

Design Principle Analysis

**for the English Textbook Series
Our World Through English**

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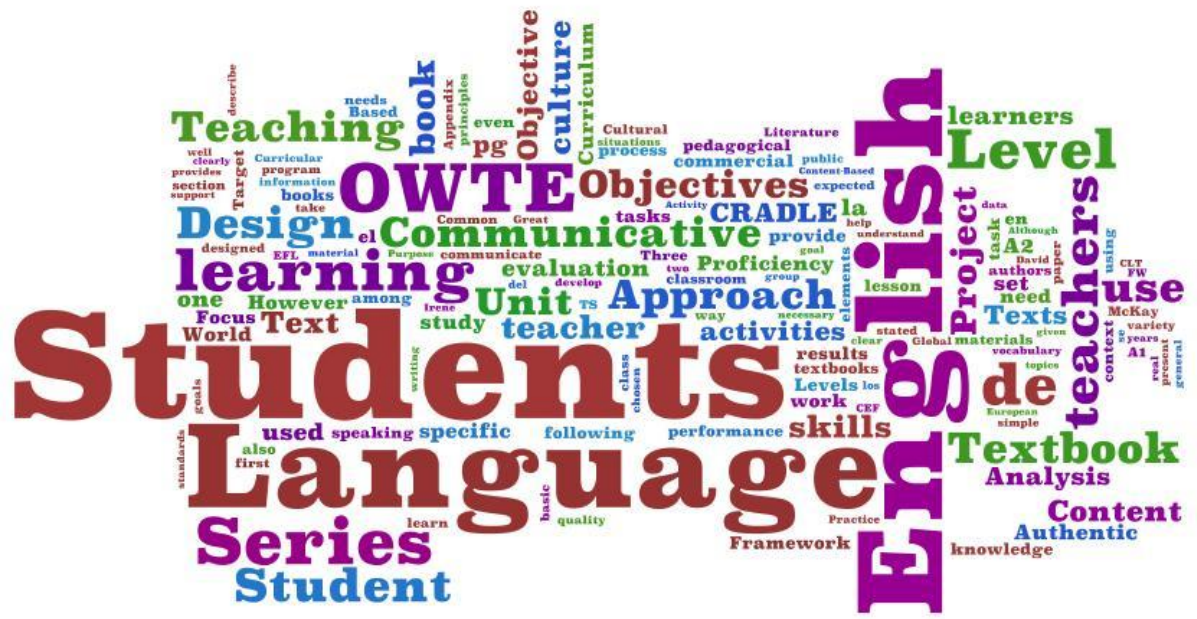


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Introduction

A. Background

The CRADLE Project

Through the National Curriculum Office the Ecuadorian Ministry of Education set in motion the English Curriculum Reform Project – CRADLE in 1992 in agreement with the British government. The CRADLE project seeks to “improve the quality of teaching – learning of the English language in public high-schools in the country.” As of now this reform has been implemented through the following mechanisms:

- Revise the study plan and program for English in 8th, 9th and 10th grades of Primary and 1st, 2nd and 3rd years of high-school.
- Publish the *Our World Through English* (OWTE) textbook series with the student book, teacher’s guide and audio material for each year.
- An evaluation system through a National English Exam given yearly in 10th grade of Primary and 3rd year of high-school.
- Continuous professional training for English teachers to improve their methodology and their English level.
- Interaction with Universities that train English teachers to improve the pedagogical performance in the classroom of the future teachers.¹

To provide follow up on these mechanisms, a network of provincial coordinators and facilitators has been established.

External Evaluations

An external evaluation of the Project was carried out on behalf of the British government in 1998. In conclusion, the final report from this evaluation qualified the following general objectives as “highly achieved”:

- Innovate and strengthen the teaching – learning process of the English language aimed at developing communicative competence necessary through linguistic abilities of reading, speaking and writing. This process is subject to a system of performance indicators (standards) and promotes the use of values.
- Provide adequate infrastructure to develop the new English curriculum.²

There is no indication that this first evaluation provided specific recommendations to the CRADLE Project that could be used as impetus to develop the Project beyond its initial goals.

Ten years later, a second evaluation was carried out by the Universidad Casa Grande to “take corrective action in the implementation of English teaching.”³ The Ecuadorian government, the Ministry of Education and the CRADLE Project did not identified specific problems with the Project to which the Evaluation should respond. However, it was deduced from the areas the Ministry of Education specified upon which the evaluation should focus that it needed valid information about student proficiency level on the one hand and the design and uses given to the Project materials on the other. Other areas such as the coordinator, facilitator and teacher training process, the administrative structure, the national English level evaluation system, the English proficiency level of the teachers and their methodological capacities, even if they are key elements in the

1. Terminos de Referencia para la Evaluacion de Impacto de la Reforma Curricular de Ingles, Proyecto CRADLE.

2. Breve Descripcion del Proyecto de Reforma Curricular de Ingles, CRADLE, Desarrollado en el Marco del Convenio de Cooperacion Tecnica Bilateral Ecuatoriano-Britanico.

3. Terminos de Referencia para la Evaluacion de Impacto de la Reforma Curricular de Ingles, Proyecto CRADLE.

final results of the Project defined by the student communicative capacity in English, were omitted from the analysis.

The evaluation sought to measure the CRADLE Project achievements, identify its strengths and weaknesses and recommend steps it could take towards fulfilling its goals. The direct beneficiaries of this effort were the Ministry of Education and the CRADLE Project while the Project participants also benefited indirectly. Results from this evaluation were meant to be useful in implementing both conceptual and practical innovations in the near future so that the Project may more fully achieve its objectives.

The following table presents relevant data about the 2009 Evaluation design.⁴

Entity	#	Instrument Applied	How these were chosen
Provinces	10	-	Selected by the CRADLE Project for balance among the three main geographical regions and among mostly urban and mostly rural provinces.
High-Schools	272	-	Selected at random among public schools, blind to which schools use the OWTE series and which do not (# from each province selected as % of total number of participating institutions.)
Students	2878	Satisfaction surveys, English Tests	Selected at random among last year students (10 from smaller schools, 13 from medium schools, 16 from larger schools).
Teachers	415	Satisfaction surveys	All last year English teachers from selected schools

B.Terminology used throughout this paper

"'Approach' ... refers to the views and beliefs - or theories - of language and language learning on which planning is based. 'Design' is where the principles of the first level are converted into the more practical aspects of syllabuses and instructional materials. It is here that decisions are taken about the arrangement of content to be taught and learnt, the choice of topics, language items to be included in the program, and so on. Finally, 'procedure' refers to techniques and the management of the classroom itself."⁵

Acronyms used throughout this paper:

- A1 - Beginner English level according to the Common European Framework
- A2 - Low Intermediate English level according to the Common European Framework
- B1 - Intermediate English level according to the Common European Framework
- CBI - Content-based Instruction, an English teaching methodology
- CEF - Common European Framework
- CLT - Communicative Language Teaching
- COLT - Communicative Orientation of Language Teaching Observation Scheme
- CRADLE - Curriculum Reform and Development for the Learning of English
- EFL - English as a Foreign Language
- ESL - English as a Second Language
- FW - Framework, English textbook series analyzed in this report
- L1 - First language
- L2 - Target language

4. Scoggin, Justin K. Evaluacion de Impacto de la Reforma Curricular de Ingles, Proyecto CRADLE, 2009 (unpublished)

5. McDonough, Jo and Shaw, Christopher. Materials and Methods in ELT, pg. 10.

OWTE - Our World Through English, English textbook series managed by the CRADLE Project
PPP - Presentation, Production and Practice, an English teaching methodology
TOEFL - Test of English as a Foreign Language
TS - Touchstone, English textbook series analyzed in this report

C. Problem Statement

The CRADLE Project has many strengths that have permitted it to respond in ever more effective ways to demands and needs Ecuador has for a high quality public secondary level English program. During the past decade the Program has continued to mature impressively. The materials have been updated, expanded and improved, teachers have received higher quality and more systematic training, teacher English proficiency level has steadily improved, the administrative system that provides guidance and support to teachers has been consolidated and strengthened and design elements of the curriculum have been systematized.

With all of the above mentioned supporting elements in functioning order, and many strengths to build on, it is now feasible and necessary to look deeper into the curriculum design to make necessary adjustments to specific program elements so they conform to international standards that maximize progress in English proficiency among public school students. This will also permit a more coherent and complete expression of the selected approach elements in the texts.

D. Research Question

This paper proposes a deeper analysis of one key element of the CRADLE Project than was provided in the 2009 evaluation. The Our World Through English textbook is the instrument that can be most closely controlled by the CRADLE Project, where its fundamental pedagogical principles can be most clearly expressed to provide constant guidance for supervisors, teachers and students and where the values identified by the Project as essential for future professional success among students can be illustrated. It is therefore paramount that the pedagogical principles chosen as guideposts for its development conform to international standards of quality EFL textbooks. Nonetheless, even if this turns out to be the case, these principles can only be of use to those involved at any level of the CRADLE project if they are clearly reflected in the quality and interrelation among objectives, activities and assessment tools in the textbook.

Therefore, this paper seeks to cast light on the following question: To what extent are the pedagogical principles used as a framework for developing the textbook reflected in the instructional design including the quality and interrelation among the objectives, activities and assessment tools?

This paper further aims to provide recommendations to the CRADLE project to bridge any discrepancy found between the guiding pedagogical principles and the instructional design.

The present is both an assessment and an evaluation of the OWTE textbook series. The assessment portion provides a theoretical description of how well the instructional design expresses the pedagogical principles the authors used for this purpose. This will be mainly achieved through comparing the Our World Through English series with other recognized EFL series with the same specific aim to indicate how well the series should perform in the hands of qualified professionals. These appreciations will then be complemented by an evaluation based on data collected from students and teachers of the series to indicate how the series has performed in fact.

This paper identifies and subsequently evaluates the approaches used in the OWTE textbook series, then assess and evaluate its design. Although procedure will be referred to, it is not a central component of this paper.

It is hoped that the findings and recommendations in this paper provide theoretical and practical support for the CRADLE project in enhancing the fulfillment of its stated goals. In this way, it is hoped that public school supervisors, teachers and students throughout Ecuador may be directly benefited by the findings and recommendations this paper provides.

E. Objectives

General Objective - Assess and evaluate the instructional design of the English textbook series *Our World Through English* published by the Ecuadorian Ministry of Education through the CRADLE Project.

Specific Objective - Measure the impact of the OWTE curriculum on student and teacher perception in reference to the general objectives set for the OWTE textbook series.

F. Limitations of this study

There are clearly identifiable limitations to comparing commercial text series with publicly financed materials. Visible differences among these texts attributable to budgetary constraints such as paper quality, binding, graphic design, color images and additional resources for both students and teachers (workbook, DVD, etc...) will not be evaluated as their development and use depend on decisions from entities above the CRADLE Project. However, these series are comparable because the authors of each announce that their main purpose is to train students to ably communicate in English. They all use Communicative Language Teaching which emphasizes language functions and encourages students to communicate through meaningful activities.

Second, the commercial text books were not chosen because they represent an ideal pedagogical design as such a design does not exist. Comparisons of this nature thus do not provide an absolute "checklist" of strengths and weaknesses. Rather the present exercise paints a focused image of specific pedagogical principles that are relatively emphasized or ignored depending on audience. In other words, by identifying audience characteristics and needs this exercise will help see how audience focus influences design and thus assess appropriateness of design principles found in each series.

Third, this paper will not take into account current teaching practices. This study is not concerned with implementation effectiveness. Rather, the focus is on understanding to what extent the pedagogical design fulfills the curriculum objectives. It is hoped that these findings will provide guideposts for more effective design and implementation.

Literature Review

A. Purpose

This literature review will expose the theoretical foundation used by the OWTE authors in its instructional design.

The purpose is to later contrast this theory with what is found in the textbooks to identify weaknesses in the design, theoretical elements that could be more fully present and that have caused differences between program goals and results.

B. Background

In an email from Irene Rosero, National Director of the Department of Foreign Languages of the Ecuadorian Ministry of Education, she stated that the authors (of which she is one) designed the textbooks to support teachers in carrying out communicative language teaching. She added that "the methodology used is a combination of task-based approach, content-based approach and topic-based approach."⁶ This literature review will first define communicative language teaching and then the other mentioned approaches.

C. Communicative Language Teaching

This is the umbrella concept for nearly all of the rest of the elements included in this literature review and is therefore primordial among them.

For many years language acquisition was conceived through Behaviorist models of learning in which learners were conditioned through stimulus, response and reinforcement. As this seemed to be the natural way people learned their first language,⁷ then even though foreign language learning in adults is quite different from acquisition of a mother tongue, it was assumed that the same principles applied. This spawned a variety of approaches such as Audio-lingualism and Presentation, Production and Practice (PPP) which focused on vocabulary and grammar structure knowledge and management through memorization.

At the beginning of the 1970's a growing number of practitioners began describing as a "fallacy the idea that controlled practice necessarily leads to mastery of grammar,"⁸ as well as the notion that grammar mastery provided the necessary tools for accomplishing authentic tasks in the new language. Results of years of language teaching proved that even if some learners had mastered many language structures and words, they were largely unable to put them towards any practical use.

As the world grew more interconnected, and more people came into contact with a greater diversity of cultures, a more practical approach, now known as Communicative Language Teaching (CLT), was needed in which students could focus on language functions enabling them to use language forms in a variety of situations and for a variety of purposes. Communicative tasks that students perform through role-plays and simulations provide platforms for students to engage in meaningful dialog and to resolve real life problems all of which give greater importance to fluency over accuracy. In a nutshell this approach advocated that language should be taught in the way that it is used in the real world.⁹

6. Rosero, Irene. Directora Nacional de Idiomas Extranjeras, Email to author. 7 July 2009. (Appendix 5)

7. Skinner, B. F. 1957.

8. Harmer, Jeremy. 2001. pages 79, 80, 84, 85, 86.

9. Harmer, Jeremy. 2001. pages 79, 80, 84, 85, 86.

Nearly 40 years later, perhaps the majority of English language teachers around the world identify their methodology as communicative.¹⁰ Richards (2002) attributes this to how CLT has evolved to be a "diverse set of rather general and uncontroversial principles" that can be "interpreted in many different ways to support a wide variety of classroom procedures" such as "Content-Based Instruction, Cooperative Language Learning, and Task-Based Instruction."¹¹In spite of its broad acceptance throughout the world, providing a description of CLT beyond some general notion of "getting the message across in English" still proves very challenging for many teachers. To fill this gap, Richards has identified six basic principles that ground the communicative approach:^{12, 13}

CLT Principles

Communicative competence	<ol style="list-style-type: none"> 1. The goal of language learning is communicative competence. Communicative competence includes: <ol style="list-style-type: none"> a. knowing how to use language for a range of different purposes and functions b. knowing how to vary language use according to setting and participants. c. knowing how to produce and understand different types of texts d. knowing how to maintain communication despite having limitations in one's language knowledge.
Teacher competence	<ol style="list-style-type: none"> 2. Learners learn a language through using it to communicate. 3. Authentic and meaningful communication should be the goal of classroom activities. 4. Fluency and accuracy are both important dimensions of communication. 5. Communication involves the integration of different language skills. 6. Learning is a gradual process that involves trial and error.

D. Task-based Approach

This subsidiary to CLT rests on the assumption that "effective learning occurs when students are fully engaged in a language task, rather than just learning about language." Although there are a wide variety of definitions for the concept, in second and foreign language teaching the concept is now often viewed as "an outcome-oriented segment of work in a curriculum or lesson plan."¹⁴

This approach compliments and strengthens the following principles and practices:

- "A needs-based approach to content selection
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.

10. Harmer, Jeremy. 2001. pages 79, 80, 84, 85, 86.

11. Richards, Jack. 2002.

12. Richards, Jack. 2002.

13. Richards, Jack. Communicative Language Teaching Today. Internet resource, no publishing information.

14. Oxford, Rebecca. 2006.

- The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom."¹⁵

David Nunan (1989) emphasizes that "the starting point for task design should be the goals and objectives which are set out in the syllabus or curriculum guidelines which underpin the teaching programme." Once the outcome of the task is defined, then input for students to work such as grammatical structures and vocabulary should be selected. Nunan suggests that this input be authentic if the tasks are to have a communicative function.¹⁶

According to Jane Willis, a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome."¹⁷

Willis lists possible types of tasks that generate a need to communicate in L2, gives specific examples and associates each with specific outcomes:¹⁸

Types of Tasks	Specific Examples	Outcomes
Listing	Brainstorming, fact finding	Completed list or draft mind map
Ordering and Sorting	Sequencing, ranking, categorizing, classifying	Set of information ordered and sorted according to specified criteria
Comparing	Matching, finding similarities, finding differences	Could be items appropriately matched or assembled, or the identification of similarities and/or differences.
Problem Solving	Analyzing real situations, analyzing hypothetical situations, reasoning, decision-making	Solutions to the problem, which can then be evaluated.
Sharing Personal Experiences	Narrating, describing, exploring and explaining attitudes, opinions, reactions	Largely social
Creative Tasks	Brainstorming, fact finding, ordering and sorting, comparing, problem solving and many others	End product which can be appreciated by a wider audience

15. Oxford, Rebecca. 2006.

16. Nunan, David. 1989.

17. Willis, Jane. 2006.

18. Willis, Jane. 2006.

E. Content Based Approach

Searching for ways to engage their learners in meaningful communication, teachers have increasingly taken the route offered by another CLT subsidiary, the content-based approach (CBI). The basic premise is that teaching content courses for EFL or ESL students will optimize their English learning process because "learner motivation increases when students are learning about something, rather than just studying language".¹⁹ This approach involves learners "in interesting, cognitively demanding first, second and third-person content enabling them to enlarge their knowledge while broadening and deepening their linguistic skills."²⁰

Although Crawford affirms that the content-based approach is "best suited to students who already have a fairly strong command of English" he provides evidence that it can also be a successful learning strategy for lower level English learners by using graded readers. As cited by Crawford, Yamane and Ryan (2000) and Davies (2003) address this same issue although only Davies specifies limits to the English level necessary to use this methodology. Davies states that theme-based content based instruction can be taught to EFL students with [TOEFL] scores between 350 and 500 (where 500 is the minimum for students to take subjects in English). This is possible if subject courses are specifically designed for use in a theme-based EFL course so that audio-visual resources such as posters and charts take more prominence in the methodology.²¹

F. Topic Based Approach

Also a subsidiary of Communicative Language Teaching, the topic-based approach provides criteria for successful syllabus design. The basic organizing principle is that if students are interested in the topics they are asked to write or speak about, or at least recognize their practical value for their communicative needs, they will invest more effort into their language production and become more engaged with their learning process. By organizing lessons and activities around relevant and interesting topics, students obtain necessary familiarity with that topic so they can successfully perform related tasks. Variety of topics and genre to cater to the variety of interests students have is another important design element for this approach to enhance successful language production.

This approach works well in combination with the task-based approach. This multi-syllabus design is the most commonly used among syllabus designers without specific restrictions imposed by a higher authority.²²

G. Cultural Relevance

English as a Foreign Language necessarily seeks to raise awareness and capacity to interact with that which is foreign to the home culture specific to the English language. Choosing a target foreign language requires increasing awareness of a target culture albeit one so generalized as to include English speaking countries.

Great efforts have been made in modern EFL textbook design to make their methodology appropriate within the cultural - social context of the teacher and learner. The role of English in the local society is one of the larger issues to consider in preparing students to assume and even shape that role. Possible uses of the language in the target culture is also key, either within the local society or as a visitor to English speaking cultures. Another

19. Davies, Stephen. 2003.

20. Martin, Ian. 1990.

21. Crawford, Michael J. 2001. pg. 54.

22. Harmer, Jeremy. 2001. pages 252 - 253, 298, 300.

important issue to consider is student background including such factors as English training, previous and current exposure to English, learning goals and methodology used in other curricular areas.

As an example of developing curriculum around student needs, the Ministry of Education of Chile has developed a pedagogy that reflects their local context by devoting 40% of the curriculum to reading comprehension, 40% to listening comprehension and the remaining 20% to speaking and writing skills.²³ Most Chileans are perceived to need English primarily to gather information through reading and listening rather than for speaking or writing. This logic implies a major challenge for CLT methodological approach which focuses more on productive skills.

McKay suggests that as "each classroom is unique in the particular dynamics that exist among the participants in the lesson" and for this reason "there is no one best method... for a particular context."²⁴ She further suggests that methodological appropriateness depends on a "sense of plausibility" developed by each teacher which is determined by "teachers' subjective understanding of the teaching they do."²⁵ For example, through teacher observations, McKay reports that material use was often approached in "creative ways that were most likely not envisioned by the authors but which did reflect the culture of learning of that particular classroom."²⁶

However, given the impossibility of developing materials deemed appropriate for each and every classroom, textbook authors need to decide to use one of three design approaches for cultural information to be employed in textbooks:

- "'source culture materials' that draw on the learners' own culture as content
- 'target culture materials' that use the culture of a country where English is spoken as a first language
- 'international target culture materials' that use a great variety of cultures in English- and non-English-speaking countries around the world."²⁷

This latter approach has been fueled by the broad recognition that English is an international language involving a wide variety of national cultures and by the global textbook industry focused on English as a globalized language for learners with the possibility of interacting with native speakers and traveling to English speaking countries.

McKay suggests that regardless of the particular approach chosen, encouraging what she calls a 'sphere of interculturality' can be considered the key objective for cultural content and design. In short, this means that the process of learning about another culture is more than transference of information between cultures because it "entails a reflection on one's own culture as well as the target culture."²⁸ This does not mean that learners take on the target culture as their own but rather use information acquired about the new culture to reflect on characteristics of their own culture that may have been previously unexplored as well as the contrasts produced through the reflective process.

It is the teacher who ultimately decides what pedagogy is most appropriate for his or her class. For teachers who desire a social and culturally sensitive pedagogy and content, locally contextualized curricula support the teacher in making every day decisions about how to teach whereas globally contextualized curricula give additional challenges to these teachers. Of course, this issue is largely framed in the local capacity to make such decisions by each teacher which is dependent on their knowledge of pedagogy, their

23. McKay, Sandra Lee. 2002. pg. 119.

24. McKay, Sandra Lee. 2002. pg. 116.

25. McKay, Sandra Lee. 2002. pg. 116.

26. McKay, Sandra Lee. 2002. pgs. 116 - 117.

27. McKay, Sandra Lee. 2002. pg. 88. Here she is quoting Cortazzi and Jin, 1999.

28. McKay, Sandra Lee. 2002. pgs. 82 - 83.

sensitivity to student learning goals and possibilities and their ability to adapt materials to particular class needs.

Showing a more balanced approach, Dweik and Nuar state that high quality text books should be evaluated with criteria "which take into consideration the intimate relationship between language and culture."²⁹ Further they state that textbooks should be designed to "bring global and home awareness" into student experience as this is "essential to increase students' multicultural experiences and strategies." The underlying assumption is that strategies used to communicate with other cultures require experiences with and awareness of that culture.

Finally, goals related to cultural relevance of the textbook can be stated as such: "understanding of both home and target cultures, communicating in a socially and culturally accepted manner, integrating culture with the language components and language skills, illuminating the intimate relationship between language and culture, and linking exercises, activities, teaching aids, illustrations to meet the cultural objectives of language learning."³⁰

29. Dweik, Bader and Nuar, Nadia. approx. 2005. Internet resource.

30. Dweik, Bader and Nuar, Nadia. approx. 2005. Internet resource.

Method

A. Design Principle Analysis

This report will compare the pedagogical design of the following text books:

Our World Through English (OWTE)	Framework (FW)	Touchstone (TS)
CRADLE Project, Ecuadorian Ministry of Education, Third Edition, 2005	Richmond Publishing, 2005	Cambridge University Press, 2005
Book 4 Units 1, 2, 10 (A2) ³¹ Book 5 Units 3, 8, 12 (A2) Book 6 Units 4, 7, 14 (A2)	Book 1 Units 3, 7, 11 (A1) ³² Book 2 Units 2, 8, 12 (A2)	Book 1 Units 3, 8, 12 (A1) Book 2 Units 2, 5, 11 (A2)

The commercial series were chosen because of their current use in quality English programs in private Universities and Academies in Ecuador. Within the last two years these institutions compared a variety of available EFL textbooks before settling on the texts currently in use. The books were chosen for use in this report to correspond to Common European Framework levels A1 and A2, as these are the levels covered in the OWTE series.³³ The units were chosen at random.

The instrument chosen for gathering data about the textbooks is an adapted version of the Communicative Orientation of the Language Teaching (COLT) Observation Scheme.³⁴ It is necessary at this point to take a step back to first understand why this instrument was chosen and second understand what adaptations were made to the instrument for the purpose of this evaluation and why each was made.

Textbook evaluation has a checkered history. It has mostly taken the form of developing checklists against which specific textbooks can be compared. There are perhaps dozens of published checklists and an even greater number of published textbook evaluations. However, instead of providing a set of clear and objective criteria useful for textbook evaluation, the checklist strategy has instead proved that it depends on two basic factors: personal preference of those who will use the textbook and current pedagogical theory.

For example, the following are criteria which are consistently used in these checklists: "good pronunciation practice", "good grammar presentation, grading and sequencing, cultural and pedagogical concerns in presentation, vocabulary practice, topics being interesting to different learners" etc... Others include "adequacy of pattern practice", "competence of the author" and "whether or not a textbook is based on the findings of a contrastive analysis of English and L1 sound systems"³⁵. These criteria provide little guidance for this evaluation as they do not reflect the theoretical priorities of the authors of the OWTE series.

Cunningsworth offers four broad, objective criteria that better serve our purposes:

31. As reported in an email from Irene Rosero, 3 August 2009. (Appendix 1)

32. Common European Framework English Levels A1 (Beginner) and A2 (Low intermediate)

33. As reported in an email from Irene Rosero, 3 August 2009. (Appendix 1)

34. Spada N., and Frohlich M. 1995.

35. Ansary, Hasan and Babaii, Esmat. 2002.

- "They should correspond to learners' needs. They should match the aims and objectives of the language learning program.
- They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method."
- They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner."³⁶

The COLT is a teacher observation scheme and not a textbook evaluation checklist. However, it reflects the criteria offered by Cunningsworth without falling into the traps common to textbook evaluation schemes described above. It also uses a very similar theoretical framework to that which the authors of the OWTE series have chosen in designing the series.

As each unit in the OWTE textbook series seeks to increase communicative competence by having students demonstrate new and meaningful skills in English, this analysis uses the COLT indicators designed for this purpose while all others were omitted. These are participant organization, content focus, content control, student modality and text source. Other elements deemed pertinent to this study by the author were added to the instrument: activity sequencing and proficiency level. Each of these indicators are explained in further detail in the tables below. (See Appendix 2)

Activity Sequencing		
Engage	Study	Activate
Stage of teaching sequence in which students are involved in the language function and/or topic through curiosity or emotions.	Stage of teaching sequence in which students focus on the construction of language: grammar, vocabulary, pronunciation, etc.	Stage of teaching sequence in which students use the language they have acquired in order to complete a task.

Participant Organization		
Whole Class	Pair / group	Individual
The teacher, a student, or group leads the rest of the class.	Students work either in pairs or groups to accomplish specific tasks.	Students carry out a task individually.

Content Focus	
Form	Function
Focus on <u>analysis</u> of language structures needed for students to perform a language task.	Focus on student <u>performance</u> of interactive tasks such as greeting, inviting, suggesting, buying-selling, etc.

36. Cunningsworth, 1995.

Content Control		
Teacher / Text	Teacher / Text / Students	Student
Teacher and text led activities.	The content is provided by teacher, text and students.	Students participate in content creation.

Student Modality	
Receptive Skills	Productive Skills
Listening and Reading	Speaking and Writing

Text Source	
2nd Language Non-native speaker	2nd Language Native Speaker
Material adapted for L2 classes	An L2 class using L1 texts

Proficiency Level	
Responds to proficiency level claim	Is incoherent with proficiency level claim

B. Usability Analysis Method

The purpose of this section is to demonstrate how the OWTE has performed de facto. To this end this section will use data collected through student and teacher surveys (see appendices 3 in the "Evaluación del Impacto de la Reforma Curricular de Inglés en el Sistema Educativo Ecuatoriano, 2009."³⁷ (Evaluation of the Impact of the English Curricula Innovation on the Ecuadorian Educational System) Specifically, it will provide an in-depth analysis of the following Project objectives related to textbook performance:

Objective Three: Upon graduating, students will be satisfied that the OWTE textbook series helped them become independent learners of English. (Student Satisfaction)

Objective Four: The activities and unit plans use a real and/or authentic context of the English world to help students find meaning in the language, enjoy learning it and be motivated to continue to learn."³⁸ (Material Quality)

Results will first be compared to desired outcomes as reported in the 2009 Evaluation to obtain overall achievement rates.

The survey questions have been grouped to measure fulfillment of each result described above. For example, for the student surveys Result Three was determined by averaging 6 questions while Result Four was determined by averaging 11 questions. For the teacher surveys, Result Three was determined by averaging 3 questions while Result Four was

37. Scoggin, Justin K. 2009.

38. Scoggin, Justin K. 2009.

determined by averaging 15 questions. These averages produce an Effectiveness Index regarding result fulfillment.

The Effectiveness Index results will then be compared to an Effectiveness Scale , which is a standard that permits us to identify if the Effectiveness Index results conform to expected results or not. In this case, the Effectiveness Scale will be expressed over a maximum of 5 points in the following way:³⁹

Effectiveness Scale		
Effectiveness	Percentage	Interpretation
4.26 – 5.00	86 – 100%	Objective achieved beyond expectations
3.75 – 4.25	75 – 85%	Objective achieved satisfyingly
3.00 - 3.74	60 – 74%	Objective partially achieved
0.00 – 2.99	0 – 59%	Objective not achieved

Results will then be subdivided for a comparative analysis between institutions that use the OWTE series and those that use commercial series. Even though it is obligatory for public high-schools to use the OWTE textbook series as their main English teaching instrument, 8% of students (244/2634) reported using commercial series instead while 7.5% of teachers (30/370) reported the same. Using public school students and teachers who work with commercial English textbook series as a control group provides focused data to measure OWTE textbook usability.

39. "Typically, the standard usually falls between 75% and 85%, but will depend on the number of students who are in the program." (Spurlin, Joni E. PhD, "How to Interpret Survey Results" (NAPSA article)

Design Principle Analysis

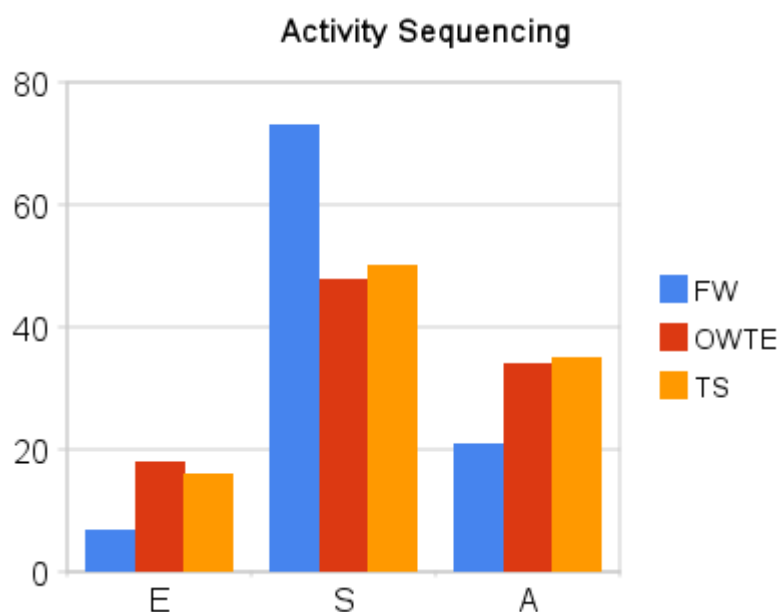
The purpose of this section is to determine how the OWTE textbook series should perform in the context for which it was designed.

A. Activity Sequencing

This section evaluates communicative design by measuring the frequency of each stage in the teaching sequence presented in each textbook series.

Activity Sequencing		
Engage	Study	Activate
Stage of teaching sequence in which students are involved in the language function and/or topic through curiosity or emotions.	Stage of teaching sequence in which students focus on the construction of language: grammar, vocabulary, pronunciation, etc.	Stage of teaching sequence in which students use the language they have acquired in order to complete a task.

Traditionally designed textbooks that focus on knowledge of grammar structures are filled with Study activities while Engage and Activate activities are relatively scarce. Even in textbooks designed with CLT principles, at the A1 and A2 and levels of study it is logical to find a relatively high frequency of Study activities compared to Engage and Activate as students are still building basic knowledge of structures that will permit them to engage in dialog. However, at the B1 level these dialogs will start emerging more frequently and naturally as the CEF describes in its performance descriptors. In either case, as mentioned in the literature review, communicatively designed series give priority to fluency generating activities (Engage and Activate) from the very beginning, so students clearly understand that getting their point across is more important than precision with the language (Study).



The above graph demonstrates that all three series have more Study activities than either Engage or Activate, showing that at A1 and A2 levels students need to gain a basic understanding of certain structures so they may consequently begin to produce the language. Even within this context, OWTE and TS push students to communicate while FW cultivates greater accuracy at these levels.

OWTE and TS show the best balance among the three texts. This is commendable because low level learners first study and as soon as possible they put such study into practice and "get a chance to try out language use with no restriction - a kind of rehearsal for the real world."⁴⁰ This gives them opportunities to increase their confidence, always in a safe and low stakes environment. It is unnecessary to make recommendations for the OWTE series about this aspect of the pedagogical design beyond making sure, as Harmer suggests, that the ESA sequence in lessons should steadily become more varied and complex to respond to student needs as their English level increases.⁴¹

B. Participant Organization

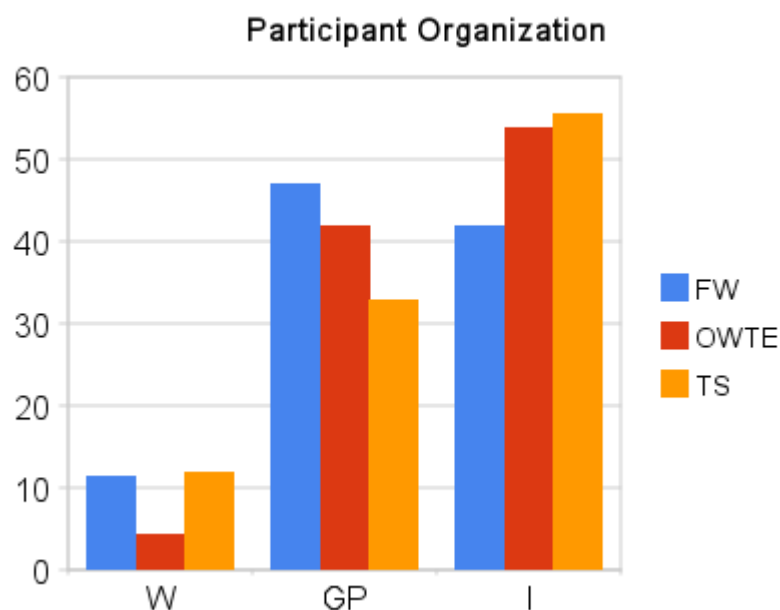
This refers to how students are seated or grouped for activities to enhance communication. In a communicative curriculum some activities are designed for the students to work individually (I), others in pairs or in small groups (GP), and still others as a whole class (W).

The idea behind this indicator is that a traditional class in which the teacher seats students in rows and stands in front of the whole class to impart knowledge is more conducive to helping students gain knowledge about the language, but it does not provide a proper environment for high-quality and frequent student-student interaction necessary for communicative aims to be fulfilled. In contrast, when the curriculum is designed to maximize student interaction by identifying which activities would work best in whole class situations, which in pairs or small groups and which support learning by having students work alone, it indicates that the curriculum is supportive of communicative objectives.

Participant Organization		
Whole Class	Pair / group	Individual
The teacher, a student, or group leads the rest of the class.	Students work either in pairs or groups to accomplish specific tasks.	Students carry out a task individually.

40. Harmer, Jeremy. 2007. pg. 54-57

41. Harmer, Jeremy. 2007. pages 54 - 57.



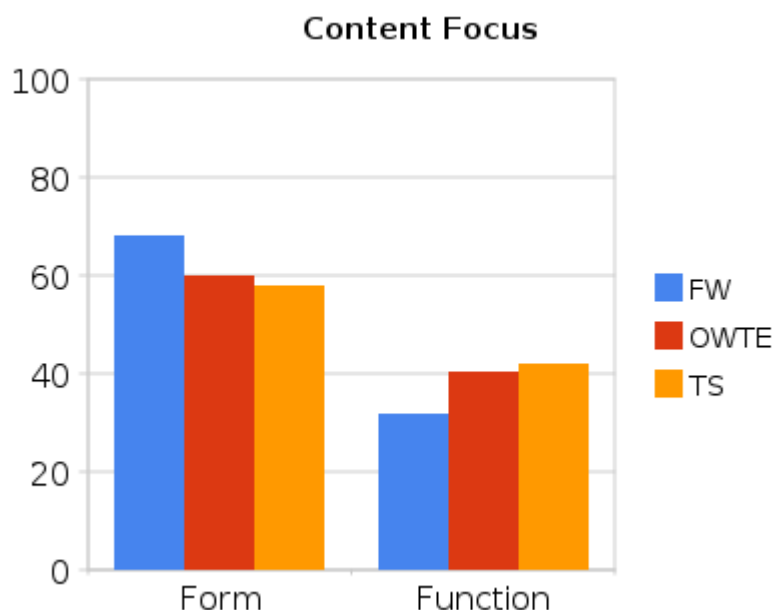
For this key indicator, all three series provide opportunities for learners to speak without being singled out by communicating with each other in pairs and small groups. Many of the activities to be carried out individually later provide forums for students to share their results with the rest of the class. All three give surprisingly little time to whole class activities (4-12%), which are usually more frequent at the A1 and A2 levels. Similarly, all three series present a healthy balance of group/pair-work and individual work. This makes it easier for students to communicate and for teachers to work with large classes.

C. Content Focus

This refers to the language content in the textbook that is introduced to students and whether its purpose is to analyze its form or to use it as function.

Traditional textbook design gives priority to knowing about and abilities to manipulate language structures and vocabulary while CLT design gives priority to use of the language through performance of interactive tasks.

Content focus	
Form	Function
Focus on <u>analysis</u> of language structures and vocabulary needed for students to perform a language task.	Focus on student <u>performance</u> of interactive tasks such as greeting, inviting, suggesting, buying, etc.



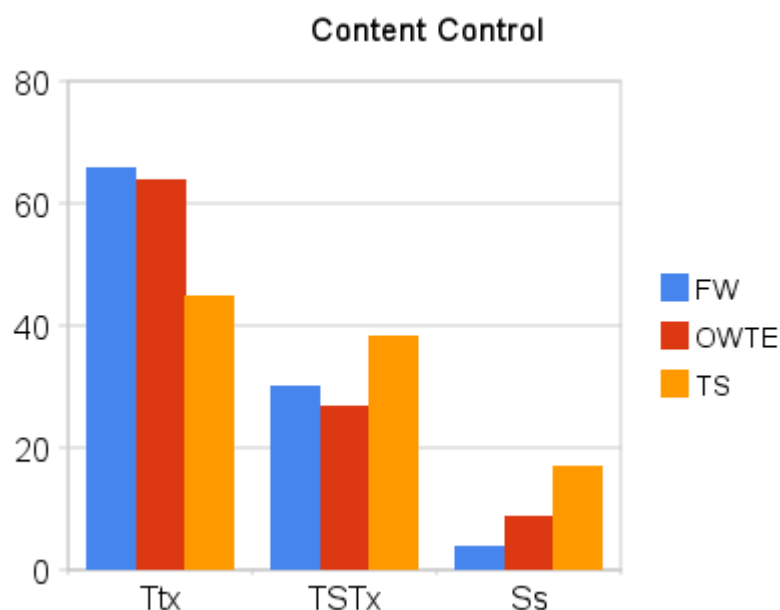
Even though all three books use CLT as the main design principle, it is to be expected for A1 and A2 levels that most language presented in the three series be centered on form over function as is the case. Based on the fact that one of the main objectives of learning a new language is to use it in the real world, this emphasis should diminish as the English level rises, so that students are asked to apply (produce) language more and more with each unit. OWTE compares favorably with the other two series in this respect.

This brief examination of form vs. function in textbook design points to a relevant and larger underlying issue related to objectives and standards that will be further explored in section 6B.

D. Content Control

This section analyzes the content of the books, the source of the language to be studied; the textbook, the teacher, or the student.

Content Control		
Teacher / Text	Teacher / Text / Students	Student
Teacher and text led activities.	The content is provided by teacher, text and students.	Students participate in content creation.



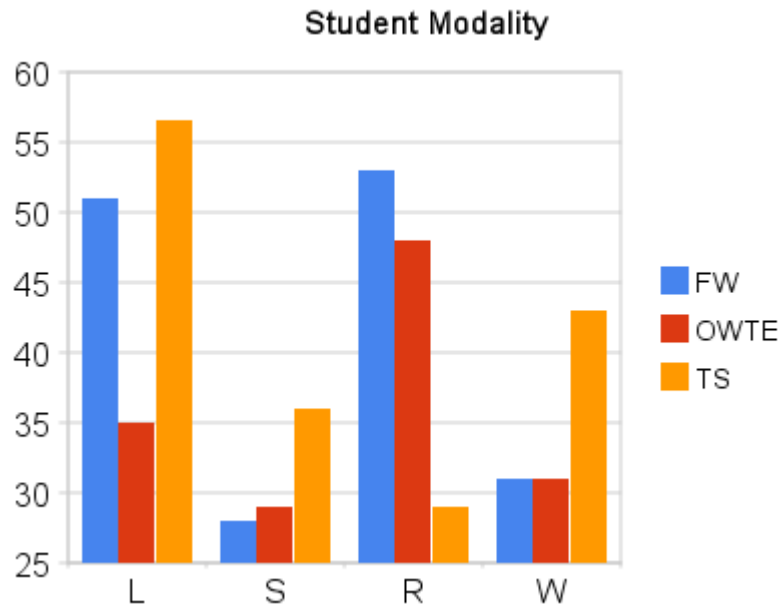
The assumption behind this graph is that it is conducive to learning for students to be given opportunities to participate in content creation. This allows them to produce the language in meaningful ways. It allows opportunities for students to connect appropriate grammar structures to their own interests and needs as language learners. It also allows students to take more and more responsibility for their own learning instead of expecting that everything be handed to them without effort on their part. Of course this is a gradual process that is increasingly possible as students progress through each level of English.

For all three series the content is most frequently controlled by the teacher or the text as is to be expected at this low level of study. Except for TS the analyzed texts are designed to be used as often as possible and to be the center of the class. As students gain greater mastery of basic skills the text can provide support for the communicative teacher who wishes to hand increasingly more control of the class and of the learning process over to the students. Giving students more opportunities to participate in content creation is one important way to approach this ideal.

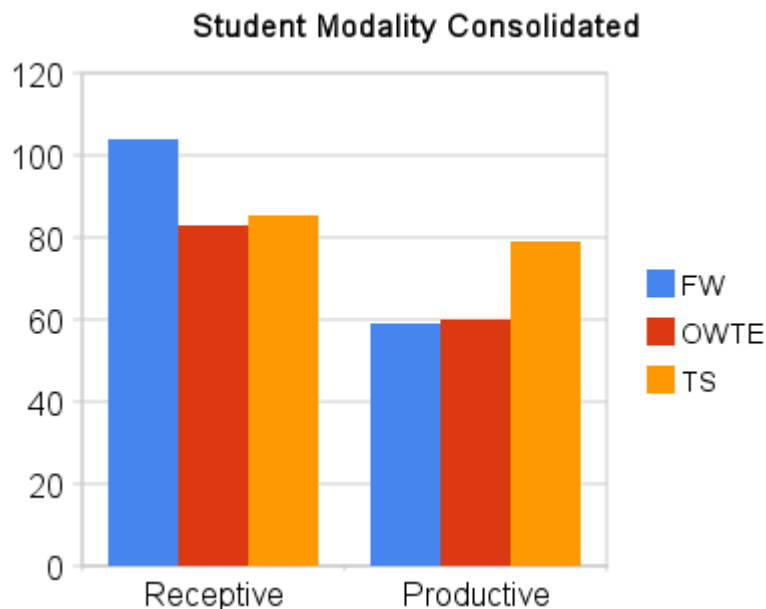
E. Student Modality

This section refers to the emphasis given to each of the four skills: listening, reading, speaking and writing, keeping in mind that productive skills allow teachers to obtain evidence for communicative capacity and decide whether students are making progress towards their objective.

Student Modality	
Receptive Skills	Productive Skills
Listening and Reading	Speaking and Writing



This graph indicates that each series focuses more on one or two skills over the others. TS emphasizes listening skills, FW gives emphasis to listening and reading while OWTE also asks students to read quite frequently. It also indicates that often productive and receptive skills are not combined in a way that dialog naturally occurs when people listen and speak in one conversation, and read and write in one exchange of ideas. For example, both FW and OWTE ask students to read frequently but do not have them write with corresponding frequency. TS has students writing much more than they read, giving great emphasis to the productive skill over the receptive skill, an anomaly among EFL textbooks.



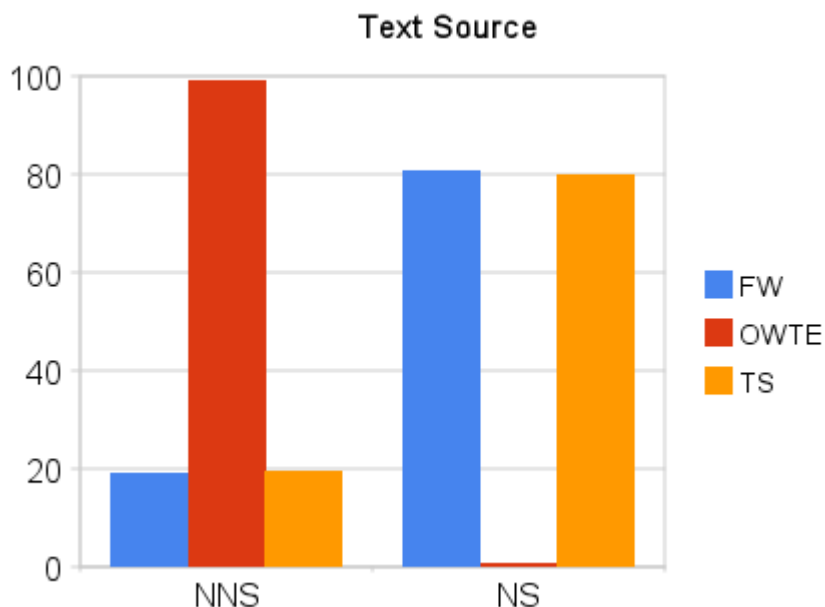
The above graph indicates that both FW and OWTE emphasize development of receptive skills over productive skills. This is normal as lower English level students feel the need to develop receptive skills in order to begin producing effectively. However, TS

asks students to frequently produce from the lowest English levels (40%), clearly communicating that producing in English is what constitutes learning at any level. Understanding this message from the beginning, students transition easier into more demanding English levels that require more production because the change is less perceptive.

F. Text Source

This category indicates how well each series prepares students to tackle and respond to various levels of texts written for native speakers, a task that anybody who plans on putting their English to use must be prepared to do.

Text Source	
2 nd Language Non-native speaker	2 nd Language Native Speaker
Material adapted for L2 classes	An L2 class using L1 texts



Nearly all texts (99%) in OWTE have been adapted or created for targeted learners while the other two series present a roughly equal percentage of texts (80%) directed towards native speakers. This indicates two opposite approaches to text design.

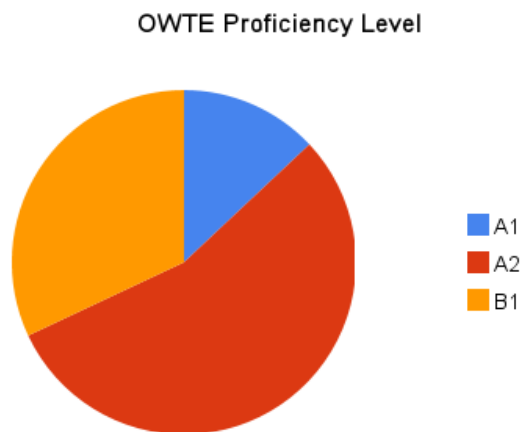
Advantages of these two approaches deserve further analysis for our purposes. This can be found in section 6A.

G. Proficiency Level

Proficiency Level	
Responds to Proficiency Level Claim	Is incoherent with Proficiency Level Claim

The OWTE textbook makes no claim regarding the English proficiency level it projects users to achieve. However, its literature claims that the performance standards chosen for the curriculum are meant to help students achieve "oral and written English that correspond to intermediate level."⁴² In an email the authors stated that this meant that Books 1, 2 and 3 are designed for students to achieve A1 level and Books 4, 5 and 6 are designed to achieve an A2 level upon graduating from high school. As the latter three books were analyzed for this paper, the proficiency level aim is A2.⁴³

This graph shows the percentage of activities that correspond to the target level and what percentage of activities correspond to other CEF levels. FW and TS were not compared to OWTE in this graph because both have A1 and A2 as target levels, making them impossible to compare. For this graph only data from OWTE Books 4, 5 and 6 were considered as they are deemed to be aimed at achieving A2 English proficiency.



It is expected that OWTE Book 4 would incorporate some A1 level activities as a transition into A2, and that Book 6 would include some B1 level activities as students come to master A2. However, it is surprising to see such a high percentage of activities written on A1 (13%) and B1 (32%) levels in a series aimed at A2 level. In fact this points to a larger issue which is further analyzed in section 6D.

42. Programa Nacional de Inglés Diseño Curricular por Competencias, pg. 4.

43. Rosero, Irene. email dated 3 August 2009. (Appendix 1)

Usability Analysis

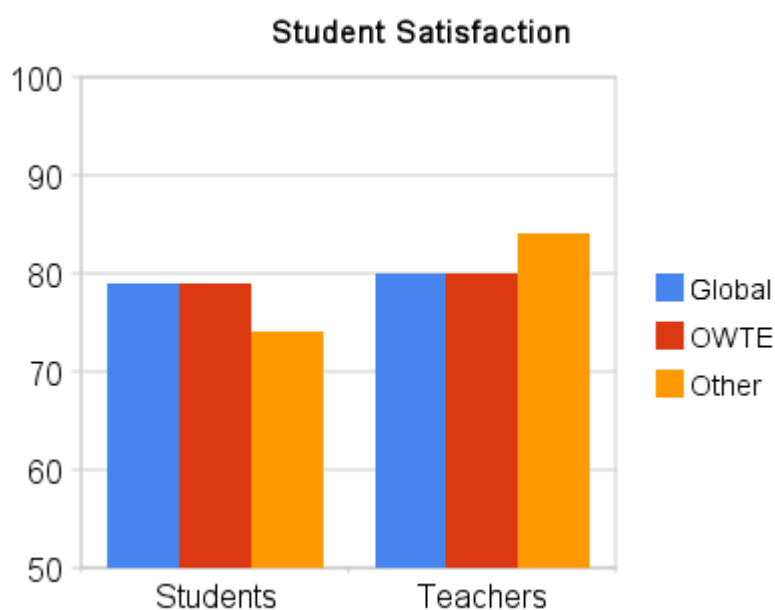
This section is meant to contrast with the findings in the previous section to see if the texts perform de facto as they should. The surveys used to gather data for this section asked last year public school students and English teachers if they used the OWTE series or Other commercial series as their main English textbook. Approximately 8% of all responses declared use of Other commercial series. Unfortunately there is no way of knowing which series are used by these schools.

A. Objective Three

Objective Three: Upon graduating, students will be satisfied that the OWTE textbook series helped them become independent learners of English. (Student Satisfaction)

The basic idea behind this indicator is that students should be satisfied with the textbook. However, instead of measuring student satisfaction with the color images and the modernity of its presentation, it is more appropriate to look at its effectiveness in helping students become more independent learners. This causes a longer-lasting and more meaningful satisfaction that can potentially cause a great positive impact in the student's life.

	Global	OWTE	Other	Interpretation of Global Result
Students	79%	79%	74%	Objective achieved satisfyingly
Teachers	80%	80%	84%	Objective achieved satisfyingly



These results are generally satisfactory and are broadly even across the board. There is, however, a much more significant difference between the student and teacher opinion

about how satisfied students are in their learning process for users of commercial series textbooks (10%) than there is for users of OWTE (1%). This indicates that the OWTE teachers have a more accurate perception of student satisfaction than teachers using commercial series. At least for the commercial series users, students seem much less satisfied with their ability to learn independently than their teachers perceive.

However, perhaps the most significant interpretation of these results is that the OWTE series generates more satisfaction in students (student perception) than the commercial series (5%). Although the difference is minimum, it contradicts the logic of administrators who reject the OWTE series in favor of commercial series so their students will be more motivated and effective in their English learning process than they would be using OWTE. Usually administrators conceive of this satisfaction in both students and teachers in terms of how attractive the text book appears, the quality of the paper, binding and the variety of support materials provided for students and teachers, without considering that these factors rarely increase student independent learning, of which motivation to learn is a central factor.

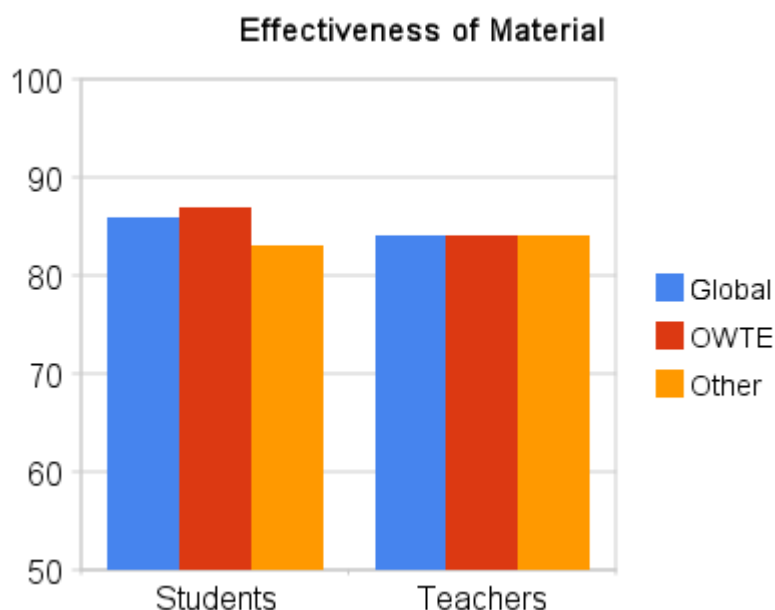
B. Objective Four

Objective Four: "The activities and unit plans use a real and/or authentic context of the English world to help students find meaning in the language, enjoy learning it and be motivated to continue to learn."⁴⁴ (Material Quality)

The idea behind this measurement is that the text book will motivate the student to learn English more if the student feels that the situations in which the language is presented and applied are relevant to his/her life and are as real and/or authentic as possible for an EFL context. If on the other hand the situations presented in the text are contrived or seen by the student as distant and irrelevant to his/her personal or professional needs, students will lose interest.

	Global	OWTE	Other	Interpretation of Global Result
Students	86%	87%	83%	Objective achieved satisfyingly
Teachers	84%	84%	84%	Objective achieved satisfyingly

44. Scoggin, Justin K. 2009.



Results from these surveys are generally high to very high and are quite similar across the board. Students find the OWTE material more effective than teachers whereas teachers find the commercial series more effective than students, although the differences in both cases are minimum (3% and 1% respectively).

OWTE students find their material more effective than students using commercial series (by 1%) even though teachers report no difference of opinion. This provides further proof that textbook effectiveness in motivating students to learn is not as related to immediately visible characteristics mentioned above and are more related to proper pedagogical design.

However, the 4% difference in OWTE student satisfaction over students using commercial series is small considering the great lengths the authors have gone through to contextualize learning in situations that are close to the student's daily experiences versus the global context emphasized by the commercial texts. These results do not provide clear evidence for favoring one approach over the other.

Further to these aggregate results, this analysis would not be complete without a brief analysis of the real English learning taking place. The following table indicates national SLEP Test results reported in the 2009 Evaluation. Results are reported in percentiles.

	OWTE	Other	Global	Interpretation of Global Result
Students	10.4%ile	11.8%ile	10.5%ile	Common European Framework Level A1

Although the text book is a central element affecting English learning in the classroom, it is not the only one. In fact, it is quite reasonable to consider it as secondary to teacher ability to effectively manage pedagogical principles aimed at improving communicative competence in English. In this study teachers of both the OWTE and commercial series have nearly identical professional profiles including English level, training and working conditions, so the textbooks can be safely isolated as an important factor affecting student English learning.

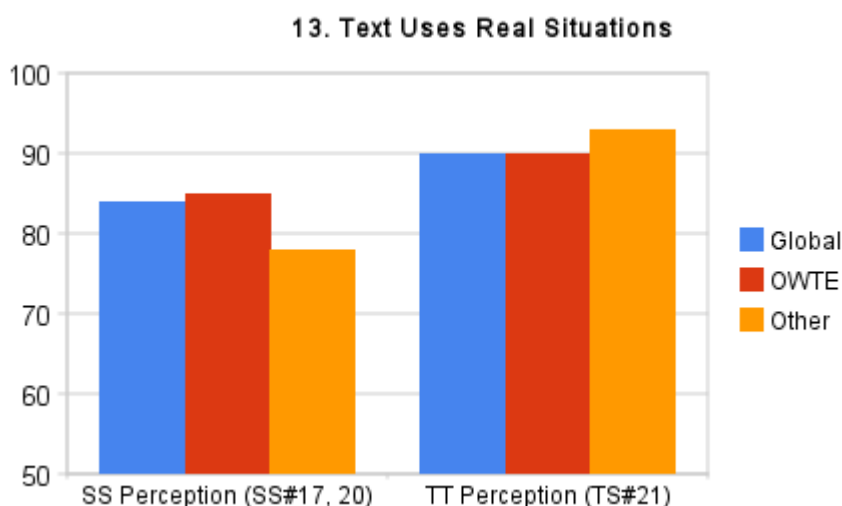
The above results show that as a whole, students using commercial series have a moderately higher English level than their peers using OWTE. However, both groups fall far short of achieving the Common European Framework Level A2 goal set by the program for graduating high-school students. Any moderate difference in English levels demonstrated by the two groups is greatly overshadowed by their overall failure to move beyond even the most basic English level identified by the CEF after six years of structured and well-designed instruction.

Global Analysis

A. Scripted vs. Authentic Texts

As illustrated in Section 4F, the approach taken by OWTE favors scripted texts as most appropriate for low level learners to comprehend and consequently interact with written English while FW and TS take an approach that favors having students interact with authentic texts written for native speakers as the best way for students to learn to tackle texts written for native speakers, an inevitable occurrence for anybody learning a language.

Irregardless of the difference in design, students and to an even greater extent teachers give high marks to both OWTE and commercial series use of real situations to present English activities as can be observed in the following graph.⁴⁵



As CLT became more prominent among English teachers, there has been a growing school of thought advocating authentic language models in conjunction with authentic and suitably graded tasks for the targeted users. Proponents suggest that "the models of language are not only genuine but also representative of real-life language use, particularly in terms of discourse structure. In addition, they point out that the use of these materials brings greater realism and relevance to the ESL/EFL classroom and they can increase learner motivation."⁴⁶

Further, authentic texts "provide learners with insights into ways in which conversations work",⁴⁷ building strategies for students to successfully participate in conversations outside of the classroom. Increasing student motivation by having them interact with relevant texts greatly enhances CLT pedagogical goals.

While the examples of language used in OWTE are not authentic and in fact appear to be either semi-authentic (originally authentic but simplified) or scripted, the author's rationale can be supported on various grounds. "First, researchers such as Young (1991) and Alptekin (1993) have suggested that authentic materials can often create a number of difficulties and problems for students who are lacking in cultural background knowledge

45. Scoggin, Justin K. "Evaluación del Impacto de la Reforma Curricular de Inglés en el Sistema Educativo Ecuatoriano." 2009. (in progress, unpublished)

46. Litz, David R. A. pg. 30.

47. Litz, David R. A. pg. 30.

or schemata to properly comprehend a message's meaning and content. Second, the selection of authentic texts is frequently quite challenging for authors. Lastly, a student's inability to understand an authentic text can be extremely demoralizing and thereby demotivating in some instances (Harmer, 1996)."⁴⁸

Other authors find that adopting middle ground between these two approaches takes advantage of the strengths of each. As Litz states, "since scripted or unauthentic English is easier to comprehend and more pedagogically real, and since authentic English is indeed genuine but more difficult to comprehend and less real pedagogically, a middle ground should be obtained between these two poles."⁴⁹

Both FW and TS demonstrate that it is quite possible to successfully use authentic texts for low level learners. For low English levels these texts are simple, easily accessed and even presented in graphic form like a timetable or a menu. The OWTE authors have taken the opposite option to an extreme ignoring a large number of authors and experiences that validate using authentic texts in EFL instruction. For the reasons explained above, OWTE should consider using more level-appropriate authentic texts aimed at native speakers to help students gain confidence in their ability to move about in an English speaking environment. Taking a more balanced approach to this critical issue in textbook design will enhance the quality of the OWTE series by motivating students to interact with authentic texts they will need in their personal and professional lives.

B. Unit Objectives Analysis

Data presented in section 4C demonstrates that OWTE design gives priority to form over function. This data raises questions about the quality of task design in the task-based approach used to the text because, as cited in the literature review above, a task is necessarily productive. It is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome."⁵⁰

Further, the sequence of the tasks set in a lesson should confront learners with the need to be challenged to overcome communicative weaknesses. "Salaberry (2001) argued that a successful task sequence leads learners to: (a) communicate with limited resources, (b) become aware of apparent limitations in their knowledge about linguistic structures that are necessary to convey the message appropriately and accurately, and finally, (c) look for alternatives to overcome such limitations."⁵¹

The curriculum gives high priority to project work focused on doing experiments in small groups. The success of this focus relevant to the other series evaluated, is evidenced in the following graph.⁵²

48. Litz, David R. A. pg. 31.

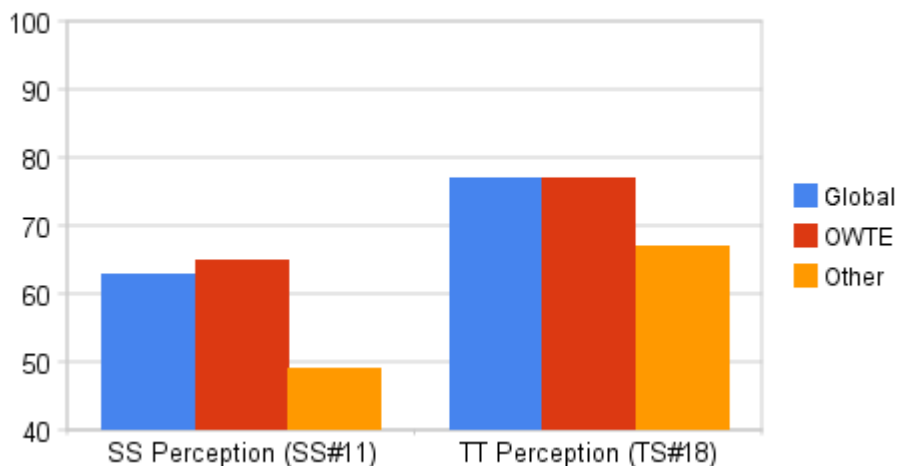
49. Litz, David R. A. pg. 31

50. Willis, Jane. Task-Based Learning, A Framework for Task-Based Learning.

51. Oxford, Rebecca. 2006.

52. Scoggin, Justin K. "Evaluación del Impacto de la Reforma Curricular de Inglés en el Sistema Educativo Ecuatoriano." 2009. (in progress, unpublished)

9. Projects as a Learning Tool



In spite of this relative success the data presented in section 4C suggests that most tasks assigned in the OWTE series aim at cognitive accomplishments whose outcomes lean towards the analytical and thus do not comply with the above definition. The assessment of a task occurs in terms of its outcome. In linguistic focused "tasks" no meaning is negotiated, and often communication is not essential to their accomplishment rendering them very nearly impossible to assess in the context of communicative competence.

The following description of task sequences for another EFL textbook series gives examples that quite accurately describe the task design in OWTE: Looking for positive interdependence among students, authors frequently ask students to "work alone first and then compare and/or discuss their answers. In these cases the activities did not provide enough need for group members to interact. In terms of individual accountability, activities that did not meet this criteria were typically those that asked groups to arrive at a single decision or answer without structuring or specifying the nature of the participation expected from each specific group member."⁵³

It is essential, however, to look beyond the tasks in order to shed further light on the implementation of a task-based approach in the OWTE series. David Nunan emphasizes that "the starting point for task design should be the goals and objectives which are set out in the syllabus or curriculum guidelines which underpin the teaching programme." Once the outcome of the unit of study is defined, then input for students to work with for each task should be selected. Nunan suggests that this input be authentic if the tasks are to have a communicative function.⁵⁴

As Nunan suggests, text, unit and lesson objectives are an important focal point of the approach used in textbook instructional design. They can reveal approaches as well as any other component of the textbook. As stated in the literature review above, the general communicative approach and the subsidiary task-based approach aim to orient learners towards action-based, communicative and authentic tasks they learn to perform at given points in their use of the textbook.

An inherent contradiction arises, however, if the general objective set for a book or a series of books focuses on building communicative competence while each unit of study or lesson aims at understanding language and its structures. Similarly, when a book provides unit assessments that measure linguistic understanding, students focus

53. Litz, David R. A. Textbook Evaluation and ELT Management: A South Korean Case Study.

54. Nunan, David. 1989.

on passing the quizzes and tests by memorizing vocabulary and language structure manipulation rendering moot the communicative objective of the book. If, however, each unit and lesson objective explicitly focuses on building communicative skills that feed into the general objective set for the book, and the assessments are tools for both teachers and students to see to what extent students can perform these skills in authentic situations, then this coherency communicates a clear message to both teachers and students about what they are expected to be able to do through each unit of study.

When a unit objective is action-oriented, communicative and authentic it provides both teachers with an unambiguous vision of what to expect from each student by the end of the unit. In this situation, each activity must clearly contribute to building the information, concepts, attitudes, skills and capacities necessary to perform the actions (tasks) identified in the objective. Every activity then becomes more meaningful and by knowing what is expected of them, students can take on more responsibility for their own learning process.

Our World Through English

The Our World Through English series states in the Teacher's Book that "OWTE is based on the view that we use language for communication..." and that "asking for and giving information is the central [purpose] in this course."⁵⁵

At the unit level, the stated objectives can be found both in the "Functions" column in the Contents section of the Teacher's Book, and in the literature published by the National Curriculum Office. The following are the stated "functions" for Book 6 unit 4:

- read maps
- describe cause and consequence
- describe bar charts
- give advice
- design a sign

While the following are the stated objectives for the same Book and Unit:

- describe a graph
- describe cause and effect
- give advice
- interpret graphs
- participate in a community campaign⁵⁶

These are generally action-oriented and communicative, although it may be challenging for teachers and students to distinguish between students that can, for example, describe a bar chart and those that cannot. "Interpret a bar chart" is easier to teach, perform and assess. Similarly, giving advice could be done in such a wide variety of ways that a more precise description of the advice to be given would help teachers and students know what is expected of them in the teaching-learning process.

At the lesson level, however, there is a hodgepodge of objectives that are generally not action-oriented, difficult to measure and focused on language management. The five lessons in Book 6 Unit 4 present the following objectives:

- "to develop intensive and extensive reading skills
- to develop intensive and extensive listening skills

55. Ponce, Ritha; Rivera, Marlene; Rosero, Irene; Watson, Julie. Our World Through English. Teacher's Book 6, pg. 6.

56. Programa Nacional de Inglés Diseño Curricular por Competencias, Dirección Nacional de Currículo - División de Idiomas Extranjeras, página 23, 2008.

- to develop speaking skills
- to develop writing skills
- to develop further practice with vocabulary related to ecological topics and environmental protection
- to practice the first conditional to predict consequences
- to provide links with other areas of the curriculum
- to raise awareness of the need to protect the earth
- to raise awareness of the need to save water
- to provide variety in the form of a project work
- to add a practical element to the lessons
- to develop the ability to interpret and describe graphics
- to develop map reading skills⁵⁷

Effectively developing the four basic English skills cannot be measured as an objective unless it happens in context by filling in an application (reading and writing) or taking a phone message (listening and speaking) for example. Vocabulary and grammar practice take on meaning only in context and measuring knowledge of specific vocabulary or grammar focuses on language acquisition contradicting the objectives set at the book and unit levels. Providing links to curriculum, raising awareness, providing variety and adding practical elements to a lesson do not connect to any of the four basic skills, nor do they focus on student performance. Most importantly, objectives like this make it challenging for the teacher to know what to teach, which in turn makes planning and involving students in the learning process equally difficult. It further makes it difficult for the teacher to see if learning is taking place and to assess performance to provide feedback. Some students may demonstrate their new awareness in ways that others do not, while some students may take longer to process and apply their new awareness to their surroundings. The last two objectives, while action-oriented and potentially meaningful, are not communicative.

It is unclear at what point the student is expected to develop the ability to describe cause and consequence, design a sign, give advice and participate in a community campaign, leaving four of the seven unit objectives unmentioned in the objectives of the lessons that conform it.

When teachers and students work with objectives that focus learning on knowledge, awareness, feelings or similar intellectual or emotional achievements, they easily lose sight of how to maintain a communicative language approach in their teaching/learning process. For example, most of the above objectives do not require students to communicate anything in English, or do any specific action for that matter. Under such circumstances, teachers usually end up grading student knowledge about the grammar or vocabulary studied during the unit and students quickly learn that this knowledge is more valuable than building communicative capacity in English.

Although the above analysis is based on one unit chosen at random, it is typical of all other units in Books 4, 5 and 6. Nearly every lesson aims at “develop[ing] intensive reading skills”, “develop[ing] speaking skills”, providing links “with other areas of the curriculum” as well as developing grammar knowledge as the following objective exemplifies: “to present and practice the gerund to describe what things are used for”.⁵⁸

Framework and Touchstone

Framework (FW) and Touchstone (TS) present both teachers and students with visual and measurable objectives into which each unit and lesson feed directly. For example,

57. Ponce, Ritha et al. OWTE Teacher's Book 6, pages 47-54.

58. Ponce, Ritha et al. OWTE Teacher's Books 4, 5 and 6.

FW 1 Unit 3: Speaking objective: Discussing lifestyles, daily routines, and making arrangements.

Writing objective: A short description of an ideal home, describing where student lives.⁵⁹

TS 1 unit 3: Speaking function: talking about favorite celebrities, describing personalities, friends and family.

Writing Objective: Writing questions about people.⁶⁰

Although they could be improved, these objectives state what is expected from the student. The teacher knows what language he/she has to introduce and have students practice, and the teacher and students may create a visual idea of what has to be accomplished at the end of the lesson. The teacher can help students activate the skills they need and prepare learning strategies that will get students to focus on achieving the goal of becoming communicatively competent. Once students know what they are expected to do, they are much more likely to feel motivated and have a sense of accomplishment.

Recommendations.

1. Lesson and Unit objectives should directly feed into the general objectives set for the book. This coherency provides a clear vision for both students and teachers regarding what they are expected to learn and to do at each step of the course on their way to achieving the goals set for the book.
2. All objectives should be set in action-oriented language that requires doing something beyond the cognitive work this action implies.
3. "...it is seen as fundamentally important to define, clearly and explicitly, objectives which are at once worthwhile in terms of learner needs and realistic in terms of their characteristics and resources."⁶¹ For this reason, actions should be chosen according to the skills students need in order to travel, work and/or do business with people in English. This will lend authenticity to the objectives and it will provide a framework to design activities for each lesson objective.
4. Reduce the number of objectives to one or two per lesson. Many of the lessons in the OWTE Books have up to five objectives which can easily confuse teachers and students. One communicative, action-oriented objective implies that certain language and vocabulary should be learned, that at least two of the basic skills will be developed further, awareness will be raised, variety will be provided and that the lesson will be linked with other areas of the curriculum. These elements do not need to be explicitly stated in the objective if they are implied by the action and skills students are trained to build.
5. Each unit should build on the skills developed in previous units and books so that students feel capable of carrying out more complex actions at each stage of their learning. The aim here is to provide a sense of accomplishment as well as to properly scaffold the learning process.
6. All assessments, both formative and summative, should be aimed at measuring up to what extent each student is capable to carrying out the action proposed in the lesson and unit objectives. Paper and pencil quizzes and tests should be one part of these assessments which should also include role-plays and creative-investigative activities like making brochures and small projects.

59. American Framework Elementary Teacher's Book, pg. 3

60. Touchstone 1, Cambridge University Press, 2005.

61. Council of Europe. CEF, pg. xii.

C. Cultural Relevance Analysis

Prodromou offers a critical description of international target culture materials like FW and TS by saying that when students enter the language classroom,

...they leave their three-dimensional humanity outside and enter the plastic world of efl textbooks; textbooks where life is safe and innocent, and does not say or do anything. Our modern books are full of speech acts that don't act, don't mean anything... Most textbooks project an Anglo-centric, male-dominated, middle-class utopia of one kind or another.⁶²

This is one of the reasons that Prodromou reported from his research that students "did not find learning about culture, either their own or others, very motivating."⁶³ CRADLE Project textbook designers have successfully avoided this pitfall by choosing a 'source culture' material format that draws on the learners' own culture as content.

OWTE ... is written by Ecuadorians with a clear view of learners' and teachers' situations in the classroom, school and wider socio-economic and cultural contexts of the country.⁶⁴

The topics have been chosen ... starting with their own world in Ecuador in all its diversity and gradually reaching out to the world beyond.⁶⁵

This allows OWTE to teach culture in a way that students will find motivating. After establishing that culture is essential to the teaching of a language because of their complete interdependence, McKay suggests that "establishing a 'sphere of interculturality'" is a particularly relevant goal regarding culture in language. This means that learning about a culture requires that the student consider his/her own culture in relation to the target culture; students need to "reflect on how their own culture contrasts with it."⁶⁶ The goal of this reflection is to "recognize how particular pragmatic differences might affect their own cross-cultural encounters."⁶⁷

The OWTE series partially responds to this suggestion.

In using OWTE, students are encouraged to look afresh and critically at their own world in a spirit of learning to appreciate all that is good, while not ignoring things that are less pleasing.⁶⁸

It is highly commendable that the textbook is designed to have students reflect on their own culture in a spirit of learning, but this could be done just as well in any subject area and is not necessarily related to English learning. By reflecting about their own culture in English, students are not necessarily increasing their capacity to establish a 'sphere of interculturality'.

To complete McKay's suggestions, students need to carry out this same reflection "in relation to the target culture" in light of current and future cross-cultural encounters. The focus on Ecuadorian culture in OWTE is extremely healthy because students can understand the language in meaningful situations. However, English needs to be learned by understanding cultures where English is spoken natively, something that is scarcely accomplished in OWTE which focuses on learning English entirely within the context of

62. McKay, pg. 87.

63. McKay, pg. 87.

64. OWTE Teacher's Book 6, pg. 6.

65. OWTE Teacher's Book 6, pg. 7.

66. McKay, pg. 83.

67. McKay, pg. 83.

68. OWTE Teacher's Book 6, pg. 6 - 7.

Ecuadorian culture. OWTE introduces cultural icons and historical events from English speaking cultures, but gives much more emphasis to scientific and geographic topics related to the English speaking world. However, learning more about English speaking culture does not need to be done by going to the other extreme as FW and TS do as they are completely decontextualized for Ecuadorian learners.

The question that most frequently comes to mind in this regard, and for which there is no answer in the books or in the CRADLE Project literature, is the following: What use do/will Ecuadorian public school students have for English?

Answers to this question need to be explicitly integrated into the textbook approach by the authors. Answers also need to be explored with teachers and more importantly with students. High-school students often need support to visualize how certain areas of knowledge can and will be useful to them both as students and later at work or in their personal lives. McKay further suggests that an assessment of what cultural elements need to be explored in the textbook "needs to be made in the context of specific classrooms" while also considering the "dynamics that exist among the teacher, students and textbook. In all contexts it is important to consider how a sphere of interculturality can be encouraged."⁶⁹

McKay later suggests ways this can be accomplished. "The teacher could exploit the material by asking individual students to describe what specific aspects of their culture mean to them as a way of demonstrating the variance that exists within one culture and promoting a view of culture as difference. The teacher could also use material relating to the source culture in ways that encourage students to consider how they would explain elements of their own culture to others."⁷⁰

D. Proficiency Level Analysis

In section 4G of this document, data presented showed that 55% of the activities in OWTE 4, 5 and 6 textbooks correspond to the Common European Framework A2 level the Project literature claims for those books. While most school authorities assume that the books their students are studying are level appropriate, the data shows that this may not be the case with OWTE.

McDonough and Shaw strongly recommend that the claims presented in the "blurb" on the front and back covers as well as in the introduction usually contained in each book be critically evaluated to see if such claims can be justified. One of these that they list is "proficiency level" because this can "vary widely depending on the educational context."⁷¹

Although this may not seem like the most critical issue to analyze when evaluating a textbook, it gains importance in this case for two reasons. First, because working with material that teaches an inappropriate English level to students can be detrimental to their learning. Second, because the OWTE text makes no "proficiency level" claim at all (there is no "blurb"), either for each individual text or for the entire series.⁷² Rather, the idea is for a student to study one book per year during six years and to fulfill the general learning objectives upon completing the series. However, CRADLE Project objectives do not take

69. McKay, pg. 93.

70. McKay, pg. 90.

71. McDonough, Jo and Shaw, Christopher. Materials and Methods in ELT, page 63.
<http://bit.ly/o93P>

72. As stated above, the OWTE literature does claim that Books 4, 5 and 6 are meant to help students achieve "oral and written English that correspond to intermediate level." However, it is unclear how many teachers and students have access to this literature.

into account student proficiency level so it is unclear what is expected of students in this pivotal area upon finishing each book and upon completing the series.

Beyond being an anomaly in today's market, it reveals a crucial weakness in the pedagogical design that affects both teachers and students for reasons elaborated below.

First and foremost, English levels need to be clearly identified for each book according to international standards. Currently in the OWTE series it is highly doubtful that teachers and students are privy to the English proficiency aim stated in the literature, or that there is any understanding about what it means to achieve it.

The Project has set performance indicators to help teachers and students achieve specific objectives set for each unit of study. They are action-oriented, clearly stated and level appropriate. However, with few exceptions, they are not formally assessed. The following graph indicates what percentage of these indicators are assessed for each Unit of Book 6 considering both unit and term tests:⁷³

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
0%	0%	60%	0%	33%	0%
Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
25%	0%	0%	0%	50%	20%

Of the 47 performance indicators for Book 6, 8 (17%) of them are formally assessed. If a performance indicator is not used as a guide for student placement or achievement of its stated objectives, it becomes useful only in theory.

Within the context of a practical lack of performance indicators, the Project (administrators, teachers and students) work under the assumption that once a student successfully finishes one book, he/she is ready for the next. Although this may work for some students, this logic is faulty and causes several problems for users of this series.

Because there is no practical use for stated performance standards, grades must be derived from other sources. This opens the possibility for students to successfully pass from one book to the next by attending class, participating regularly, doing homework and passing pencil and paper quizzes and tests, all of which can be done by acquiring knowledge about the language without having to demonstrate much capacity to communicate in the language. Because students are given the goal of passing from one English course to the next by "finishing" each book, and not of reaching specific performance standards, a contradiction arises in which the student is taught to communicate but needs only knowledge about the language in order to pass. Students quickly learn to disregard the teacher's constant efforts towards helping them to communicate in English if the grades are derived from methods that evaluate knowledge of language. However much any given student may want to communicate in English, his/her first concern is passing the course.

Making sure that students receive the message that communicating in English (according to the objectives set for each unit) is what will allow the student both to improve his/her language skills *and* pass the course begins by setting specific performance standards for the entire series and for each book, unit and lesson each of which must be formally assessed. Once the grades are clearly based on these communicative performance

73. The OWTE books "contain one test for each three units". "In addition a final term test is provided for each term." "The monthly (unit) tests are part of a formative evaluation, while the term test is summative."

standards, seeing to what extent the student can *do* what the objectives set forth, then students are more susceptible to being motivated by learning, rather than by getting good grades or even passing the course. Only then can the general communicative objective and the performance indicators set by the OWTE series become meaningful for its users.

In 2001 the Council of Europe published a book titled the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" to "provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe."⁷⁴ Since then nearly every major publishing house in the world has used the standards set in the Framework to define proficiency goals and to assess student progress from one level to the next. Further, it does this both constructively and communicatively, providing clear guidelines for teachers who want to focus both instruction and assessment efforts on what students can do with the English language.

The CEF is especially relevant to this evaluation because it "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively." It also "defines levels of proficiency which allow learners progress to be measured at each stage of learning and on a life-long basis."⁷⁵

For example, here are the Common Reference Levels: global scale:⁷⁶

<i>Common Reference Levels: Global Scale</i>		
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal

74. Council of Europe. CEF, pg. 1.

75. Council of Europe. CEF, pg. 1.

76. Council of Europe. CEF, pg. 24.

		interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The CEF then provides detailed descriptions for each skill on each level, with a list of actions around which curriculum is easily designed. For example, speaking is divided into spoken interaction and spoken production:⁷⁷

		A1	A2
Speaking	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information of familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

By using such clear language benchmarks as those offered by the CEF, each level of the OWTE series can be made to better conform to its stated aim. In this way the A2 level will be comprised of activities nearly all of which are written and aimed at specific skills on the A2 level.

For the reasons explained above, it is recommended that the CRADLE Project explicitly set level A2 as the goal for graduating high-school students. This provides clear guidance regarding the minimum necessary English level for all teachers as well, which should be

77. Council of Europe. CEF, pg. 26

B1 or higher. These goals can be accomplished gradually over a specified number of years determined by the CRADLE Project according to its capacity to train and support teachers. This will help all public English teachers know what English level is expected of them and how long they have to accomplish it.

Further elucidating the merits of building a language curriculum on the foundation provided by the CEF is beyond the scope of this evaluation. However, suffice it to say that focusing on what students can do is the foremost advantage that both FW and TS have over OWTE. The logistical challenges this will present for high-schools to organize students by level and not necessarily by age are recompensed by the benefits of transmitting a clear message to all OWTE users that authentically communicating in English is both the means and the end of the program.

E. Content-Based Approach Analysis

OWTE authors claim that they use a content-based approach to design the OWTE textbooks.⁷⁸ The CRADLE Project literature specifies that students are expected to "comprehend and produce ... simple narratives about topics related to health, environmental issues, historical events, biographies, stories, fiction, legends, etc."⁷⁹

However, a content-based approach targets audiences that are no longer challenged by simple narratives and can handle more complex analytical material. This is because the content-based approach focuses on content learning in the target language. Content learning requires students to easily manage a great amount of vocabulary and have flexible use of language structures to the point that new language does not impede content analysis to any important extent. For this reason Crawford affirms that this approach works best for students with a strong command of the English language.

Because OWTE students generally have a low level of English, the textbook logically focuses on target language learning using specific content. This shows proper development of the topic-based approach, but not the content-based approach which is absent from the OWTE design for good reason.

78. Email from text author Irene Rosero, 17 July 2009 (Appendix 5)

79. Programa Nacional de Inglés, pg. 6

Conclusion

Evaluating an educational program in Ecuador makes sense only if it is properly contextualized within the current social and economic situation. If 90% of the rural area students do not enter high-school and if only 29% of the population in general finishes high-school, and if the average linguistic capacity in Spanish in Guayas province is 60%⁸⁰⁸¹, then we can recognize the difficulties that last year high-school students face in refining their ability to communicate in English.

Given this current context it is impressive to witness the progress of the Ministry of Education's official English program in Ecuador since its beginning. In 2001 Paul Berry, one of the original authors of the OWTE series, concluded a talk by comparing the situation of "extreme tension between teachers and students provoked by the official programme, the teacher's personal lack of preparation, the difficult classroom conditions and the teaching materials available - 'inappropriate to the socio-economic and pedagogical context'" and too expensive before the CRADLE Project began to a situation merely nine years later in which "over 4500 state school teachers are responsible for over half a million students enjoying a daily activity focused more on the meaning of life and less on the inherently meaningless form of a language."⁸²

As mentioned above, during the past eight years the Program has continued to mature in a multitude of ways, including its materials, teacher training, teacher English proficiency levels, the administrative system of the Project and the systematization of design elements of the curriculum. This study adds many new elements to this list of strengths, especially regarding textbook design. Among these are the following:

- Activities in the text are properly sequenced to foment communicative competence
- The text is designed to permit students to speak in English in a low-stakes and comfortable environment.
- Both students and teachers find the text highly usable and motivating even more so than the commercial texts used in public schools throughout the country
- In nearly every category analyzed in this evaluation OWTE stands up favorably with the selected privately financed series.
- The text motivates students to learn independently more than the commercial texts used by public schools throughout the country
- Students of the OWTE texts find meaning in English language learning, enjoy learning it and are satisfyingly motivated to continue to learn it.
- Both students and teachers users of the OWTE series are satisfied that the text is "set ... in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age group etc."⁸³ using real situations that students can easily relate to and by which they can be motivated.
- Both students and teachers users of the OWTE series report a significantly higher degree of project use as a pedagogical tool than users of commercial series in public high schools
- Most importantly for this evaluation, theoretical approach elements used in the pedagogical design of the OWTE series are generally present in the texts themselves, explaining, to the extent that the texts influence the learning process, the successful results expressed above.

80. Diario Expreso, Prueba Aprendo, Guayaquil, Ecuador. 1 February 2009.

81. Guayas is the only province for which data was reported.

82. Barry, Paul N. 2001.

83. Cunningsworth, 1995. pg. 90.

This study aims to build on such strengths. These strengths also permit and even require a deeper look into the curriculum design to make necessary adjustments to specific program elements so they conform to international standards that maximize progress in English proficiency among public school students. This exploration should also permit a more coherent and complete expression of the selected approach elements in the texts.

Among the recommendations that this paper makes to support this process are the following:

1. The Project needs to lead all OWTE users in an exploration into concrete answers to the questions about present and future student use of English in private and professional spheres. Results of this exploration need to be made explicit in teacher trainings and in the text and should inform unit, lesson and activity design. As any answer to this question changes parallel to global and national cultural, social and economic contexts, such an exploration must be continuous so that the curriculum can respond to these needs in a timely and effective fashion.

2. Increasingly incorporating authentic L1 texts into the repertoire of reading activities would improve student ability to work with written English as it is encountered in the real world. It would also enhance student interaction with details of cultural characteristics of countries where English is used as a first language. Both of these outcomes would serve to increase student motivation to learn English as an accessible and important language.

3. Lesson and unit objectives should directly feed into the general objectives set for the book. This coherency provides a clear vision for both students and teachers regarding what they are expected to learn and do at each step of the course on their way to achieving the goals set for the book. This recommendation assumes teacher capacity to use objectives for planning, to see how each lesson activity builds essential knowledge or skills so students can accomplish set objectives and to see, through proper assessment tools, to what extent each student can fulfill these goals.

4. Students should clearly receive the message that communicating in English (according to the objectives set for each unit) is what will allow the student both to improve his/her language skills *and* pass the course. This begins by setting specific performance standards for the entire series and for each book, unit and lesson each of which must be formally assessed. This can best be accomplished by basing the OWTE series on the competencies expressed in Common European Framework levels A1 and A2.

As a corollary to this last recommendation, Teachers need to have at least one CEF level of English more than the exit level goal for students. The CRADLE Project can set A2 as the English level goal for graduating students, but if the CRADLE project does not make every effort to make sure teachers have the necessary English level to support students in fulfilling that goal, it will remain illusory.

Regarding more specific design elements, as the English level proficiency advances, students should

- be asked to gradually apply more than study,
- emphasize function over form,
- work more in pairs and groups than individually,
- be given more opportunities to generate content and
- be given comparatively more frequent opportunities to produce in English.

For over fifteen years the CRADLE Project has proven its capacity to respond to rigorous academic exigencies to design a high quality public English program for Ecuador. There is no reason to doubt that this trend will continue into the foreseeable future. If this study contributes to the success of this Project in any small way it will be considered successful

and for this reason it is hoped that the analysis provided here is taken as an effort to do just that.

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Appendices

Appendix 1

Email from Irene Rosero, Author of the OWTE series.

from pcradle@hoy.net
to Justin Scoggin <jscoggin@casagrande.edu.ec>
date Mon, Aug 3, 2009 at 10:18 AM
subjectRe: niveles de proficieny

Justin,

Respecto de los niveles de proficiencia, a mi me parece que de acuerdo al Marco Común Europeo, nuestros libros 1, 2 y 3 estarían en el A1 y los textos 4, 5 y 6 estarían en el nivel A2.

Esta semana voy a entregar las encuestas y hoja de respuestas a la unidad de sistemas para que estén listos con el software para la lectura en el lector óptico.

Saludos cordiales,

Irene

Appendix 2

Communicative Orientation of Language Teaching (COLT) Observation Scheme.

Communicative Orientation of Language Teaching (COLT) Observation Scheme (1995) Adapted for Textbook Evaluation

Evaluator:

Date:

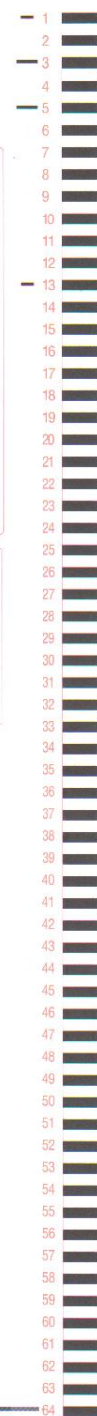
ACTIVITY OR EPISODE	Activity Sequencing			Participant Organization			Content Focus		Content Control			Student Modality				Text Source			Proficiency Level				
	Engage	Study	Activate	Whole Class	Group - Pair	Individual	Form (accuracy)	Function (fluency)	T / text	T / Ss / text	Ss	Listening	Speaking	Reading	Writing	L2 - NNS	L2 - NS	L2 - NSA	A1	A2	B1		

Appendix 3

Teacher Survey

Universidad Casa Grande

Evaluación de la Enseñanza de Inglés
Encuesta a Profesores



DATOS GENERALES DEL DOCENTE Y DEL ESTABLECIMIENTO

Sexo: F M ¿Tiene Nombramiento? SÍ NO

EJEMPLO
Código Colegio

7	2	9
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Código Colegio

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Edad

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Promedio de número de alumnos de 3ro. de Bachillerato por paralelo

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

¿Cómo se llama la serie de textos que utiliza su Colegio?

Our World Through English

Otra

INSTRUCCIONES

a. Lea detenidamente cada enunciado del cuestionario y conteste con sinceridad en el casillero correspondiente a la alternativa que usted escogió.

b. Si considera que ninguna alternativa corresponde a su criterio, deje en blanco los casilleros.

c. Rellene completamente el círculo, utilizando solamente lápiz.

marque su respuesta así no la marque así

ESTA ENCUESTA ES ANÓNIMA

PARTE 1

1. INDIQUE CUÁL DE LAS CUATRO FRASES A CONTINUACIÓN, MEJOR DESCRIBE EL NIVEL DE INGLÉS DE SUS ESTUDIANTES DE 3RO. DE BACHILLERATO.	MARCA
a. Su habilidad para comunicarse en inglés está limitada al uso de frases que han memorizado.	<input type="radio"/>
b. Pueden contestar preguntas y responder a afirmaciones sencillas en inglés, pero apenas comprenden lo suficiente para mantener una conversación por decisión propia.	<input type="radio"/>
c. Son capaces de iniciar, mantener y terminar conversaciones sencillas cara a cara sobre temas cotidianos de interés personal.	<input type="radio"/>
d. Pueden participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos. Pueden tomar parte activa en debates desarrollados en situaciones cotidianas, explicando y defendiendo sus puntos de vista.	<input type="radio"/>
2. CUÁL DE LAS CUATRO FRASES ENUNCIADAS ARRIBA, MEJOR DESCRIBE SU NIVEL DE INGLÉS (Ud.)	
a b c d	

PARTE 2

POR CADA ANUNCIO ABAJO, EXPRESE EL GRADO DE SU ACUERDO O DESACUERDO.
Utilice la tabla de valoración que se adjunta en el reverso de la hoja.

NOTA: "El texto" en las preguntas a continuación se refiere a la serie de textos que utiliza su colegio, incluyendo el texto de estudiantes, la guía para el profesor, el CD y cualquier otro material incluido en el programa.

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TABLA DE VALORACIÓN

5	4	3	2	1
Muy de acuerdo	Medianamente de acuerdo	Ni en acuerdo ni en desacuerdo	Medianamente en desacuerdo	Totalmente en desacuerdo

PARTE 2

No.	PREGUNTAS	VALORACIÓN				
		5	4	3	2	1
1.	Mis estudiantes pueden comunicarse en inglés mejor cada trimestre / quimestre / año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Hablo en inglés en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Doy retroalimentación regularmente a mis estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Pongo a mis estudiantes a trabajar en grupos pequeños y en parejas por lo menos una vez cada clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Mientras los estudiantes trabajan en parejas o grupos normalmente monitorea a cada grupo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Entreno a mis estudiantes a buscar por sí mismos el significado de palabras desconocidas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	En las capacitaciones he aprendido a distinguir entre actividades tradicionales y comunicativas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	En las capacitaciones he aprendido a implementar actividades comunicativas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	En las capacitaciones he aprendido a promover interacción entre estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Las capacitaciones que ofrece el Proyecto CRADLE para profesores son muy útiles y de alta calidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Cada año hago un mejor trabajo como profesor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Uso el internet para reforzar y mejorar mis clases de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Mis estudiantes aprenden con más independencia cada trimestre / quimestre / año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Utilizo la guía del maestro con frecuencia para planificar mis clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	El texto enlaza el inglés con otras áreas del currículo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Mis estudiantes usan el inglés para preguntas y respuestas básicas en clase (classroom language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Utilizo los CD del texto en clase para actividades de escucha por lo menos dos veces a la semana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Realizamos proyectos en inglés, por ejemplo hacer experimentos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	El texto es fácil de usar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Mis estudiantes tienen confianza en usar inglés y están motivados en aprender más.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Los temas del texto vienen de situaciones reales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	El texto es atractivo e interesante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	El texto da más importancia a la fluidez de su expresión (fluency) a que los estudiantes hablen correctamente (accuracy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Mis estudiantes están satisfechos con las clases de inglés que se dictan en mi colegio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	El texto ayuda a los estudiantes a sentar una base firme de habilidades lingüísticas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	La serie de textos que usa mi colegio ayuda a los estudiantes a pensar y aprender sobre cosas nuevas, considerar alternativas y llegar a tomar decisiones maduras e informadas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Mis estudiantes entienden cómo su cultura es similar o diferente a otras culturas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	El texto ayuda a los estudiantes a tener mayor consciencia sobre otras culturas y a aprender valores importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 4

Student Survey

Universidad Casa Grande

Evaluación de la Enseñanza de Inglés
Encuesta a Estudiantes



DATOS GENERALES DEL ESTABLECIMIENTO

EJEMPLO
Código Colegio

4	7	1
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09

Código Colegio

01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09

Número de alumnos en su clase de inglés

01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

¿Cómo se llama la serie de textos que utiliza su Colegio?

Our World Through English

Otra

INSTRUCCIONES

a. Lea detenidamente cada enunciado del cuestionario y conteste con sinceridad en el casillero correspondiente a la alternativa que usted escogió.

b. Si considera que ninguna alternativa corresponde a su criterio, deje en blanco los casilleros.

c. Rellene completamente el círculo, utilizando solamente lápiz.

marque su respuesta así no la marque así

ESTA ENCUESTA ES ANÓNIMA

PARTE 1

1. INDIQUE CUÁL DE LAS CUATRO FRASES A CONTINUACIÓN, MEJOR DESCRIBE SU NIVEL DE INGLÉS.	MARCA
a. Mi habilidad de comunicarme en inglés es limitada al uso de frases que he memorizado.	<input type="checkbox"/>
b. Puedo contestar preguntas y responder a afirmaciones sencillas en inglés, pero apenas comprendo lo suficiente para mantener una conversación por decisión propia.	<input type="checkbox"/>
c. Soy capaz de iniciar, mantener y terminar conversaciones sencillas cara a cara sobre temas cotidianos de interés personal.	<input type="checkbox"/>
d. Puedo participar en una conversación con cierta fluidez y espontaneidad, lo que me posibilita la comunicación normal con hablantes nativos. Puedo tomar parte activa en debates desarrollados en situaciones cotidianas, explicando y defendiendo mis puntos de vista.	<input type="checkbox"/>



PARTE 2

POR CADA ANUNCIO ABAJO, EXPRESE EL GRADO DE SU ACUERDO O DESACUERDO. Utilice la tabla de valoración siguiente:

TABLA DE VALORACIÓN				
5	4	3	2	1
Muy de acuerdo	Medianamente de acuerdo	Ni en acuerdo ni en desacuerdo	Medianamente en desacuerdo	Totalmente en desacuerdo

NOTA: "El texto" en las preguntas a continuación se refiere a la serie de textos que utiliza su colegio, incluyendo el texto de estudiantes, la guía para el profesor, el CD y cualquier otro material incluido en el programa.

No.	PREGUNTAS	VALORACIÓN				
		5	4	3	2	1
1.	Me puedo comunicar en inglés mejor ahora que hace un año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Nuestro profesor habla inglés en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Nuestro profesor nos hace hablar en inglés con nuestros compañeros de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Nuestro profesor nos ayuda mientras trabajamos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Nuestro profesor nos ayuda a pensar por nosotros mismos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Hacemos actividades en parejas o grupos pequeños.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Usamos el CD del texto para realizar actividades de escucha por lo menos dos veces por semana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Puedo aprender con más independencia que el año pasado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Tengo confianza en usar el inglés y estoy motivado a aprender más.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	En las clases de inglés nos piden realizar preguntas y dar opiniones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Realizamos proyectos en inglés, por ejemplo hacer experimentos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Aprendo inglés fuera de clase por ejemplo con la música, las películas, el internet o hablando con extranjeros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Estoy satisfecho con nuestro programa de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Disfruto aprendiendo inglés en el colegio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Hablo en inglés en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Las actividades del texto me ayudan a leer, hablar y entender mejor el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Las actividades del texto muestran situaciones importantes para mi vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	El texto es fácil de usar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	El texto es atractivo e interesante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	El texto nos ayuda a aprender inglés en situaciones reales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Quiero continuar aprendiendo inglés después de graduarme del colegio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Tengo mi propio texto para estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Entiendo cómo mi cultura es similar o diferente a otras culturas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	En mi clase de inglés aprendo cosas valiosas sobre otras culturas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 5

-----Mensaje original-----

De: pcradle@hoy.net [mailto:pcradle@hoy.net]

Enviado el: viernes, 17 de julio de 2009 10:41

Para: Justin Scoggin

Asunto: Re: otro asunto

Justin,

El proyecto se diseñó en base a la necesidad expuesta por los profesores en cuanto a la actualización de los planes y programas de estudio, de la adopción de un texto para estandarizar la enseñanza de Inglés en el país, el diseño de programas de capacitación y la estandarización de la evaluación.

El equipo decidió adoptar el Communicative Approach basado en la siguiente literatura:

Harmer, Jeremy. (1991) *The Practice of English Language Teaching*. Great Britain: Longman Group Limited.

Byrne, Don. (1991) *Teaching Oral English*. Great Britain: Longman Group Limited.

Underwood, M. (1989) *Teaching Listening*. Great Britain: Longman Group Limited.

Byrne, Don. (1996) *Teaching Writing Skills*. Great Britain: Longman Group Limited.

Cross, David. (1995) *A practical Handbook of English Teaching*.

Nunan, David (1995) *Language Teaching Methodology*. Great Britain: Prentice Hall International

Brumfit, Christopher (1992), *Communicative Methodology in Language Teaching*. Great Britain, Cambridge Language Teaching Library

Stern, H.H. (1987), *Fundamental Concepts of Language Teaching*. Great Britain, Oxford University Press

Littlewood, Willian (1991), *Communicative Language Teaching*. Great Britain, Cambridge University Press

La metodología utilizada es una combinación de task based approach, content based approach y topic based approach.

Usted tiene razón al decir que se realizaron todos los esfuerzos para que los principios del Communicative Language Teaching estén presentes en los textos. Se aplicaron principios básicos como la constante revisión y utilización de la lengua en diferentes situaciones, incrementando su nivel de dificultad para asegurar que tanto la gramática como el vocabulario aprendido se refuercen, enseñar vocabulario y gramática en contexto, uso de las destrezas del lenguaje en forma separada y también integrada.

Al inicio del proyecto se pilotearon algunas unidades del libro 1, en colegios fiscales de Quito en situaciones reales. Con ese feedback se realizaron los ajustes necesarios y se continuó con la elaboración del texto. Durante la implementación del texto 1, se escribió el libro 2 y se realizaron talleres de evaluación para saber la opinión de los profesores.

Este proceso se realizó con todos los libros, se escribió 1 libro por año escolar y se realizaron talleres de evaluación continuamente.

Lamentablemente, no existe un documento escrito que resuma todas las actividades realizadas y los resultados que se obtuvieron. El problema es que se robaron un computador de la oficina con toda esa información.

Para la segunda y tercera edición, se tomaron en cuenta los pedidos mayoritarios de los profesores quienes en los talleres de evaluación expresaron sus satisfacciones y problemas al utilizar el texto.

Saludos,

Irene