



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA

“Teacher-Centered Education vs. Learner-Centered Education: a study of the English teaching-learning process according to the New English Curriculum Guidelines (Board of Education) at ninth level in Alfonso Carrión Heredia Public Elementary School.”

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

TUTOR: Dr. Fabián Darío Rodas Pacheco

AUTORA: Lilian Catalina Nievecela Guamanrrigra

Cuenca –Ecuador
2013

RESUMEN

El propósito de este estudio es explorar en qué medida las nuevas Directrices Curriculares de Inglés del noveno año de educación básica están contribuyendo al proceso de enseñanza-aprendizaje, con el fin de lograr una educación centrada en el aprendizaje en lugar de una educación centrada en la enseñanza. Esta investigación se llevó a cabo en la Escuela Básica Superior Alfonso Carrión Heredia, con la participación de trece alumnos y alumnas que están entre las edades de once y doce años. Los datos obtenidos de la presente investigación revelaron que, esta nueva implementación ha ayudado al proceso educativo del idioma Inglés; ya que contiene técnicas, métodos y otras herramientas educativas que están centradas en los estudiantes y su proceso de aprendizaje parte desde su contexto. Además, de acuerdo con las Directrices Curriculares Nacionales, los alumnos al finalizar el año lectivo tienen que lograr un nivel de competencia A2 utilizando las cuatro habilidades del lenguaje: escuchar, hablar, leer, y escribir. El investigador ha concluido que, los estudiantes han logrado este nivel en: lectura, escritura y escucha. Sin embargo, los requisitos de habilidades de oralidad no se alcanzaron como se esperaba. Esto se debe a que el español siendo su lengua natal tiende a ser la más usada en la hora clase de inglés. A fin de resolver esta situación, los maestros pueden alentar a sus estudiantes a hacer más uso del idioma a ser aprendido mediante el uso de las estrategias presentadas en estas Directrices Curriculares.

PALABRAS CLAVES:

Estudio, Currículo, Nacional, Inglés

ABSTRACT

The purpose of this study is to explore to what extent the National English Curriculum Guidelines of the ninth level are contributing to the teaching-learning process in order to achieve learning-centered education rather than teaching-centered education. This research was carried out at Alfonso Carrión Heredia Elementary School with the participation of thirteen male and female students who are between the ages of eleven and twelve. The collected data revealed that this new implementation has helped the English language educational process since it contains techniques, methods, and other educational tools which are based on learners' needs. In addition, according to the National Curriculum Guidelines, learners at the end of this year have to achieve an A2 proficiency level using the four main skills of communication: listening, reading, writing, and speaking. This was closely achieved because learners have accomplished this level in reading, writing, and listening; nevertheless, their speaking skill requirements were not reached as hoped. This is due to the fact that they speak Spanish most of the time since it is their native language and not the target one. In order to resolve this situation, teachers should encourage their students to speak in English by using the strategies presented in these Guidelines.

Key words

Study, National, English, Curriculum

TABLE OF CONTENTS

CHAPTER I: THE PROBLEM	15
1.1 Purpose	15
1.2 Description of Problem	15
1.3 Justification	15
1.4 Objectives	16
1.5 General Objective	16
1.6 Specific Objectives	16
1.7 Research Question	16
1.8 Definition of Terms.....	17
CHAPTER II.....	18
2.1 English Language Teaching-Learning Process in the twentieth century..	18
2.1.1 Teacher-Centered Education	19
2.1.2 Learner-Centered Education	20
2.1.3 The Educational Curriculum	20
2.1.4 Learner- Centered Curriculum.....	22
2.2 The Ecuadorian English Curriculum Guidelines	22
2.2.1 Description of the Common European Framework of Reference.	24
2.2.2 CEFR Common Reference Levels.	24
2.2.3 CEFR Reference Levels according to the Ecuadorian Educational System.	26
2.2.4 Ecuadorian English Curriculum: General Objectives.....	26
2.2.5 Specific Objectives in the 9 th Level according to the Ecuadorian English Curriculum.	27



2.2.6 Communicative Approach as part of the National Curriculum Guidelines.	30
CHAPTER III: METHODOLOGY.....	32
3.1 Design of the Study.	32
3.2 Description of the Study’s Participants.....	33
3.3 Collection of Data.	33
CHAPTER IV: RESULTS: ANALYSIS AND INTERPRETATION.....	35
4.1 Analysis of Participants’ Survey.	35
4.2 Analysis of Participants’ Questionnaire.....	43
4.3 Interpretation of the teacher’s Interview	49
4.4 Results of the objectives.....	49
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	52
5.1 Conclusions	52
WORKS CITED.....	54

TABLE OF CHARTS

Chart # 1: question 1 responses participants 'survey.....	33
Chart # 2: question 2 responses participants 'survey.....	34
Chart # 3: question 3 responses participants 'survey.....	35
Chart # 4: question 4 responses participants 'survey.....	36
Chart # 5: question 5 responses participants 'survey.....	37
Chart # 6: question 6 responses participants 'survey.....	38
Chart # 7: question 7 responses participants 'survey.....	39
Chart # 8: question 8 responses participants 'survey	40
Chart # 9: question 8 responses participants 'survey.....	41
Chart # 10: question 1 responses participants' questionnaire.....	42
Chart # 11: question 2 responses participants' questionnaire	43
Chart # 12: question 3 responses participants' questionnaire	44
Chart # 13: question 4 responses participants' questionnaire	45



TABLE OF APPENDICES

APPENDIX A. PARTICIPANTS' SURVEY TEMPLATE	54
APPENDIX B. PARTICIPANTS' QUESTIONARIE TEMPLATE	58
APPENDIX C. TEACHER'S INTERVIEW TRANSCRIPTION	61
APPENDIX D. PARENTAL CONCENT FORM	63

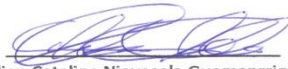


UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Lilian Catalina Nievecela Guamanrrigra, autor de la tesis "Teacher-Centered Education vs. Learner-Centered Education: a study of the English teaching-learning process according to the New English Curriculum Guidelines (Board of Education) at ninth level in Alfonso Carrión Heredia Public Elementary School.", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialidad de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 27 de Agosto del 2013.



Lilian Catalina Nievecela Guamanrrigra
010561849-0



Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Lilian Catalina Nievecela Guamanrrigra, autor de la tesis "Teacher-Centered Education vs. Learner-Centered Education: a study of the English teaching-learning process according to the New English Curriculum Guidelines (Board of Education) at ninth level in Alfonso Carrión Heredia Public Elementary School.", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 27 de Agosto del 2013.



Lilian Catalina Nievecela Guamanrrigra
010561849-0



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN
SECRETARÍA

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



AUTHORSHIP

The ideas, opinions, and comments specified in this document are the sole responsibility of its author, Lilian Catalina Nievecela.

Lilian Catalina Nievecela Guamanrrigra

I.D.0105618490



DEDICATION

To my family: you are my rock. Thank you for all you have done during this journey. I could never have accomplished this without your support, encouragement, patience, and love. Mom and Dad, thank you for all you have done for me during these 22 years, but especially for being my strength and motivation to achieve this work. Also, to all my friends who have supported me throughout this journey, your kindness meant so very much to me.

ACKNOWLEDGEMENTS

I would like to first, and foremost, acknowledge God. Without Him, I could not have accomplished this journey. To Dr. Fabián Rodas, my mentor, I would like to extend my sincere thankfulness and gratitude. Without Your support, patience, guidance, and dedication through this journey I would have not been able to reach my goal. I would also like to extend my sincere acknowledgements to my family who supported me and helped in the development of this investigative work.

INTRODUCTION

Current research considers that secondary institutions should redirect their teaching methods to help the new generation of students to become successful in the area of language acquisition since they are a complex and diverse generation. It is important to consciously use adequate methods in the English language teaching-learning process to obtain positive results.

This study will first examine current literature in order to compare the quantitative and qualitative information about teaching centered -education vs. student- centered education: the teaching -learning process according to the New English Curriculum Guidelines. Secondly, by using surveys, this study will identify how students react to the New English Curriculum Guidelines. Third, through a students' questionnaire, this present investigation will analyze the proficiency level of the students in their ninth year at Alfonso Carrión Heredia Elementary School.

Current research, as discussed in chapter 3, suggests that action research is the most valid research method. Some of the most beneficial aspects of action research to a researcher are that it is presented in a small scale, contextualized, and localized. Aimed at discovering, developing, and monitoring changes to practice are further key benefits of action research to researchers. These benefits enable researchers to take on every project need of specific situation and follow a relatively similar format as a guide.

The overall intent of this study is to explore to what extent the New English Curriculum Guidelines of the ninth level are contributing to the teaching-learning process in order to achieve learning- centered education rather than teaching-centered education.

Chapter 1 presents the introduction of the problem, statement of the problem, background of the study, purpose of the study, research questions, definitions of terms, and importance of the study.

Chapter 2 presents an in depth review of the literature pertaining to the approaches utilized to teach a foreign language and which teaching approaches



are best suited for secondary teachers to use to help foreign language students be successful. This chapter will also present a general outline of the National Curriculum Guidelines.

Chapter 3 presents the methodology of the study as well as the design of the study, description of study participants, collection of data, and analysis of the study.

Chapter 4 presents a detailed analysis of the collected data.

Chapter 5 presents the results, recommendations and conclusions of this research study.



CHAPTER I: THE PROBLEM

1.1 Purpose

The purpose of this work is to study the New English Curriculum Guidelines of the ninth level, the teaching- learning process based on a learner-centered education.

1.2 Description of Problem

There are many people who finish high school and they are not able to use the language in real context, and it is even probable that some of them do not even like it. Consequently, English might become a useless foreign language to these people. Likewise, when students do not achieve the required level of learning English at the end of their grade, they might have problems when learning it at the university. Also, when students do not like English, they might choose careers which are not related to English in future decisions.

These situations are probably the results of a passive teaching focused on a Teaching-centered education where the teacher stands in front of the class and transmits information, while students only get contents in a inactive way. Also, teachers translate vocabulary and most of the time students have to memorize it.

In regards to these topics, most teachers' lessons did not relate to students' contextually. Therefore, the Ministry of Education decided to change this situation by establishing the National English Curriculum Guidelines. This has probably produced some changes in the topics describes in the English textbook which has added new themes related to students' interests; also its teaching-learning process is based on the Communicative Language Teaching Approach so that language learning focuses on real world context and on the relationship of language forms (grammar, vocabulary, and pronunciation) and function (use).

1.3 Justification

This topic is important because of two reasons. First, to understand and interpret the guidelines of the New English Curriculum. Second, to evaluate if



these guidelines focus on teacher- centered education or on learner-centered education.

English is considered an international language. Not only is much of our social information written in English, but also being able to use more than one foreign language is essential in today's globalized world. Therefore, current education has the challenge of contributing toward the development of students' skills and to help students live together in their local communities and take a more proactive role as world citizens.

1.4 Objectives

1.5 General Objective

- To explore to what extent the New English Curriculum Guidelines of the ninth level are contributing to the teaching learning process in order to achieve learning- centered education rather than teaching- centered education.

1.6 Specific Objectives

- To identify how students are reacting to the New English Curriculum Guidelines.
- To analyze the level of proficiency according to the New English Curriculum Guidelines of the ninth level.
- To compare the quantitative and qualitative information about the teaching centered -education vs. student- centered education: the teaching -learning process according to the New English Curriculum Guidelines.

1.7 Research Question

How would the New English Curriculum contribute the teaching- learning process as to be based on learning -centered education rather than teaching - centered education?



1.8 Definition of Terms

Action Research: “is grounded in the qualitative research paradigm whose purpose is to gain greater clarity and understanding of a question, problem, or issue. Unlike, quantitative research (sometimes referred to as experimental or positivist research) that is based on the precise definition, measurement, and analysis of the relationship between a carefully defined set of variables” (Herr and Anderson 19).

Teacher-Centered Approach: The Teacher-Centered Approach was the first method used to teach students a foreign language and was basically teaching of Grammar –Translation. In general, it involves traditional instruction where the primary element of the educational process is the teacher, so it mainly focuses on teaching rather than learning. (Mathews 35).

Learner-Centered Approach: Learner- Centered Education is mainly focused on the instructor, content, context, and student. There is an interaction between content and context as well as student and instructor. In learner –centered education, the teacher acts as a guide allowing learners to take an active role in the teaching-learning process, so the class may be noisy and busy (Minter 2).

Educational Curriculum: This is a work proposal established by the government through the Ministry of Education in order to reflect about what, why, where, when, who, and for whom this educational plan is structured. This involves complexity, sequence, and continuity of the teaching-learning process which depends on social, cultural, and technological impact (Richards and Long xi).

Communicative Approach: The Communicative Language Teaching Approach pays systematic attention to functional as well as structural aspects of language, and its main purpose is focused on communication. Thus this approach relates grammar and function allowing learners to be able to communicate in real world context (Richards and Rodgers 87).

CHAPTER II

2.1 English Language Teaching-Learning Process in the twentieth century.

Richards and Rodgers state that “language teaching in the twentieth century was characterized by frequent changes, innovations, and developments of competing language teaching ideologies” (2). These changeable redirections may be the result of an educational process which had to be adapted according to the students’ needs; which differed depending on each one of the eras. For this reason, the Ecuadorian Government along with the Ministry of Education have made many changes in the educational process such as consideration for a learner-centered education rather than a teacher-centered education, the importance of the National English Curriculum Guidelines aligned to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR), and the importance of considering the Communicative Approach as a basic tool for the English language teaching- learning process.

Despite this deliberation, Ecuadorian education has also taken into consideration the following three different language teaching notions. One of these concepts is **Science research**. Science research seeks to develop teaching methods of application of research which refers to learning, motivation, and memory. This basically refers to methods and strategies which might help the educational process. Another concept has to do with **Theory-philosophy**. This notion basically refers to one’s ideology rather than research. A good example of this conception is the Communicative Language Teaching approach which is based on the ideology of learning a language with the focus on communication. **Art-craft conception** is also an example of a teaching concept. This notion visualizes teaching where theory and practice are integrated (Richards and Renadya 6).

Thus, current teaching and learning English language education considers the learner as the main participant in this process, and the teacher only acts as the guide. Students are the members who construct their own learning process by solving problems, establishing questions, and learning from their experiences. In previous education, however, the main actor in the educational process was the teacher. She/he was the person who used to know everything; therefore, he/she was the person who transmitted the information which was in some way unquestionable. In the following paragraphs teacher-centered education will be described.



2.1.1 Teacher-Centered Education

Obsom indicates that the previous educational process was primarily focused on the teacher; therefore, this author states that

“Teacher-Centered Approach was the first method used to teach students a foreign language and was basically teaching of Grammar – Translation. The Grammar-Translation method required students to spend their time translating volumes upon volumes of classical Greek or Latin writings into English.” (Mathews 35).

For this reason, English language education was only focused on teaching rather than learning. Learners basically acquired the form of language and not the function. Many of the students did not even know when and how to use language in a real world context.

In addition to this perception, Richard and Rodgers mention that in the 1940s and 50s, the Cognitive Approach was employed. It focused on listening, reading and writing, as well as on auditory input and speaking in the foreign language. In addition to this, Obsom says that the 1950s and 60s implemented the Audio-Lingual Method. Because of this, students had the opportunity to listen to and mimic native speakers using audio tapes. This method, as much as its precursors in the past, failed to establish actual language acquisition. Therefore, many other methods were taken into consideration such as the Direct Method, which was employed in the 1970s, and focused mainly on grammar acquisition. Students became frustrated and discouraged from using English in the classroom because proper pronunciation was the priority and making mistakes was not allowed (Mathews 35). All these methods focused on acquiring and memorizing concepts rather than producing them.

In the same way, teacher-centered education was a process in which there was a teacher who stood in front of the class and acted as an instructor. He /she talked and asked students to respond, answered the students’ questions, chose the topics, evaluated student’s learning, and created at this point an atmosphere where the classroom was basically quiet and controlled.



2.1.2 Learner-Centered Education

Richard and Rodgers state that the 1980s was an era where many firsts were introduced many firsts. Glossy textbooks filled with photographs, vocabulary lists, and glossaries quickly became very popular. Visualization and recreational activities were considered an important part in the learning process in the 1980s. A move towards student-centered learning was born. In addition, a new approach was taken into account, the Communicative Language Approach. This technique did not focus on grammar, but on comprehension and so speech production and speech activities were especially emphasized in group activities and visualization activities. Beside this approach, several more methods appeared in the 1990's such as the Silent Way approach and the Total Physical Response approach among others (Mathews 36).

According to Dewey, Learner- Centered Education is mainly focused on the instructor, content, context, and student. There is interaction between content and context as well as student and instructor. In learner-centered education, the teacher acts as a guide allowing learners to take an active role in the teaching-learning process, so the class may be noisy and busy (Minter 2).

Since this new philosophy has helped in the improvement of the teaching-learning process, current education has considered giving important attention not only to the teaching process but also to the development of the learning process.

2.1.3 The Educational Curriculum

This is a work proposal established by the government through the Ministry of Education in order to reflect about what, why, where, when, who, and for whom this educational plan is structured. This involves complexity, sequence, and continuity of the teaching-learning process which depend on social, cultural, and technological impact. In addition, the Educational Curriculum is a basic tool of education since it helps in the improvement of the educational process. Basically, it determines the precise boundaries of teaching units; namely, the subject, its content, its didactics, the use of materials, and even the objectives or purposes to be achieved by learners at the end of each one of their school years. In general, it is a set of contents, methodology and skills as well as a way

of evaluation which are closely related in order to carry out a harmonious teaching-learning process (Richards and Long xi).

Therefore, an Educational Curriculum consists of three mayor planning parts, an empirical study, and justification. Because of this, information about learners will be collected to select appropriate content and to establish objectives which will clarify how the teaching-learning process will be carried out.





2.1.4 Learner- Centered Curriculum

According to Richards and Long, language pedagogy is a linguistic rather than an educational matter. The main purpose of teaching the English language will mainly have the purpose of helping students to be able to use the language for communication. Therefore, learning English is not only about studying it in order to get a degree or to finish a course, it means learning it with the purpose of producing it. For that reason, the focus of a Curriculum needs to be centered principally on learners.

The first step in a learner-centered curriculum is the collection of information about learners' external matters in order to diagnose their objective needs. This data collection contains students' age, background knowledge, occupation, previous learning experiences, preferences, current proficiency levels, etc. This is fundamentally the scenario in which the educational process is going to be performed.

Despite this, content selection is also an important issue in a learner-centered curriculum. This is related to learners' personal, educational, and social context. Selected contents are not seen as definite in the development of a language course, but teachers should change the topics according to the needs of the class they are guiding. They need to be aware of the development of the class during a course because it will depend on the changes that teachers should make according to their learners' requirements.

In addition, when developing Curriculum, it is important to set objectives. Thus, teachers as well as students will have a clear idea about what the purpose of each school year should be.

Basically, a learner-centered curriculum relates the theory and the practice, and its contents as well as its objectives are based on the learner, and the content, the teacher, the learners' context, and the social development are taken into consideration (4).

2.2 The Ecuadorian English Curriculum Guidelines

Nowadays, English is considered an international language. Much information is written in English, so it has become the most spoken language



throughout the world. Therefore, current education has the challenge of contributing toward the development of students' skills, "(a) to live together in their local communities, and (b) to take a more active role as world citizens." (Ministerio de Educación, National English Curriculum Guidelines 3). Because of this deliberation, English language teaching and the learning process has become an important issue in Ecuador. Learners not only have to acquire the English language because it is part of their school curriculum but also because they need to use it outside the classroom.

Likewise, the Ecuadorian Government along with the Ministry of Education has set the National Curriculum Guidelines for the eighth, ninth, and tenth year of General Basic Education, and for the first, second, and third year of Bachillerato in order to support and guide the English language teaching-learning process. These guidelines facilitate educators' teaching techniques and give methodological suggestions. However, this set of methods does not try to tell teachers strictly what to teach since they do not precisely focus on all students' interests and needs. Educators can select the type of text and activities which are most appropriate to meet the needs of their specific groups of learners.

The National Curriculum Guidelines have been established under these three important issues:

- The importance of the English language as a tool which prepares individuals to understand people and cultures beyond linguistic and geographic boundaries.
- The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR).
- The Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching (Ministerio de Educación, National English Curriculum Guidelines 3).

Similarly, English language teaching is carried out with the purpose of allowing students to use English language in communication. Therefore, the language teaching -learning process has meaningful value which is based on what, when, why, who, and for whom English language will be produced.



Thus, learners will not learn this foreign language from its grammatical or structural features or as passive actors. They will learn the language from analytic, functional, and communicative categories which means that students will take an active role in the educational process.

2.2.1 Description of the Common European Framework of Reference.

The Common European Framework of Reference (CEFR) is a planning tool that provides guidance for educators, textbook writers, teacher trainers, and educational administrators and supervisors. This planning tool was developed by the Council of Europe in order to “establish standards for learning, teaching, and assessment for all modern European languages” (Council of Europe 2).

The CEFR plays an important role in language teaching and educational policy worldwide since it describes two main aspects: “what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate effectively in the target language” (Ministerio de Educación, National English Curriculum Guidelines 4).

The first main feature refers to the description of six language proficiency levels which a learner should achieve at the end of each school year. For example, those students who newly begin to acquire a language should reach an A1 level. This means that at the end of the year, students will be able to use a basic standard of the language. On the other hand, advanced students should reach a C2 level of proficiency. Then those students at the end of their school year will be able to use the language at high levels of speech.

2.2.2 CEFR Common Reference Levels.

The Common European Framework proposes six levels of proficiency which the National Curriculum Guidelines describe as the following:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,



- C1-C2: proficient users of the language (4).

The main purpose of Ecuadorian English teaching is to allow students to achieve a B1 level, where learners will be independent users of the language. The National Curriculum Guidelines describe only three levels which go from A1 to B1.

- **Level A1:** at this level language learners will have the ability to understand and use everyday expressions. For example, they will be able to introduce themselves, introduce others, and provide personal information.

- **Level A2:** at this level, learners will be able to understand frequently used phrases in a context such as basic information about themselves and facts that refer to their family, shopping, and places they frequent such as the school, the park, their homes, etc. Moreover, at this level, language learners will be able to describe daily activities with basic and simple sentences. These individuals will also be able to express ideas which refer to past activities, background knowledge, and instant needs by the use of simple expressions of the English language.

- **Level B1:** this level will be achieved by high school graduates, who at the end of their school year will be able to understand readings which are not only of familiar issue but also the main points of a standard language. It means that they will be independent users of a basic language which will allow them to communicate in informal situations. For example, a high school graduate will be able to use the English language in his/her job, personal life, and extra activities he/she performs. Additionally, students who achieve this language level will be able to communicate in a country that uses the target language. They also will be able to do simple comprehensible writings about familiar, social, or personal events. Likewise, they will be able to express their opinions, thoughts, and feelings.

2.2.3 CEFR Reference Levels according to the Ecuadorian Educational System.

In order to respond to local needs and to continue with the (CEFR) agreement, the Ecuadorian Educational System has divided the levels of proficiency into two parts as follows:

- A1.1 or level A1 in progress which implies that A1 language competence is being developed. (8th EGB)
- A1.2 or true level A1 which implies that language competence of basic user level A1 has been achieved. (9th EGB)
- A2.1 or level A2 in progress which implies that A2 language competence is being developed. (10th EGB)
- A2.2 or true level A2 which implies that language competence of basic user level A2 has achieved. (1st BACHILLERATO)
- B1.1 or level B1 in progress which implies that B1 proficiency level is being developed. (2nd BACHILLERATO)
- B1.2 or true level B1 which implies that language competence of basic users' level B2 has been achieved (3rd BACHILLERATO) (Ministerio de Educación, National English 6).

2.2.4 Ecuadorian English Curriculum: General Objectives.

According to the National English Curriculum Guidelines, there are two main overall objectives which high school graduates have to achieve. The primary aim is “to ensure high school graduates reach a minimum **B1** language proficiency level according to the CEFR.” It means that students who graduate from school will be able to use basic and simple English language when they communicate. The second objective is “to build up **learners’ communicative language competence** in its **linguistic**, **sociolinguistic**, and **pragmatic** components through the development of the four language skills: listening, speaking, reading, and writing.”(7). Because of this, language learners will be able to produce the language correctly according to different situations within or outside the classroom.

Regarding communicative competence in its *Linguistic* component, high

school graduates will have enough range of language in order to describe unpredictable situations. For example, a high-school graduate will have sufficient vocabulary to communicate about familiar topics with some hesitation and circumlocution. Referring to the *sociolinguistic component*, students will be able to perform and respond to a wide range of language functions. Then language learners will be able to use language in a social context. Finally, concerning *pragmatic component* of communicative competence, learners will be able to maintain and close simple face-to-face conversation on topics that are familiar or of personal interest, depending if they are using language to ask for information, to request, to invite, etc. (Ministerio de Educación, National English Curriculum Guidelines 7).

2.2.5 Specific Objectives in the 9th Level according to the Ecuadorian English Curriculum.

Since this work will be directed to study the New English Curriculum Guidelines, focusing specifically on the ninth level of the elementary school, it is important to describe the specific objectives to be achieved at the end of this school year.

According to the National Curriculum Guidelines, students at the end of the 9th year *EGB* will have reached the proficiency level A1.2 or true level A1; therefore, pupils will be able to:

- Understand and use familiar everyday expressions and very basic phrases related to basic personal information, greetings, numbers and prices, directions, habits, etc.
- Introduce themselves and others using simple words or phrases.
- Interact in simple conversations with a slow and clear tone.
- Understand, identify, and produce very simple informational, transactional, and expository texts such as simple interviews, friendly letters, autobiographies and simple descriptions.
- “be aware of the society and culture of the community or communities in which English is spoken” (9).

Also, there are specific objectives for each one of the student’s communicative language competences referring to the linguistic, sociolinguistic, and pragmatic components which are described in the following chart.

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL
	Linguistic Component
Sociolinguistic Component	<ul style="list-style-type: none"> • Establish basic social contact by using the simplest everyday polite forms to make requests, express gratitude, apologize, etc. in accordance with the most important conventions of the community concerned.
Pragmatic Component	<ul style="list-style-type: none"> • Link words or groups of words with a wide variety of basic Linear connectors like <i>but</i> , <i>then</i>, etc.

(see fig. 3 Ministry of Education, National Curriculum Guidelines)



These communicative components are activated through the development of the four language skills; therefore, there are also specific objectives to be achieved for each one of the 9th year learners' language skills which have been described as follows:

Listening: In slow speech or simple spoken texts, students will be able to understand simple expressions, words, and short sentences related to the "social, personal, and educational background." In addition, students will be able to recognize basic intonation patterns. It means that they should be able to distinguish if it is a question, an exclamation, or a statement. Learners will understand a paused and clear speech which gives them enough time to understand certain information.

Reading: In this skill, students will be able to understand simple personal letters, short text about familiar topics, simple autobiographies, etc. Likewise, they will be able to extract essential or main information from informational, transactional (texts used in communication of ideas and information between individual) and expository texts (texts which inform, describe or explain something). Moreover, students will understand the meaning of unknown words through visual aids and relating the word with the word which is familiar for him/her.

Speaking: At the end of the school year, students of the 9th level will be able to produce slow simple dialogues, to interact and to take part in brief informal discussions, to ask and answer simple questions about their personal, educational, and social background. Furthermore, they should be able to use rising and falling intonation patterns to differ questions from statements. Learners' speech will be clear but with minor difficulties in pronunciation as well as little hesitation requiring from listeners some effort to understand him/her.

Writing: Students will be able to produce informal, transactional, and expository texts which are made up of simple sentences and basic vocabulary. For example, learners will be able to write simple personal letters, posters, names of everyday objects, etc. Besides, learners will be able to copy familiar words and take simple notes from a dictated or recorded message. They also will be able to write simple phrases and sentences about themselves and fictional people. For instance, they will write sentences which contain their names, the place of living, everyday activities, likes and dislikes, their age, etc. (11-12).

2.2.6 Communicative Approach as part of the National Curriculum Guidelines.

According to D.A Wilkins, a British linguist, Communicative Language Teaching is based scenically in the integration of functional and structural aspects of language (Richards and Rodgers 64). Therefore, teachers´ education is concentrated on training their students to develop their communicative competence. It means that learners should know

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means
of implementation available;
3. whether (and to what degree) something is appropriate (adequate, happy,
successful) in relation to a context in which it is used and evaluated;
4. whether (and to what degree) something is in fact done, actually
performed, and what it's doing entails(Richards and Rodgers 70).

Therefore, the communicative functional approach is characterized by two main features:

1. It is focused on real- world context: Activities or tasks prepared by the teacher are based on student´s needs and student´s real world content. Then students will be able to develop the main skills which allow them to communicate in everyday context.
2. This approach relates language forms (grammar, vocabulary, and pronunciation) and function (use): Students learn English language for meaningful purposes. Likewise, the teaching focuses on trying to get students to recognize what language content is used in a certain situation; it should be part of their social, personal, or educational environment. For example, students learn the present simple and they know that this grammatical content is used to talk about activities in the present (Ministerio de Educación, National Curriculum Guidelines 3-4).

Similarly, the Communicative Approach is based on learner -centered education rather than teacher-centered education. Learners create their



language through trial and error, the contents are based on the students' needs, learners interact with other learners rather than with the teacher, the teacher provides their student intrinsic motivation, and students learn the language to communicate in a real world.



CHAPTER III: METHODOLOGY

3.1 Design of the Study.

After having set the purpose and justification of this study and having reviewed the literature, it is important to take into consideration the methodology which will be used for this work.

The research method of choice for this study was action research. Basically, action research “is grounded in the qualitative research paradigm whose purpose is to gain greater clarity and understanding of a question, problem, or issue and is unlike quantitative research (sometimes referred to as experimental or positivist research) that is based on the precise definition, measurement, and analysis of the relationship between a carefully defined set of variables” (Herr and Anderson 19).

Action research can positively contribute to any activity within the educational sector concerned with teaching quality issues and initiatives since the investigation will be focused on “how things happen and how it affects them rather than merely on what is happening”(Herr ad Anderson19).

Basically, this action research was based on qualitative rather than quantitative research methods since the purpose of this study is to quantify how the New English Curriculum Guidelines are based on learner-centered education rather than teacher-centered education, not only contributing to the teaching-learning process, but also qualifying how people involved in the investigation perceive, understand, and respond to the issues investigated.

It is also important to consider the following three concepts of validity, reliability, and generalizability in order to ensure the quality of this investigation. These three main concepts will show the investigator as well as the audience that this current research is trustworthy and persuasive. The first concept answers the questions, “Is the investigation trustworthy and understandable?” The second concept responds to the question, “Can the test be applied somewhere else with basically the same results?” The third concept answers, “Can it be applied in a different context?” (Mcniff and Whitehead 73).

This current investigation is valid since it shows credibility, transferability, dependability, and conformability. Therefore, the investigation is clear and the

audience understands what this is all about. Also, there is a clear idea about the methods and techniques used in the investigation as well as the results obtained from it. Furthermore, this project demonstrates validity because there is physical evidence such as the participant's surveys, the applied questionnaires, and the video tape recorded with the teacher's interview.

The research also shows reliability since the degrees of the applied test will be almost the same wherever it is executed. The scores will be closely the same because no tests will be perfectly the same.

Finally, this study proves generalizability since it can be applied in other contexts. Thus, the researchers should apply the same, but in other educational institutions.

3.2 Description of the Study's Participants.

This action research was done in a class of thirty students who were in the ninth level of Alfonso Carrión Heredia Public Elementary School. Most of them were between twelve and thirteen years old and there were both male and female students. They were native Spanish speakers, so the target language was English. Since they were in the first stages of adolescence, this group was a little disruptive. They had a lack of motivation, and sometimes I have to deal with discipline problems. When I applied the questionnaire, and I had to translate it into Spanish because their level of English was not good enough to understand the types of words and phrases which were not familiar to them. In addition, they had a basic level of language since they were beginners. Despite of this, they were respectful and cooperative with the development of the present study.

3.3 Collection of Data.

This work employed a teacher's interview, the students' survey, and the students' questionnaire.

First, the teacher's interview was applied in order to obtain information about the New English Curriculum, how the teacher felt before this new



implementation, how it will help the teaching-learning process, and how they will help their students to achieve the level of proficiency that is established for each one of the school years. It will also explore to what extent the New English Curriculum Guidelines are based on learner-centered education rather than teacher-centered education.

Second, a students' survey was also carried out. It was applied in order to identify how students were reacting to the New English Curriculum Guidelines; in other words, to show how they felt before this new implementation, and also, to analyze if this was helping learners in their English language learning process.

Finally, a questionnaire was applied in order to analyze the level of proficiency according to the New English Curriculum Guidelines of the ninth level. The Ministry of Education thought the English Curriculum Guidelines have established specific objectives at the end of each course. Therefore, students of the ninth level have to achieve a certain level of proficiency. Then in order to realize if this level has been achieved, students of the ninth level were asked to do a questionnaire which included exercises focusing on the four main skills to be developed in language communication.

Therefore, the main goal of this study is to identify how the New English Curriculum would contribute to the teaching- learning process based on learning -centered education rather than teaching -centered education.

CHAPTER IV: RESULTS: ANALYSIS AND INTERPRETATION

Chapter four presents the analysis and interpretation of the collected data which was used in order to support this investigation.

The first segment, a comparison of the quantitative and qualitative information about the teacher-centered education vs. student-centered education, the teaching-learning process according to the New English Curriculum Guidelines, was accomplished by analyzing findings by famous researchers in chapter two. Moreover, this theoretical framework contributed to the understanding of what experts in the field of foreign language education believe about English language education based on a curriculum.

The second segment has to do with an analysis of the participants' survey in order to identify how students react to the New English Curriculum Guidelines. The survey will help the researcher to have a clearer idea about students' responses before this new implementation.

The third segment refers to the analysis of the English language proficiency levels according to the New English Curriculum Guidelines of the ninth level. The data analyzed includes a questionnaire applied to thirty students at Alfonso Carrión Heredia Elementary School.

In general, the findings discussed in this chapter are direct results of the methodology described in chapter three.

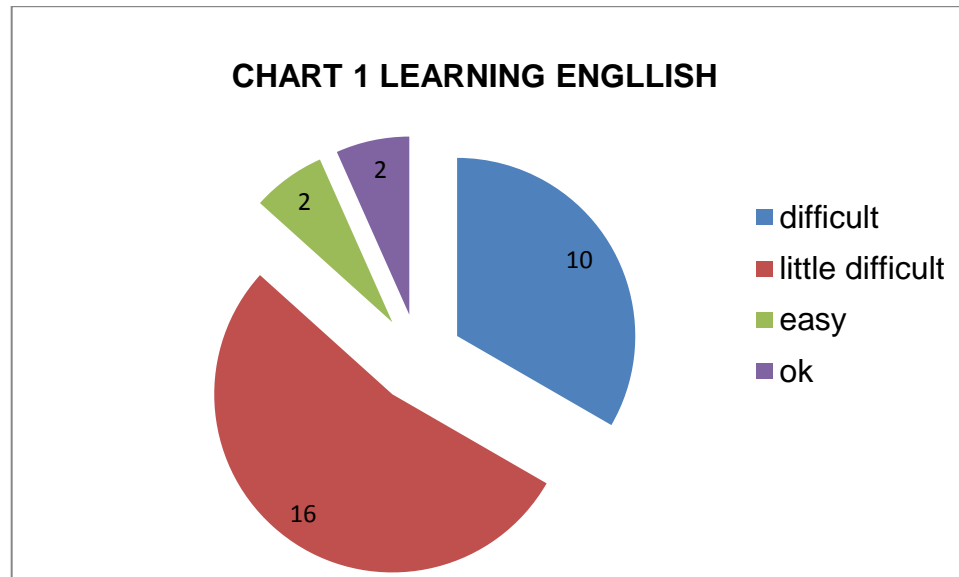
4.1 Analysis of Participants' Survey.

The Participant' Survey was set up in order to identify how students of the ninth level of Alfonso Carrión Heredia Elementary School were reacting to the New English Curriculum Guidelines, and to understand to what extent the National Curriculum was learner-centered rather than teacher-centered. The survey contained eight questions, six were objective and two were subjective. The six objective questions were similar to a liker scale with multiple choices from which learners had to choose the answer from the considerations. The two subjective questions were established in order to know what the students concerns about this new implementation were.

Question 1

Do you consider learning English to be difficult, little difficult, easy or ok?

Chart # 1: question 1 responses participants 'survey



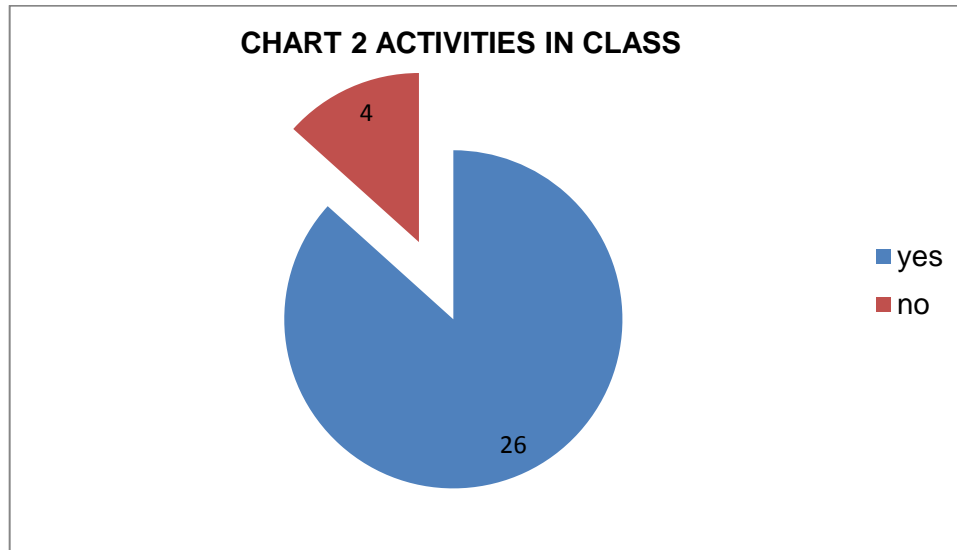
Source: Author

Chart 1 shows the answers to question number one. The results indicate that sixteen students consider that learning English is difficult. They say that the main reason for this is because the writing is different from the pronunciation, and this is why they get confused. Consequently, they tend to pronounce an English word or phrase as they write or vice versa. On the other hand, some of the students respond that learning English for them is a little difficult. The main reason for this answer is because English is a foreign language; therefore, it contains words and phrases which are unknown to them. In addition, learning this target language for them is a little difficult because they have to memorize vocabulary most of the time. Despite this fact, there are four out of the thirty students who say that learning English is ok, and this is because they like English. Most of them listen to music in English.

Question 2

Do you like the activities that you perform in class?

Chart # 2: question 2 responses participants 'survey



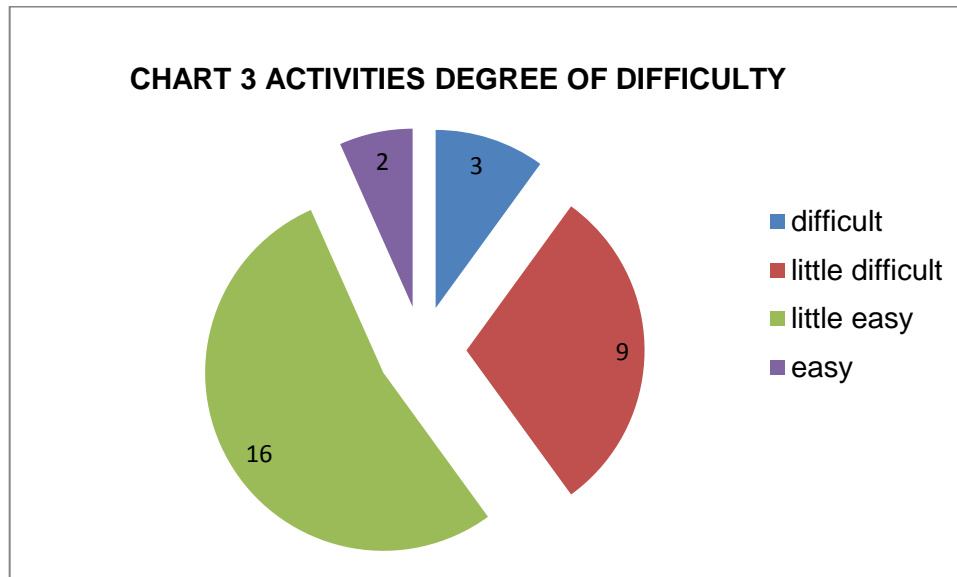
Source: Author

This chart shows the answer to question number two. The results demonstrate that almost all students like the activities that they perform in class. They like activities which contain games like spelling bees, find someone who, etc. Also they liked activities such as small projects like doing snapshots of themselves, role plays, dramas, etc. On the other hand, four students answer that they do not like the activities. The reason is because they do not like to do activities like writing sentences, listening to conversations, etc. Thus, current results demonstrate that pupils learn when they are active and not just doing what the teacher asks them to do.

Question 3

The activities in the textbook are difficult, easy, a little difficult, or a little easy.

Chart # 3: question 3 responses participants 'survey



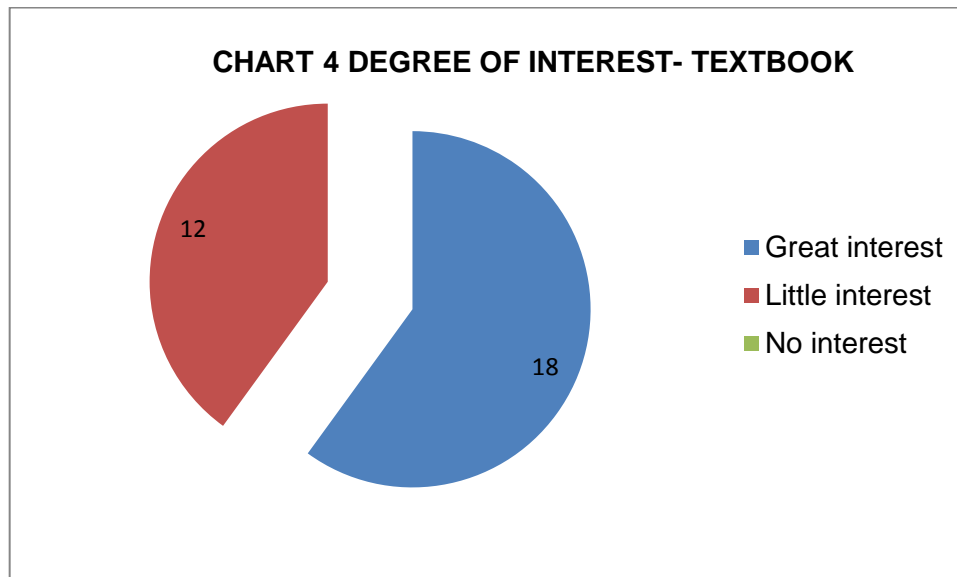
Source: Author

Chart 3 shows the answer to question number three. This question shows the degree of difficulty students find when doing English textbook activities. Most of the students consider that performing these activities is a little easy because the textbook contains exercises where they just have to fill in the blanks, complete little conversations, do multiple choice activities, etc. On the other hand, some students consider that these activities are a little difficult. This is because they have to perform dialogues or write short paragraphs where they have to use complete ideas and phrases. A few answer that the English textbook activities are difficult for them when they have to write complete sentences or ideas. The results show that they do not have enough vocabulary or knowledge to do this kind of activities.

Question 4

The topics in the textbook are of great interest, little interest, or no interest.

Chart # 4: question 4 responses participants 'survey



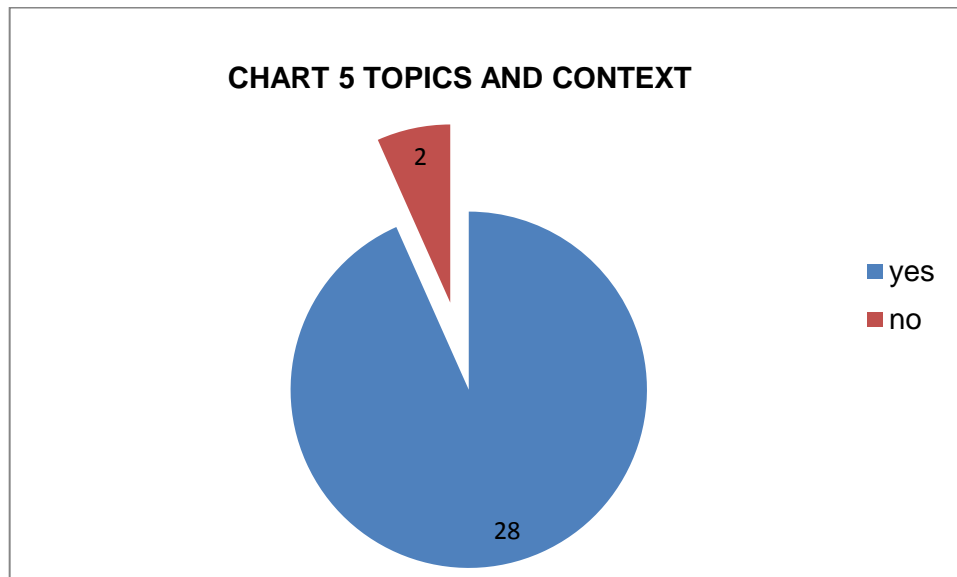
Source: Author

Chart 4 shows that the topics in the English textbook are of great interest for many students. The reason was that most of the topics are related to people they are interested in such as famous singers, sports player, and movie actors. However, twelve of the thirty students answer that the topics are of little interest. The reason they gave was that some of the themes are related to learning culture around the world and not all of them are motivated or interested in learning this information. Thus, learners get involved in learning the English language when there are some issues which catch their attention.

Question 5

Do the topics of the book have some relationship with your daily life activities? Give an example.

Chart # 5: question 5 responses participants 'survey

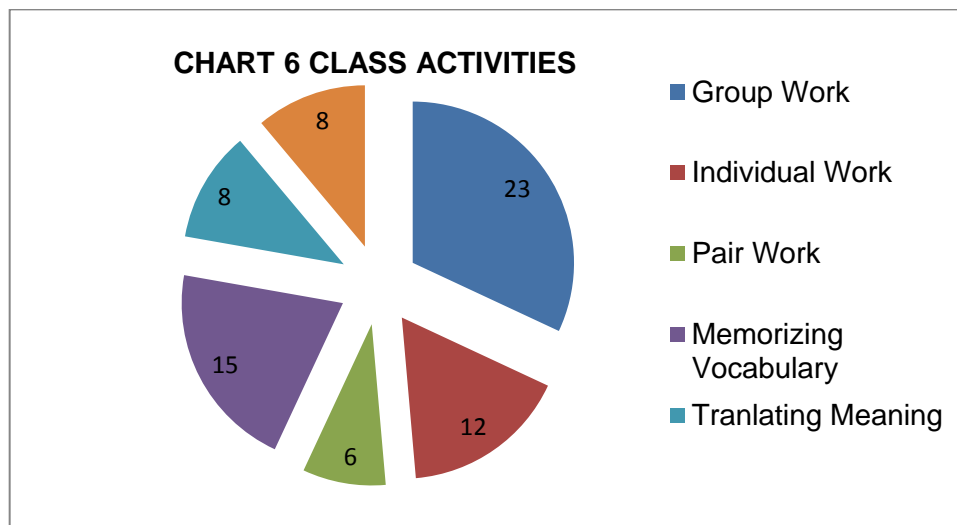


Source: Author

In this chart 5 we realize if the topics of the English textbook have any relation to students' everyday context. The results show that twenty out of thirty students say "yes." Most of the topics contain activities which allow them to practice exercises like introducing themselves, introducing someone else, talking about daily routines, using common greetings expressions, etc. Nonetheless, two out of the thirty students answer that the topics have no relation with their everyday lives. Since they form a minority and there is no reason for this answer, the results might consider that they were not paying attention. Thus, the results demonstrate that the topics in the English textbook provided by the government are related with learners' context and basically the syllabi are based on the communicative approach. D.C. Wilkins, the British linguist who proposed functional or communicative syllabi for language teaching, considers that the teaching-learning process based on the communicative meaning is basically centered on learners' needs as well as related to understanding and communication.

Question 6**Which activities do you perform most in class?**

- Group work
- Individual work
- Pair work
- Memorizing vocabulary
- Translating meaning
- Others: games, drama, role plays, etc.

Chart # 6: question 6 responses participants 'survey

Source: Author

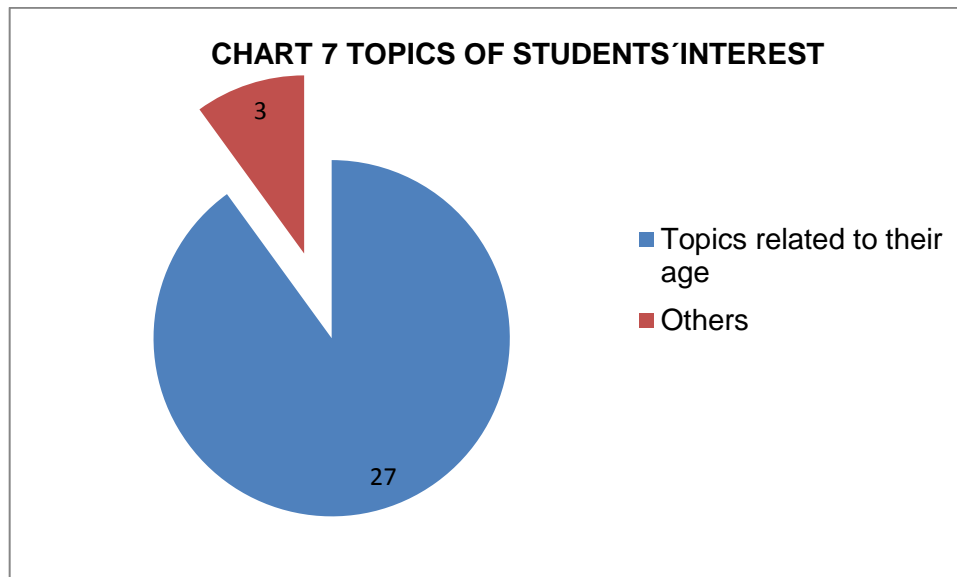
As you can see in the chart, twenty three students respond that the activity most performed in class is group work. This shows that the activities are based on learners 'interaction between each other. Individual work is another activity which they perform in class since twelve students choose this answer. However, a few activities performed in class have to do with pair work, games, drama, guessing games, etc. In addition, there are activities such as memorizing vocabulary and translating meaning which students still do. Thus, results show that the ninth level class at Alfonso Carrión Heredia Elementary School is learner-centered education since students have an active role when doing group work, role plays, pair work, etc.

Question 7

What topics have you studied so far this year that you like the most? Why?

This is a subjective question which will provide information related to their interests.

Chart # 7: question 7 responses participants 'survey



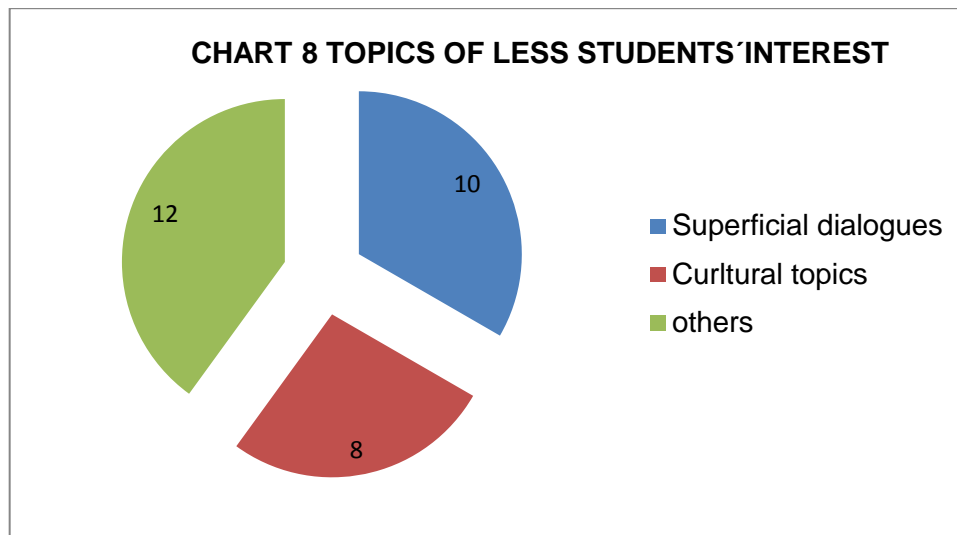
Source: Author

According to this chart, most of the students answer that they enjoy topics like Potter's teens, fun with music, a snapshot of me. The results demonstrate that the topics that catch their attention most are those which are related to their age. However, there are a few students who say that they like other topics which refer to cultural and grammar content. As we can see, students learn the English language when the contents catch their attention. Thus, the teacher should be encouraged to develop learning material on the basis of the particular needs manifested by the class.

Question 8

Which topics have you studied so far this year that you do not like? Why?

Chart # 8: question 8 responses participants´survey



Source: Author

This research shows that most students do not like those topics which are related to themes like At Caroline´s. For them they are superficial dialogues of people who they do not know. In addition, because they are beginning adolescence, they do not like those topics which are related to culture. They do not motivate to learn things. Students just want to learn from fun topics.

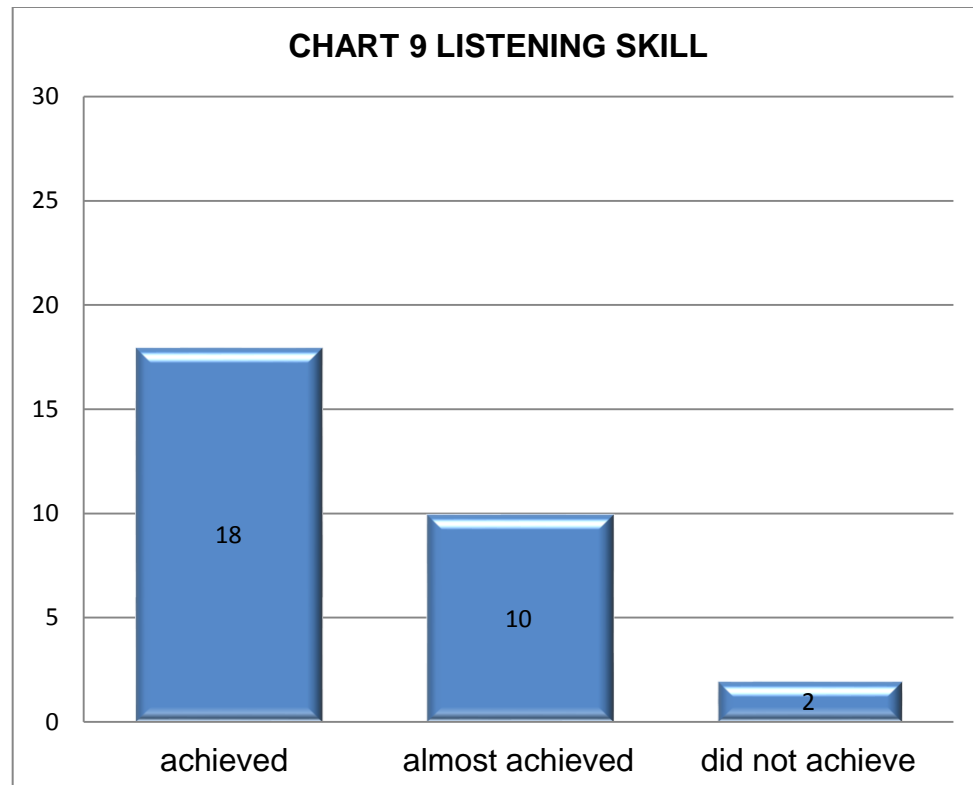
4.2 Analysis of Participants´ Questionnaire

The participants´ questionnaire was set up in order to analyze if they have achieved the level of proficiency established by the National Curriculum Guidelines for the ninth level which is A2 level. It was possible to carry out this analysis since students were about to end the ninth year. The questionnaire was made up of four questions; each one evaluated one of the four main skills which are speaking, listening, reading, and writing. The answers are described through liker scales which contain three grades: achieved, almost achieved, and did not achieve the corresponding level.

Question 1

Listen to “Alfonso Carrión Heredia’s Autobiography” and fill in the blanks.

Chart # 9: question 8 responses participants ‘survey



Source: Author

This chart shows the answer to question number one. According to the results, the majority of the students achieved the hoped level of proficiency. This demonstrates that in simple slowly spoken texts, four out of the thirty students almost achieved this level. They left some blank spaces and words which were not understandable. As you can see, no one left the spaces of the paragraph completely blank. Thus, we can realize that the results demonstrate that learners of this school achieved the established guidelines required by the National Curriculum Guidelines which is A2 level (11-12).

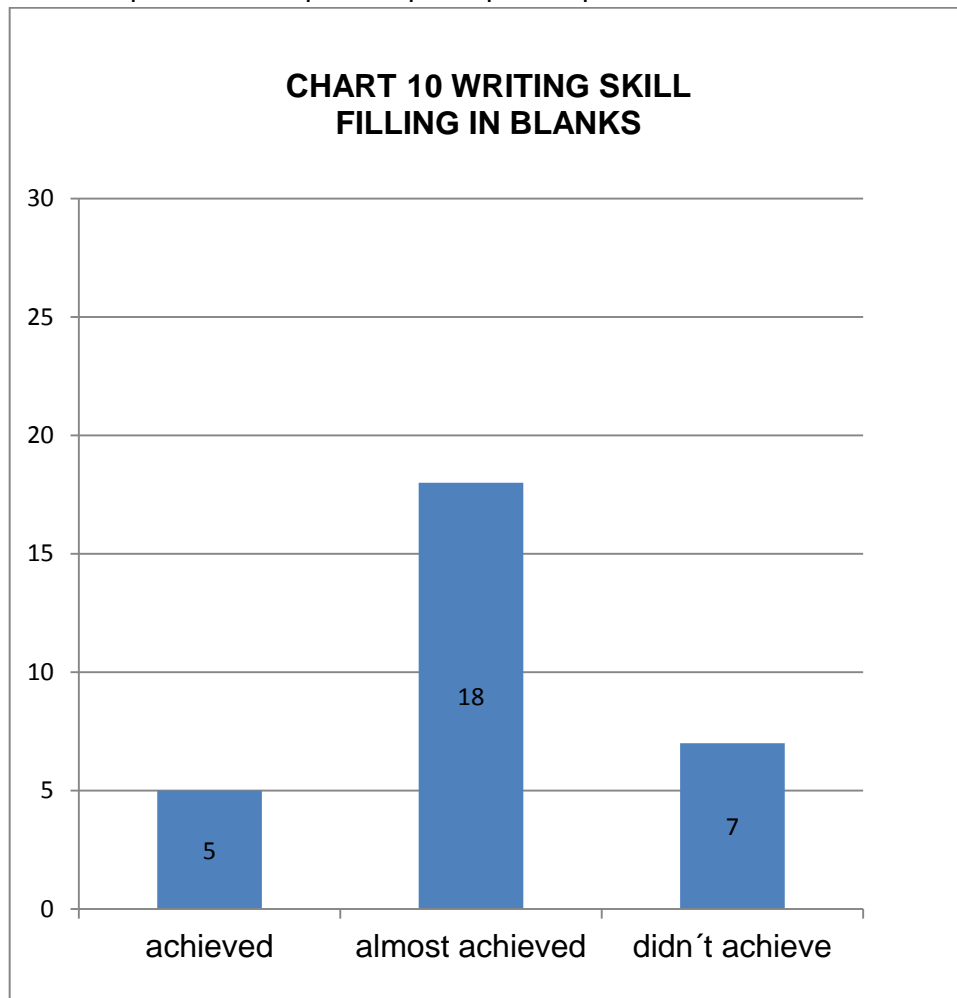


Question 2 and Question 3

- **Complete the conversation.**
- **Write 3 sentences describing yourself.**

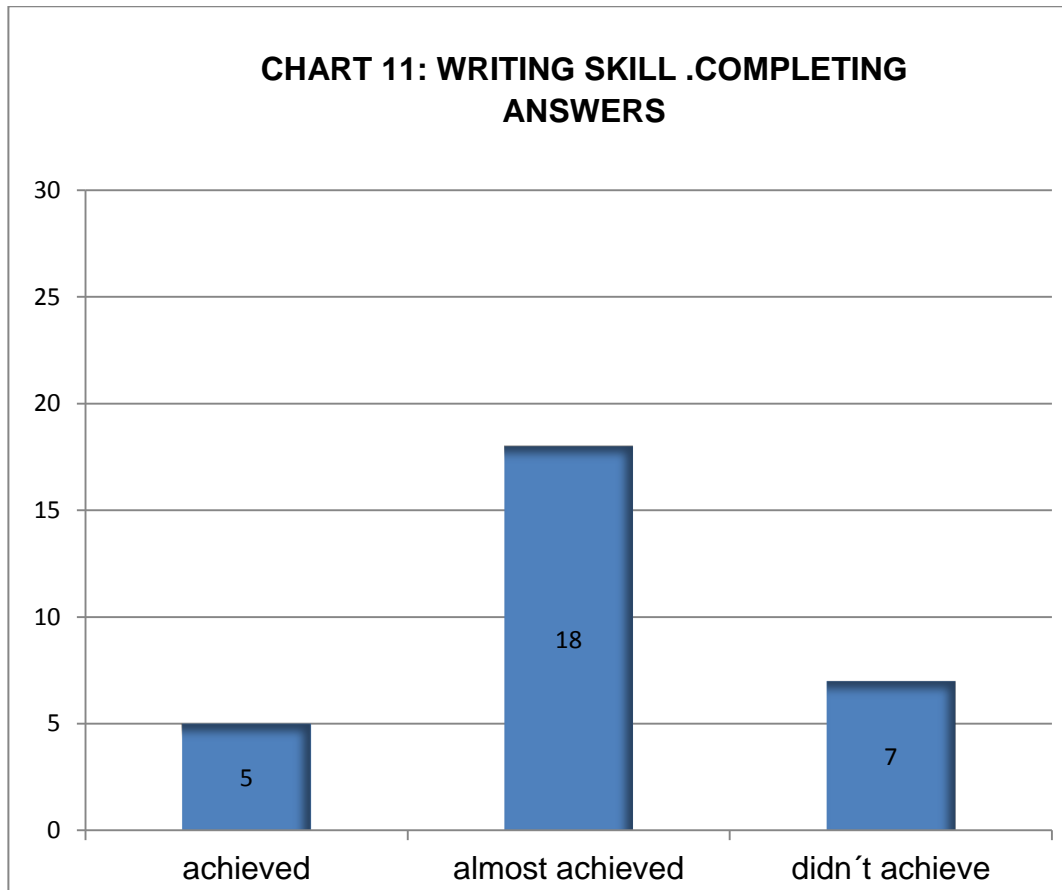
The two questions were joined since both of them interpret if students have achieved the A2 level when using the writing skill for communication.

Chart # 10: question 1 responses participants' questionnaire



Source: Author

Chart # 11: question 2 responses participants' questionnaire



Source: Author

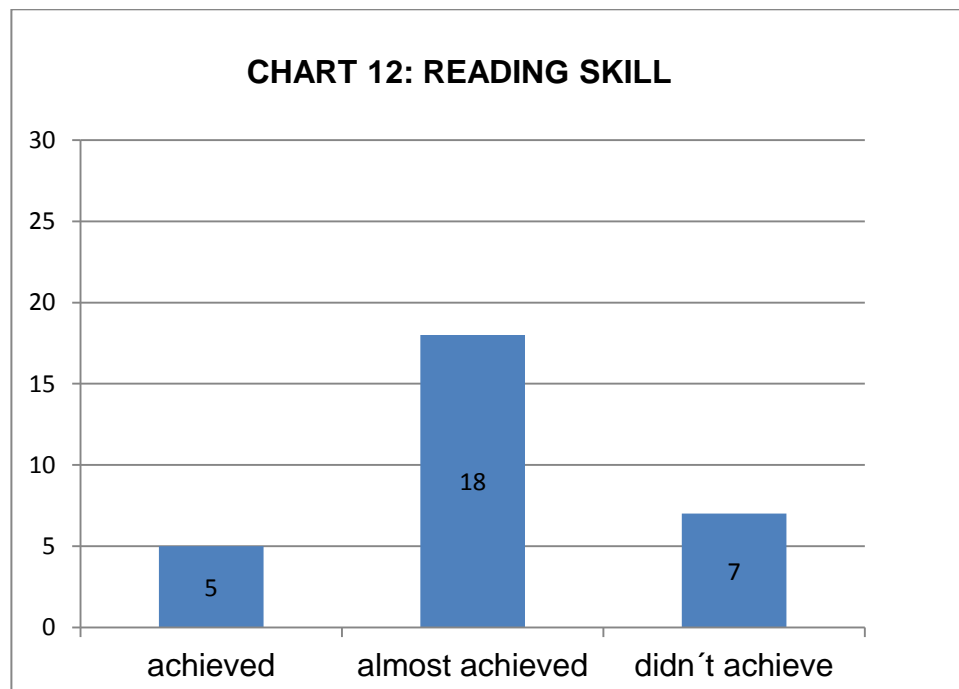
Charts 10 and 11 show the answer to question 2 and question 3. As you can see, in both charts a great number of students achieved their level of proficiency. This means that students were able to write simple sentences using basic English vocabulary which relates to their everyday context. In addition, as shown in the chart, a few students almost achieved this level. They just had some misspelled words and some errors in grammatical structure. Consequently, this is great to know that all the students were able to write something and no one was part of the did not achieve level.



Question 4

Read the article about Harry Potter. Write two things do you have in common with Daniel?

Chart # 12: question 3 responses participants' questionnaire



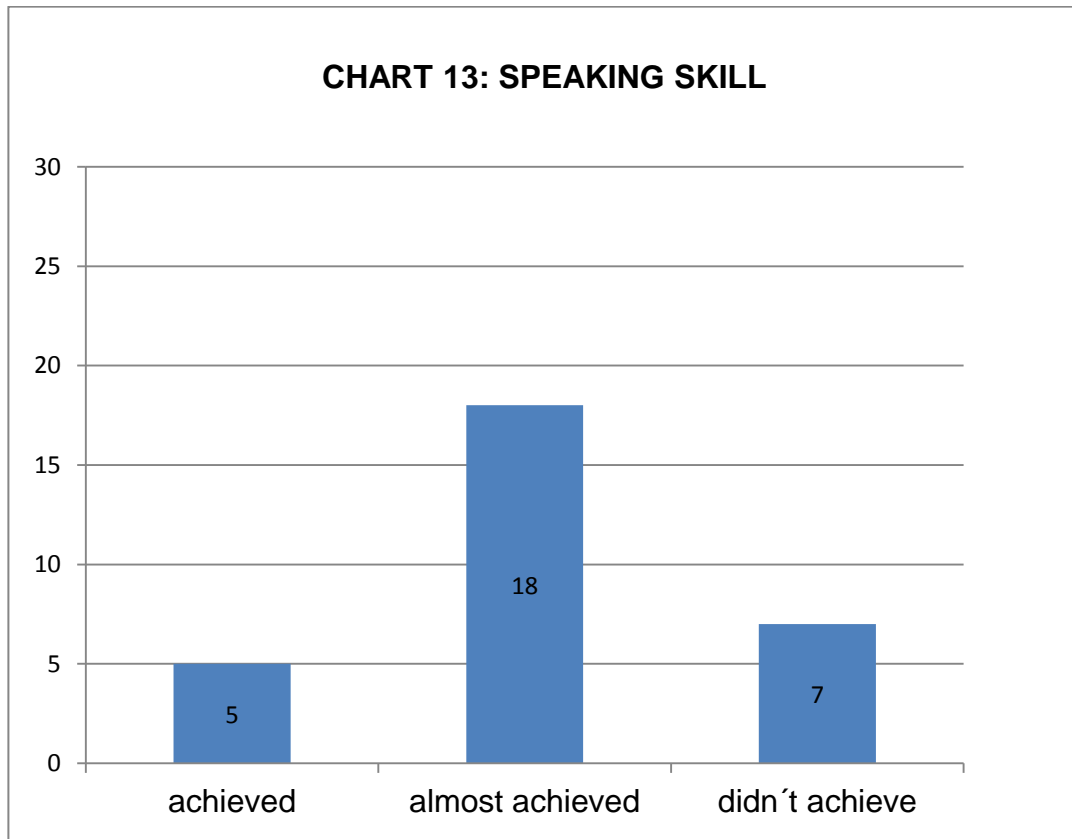
Source: Author

The results show that most of the students from Alfonso Carrión Heredia Elementary School achieved the A2 level described in the National Curriculum Guidelines when using the reading skill. This demonstrates that students were able to understand simple texts which contain basic vocabulary, and then by extracting the main information, they were able to do the exercise they were asked to do. On the other hand, five out of the thirty students almost achieved the level. They had some errors when extracting the information and did not write the answers they were asked to do. However, a few students did not achieve the hoped level.



Question 5**Talk about your personal information. (Name, age, likes, dislikes family)**

For these questions students had to answer the teacher's questions such as What is your name? How old are you? What do you like? etc.

Chart # 13: question 4 responses participants' questionnaire

Source: Author

Chart 13 shows the answer to question number five. As the present results show, most of the students almost achieved the expected level of proficiency. The main reason, according to the data collected, is that they used their native language in class almost all the time. In addition, they got shy when speaking in English. However, there were few students who did achieve the level. They had some errors in pronunciation, but they were able to produce simple spoken sentences using basic vocabulary which was familiar to them since the information obtained was about them.



4.3 Interpretation of the teacher's Interview

This interview was done to Lcda. Nube Chapa, the English teacher of the ninth level in Alfonso Carrión Heredia Elementary School. She provided information about the implementation of the National Curriculum Guidelines in a general way. From this interview, I concluded that these Curriculum Guidelines provide a basic and helpful learner-centered educational tool since they contain systematized educational foundations. For example, there are general and specific objective descriptions which learners are supposed to have achieved at the end of each one of their school years. Then all learners acquired an adequate proficiency level according to the ones which are described in the Curriculum Guidelines. Moreover, Lcda. Nube Chapa states that it is not possible to achieve all those objectives strictly because of the lack of resources in schools. For instance, she can not to use the Internet resources set by the Ministry of Education in class because students could not access to computers all the time they needed to. In addition, she mentions that this New Curriculum contains objectives, methodology, and sources based on the development of the learner's four main skills: reading, writing, speaking, and listening.

4.4 Results of the objectives

Three main objectives were established at the beginning of this study, so the results are the following:

The first objective was to identify how students react to the New English Curriculum Guidelines. The students' survey showed that due to the redirection established in the National Curriculum Guidelines, students are reacting in favor of learning the English language. Most of students are interested and motivated in their English classes since the book contains topics with information which is related to their age. Moreover, the activities allow students to take an active role in the teaching-learning process.

The second objective, which was to analyze the level of proficiency according to the New English Curriculum Guidelines of the ninth level, was determined through the participants' questionnaire. According to the results, it was realized that students achieved the A2 level in listening, reading, and writing; however, the results were not as wished in the accomplishment of the level regarding speaking.

A 1 Level of Proficiency

QUESTION	SKILL	PERCENTAGE
1	Reading	90% achieved
2	Writing	93% achieved
3	Listening	93% achieved
4	Speaking	83% almost achieved



The last objective was to compare the quantitative and qualitative information about the teaching Centered -education vs. student- centered education: the teaching -learning Process according to the New English Curriculum Guidelines. The results were taken from the literature review where it is interpreted that a learner-curriculum is a linguistic rather than an educational matter. Then the main purpose of teaching the English language is to help students to be able to use the language for communication. Therefore, learning English is not only about studying it in order to get a degree or to achieve a new course. It means learning it with the purpose of making use of it.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In the battle over future education, opinions are plentiful; however, success has been limited. As this study has shown, challenges facing teachers today are much different from the challenges the previous generation faced. Teachers today should seek the best practices to evaluate and improve the teaching, learning, and student´ achievement.

Because of this, the government along with the Ministry of Education has established the National Curriculum Guidelines in order to improve English language educational practice. Therefore, teachers use them as guiding principles which let them have a clear and organized idea about what is going to be taught, why it is going to be taught, and what learners will be able to do at the end of each school year. However, all the methodologies, techniques, and educational resources that are presented in the Curriculum Guidelines will be used by teachers as guides, so they do not have to follow all of them verbatim.

Thus, teachers will be able to adjust all the tools according to their learners´ age, gender, social context, and educational context. In general, the following implementations have contributed to the teaching-learning process: the topics of the textbook, the methodology described in the Curriculum Guidelines, and the contents themselves are learner-centered. In the same way, current research has shown that, particularly, the learners at the ninth level of Alfonso Carrión Heredia Elementary School have had positive reactions before this new implementation. These students have made more use of the language; in other words, they have become more motivated since they have had an active participation in the English language teaching-learning process. In addition, they have almost achieved the hoped level A1 established for the end of this year.

5.2 Recommendations

After careful analysis, the researcher, based on her research, recommends:

- A careful study of the National English Curriculum Guidelines since they provide wide explanations about how and what should be carried out in classes.



- An educational process based on learner-centered approach since it is mainly focused on the instructor, content, context, and student, and allows an interaction between content and context as well as student and instructor. Therefore, it lets students to become familiar with the foreign language environment and prepare them for better worldwide communication.
- An English language educational process based on the National Curriculum Guidelines since they allow teachers to engage their students in meaningful, engaging, and cognitively challenging activities. Thus, learners will be able to produce the language rather than acquire it without any purpose.
- To develop learning material bases on the basis of the particular needs manifested by the class. In order to accomplish all these, teachers needs to be creative, outgoing, and encourage themselves.
- In order to improve students´ speaking skill, teachers should apply many speaking activities in their classrooms such us role plays, discussions, simulations, find difference, picture describing, information gap activities, etc.



WORKS CITED

Bae, Young. "Human Development: Theories and Learning Futures." *Futurics* 23.3

(1999): 12-33. *ProQuest.Web*. 6 Apr. 2013.

Cederberg, Christine. "Teaching Teenagers is a roller coaster ride": [FINAL Edition].

The Vancouver Sun. ProQuest Central.News. 16 November.2011. Web. 3 April. 2013.

Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge.

Herr, K. and Anderson, G.L.(2005). *The Action Research Dissertation*. London, U.K.Sage

Little, David. "The Common European Framework of Reference for Languages: Content, Purpose, Origin, Reception and Impact." *Language Teaching* 39.3 (2006): 167-90. *ProQuest*. Web. 7 Apr. 2013.

Mathews, Liane. "Effectively preparing secondary foreign language students: A study

on The effectiveness of the teacher – centered and the student-centered approach." *ProQuest Dissertations and Theses*.(2008):15-24-25-28. ProQuest Central.Web. 3 April.2013.

Mcniff, Jean and Whitehead, J. *You and your action research project*. 3rd ed. New

United States of America: New York, 2010. Web. 10 June. 2013.



Ministerio de Educación. “National English Curriculum Guidelines Eight- Ninth-Ten

Educación General Básica First, Second, and Third Bachillerato.”
Curriculos

Completos . educacion.gob.ec. (2013).Quito-Ecuador. Web. 3 April. 2013.

Ministerio de Educación. “National English Curriculum Specifications: English as Foreign Language Eight- Ninth-Ten Educación General Básica First, Second, and Third Bachillerato.” *Curriculos Completos* . educacion.gob.ec. (2013).Quito-Ecuador. Web. 21May. 2013.

Minter, M. K. (2011). Learner-centered (LCI) vs. teacher-centered (TCI) instruction: A

classroom management perspective. *American Journal of Business Education*,
4(5), 55-62.

Puchta, H. and Schratz, M. *Teaching Teenagers: Model activity sequences for humanistic*

language learning.Singapore: Logman Singapore Publishers (Pte)Ltd, 1996 : 1-3. Print.

Richards, J and Long,M. *Learner-Centered Curriculum*. Curriculum.Cambridge: Cambridge University Press,1996. Web.28 May 2013.

Richards, J. and Renandya, W. A. *Methodoly in language teaching: An anthology of*

current practice. Cambridge: Cambridge University Press, 2002:9-13. Web. 2 April. 2013.



Richards, J and Rodgers, T, *Approaches and methods in language teaching*. 2 ed.

Cambridge: Cambridge University Press, 2001. Web. 20 May 2013.

Weimer, Maryellen. (2013). "Learned Centered Teaching". *Five Key Changes to Practice*. United States of America: New York , 2013.Web. 1 April. 2013.

Williams, Marion, and Robert L. Burden. *Psychology for Language Teachers: A social*

Constructivist approach. UK: (1977). Cambridge University Press 1997. Print.(pag. 2-5-31).



APPENDIX A. PARTICIPANTS´ SURVEY TEMPLATE



The following survey intends to collect information related to “*Teaching Centered Education vs. Learning Centered Education: an analysis of the English teaching-learning process with the 9th level of Basic Education. A study according to the New English Curriculum (Board of Education) in Alfonso Carrión Heredia Public Elementary School*”.

The results will be used as basis for a theses investigation.

CLASS:.....

...

AGE:.....

...

1. Do you consider learning English is

A little difficult?

Difficult ?

Easy ?

It´s OK ?

Why ?



.....
.....
.....
.....

2. Do you like the activities performed in class?

YES

NO

Why?

.....
.....
.....
.....

3. The activities in the English textbook are

Difficult.

Easy.

A little difficult.

A little easy.

4. The topics in the textbook are of...

Great interest.

Little Interest.

No interest.

Why?

.....
.....
.....
.....

5. Which topics have you studied so far in this year that you do not like? And Why?

.....
.....
.....
.....
.....

6. Which topics have you studied so far in this year that you do like? And why?

.....
.....
.....
.....

7. Do the topics of the book have some relationship with your daily life activities? Give an example please?

YES
NO

.....
.....
.....

8. Which activities do you perform most in classes?



Group work .



Individual work.



Pair works



Memorizing

vocabulary.



Translating content .



Others: drama, games,
discussions, etc.



APPENDIX B. PARTICIPANTS´ QUESTIONARIE TEMPLATE



Level:

UNIDAD EDUCATIVA ALFONSO CARRIÓN HEREDIA

- 1. Listen to “Alfonso Carrión Heredia´s Autobiography” and fill in the blanks.**



Alfonso Carrión Herediain 1911.He was Ecuador. He in Cuenca from his childhood. He is one of the prominent and remembered character in Baños. He was the pastor of this little town. He spend his time teaching the bible to He died.... 1960.

- 2. Write 3 sentences describing yourself**

- 1.
- 2.
- 3.

- 3. Complete the following conversation using your own information**

- 1. **A:** *What's your name ?*
B: My name's
- 2. **A:**..... ?

- B: I'm..... years old.
3. A:..... ?
 B: I'm fine, thanks.
4. A:.....?
 B: My favorite actor is.....
5. A: Where are you right now?
 B:

4. Read the article about Harry Potter. Write two things do you have in common with Daniel?



For Example: Daniel has two dogs (I have two dogs)
 Daniel favorite sport is soccer (My favorite sport is soccer)

Daniel Radcliffe plays Harry Potter. He lives in London, England. He has a dog. It is called Ruffo. He lives with his parents. Dan loves music. In fact, he plays the bass guitar. He's into classic punk and rock. Some of his favorite musicians are David Bowie, the Rolling Stones, and the Red Hot Chili Peppers. In his free time, Dan writes stories or goes to the movies. His favorite movies include *Moulin Rouge* and *Crash*. For exercise, Dan runs and works out. His favorite sport is soccer. There's a rumor that Emma Watson is Dan's girlfriend, but he says they're just friends.

Two things in common:

1.

2.

Two different things:

1.

2.



5. **Talk about your personal information.** (Name, age, likes, dislikes, family)

What is your name?

How old are you?

What do you like to do in your free time?

What do you like most about your school?

What do not you like about your school?

APPENDIX C. TEACHER'S INTERVIEW TRANSCRIPTION

- 1. From your point of view, are there any difficulties in the teaching – learning process because of the implementation of the New English Curriculum, YES/NO? Which difficulties?**

There is a little difficult like to develop the basic skills like speaking because they always speak in Spanish. The students need to develop logical think in the different activities.

- 2. How are the students' reactions before the New English Curriculum Guidelines?**

They started to participate with all skills specially reading and writing with new programs offered by Education Ministry's links.

- 3. Do you feel that the New English Curriculum Guidelines are helping in some way to the improvement of the teaching-learning process?**

Yes, because students have to be active, to develop integrated skills and no separated ones. They have grammar and other skills together.

- 4. From your experience, what are the differences between the previous English Curriculum and the New One?**

I think they are: topics, character of dialogues, and grammar in simple way. So, we as teacher can adapt to the students reality. It let to participate to other schools all around over the world through Internet and other resources.

- 5. According to your opinion, what changes done in the National Curriculum Guidelines are in favor and which are not?**

In favor is the wide information and resources offered, but they are



not always possible because schools do not have enough resources.

6. From your point of view, what are most important skills to be developed in ninth level of basic education? Why?

The basic skills to get and give information express need or after help, ect., to exchange ideas, informat.



APPENDIX D. PARENTAL CONCENT FORM

PARENTAL CONCENT FORM

The information provided on this form and the accompanying cover letter is presented to you in order to fulfill legal and ethical requirements for University of Cuenca (the institution sponsoring this thesis study). The information obtained from this project will not be used for purposes other than for the current one.

The dissertation committee at the University of Cuenca has given approval to conduct this study, "Teacher-Centered Education vs. Learner-Centered Education: a study of the English teaching-learning process according to the New English Curriculum Guidelines (Board of Education) at ninth level in Alfonso Carrión Heredia Public Elementary School". The purpose of this study is to explore to what extent the New English Curriculum Guidelines of the ninth level are contributing the teaching learning process in order to achieve learning-centered education rather than teaching-centered education.

Your children will be involved in this study by way of the following:

1. A survey of eight questions
2. A questionnaire of five questions

All of these activities should not take more than one or two hours per student. There are no foreseeable risks of the students involved. Moreover, the parent or the researcher may remove the student from the study at any time with just cause. Specific information about individual students will be kept strictly confidential and will be obtainable from the school principal if desired. The results that republished publicly will not reference any individual students since the study will only analyze relationships among groups of data.

The purpose of this form is to allow your child to participate in the study, and to allow the researcher to use the information already available at the school or information obtained from actual study to analyze the outcome of the study. Parental consent for this research study is strictly voluntary without undue influence or penalty. The parent signature below also assumes that the child understands and agrees to participate cooperatively.

If you have additional questions regarding the study, the rights of subjects, or potential problems, please call the principal, Lcda. Aida Gómez Cohelo, or the researcher, Ms. Catalina Nievecela (402836).

Student's Name :

Signature of Parent/Guardian

Date