in bilingual and English as a foreign language (EFL) profession.  
5.a.3. Demonstrate ability to read and conduct classroom research.  
5.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for students.  
5.a.5. Distinguish among students’ language varieties (e.g., pronunciation, vocabulary from different regions), giftedness, and special education needs. |
| **5.b. Professional Development, Partnerships, and Advocacy** | 5.b.1. Participate in professional growth opportunities.  
5.b.2 Establish professional goals.  
5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for students in the school.  
5.b.4. Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.  
5.b.5. Advocate for students’ access to academic classes, resources, and instructional technology.  
5.b.6 Support students’ families.  
5.b.7. Serve as professional resource personnel in their educational communities. |
| **5.c. Ethical Commitment** | 5.c.1. Educate students to practice the principles of active citizenship, e.g., those stated in the Ecuadorian Constitution as the Buen Vivir.  
5.c.2. Know about national legislation and take action to protect and respect the rights of all students including those at risk. |
REFERENCES


