



Ministerio
de **Educación**



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CALIDAD
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Ecuadorian in-service
English Teacher Standards

The English Language Learning Standards

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DISTRIBUCIÓN GRATUITA – PROHIBIDA SU VENTA

ADVERTENCIA

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en casos en que tales expresiones no existan, se usará la forma masculina como genérica para hacer referencia tanto a personas del sexo femenino como del masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible «referirse a colectivos mixtos a través del género gramatical masculino», y (b) es preferible aplicar «la ley lingüística de la economía expresiva», para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en el caso de utilizar expresiones tales como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.



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Ecuadorian in-service English Teacher Standards

The Ecuadorian in-Service English Teacher Standards are based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States.

This document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency.

Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures— where Spanish is their second language; and English their third— the second domain is about "Culture". Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with "Assessment" (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding "Professionalism and Ethical commitment" to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development.



Domain 1. Language

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.

General Standards	Specific Standards
1.a Structure of English and Communication Teachers demonstrate understanding of language as a system.	1.a.1 Understand the components of language (phonology, morphology, syntax, pragmatics and semantics) as an integrative system.
	1.a.2 Use knowledge of these interrelated aspects of language to help students develop oral, reading, and writing skills in English.
	1.a.3 Demonstrate knowledge of rhetorical and discourse structures as applied to English learning.
1.b. Language Acquisition and Development 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.	1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to students.
	1.b.2 Understand theories and research that explain how L1 literacy development differs from L2 literacy development.
	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.
	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.
	1.b.4. Comprehend and apply knowledge of socio-cultural, psychological, and political variables to facilitate the process of learning English.
1.b.5. Understand and apply knowledge of the role of individual learning styles in the process of learning English.	

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.

General Standards	Specific Standards
<p>2. Culture as It Affects Student Learning</p> <p>Teachers know, understand, and use major theories and research related to the nature and role of culture in their instruction.</p>	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.

General Standards	Specific Standards
<p>3.a. Planning for Standards-Based English and Content Instruction</p> <p>Teachers know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for students.</p>	3.a.1. Plan standards-based English and content instruction.
	3.a.2. Create supportive, welcoming classroom environments.
	3.a.3. Plan differentiated 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.
<p>3.b. Implementing and Managing Standards-Based English and Content Instruction</p> <p>Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.</p>	3.b.1. Organize learning around standards-based language 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.
<p>3.c. Using Resources and Technology Effectively in English and Content Instruction</p> <p>Teachers, in addition to the national textbooks, are familiar with a range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective English and content teaching.</p>	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 realia 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.

General Standards	Specific Standards
<p>4.a. Issues of Assessment for English Language Learners</p> <p>Teachers demonstrate understanding of various assessment issues as they affect students, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.</p>	<p>4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to students and use results appropriately.</p> <p>4.a.2. Knowledgeable about and able to use a variety of assessment procedures for students.</p> <p>4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.</p> <p>4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for students.</p> <p>4.a.5. Distinguish among students' language varieties (e.g. pronunciation, vocabulary from different regions), giftedness, and special education needs.</p>
<p>4.b. Language Proficiency Assessment</p> <p>Teachers know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction.</p>	<p>4.b.1. Understand and implement national and local requirements for identifying the progress of students in English programs.</p> <p>4.b.2. Understand the appropriate use of norm-referenced assessments with students.</p> <p>4.b.3. Assess students' language skills and communicative competence using multiple sources of information</p>
<p>4.c. Classroom-Based Assessment for English Language Learners</p> <p>Teachers know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.</p>	<p>4.c.1. Use performance-based assessment tools and tasks (e.g., portfolios, projects, classroom observation checklists, reading logs, video, spreadsheet software) that measure students' progress.</p> <p>4.c.2. Understand and uses criterion-referenced assessments appropriately with students.</p> <p>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.</p> <p>4.c.4. Use various instruments and techniques to assess content-area vocabulary learning for students at varying levels of language and literacy development.</p> <p>4.c.5. Prepare students to use self- and peer-assessment techniques when appropriate.</p> <p>4.c.6. Use a variety of rubrics to assess students' language development in classroom settings.</p>

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.

General Standards	Specific Standards
5.a. English as a Foreign Language Research, History and Legislation Teachers demonstrate knowledge of history, research, educational public policy, and current practice in the field of EFL teaching and apply this knowledge to inform teaching and learning.	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.
	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.
5.b. Professional Development, Partnerships, and Advocacy Teachers take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for students	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 Teachers promote active citizenship as stated in The Ecuadorian Constitution.	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.

The English Language Learning Standards

The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show “what students must know and be able to do as they move toward full fluency in English¹”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General
- Level A2: At the end of 1st year Bachillerato
- Level B1: At the end of 3rd year Bachillerato

The English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: (a) listening, (b) speaking, (c) reading, and (d) writing.



¹ California Department of Education, 2002, p. 5.

Listening

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
<p>Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background.</p> <p>Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.</p>	<p>Perceive, memorize, and note down words and expressions encountered in the personal, educational, public, and vocational domains as well as note their situational context and functional value.</p> <p>Make use of clues such as structurally-relevant pauses, tone of voice, stress, and intonation to identify and understand relevant information in orally-produced texts within the personal, educational, public, and vocational domains.</p>	<p>Understand the main points of clear standard speech on familiar matters regularly encountered in the personal, educational, public, and vocational domains (e.g. services, work, etc.).</p> <p>Identify general messages and specific details within the personal, educational, public, and vocational domains, provided speech is clearly articulated.</p>

Reading

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
<p>Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.</p> <p>Extract the gist and key information items from simple informational, transactional, and expository texts.</p>	<p>Understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>	<p>Understand and identify longer, more complex expository, procedural, narrative, and transactional texts as well as simple persuasive texts (e.g. persuasive essays², movie reviews) with a satisfactory level of comprehension.</p> <p>Use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive).</p>

² Persuasive essays: "In persuasive or argumentative writing, we try to convince others to agree with our facts, share our values, accept our argument or conclusions and adopt our way of thinking" (<http://www.studygs.net/wrtstr4.htm>)

Speaking Production

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair).	Use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.	Sustain a straightforward description of a subject or a variety of matters within the personal, educational, public, and vocational domains rather fluently, presenting it as a linear sequence of points.

Speaking Interaction

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.	Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.	Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred. Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal, educational, public, and vocational domain.

Writing

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.	Produce longer, more detailed, complex transactional, expository and informational texts than those presented in previous years and with more variety in sentence structure and lexical range. Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error	Produce longer, more detailed and complex transactional texts as well as short simple persuasive texts (e.g. essays, advertisements, cartoons) by linking a series of shorter discrete elements into a linear sequence. Check information and ask about or explain problems through the text types that correspond to the level with reasonable precision.

References

Council of Europe. (2003). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, UK: Cambridge University Press.
California Department of Education. (2002). English-language development standards for California public schools: Kindergarten through grade twelve.

