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**Interpretation and comprehension of Competency-Based Language
Teaching as Borrowed Policy in a private school of Quito – Ecuador**

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**Interpretation and comprehension of Competency-Based Language
Teaching in a private school of Quito Ecuador**

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DEDICATION

I dedicate my thesis work to my father, who has been by my side every step of the way, to my brother and sister-in-law for being an extraordinary example, and to my three beautiful nieces, who always encourage me to be better. A very special dedication to my beloved husband, Alberto Vinueza, who motivated me to pursue my goals and to my wonderful mother, who has been dreaming my dreams with me since the beginning. I will always appreciate all their love and support.

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RESUMEN

El propósito de este estudio de caso es explorar la comprensión y el entendimiento que autoridades y profesores de inglés de un colegio particular de Quito, tienen sobre la implementación de la enseñanza de idiomas basada en competencias como una política prestada del exterior. Esta investigación aborda temas como las decisiones que son tomadas desde la autoridad máxima, en este caso el Ministerio de Educación, adicional los cambios curriculares que se dan por medio de la implementación de políticas educativas del exterior, la carencia de entrenamiento y capacitación a los docentes del país cuando una nueva metodología curricular es presentada y como estas políticas educativas generan sensación de frustración en los profesores y en las autoridades de la Institución. Esta investigación cualitativa presenta las experiencias, análisis y explicaciones de 6 profesores del área de inglés de un colegio particular de Quito – Ecuador y de dos de sus autoridades. Los resultados muestran que los participantes del estudio consideran que entienden poco o nada respecto a la enseñanza basada en competencias, adicional dan a conocer sus puntos de vista y sus sensaciones y emociones con respecto a una reforma curricular que fue presentada en noviembre de 2023 por parte de la persona encarga en ese momento.

Palabras clave: Cambios curriculares, capacitación docente, políticas educativas internacionales, enseñanza basada en competencias, préstamo de políticas

ABSTRACT

The purpose of this case study is to explore the understanding and comprehension that authorities and English teachers at a private school in Quito have regarding the implementation of competency-based language teaching as a borrowed foreign policy. This research addresses issues such as the decisions that are made from the highest educational authorities, in this case the Ministry of Education, in addition to the curricular changes that occur through the implementation of educational policies from abroad, the lack of training for the teachers in Ecuador and how these educational policies generate a feeling of frustration in the teacher and the authorities of the school. This qualitative research presents the experiences, analysis and explanations of 6 teachers of the English area of a private school in Quito – Ecuador and two of its authorities. The results show that the participants consider that they understand a little or nothing regarding Competency-Based Teaching, additionally they make known their points of view and their feelings and emotions regarding a curricular reform that was presented in November 2023 by the person in charge at the moment.

Key words: Curricular changes, teacher training, international educational policies, competency-based teaching, policy borrowing

TABLE OF CONTENTS

Dedication	6
Acknowledgments	7
Resumen	8
Abstract	9
Table of Contents	10
Introduction	11
Literature Review	16
Policy Borrowing	16
Teacher Involvement in Policy Reform	18
Competency-Basaed Language Teaching in Latin America.....	21
CBLT as Borrowed Policy: The Case of Ecuador	23
Methodology	27
Data Analysis	30
Educational Policies and Changes in Government	30
Understanding Competencies.....	32
Teacher Training	33
The Role of the Teacher	35
Conclusions	37
References	39
Appendix Index	45
Anexo A: Letter of Approval	45
Anexo B: Informed Consent	47
Anexo C: Interview Protocol.....	51

INTRODUCTION

The recent adoption of Competency-Based Language Teaching (CBLT) as a pedagogical framework marks a significant change in language education in Ecuador, moving from traditional methods toward the development of practical language skills. Traditional teaching, often characterized by direct instruction, emphasises reproductive rather than discovery-based pedagogies. As Rink (1993), notes, such classrooms focus on efficient knowledge transfer, with lessons structured to teach specific skills and techniques. “By consequence, students are required to be attentive, well-behaved and disciplined, while directing their attention to predominantly motor-oriented than cognitive-oriented tasks” (Rosado & Mesquita, 2009; Rosenshine 1979, as cited in Bessa et al., 2020). The common criticism of a this teaching style is that it undermines students' ability to take charge of their own learning, which diminishes their autonomy, decision-making skills, and both cognitive and social development. This type of teaching and learning process primarily relies on textbooks and leaves aside fundamental skills to promote the acquisition of a new language.

As part of a nationwide curricular reform in Ecuador, authorities have borrowed CBLT as an innovative language teaching and learning framework. Rather than promoting explicit linguistic knowledge and rote memorization of forms, “CBLT advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study” (Bataineh & Tasnimi, 2014, p. 3) The successful implementation of CBLT, and educational reforms more generally, often hinges on the extent to which teachers and school authorities are prepared, comprehend and

embrace these innovations. These challenges are further compounded when educational authorities borrow and adopt policies from foreign contexts.

Adopting educational policies and curriculum reforms from other countries has become a common approach in many Latin American nations. However, the economic and social conditions in these regions often differ significantly from those in the countries where such policies were developed. These conditions can present challenges because “reforms are more successful if transferred to a similar context, which puts countries in the Global South at a disadvantage when adopting ‘best practice’ reforms that originate in the Global North” (Portnoi, 2016, p. 171). Policies from the Global North are created to their own reality and this highlights the need for thoughtful adaptation to ensure these policies can be effectively implemented in places like Ecuador, where resources and circumstances may not align with the original context. The success of a borrowed policy depends on how well it is adapted to local contexts and the involvement of teachers and school authorities in the implementation process "significant actors, such as local education authorities, school boards, and individual headteachers, play a critical role in adapting and implementing borrowed policies effectively. Their decisions and support or resistance can significantly influence the outcome" (Phillips & Ochs, 2003, p. 456). Ecuador, however, has a history of implementing educational policy reforms that do not adequately account for these two factors. For instance, in 2016, The Ministry of Education recognized the need for innovative pedagogical strategies to improve the quality of education and subsequently adopted Project-Based Learning (PBL) to cultivate skills such as problem-solving and teamwork among students (Ministerio de Educación del Ecuador, 2016). The idea and development of PBL as a methodological technique comes mainly from Finland.

Teachers are key agents in translating educational policies into classroom practices. There is a notable lack of research on teacher participation in curriculum reform, and teachers

are frequently excluded from decision-making processes regarding these changes. Huizinga et al., (2014) mention that the recognition of teachers as essential partners in curriculum development arose from the unsuccessful attempts to impose pre-determined curricula on educators during educational overhauls in the mid-twentieth century (p. 34). When teachers are excluded from the development or implementation process, the resulting curricula may overlook the specific needs, challenges, and contexts of the students they serve. This is why understanding where teachers are standing, and how comfortable or sure they feel regarding implementing educational reforms is necessary to implement something that comes from abroad. Listening to school authorities and teachers will give a clear view on what steps should be taken in order to avoid, as much as possible, the disconnect between curriculum and teacher practices inside and outside the classrooms, and the instructions given by the authorities to said teachers.

The focus of this study is the response of English teachers and administrators in a private school to the required shift to CBLT as part of the Ecuadorian Ministry of Education's 2024 curriculum reforms. In November 2023, the Ministry of Education of Ecuador announced that competency-based teaching would be part of the national curriculum for the 2024 – 2025 academic year. The Ministry emphasized that this shift is rooted in the need to foster meaningful improvement in education. According to the Ministry of Education (2023), “the development of the Learning Curriculum Framework stems from the need to advance toward a holistic educational improvement” meaning that all changes should not only work in the short term but also have a long-lasting positive impact which might create an atmosphere where students and teachers could grow together over time and as a result have clear improvements in the Ecuadorian education.

Moreover, the curriculum aims to address the diverse needs of students across Ecuador, taking into account the different social, cultural, and economic contexts in which

they live. As the Ministry noted, the framework seeks to enable a gradual transformation of the national system aimed at fostering the holistic development of students while considering the diverse context in which they live and learn. (Ministerio de Educación, 2023). Here, the Ministry of Education explains that developing a national competency-based curriculum is a decision aligned with guaranteeing the right to education, in a context where local and global processes of connectivity and association are increasingly fast-paced and demanding which implies focusing on the development of competencies and not solely on the development of knowledge. In May 2024, the Ministry followed its announcement of the reform with a document sent to schools that explained the evaluation method that will be implemented to assess whether students have acquired the competencies.

This project presents a case study that examines the response of English teachers and school administrators in a private school in Quito to the new CBLT curriculum. By examining teachers' and administrators' perceptions of CBLT as they face its implementation, this research seeks to illuminate the challenges and opportunities at the institutional level associated with policy translation and the process of adapting borrowed policies to local conditions. Understanding how teachers and administrators interpret and enact new policy guidelines, and their influence on the overall success of the implementation process, can reveal key factors that influence the successful implementation of policy reforms. In this case, the study addresses their implications specifically for effective English teaching and learning.

This study first explains what policy borrowing is, the importance of teachers in the decision-making process, and how developing countries such as Ecuador have implemented different policies to their educational systems. Next, the methodology section describes the data collection and analysis process. The analysis presents information that was gathered and the explanation of each topic that arose during the interviews. Ultimately, understanding

teachers' perspectives on the implementation of borrowed policy shows that teachers and authorities of the school are usually left out of the decision-making process, creating a sense of frustration because aside from the fact that they are just told what to do, there are not training sessions available to soften the process. These insights can inform valuable recommendations to policymakers for the inclusion of educators and school administrators in the future policy borrowing and curriculum reform processes.

This project uncovers the challenges and opportunities associated with implementing Competency-Based Language Teaching (CBLT) as a borrowed policy in the context of a private school in Quito. Through an analysis of the perceptions of six (6) teachers and two (2) administrators, it seeks to illuminate the gaps in understanding, training, and preparation for this educational reform. The findings aim to highlight the critical role of local adaptation, teacher involvement, and contextual support in ensuring the successful translation of global educational policies into effective classroom practices. Ultimately, this study provides insights to inform future reforms and policy implementations that better align with the realities of Ecuadorian educators and students.

LITERATURE REVIEW

The implementation of Competency-Based Language Teaching represents a significant shift in educational policy in Ecuador, influenced by global trends and the need for educational reform. The following literature review begins with a presentation of policy borrowing and its impact on how educational policies are formed, borrowed, and received. The current scholarship evaluates the impact of globalization on the academic sphere, the processes involved in policy borrowing, and the implications and challenges of implementing globally borrowed policies within local realities. Next, the review summarizes the scholarship on the role of teachers and administrators in education policy reforms, and the need for educator involvement in the implementation process. Finally, the literature review surveys the practice of policy borrowing within the specific case of Latin America and then Ecuador, especially as applied to English language education. In this way, the review provides context for understanding teachers' and administrators' perceptions regarding the current implementation of Competency-Based Language Teaching in the new national curriculum.

Policy Borrowing

Policy borrowing refers to the process by which one country or educational system adopts policies, practices, or frameworks from another, often with the goal of improving its own outcomes. This phenomenon can occur at various levels, from individual schools to entire national systems, and is typically driven by the desire to address specific challenges or enhance educational quality. It often involves adopting elements such as curricula, assessment methods teacher training, and governance structures, as noted by Lall (2005). However, as Burdett and O'Donnell (2016) emphasize, there is no ideal solution or blueprint to policy

borrowing as, like the policies themselves, the reason for policy borrowing are highly complex, dynamic and very much embedded in the context within which they exist.

Li (2003) explains that the concepts of policy borrowing, and policy lending were first introduced in the field of comparative educational sciences. Other terms such as “transfer”, “export”, and “policy learning”, are also used, but their definitions can be imprecise and controversial. This is partly because different disciplines employ varied metaphors to describe the process of transferring policies from one context to another, where resources and circumstances differ. The term “policy transfer” is widely used in international and interdisciplinary contexts, encompassing not only educational policies but also procedures, measures, strategies, and broader concepts.

There are many factors that influence the process of policy borrowing, such as globalization, the sharing of best practices, and the influence of international assessments. While it can lead to positive reforms, the effectiveness of borrowed policies often depends on their contextual adaptation to local cultures, needs, and educational environments: "In interpreting the phenomenon of education policy transfer, it is important for policymakers, academics and practitioners to consider the central role of culture in the local reception, adaptation, and appropriation/domestication of 'foreign' knowledge and education" (Tan, 2015, p. 196).

Many factors influence the implementation of borrowed policies and their long-term effectiveness. For instance, the social context of the country, the resources schools have for teaching processes, the time of adaptation authorities, teachers and students need to succeed with a new methodology. Research shows that the understanding of policy borrowing has bifurcated in two directions: into a normative and an analytical direction. “The first group of researchers actively advocates for policy borrowing, and the other group is interested to understand when, why and how policy borrowing occurs” (Steiner-Khamsi, 2016, p. 381 -

382). The analytical direction emphasizes the necessity of investigating the context, motivations, and mechanisms of policy borrowing. This approach recognizes that policies do not exist or are created out of thin air; they are deeply embedded within specific cultural, political, and economic environments. By examining these factors, researchers can uncover the intricate dynamics that influence whether a borrowed policy will succeed or fail in a given environment. This focus on context allows for a more realistic assessment of what works, for whom, and under what circumstances.

An analytical approach calls for a careful examination of these discrepancies, encouraging policymakers to consider local needs, stakeholder perspectives, and existing infrastructures before rapidly adopting foreign policies. According to Sellar and Lingard (2014), the successful transfer of education policy requires a thorough understanding of the local context. This highlights the importance of not only looking at the policies themselves but also at the environments in which they are implemented. Moreover, as Rizvi and Lingard (2010) argue, “the global educational agenda must be interpreted and translated into local realities.” The term “policy transfer” is widely used in international and interdisciplinary contexts, encompassing not only educational policies but also procedures, measures, strategies and broader concepts. This translation process needs a refined understanding of local conditions, as well as the involvement of various stakeholders to ensure that borrowed policies align with the specific educational landscape. While the attraction of adopting successful educational practices from other contexts is strong, an analytical approach underscores the need for careful consideration of local contexts and the complexities involved in policy borrowing. By doing so, policymakers can make more thoughtful, informed decisions that address the unique needs of their educational communities.

Teacher Involvement in Policy Reform

When a new educational policy is introduced in a country, its success hinges largely on the effective implementation by educators on the frontlines. This makes teacher training essential, as it equips educators with the knowledge, skills, and mindset needed to bring these policies to life. As Oleas (2021) puts it, “teachers have always been one of the protagonists of the development and change process” (p.89). Solano et al., mention (2024) that teacher training hasn’t always been a top priority. While studies have looked at this topic from various angles, they haven’t focused much on teachers as active learners, which suggests that we need to rethink how we approach and understand teacher training. Shen (2008) expresses that it is not the nature of the change itself but the nature of the knowledge, skills and attitudes of those involved and the way that these are expressed in action (p. 74) .

Teacher involvement in policy reforms is critical for ensuring that educational changes are both effective and sustainable. As Lieberman (2008) asserts, teachers are not just implementers of policies; they are also active agents in the educational process (p. 226). This perspective highlights the importance of recognizing teachers as vital stakeholders who can provide valuable insights based on their practical experiences in the classroom. When teachers are included in the policy-making process, their perspectives can help create reforms that are relevant and responsive to the actual needs of students and communities as they are the ones who are actively working inside the classrooms and understand student needs to improve their academic performance.

Furthermore, research indicates that involving teachers in policy development leads to greater participation and successful implementation. It is argued that “teachers should be central and instrumental to educational change rather than positioned as the passive recipients of externally mandated reforms.” (Wenner & Campbell, 2017, as cited in Brown et al., 2021, p. 12) This sense of ownership not only enhances the likelihood of successful adoption of new policies but also empowers teachers to take on leadership roles within their schools. Engaging

teachers in the conversation around reforms ensures that their voices are heard, ultimately resulting in policies that are more likely to be embraced and enacted effectively.

In addition to the benefits of teacher involvement in policy development, the broader context of teacher education and empowerment is essential for fostering an effective educational environment. Sayer et al., (2015) highlight that “as teachers and teacher education rises to the top of the global education agenda, questions about what makes for quality teacher education programs, what accounts for teacher job satisfaction and empowerment, and how teachers can work ethically and collegially are coming into focus” (p. 836). Therefore, quality teacher education is crucial not only for developing competent educators but also for ensuring they feel valued and supported in their roles. When teachers are well-prepared and satisfied with their professional environments, their participation in policy discussions is likely to be more meaningful and impactful. Thus, fostering an environment that prioritizes teacher education and empowerment aligns with the need for active involvement in policy reform, ultimately leading to more effective and sustainable educational practices.

Finally, effective teacher involvement in new policy implementation requires structured mechanisms for engagement. As Darling-Hammond (2010) emphasizes, meaningful collaboration and participation must be built into the design of educational reforms (p.43). Policymakers should create formal platforms, such as regular workshops, advisory committees, or feedback sessions, where teachers can actively share their insights and expertise. These initiatives would ensure that educators’ practical knowledge informs policy decisions, making reforms more relevant and effective in addressing classroom realities. By fostering a collaborative environment, educational reforms can be tailored to the unique contexts in which they are implemented, leading to improvements that are both innovative and practical. Ultimately, prioritizing teacher involvement in policy reforms not

only enhances the quality of educational initiatives but also strengthens the professional agency of educators.

Competency-Based Language Teaching in Latin America

The success of educational reforms depends heavily on the active involvement of teachers, as their frontline role ensures that policies transition from theory to practice effectively. However, in many contexts, particularly in Latin America, teacher participation in policy development and implementation has been overlooked, creating significant gaps in training and empowerment. Building on the need for structured mechanisms to involve educators in reform processes, this section examines how policy borrowing has shaped language education in the region.

In Latin America, policy borrowing has directly impacted language education. Teacher involvement is crucial in shaping the adaptation and success of borrowed policies. This dynamic is particularly significant when examining the phenomenon of language education policy borrowing in Latin America. In this region, policy borrowing has directly influenced the design and implementation of language education frameworks.

Competency-Based Language Teaching in Latin America represents a transformative approach to language education, emphasizing the development of practical skills and competencies over traditional memorization. This pedagogical framework aligns with broader educational reforms in the region aimed at fostering communicative competence and real-world application of language skills. By focusing on what learners can do with the language, such as understanding, speaking, reading, and writing in authentic contexts, CBLT encourages active participation and critical thinking. As Latin American countries seek to improve their global competitiveness and enhance educational outcomes because “national educational policies, or reforms, are increasingly influenced by global trends.” (Portnoi, 2016,

p. 155). CBLT provides a dynamic model that responds to the diverse linguistic and cultural realities of the region, promoting more personalized and effective language learning experiences. "CBLT is designed to equip learners with language skills that are directly applicable in their daily lives and professional settings" (Richards & Rodgers, 2014, p. 69). This transition reflects a broader effort to make education more relevant and effective across diverse linguistic and cultural contexts.

During the early 2000s in Argentina, initial discussions and explorations of competency-based education models began in response to global educational trends, with a focus "on aligning with international standards and improving educational outcomes in the country" (Gvirtz & Beech, 2004, p. 377). In 2010, pilot programs, workshops and training sessions for educators started to be developed focusing on the new pedagogical strategies. Argentina created a well-structured plan to incorporate a borrowed policy into their curriculum. They took this policy process step by step, by understading the context of the country first, also, authorities and teachers were involve in the conversions which gave them a real insight of the process, in order to achieve their goal, which shows that implementing a policy is possible as long as there is a clear plan to follow. According to Porto et al., (2021), this shift requires integrating activities that promote speaking, listening, reading, and writing in authentic contexts, thereby fostering critical thinking and active participation among learners (p. 360), which translates to a highly complex system that is trying to be incorporated in a national curriculum. And for the year 2018, the Ministry of Education in Argentina, officially incorporated CBLT into the national curriculum, with clear guidelines for implementation across the schools, these guidelines included the idea that "effective English teaching must consider the different competencies that students need to communicate effectively in a globalized world" (Chico, 2024, p. 148). What Argentina did, resonates with what Gustafsson, (2022) explains as how a policy must be introduced in a new context, he

mentions that before enacted in a classroom, a policy is translated through local governance where terms for school practice are set (p. 11744).

A supportive policy environment is essential for implementing Competency-Based Language Teaching (CBLT) effectively. Collaboration between governments and educational institutions is needed to establish standards that integrate CBLT into existing systems. However, as Westera (2001) argues, the multifaceted nature of competencies often leads to varying interpretations depending on educational goals and cultural context, which complicates embedding competencies into curriculum standards and frequently results in inconsistent applications across educational settings (p. 78). This lack of clarity enhances the need for "policy frameworks to align with the goals of competency-based education to ensure consistency and coherence across educational levels" (Organization of Ibero-American States, 2020). Such alignment not only supports the effective and consistent implementation of CBLT but also enhances its sustainability, fostering a shared understanding that can maximize the approach's impact on student development and real-world preparedness.

CBLT as Borrowed Policy: The Case of Ecuador

The process of educational policy borrowing entails the specification and re-contextualization of educational policies and practices from one context to another. Argentina provides a valuable example of how a structured and context-sensitive approach can facilitate the successful implementation of borrowed educational policies. In its adoption of CBLT, Argentina prioritized a gradual process, beginning with pilot programs, workshops, and training sessions for educators. Authorities involved teachers in meaningful discussions, ensuring their perspectives informed the adaptation of the policy to local needs. By incorporating activities that foster critical thinking and real-world application of language skills, the Ministry of Education officially integrated CBLT into the national curriculum in

2018, with clear guidelines for schools. This comprehensive and collaborative strategy highlights how effective planning and teacher involvement can overcome the challenges of policy borrowing, providing insights for other nations like Ecuador, where similar efforts have faced significant hurdles.

However, the experience of Ecuador highlights that implementing borrowed policies is not always a straightforward process. Ecuador, faces the challenges of adapting these frameworks to its unique cultural, social, political, and economic realities. Over the past two decades, Ecuador has undertaken numerous curriculum reforms aimed at improving the quality and effectiveness of its education system. “In Ecuador, the Ministry of Education (MINEDUC) has implemented systematic program reforms for over three decades, attempting to improve the country’s English proficiency through implementing curricular restructuring” (Barragán Camacho et al., 2024, p. 23). These reforms have been driven by a need to align with international educational standards and to equip students with skills relevant to the 21st century. According to Barre-Parrales and Villafuerte-Holguín (2021), the Ministry of Education in Ecuador implemented significant reforms starting in 2016, which included introducing the Content and Language Integrated Learning (CLIL) methodology to enhance teaching and learning processes. These reforms aimed to develop competencies in language use and promote a holistic educational approach that integrates content knowledge with language skills (p. 101).

Like its neighbors in Latin America, Ecuador has engaged in educational policy borrowing to address its unique challenges, such as improving quality, equity, and access to education. Recent reforms have sought to align Ecuadorian education with international standards, often looking to countries like Finland, the United States and Singapore as models. This borrowing process is not merely a replication of policies but involves critical adaptation to fit local contexts. However, as noted “the Ecuadorian educational system overall and its

English as a Foreign Language (EFL) curriculum need systematic reform. However, implemented reforms have not worked” (Barragán Camacho et al., 2024, p. 41). There are challenges that rise from the process of adapting international educational models to Ecuador’s specific needs.

Scholars have observed that while policy borrowing can bring about positive changes, it also carries risks, such as oversimplifying complex educational challenges or imposing foreign practices that fail to align with local realities (Sellar & Lingard, 2014, p. 930). In Ecuador, educational reforms based on borrowed policies have often overlooked critical socio-economic factors, leading to mixed results in their implementation and effectiveness (Boli, 2006, p. 314). A key issue in this process, as Almeida et al. (2024) highlight, is the heavy reliance on curriculum materials, such as official textbooks and teacher guides, which are often the primary resources available to educators (p. 63). Since the 1990s, the Ministry of Education in Ecuador has sought to standardize English language educational outcomes, along with the curricular and methodological guidelines required to achieve these goals, further underscoring the challenges of adapting borrowed policies to local contexts.

Such reliance underscores both the potential and limitations of policy borrowing in addressing the unique challenges of the Ecuadorian education system. It is important to understand that "improving outcomes depends on exposing and understanding misalignments between Ecuadorian teaching methods and the national curriculum and, accordingly, identifying and implementing opportunities for improvement" (Almeida et al., 2024, p. 62). There is an urgent need for creating reforms that bridge the gap between policy and practice, ensuring that teaching methodologies are not only aligned with national curriculum goals but also effectively meet the diverse needs of Ecuadorian students. By addressing these misalignments, stakeholders and even shareholders can foster a more cohesive and impactful educational framework that drives meaningful improvements in English language proficiency

,because “despite decades of reforms that prioritize English in the national curriculum, Ecuador consistently ranks among nations with the lowest English proficiency in Latin America” (Almeida et al., 2024, p. 61).

The current implementation of Competency-Based Language Teaching in Ecuador represents the latest effort to address a long-lasting issue in English education. However, this reform is an extension of unsuccessful tries to improve the learning of English in the country. These past efforts often failed due to insufficient planning, lack of contextual adaptation, and teacher preparation. Therefore, it is necessary to research, discuss and understand the policy completely because without these steps, these changes are at risk and the proper implementation of them will not be achievable. School authorities and teachers need to feel ready in order to enact new teaching methodologies in the classrooms.

In conclusion, Ecuador has gone through many attempts of changing the face of English education, but during this attempts many gaps have been discovered and still there is not yet a clear path to follow in order to adapt the curriculum properly while considering different strategies and methodologies from abroad. While there is potential for positive transformation, careful consideration of local contexts is essential to ensure the successful adaptation and implementation of borrowed policies and not only follow a process without taking into consideration factors that are essential for the real transformation of education based on ideas that are brought from abroad.

METHODOLOGY

This is a qualitative case study that seeks to understand the perspectives of authorities and English teachers who work in a private school about the implementation of Competency-Based Language Teaching as part of the national curricular reform based on a borrowed policy. To investigate their viewpoints, including their understanding of the CBLT approach, this qualitative study employs semi-structured interviews with six teachers and two school administrators. This method allows for in-depth exploration of participants' perceptions and experiences, providing rich, contextual insights that are crucial for understanding the complexities of curricular reform and the influences of borrowed policies.

The research protocol was approved by the Ethics Committee for Research on Human Subjects (Comité de Ética de Investigación de Seres Humanos CEISH) at Universidad San Francisco de Quito.

The participants of this study were all consenting adults that were selected using purposeful sampling with the following selection criteria.

1. All participants were over the age of 18.
2. Authorities from the school participating in the study
3. English teachers from the school participating in the study

The invitation to participate and the informed consent were discussed in a short in-person meeting. Once the teachers and the authorities showed interest in participating in the study, the informed consent was given to them and then signed and dated by the participants who decided to be part of the study, and an interview date was set with each one of the participants. The participants had the option to decide whether the interview would be

conducted in-person or via Zoom, and if they preferred the interview to be carried out in English or in Spanish.

After an introductory meeting, participants were informed about the rights that they will have during the process of this investigation. Participants were informed that their participation in this research is free and voluntary and also that they could end their participation at any point during the study. Participants were clear about the fact that all information collected during the study was going to be kept strictly confidential. The identifiable information was going to be manually coded by the researcher and all information collected during the interview process (recordings of voice) was going to be saved on a password-protected device to which only the principal investigator of the study had access. All recordings were labeled as teacher 1, teacher 2, ... and authority 1, authority 2.

In addition to ensuring participants confidentiality and anonymity, participants were informed about the fact that my family owns a percentage of the Institution's shares, but as the main researcher of this project, I assured the participants that my role and duties within the school are not linked or intertwined with any process carried out by the Human Resources Department (hiring and firing) or the Financial Department of the school.

During the interviews, all data was collected by using a recorded video conference with some of the participants, and by using a recording audio device for the participants who preferred the interview in person. Each interview lasted between forty (40) – sixty (60) minutes. The data collected was analysed exclusively by the main researcher. During the interviews, notes were also taken in order to identify and be able to recognize later on important information given by the participant. After listening all the recording for a couple of times, during the disassembling process, four main categories for analysis came to light within each participants shared different understandings and perspectives as they recall what they knew about Competency-Based Language Teaching. All interviews were transcribed

with the help of Stream, an Office 365 tool, after that, the document was read and reviewed with the original video or audio to check the content.

During the review process of the transcription, a meticulous color-coding strategy was employed to systematically highlight recurring themes and common thoughts shared by the participants. This method allowed the researcher to visually group similar ideas and perspectives, facilitating the identification of patterns across the data. Each transcription was printed and carefully reviewed multiple times to ensure that no relevant information was overlooked. The recurring themes and insights that emerged from this process were then organized into distinct categories, which arose organically based on the data. These categories were subsequently documented in an Excel spreadsheet for efficient categorization, naming, and further analysis. This structured approach ensured that the qualitative data was analyzed comprehensively and consistently. Such a methodology aligns with qualitative content analysis, as described by Hsieh and Shannon (2005), which involves systematically coding textual data to identify themes or patterns that provide deeper insights into the research topic (p. 1278). This method not only enhanced the reliability of the findings but also provided a robust framework for interpreting the participants' perspectives.

DATA ANALYSIS

Policy borrowing has become one of the biggest issues when understanding how education works today. There are many disconnections among the Ministry of Education, school authorities and teachers. This situation leaves many educators feeling powerless and uneasy, as they're expected to adapt to new methods without sufficient support or guidance. Additionally, many teachers feel that these reforms are more politically motivated than truly focused on improving education, leading to policies that don't always fit with what is needed in the classroom. The lack of training and resources only makes things harder, leaving teachers unprepared to put new curricula into practice. The recent move toward competency-based education has also caused confusion. Many teachers interpret "competency" as meaning "competition", due to their native language, unintentionally shifting the focus from building skills to outdoing each other. This misunderstanding adds yet another layer of complexity to an already challenging environment.

Educational Policies and Changes in Government

During the interviews, most participants expressed their opinions about the changes in government, and the impact that this has in the educational sphere in Ecuador. They claimed that one of the most important aspects, regarding a new educational policy, depends on who is in charge at the moments and what is their goal when it comes to presenting and introducing a new teaching methodology, or what are their views regarding where they want to take education in the country. Teacher 1 mentioned, "the government of the moment imposes the educational practices of an institution"¹. Accordingly, Teacher 3 claims, "It all depends on the government that is in place, I think that there the policies change or are modified according to the vision of the authorities in charge." At the moment of facing new ideas in the academic

¹ All interviews were conducted in Spanish, so the main researcher was in charge of all translations

field, teachers have a sense of powerless, not because of a lack of knowledge, but because the way new educational policies are brought and introduced in Ecuador depend on just a handful of people pushing teachers to become passive and afraid of the changes. The fact that teachers are not feeling enthusiastic about the new changes is something worrying, as teachers are the ones that deal with students inside the classroom daily.

Government holds the power, they control the educational practices and set the overall vision through policies. These educational policies are the ones that dictate the curriculum that is going to be in place during the school year, teaching methods and even student assessments which leaves teachers with no sense of agency and the fact that they might not have control over how they teach and the only thing left to do is adapt to government mandated practices. Shen (2008) expresses that it is not just the change that matters, but rather all the things that are involved, and how these translate into actions. All organizations require constant change and innovation for improvement, but it is necessary to understand the feelings and thoughts that go through teachers' minds in order to make these changes valuable and get the expected results from students.

In addition to feeling a sense of powerlessness, some participants expressed concern over the motives of how educational authorities exercise power. For instance, Teacher 4 brought to light the fact that “educational policies are purely educational regulation that vary with the change of ministers of education here in the country, not with the sole purpose of improving education itself but with the idea of doing something, so they are not put down by the whole society.” On the other hand, Authority 2 said “educational policies are how power is shown in our country inside the educational field.” The takeaway from this is that teachers and authorities feel frustrated with the frequent changes in educational policies that are driven

by political agendas rather than pedagogical considerations, it seems like policies are driven by the whims of new ministers rather than a long-term process.

The policies are seen as imposed regulations disconnected from the needs of educators or the goal of improving education itself. Educational policies and how they are implemented in the country are portrayed as mechanisms of power and an unequal power dynamic between policymakers and educators making them feel like the knowledge and experience of teachers on the ground are often disregarded in favor of theoretical models or untested ideas from policymakers who may have limited practical experience in education. Policies are created at a distance from the realities of classrooms in the country, with little input from educators who have to implement them, so teachers and authorities are not seen as stakeholders in the process of education. Not only do they expose inequities in power between teachers and educational authorities, but they also express concerns about practical elements of implementation, such as training, etc... As Lieberman (2008) asserts, teachers play a role beyond merely executing policies, they are also active agents in the educational process.

Understanding Competencies

The interviews revealed misunderstanding of the borrowed policy that is trying to be implemented. Teacher 1 said that “I do not know much about competencies, but I think that it refers to a holistic teaching that involves, the emotional, psychological, sensory part of a student so, they can adapt to the new world.” Authority 2 presented the following statement “I believe that competencies are actions that can help students learn better, the problem is that those actions are not crystal clear, but I believe that they have something to do with that.” Also, teacher 4 mentioned “I guess that competencies are related to creating more dynamic activities for the students, so they be prepared for the real world.” These three statements demonstrate a lack of clarity and consensus regarding the meaning of competencies. This

ambiguity can harm the effectiveness of the development of the curriculum, instructions and assessments. There is a lot of hesitation when it comes to defining a clear concept of what competencies are.

On the other hand, one of the concerns that has been brought to light is the literal and figurative translation of the word “competency”. The teachers and the authorities that were interviewed for this research project speak Spanish as their native language, therefore, the word “competency” in Spanish (*competencia*) has been translated directly to “competition”. For instance, Teacher 4 has explained competencies as “those actions that students do in class, and they test their knowledge by competing against their classmates in a healthy way and competing with themselves to improve every day.” Teacher 3 said “Competency-based teaching will help students be more competitive in the real world, they will be more sought-after people when looking for a job since they will be competitive, and they will be able to master a second language such as English.” The translation of “competency” with “competition” has created a distorted perception of the term. Instead of focusing on the development of skills, knowledge, and abilities necessary for success the emphasis shifts to a win – lose mentality. This misconception can foster a highly competitive classroom environment that may hinder collaboration, cooperation, and critical thinking skills that are essential for the twenty-first century. This misunderstanding might make the implementation of this methodology likely to be fraught with challenges.

Teacher Training

It is well known that in order to change things in life, people need to know how to do it and how to implement the changes, therefore teachers need training to be ready for the changes in curriculum that are coming. Teacher 2 mentioned that “training is essential for these changes, there are teachers who might be a little bit more prepared for the new

curriculum, but I graduated a long time ago and, in my case, I need a proper training to understand what competencies really are.” This refers to the idea that there is a gap between younger, potentially more recently trained teachers, and those who graduated a long time ago, leaving them with a feeling of discontent. This is a call for differentiated training approaches that cater to varying levels of preparedness. Teacher 3 explained the fact that “if you have no idea on how the new model works, then putting it into practice is going to be chaos, and we as teachers need a lot of training.”. Both teachers emphasize the importance of proper training for educators to effectively implement the new curriculum. As Solano et al., (2024) mentioned, teacher training has not always received the focus it deserves. While research has explored this issue from various perspectives, there has been insufficient emphasis on teachers as active facilitators of learning. There is a critical need, expressed by teachers, for well-designed and accessible training programs to support teachers in implementing new ideas.

Another important issue brought to light by the participants was regarding the time that they have been doing the job and the fact that changes are not well explained by the authorities in charge of education in the country. Teacher 2 said “changing the whole methodology is going to be hard, I have already learned how to teach, and changing the way of doing it, that is going to be a difficult process.” Also, Teacher 3 was telling me during the interview that “a new methodology is going to be something exciting, but we need to keep in mind that training is essential for this implementation, I have been teaching for a while now. I am looking forward learning new things.” There are two sides to the story, one teacher is excited about the change, but the other expresses a fear of the change because of the time that has been spent on teaching. Phillips and Ochs (2003), express that teachers are important actors in the process of implementing borrowed policies. Their actions can influence the outcomes. The lack of proper training raises a sense of frustration in all teachers, and that has

a negative impact on the students, especially on those teachers that have been doing the job for a while, because there are new things coming therefore, they need to understand the changes before they implement them in their classrooms.

On the other hand, Authority 1 mentioned “there are teachers who are sure that they are going to be able to implement the changes, but we also have other teachers that instead of feeling sure, they are feeling frustrated, because of the lack of training and information out there to actually understand the change.” This authority shows concern on the attitudes that some teachers have during the process of implementing something new and the lack of information and training out there is creating a complex environment within the teachers. As mention by the authority, the information that you can find online is ambiguous and complex to understand if you do not have a previous knowledge of what is coming.

The Role of the Teacher

Teachers’ responses showed that because there is not a clear understanding of the policy that is being implemented, and there are not training sessions available to them to comprehend it, the role of the teacher is ambiguous when implementing a new methodological approach. Teacher 1 expresses the role of the teacher as “The teacher must be a very receptive person, I think that this teacher must be someone who listens a lot, and from that the teacher can design a plan so that the children and teenagers feel happy when receiving their class that seeks to innovate, it is important to search for techniques so that the students pay more attention.” Teacher 2 said that “we have had different methodologies introduced lately, so the role of the teacher should be a mix of everything someone that can handle a lecture, but also that can be able to listen and adapt to the students.” Authority 1 said “teachers now must understand that today’s students are no longer the students of 10 years ago, so teachers have to be people willing to learn new techniques, not put themselves in the

center of the class and use some strategies from flipped classrooms, STEM projects, Project-based learning and such.” Teacher 4 mentioned that “In this new reform, I think that teachers will have to be guides instead of lecturers. Teachers need to be on the sidelines from once and let students come up with the knowledge.” As Darling-Hammond (2010) expresses, there should be meaningful collaboration and participation among teachers and students.

Also, a sense of uncertainty and insecurity appears because of a lack of clarity and confidence in navigating the changes, despite the broader understanding of the need for a student-centered approach. It highlights the challenge of adapting to ongoing reforms and the difficulty some educators face in adjusting their roles to meet new expectations. Teacher 3 mention that “I do not know what my role as a teacher is going be in this Competency-Based Language Teaching scenario, so I think that all teachers will have to power through it as we have been doing for the last three or four ideas that the Minister has come up with.” The role of the teacher is going under a transformation, the importance of listening to the students, adapting to their needs and creating a student-centered environment has been emphasized.

There is a growing awareness of shifting the attention to a student-centric approach. But still, despite the general consensus, there is a sense of uncertainty and resistance towards the rapid pace of educational reform. According to Brown (2021), teacher participation in policy-making processes can foster a sense of ownership, leading to more committed and motivated educators. This suggests that involving teachers in shaping educational reforms could alleviate some of the insecurities they experience, potentially creating a more unified and motivated approach to implementing student-centered practices such as Competency-Based Language Teaching.

CONCLUSIONS

In conclusion, this study has brought to light critical areas that need attention, such as: teachers need proper training, which is not given by the Ministry of Education, a voice in the decision-making process of borrowing policies from abroad, and a clear understanding of what CBLT truly aims to achieve with the students and what is the roles that teachers should have when teaching with this methodology. Additionally, the confusion between “competency” and “competition” emphasizes the cultural and linguistic hurdles that must be thoughtfully addressed, because this situation is creating a confusion in teachers’ minds, therefore it makes it harder to comprehend the methodology that has been proposed.

During the course of this investigation, after data was collected through interviews with the participants, the new Minister of Education recognized that there are problems with the implementation of Competency-Based Teaching. by issuing a new Ministerial Agreement, which states, “the provisions and roadmap established in the Ministerial Agreement MINEDUC-MINEDUC-2023-00086-A have not been executed due to inconsistencies detected in its construction and the planning of its implementation. These inconsistencies have led to regulatory gaps, resulting in confusion regarding the regulatory framework for developing processes related to the National Curriculum” (Ministerio de Educación, 2024). The same agreement explains that the Competency-Based Learning Framework issued through Ministerial Agreement MINEDUC-MINEDUC-2023-00086-A was developed without considering research on the national curriculum over the past decade. Consequently, the implementation of competency-based teaching has been nullified in

Ecuador. This situation clearly illustrates why teachers and school authorities experience a sense of frustration.

Although this research was conducted in a single educational institution in Quito – Ecuador, it can be concluded that this feeling of helplessness is shared by more teachers and authorities nationwide, as curriculum reforms do not affect only one school or one group of individuals but involve the entire educational system in our country. There is a disconnection between the Ministry of Education and schools all around the country, teachers are not involved in the process of introducing a new methodology and school authorities are just notified of the changes leaving them powerless with a problem on their hands. The Ministry of Education makes the decision without even considering the reality that different schools and classrooms have.

For Competency-Based Language Teaching (CBLT) to succeed in Ecuador, it is essential for policymakers to foster a supportive environment that includes teachers in the adaptation process. This could involve providing comprehensive and timely training, ensuring that teachers have access to the necessary resources for effective implementation and that they have guidance throughout the process of implementation. By taking these steps, Ecuador can establish a lasting framework for CBLT that aligns with global standards while genuinely supporting school authorities, educators and students, which result as taking steps on the right direction while everyone knows and understand what has to be done and how.

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APPENDIX INDEX

ANEXO A: Letter of Approval.	45.
ANEXO B: Informed Consent.	47.
ANEXO C: Interview Protocol.	51.

ANEXO A: LETTER OF APPROVAL



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Oficio N. 060-2024-CA24008IN-CEISH-USFQ

Quito, 28 de marzo de 2024

Lcda.
Gabriela Reinoso
Investigadora Principal
Universidad San Francisco
Presente. -

Asunto: Aprobación de Investigación

Referencia: Investigación 2024-008IN

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito "CEISH-USFQ", notifica a usted que, evaluó los aspectos éticos, metodológicos y jurídicos de la investigación **"Interpretation and comprehension of Competency-Based Language Teaching in a private school of Quito – Ecuador from March to June 2024"**

"Interpretación y comprensión de la enseñanza de idiomas basada en competencias en un colegio privado de Quito – Ecuador desde Marzo hasta Junio 2024" con código 2024-008IN, acordando su **Aprobación**.

Título de la Investigación	"Interpretation and comprehension of Competency-Based Language Teaching in a private school of Quito – Ecuador from March to June 2024" "Interpretación y comprensión de la enseñanza de idiomas basada en competencias en un colegio privado de Quito – Ecuador desde Marzo hasta Junio 2024"										
Tipo de Investigación	Investigación con recopilación de datos de grabaciones de voz, video o de imágenes										
Campo de Investigación	Ciencias de la Educación										
Equipo de Investigación	<table border="1"> <thead> <tr> <th>#</th><th>Rol</th><th>Nombre</th><th>Institución</th></tr> </thead> <tbody> <tr> <td>1</td><td>Investigador principal</td><td>Gabriela Estefanía Reinoso Azuero</td><td>Universidad San Francisco de Quito</td></tr> </tbody> </table>			#	Rol	Nombre	Institución	1	Investigador principal	Gabriela Estefanía Reinoso Azuero	Universidad San Francisco de Quito
#	Rol	Nombre	Institución								
1	Investigador principal	Gabriela Estefanía Reinoso Azuero	Universidad San Francisco de Quito								
Duración de la investigación	5 MESES										

Como respaldo de la aprobación, reposan en los archivos del CEISH-USFQ la documentación presentada por la investigadora principal y la empleada por Comité para la evaluación de la investigación.

En tal virtud, se adjunta a la presente la siguiente documentación con certificación del CEISH-USFQ:

Documentos aprobados		Idioma Versión	Fecha	# Págs.
1	Protocolo de investigación (Formulario para la presentación de Investigaciones observacionales y/o de intervención en seres humanos)	E02	14/03/2024	09
2	Formulario de Consentimiento Informado de Participación	E02	14/03/2024	04
3	Formulario de Consentimiento Informado para Almacenamiento y uso en futuras investigaciones de Información	E02	14/03/2024	05
4	Protocolo de entrevista (Inglés-Español)	-	06/02/2024	03

La vigencia de aprobación de la investigación es de 5 meses, desde el 28 de marzo de 2024 hasta el 28 de agosto de 2024, tomando en consideración el período de duración descrito en el protocolo de investigación aprobado.



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Recordamos que usted deberá:

- Conducir la investigación de conformidad a lo estipulado en el protocolo de investigación aprobado por el CEISH-USFQ.
- Aplicar el consentimiento informado según los procesos y formatos aprobados por el CEISH-USFQ (si aplica).
- Solicitar al CEISH-USFQ la evaluación y aprobación de enmiendas a la investigación y/o documentación relacionada, previo a su implementación con al menos 60 días de anticipación.
- Presentar informe de inicio y final de la investigación.
- Emitir al CEISH-USFQ publicación científica oficial de la investigación.
- Cumplir con las demás obligaciones contraídas con el CEISH-USFQ en la “*Declaración de Responsabilidad del investigador principal*”.

La documentación presentada ante el CEISH-USFQ es de responsabilidad exclusiva de la investigadora principal, quien asume su veracidad, originalidad y autoría.

Con sentimientos de distinguida consideración.

Atentamente,



Firmado electrónicamente por:
GULNARA PATRICIA
BORJA CABRERA

Gulnara Borja Cabrera MD. PhD.
Presidente CEISH-USFQ
ceishusfq@usfq.edu.ec



Firmado electrónicamente por:
XIMENA PATRICIA
GARZÓN VILLALBA

Ximena Garzón Villalba MD. PhD.
Secretaria CEISH-USFQ



ANEXO B: INFORMED CONSENT



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



2024-008IN
VEX.02, 14 marzo 2024

Formulario de Consentimiento Informado de Participación

Título de la investigación	Interpretation and comprehension of Competency-Based Language Teaching in a private school in Quito -- Ecuador, from March to June 2024 . (Interpretación y comprensión de la enseñanza de idiomas basada en competencias en un colegio privado en Quito, Ecuador, desde Marzo hasta Junio 2024)
Patrocinador	No aplica
Investigador principal	Gabriela Estefania Reinoso Azuero
Centro de Investigación	Unidad Educativa John Osteen

1. Introducción

Nos dirigimos a usted para invitarlo a participar en la investigación Interpretation and comprehension of Competency-Based Language Teaching in a private school in **Quito -- Ecuador from March to June 2024**. (Interpretación y comprensión de la enseñanza de idiomas basada en competencias en un colegio privado **en Quito -- Ecuador, desde Marzo hasta Junio 2024**.) Antes que decida participar lea cuidadosamente toda la información que se le ofrece en este documento y haga todas las preguntas que considere necesarias para asegurar que entiende los procedimientos, riesgos y beneficios de este estudio. Tome el tiempo que requiera para decidirse, puede consultar con su familia, amigos y/o médico de cabecera.

Si usted está de acuerdo en participar, se le pedirá que firme este documento y se le entregará una copia para que la guarde.

2. Propósito

El objetivo principal de este estudio se centra en la interpretación y comprensión de la implementación de la enseñanza de idiomas basada en competencias en un colegio privado de Ecuador. A través de este estudio se busca comprender como los enfoques pedagógicos influyen en la adquisición de habilidades lingüísticas en un idioma extranjero y en el desarrollo de competencias comunicativas en un entorno de aprendizaje.

3. Diseño de la Investigación

Se espera que en este estudio participen aproximadamente 14 personas de la Unidad Educativa John Osteen. La investigación tendrá un tiempo aproximado de duración de seis (6) meses. Usted ha sido invitado a participar en esta investigación porque:

Criterios de Inclusión

- Personas mayores de 18 años.
- Personal administrativo de la Institución o docentes que impartan la materia de Inglés dentro de la Institución.
- Personas que hablen y entiendan español.
- Personas que den su consentimiento para participar en el estudio a través de un formulario de consentimiento informado firmado.

Criterios de exclusión

- Personas menores de 18 años.
- Estudiantes de la Institución.
- Personal administrativo de otras Instituciones.
- Docentes de otras Instituciones.
- Personas que no hablen ni entiendan español.
- Personas que no den su consentimiento para participar en el estudio a través de un formulario de consentimiento firmado.

4. Procedimientos de la investigación

Durante su participación en el estudio, se le solicitará que participe en una entrevista personal o virtual para conocer su interpretación y comprensión de la metodología de enseñanza basada en competencias.

5. Riesgos

Página 1 de 4



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Emocionales: Los participantes de la investigación pueden experimentar niveles de malestar al responder algunas preguntas durante la entrevista, por lo tanto, los participantes no están obligados a responder todas las preguntas y/o pueden retirarse del estudio en cualquier momento, a su propia discreción.

Físicos: Las entrevistas se llevarán a cabo en un lugar cómodo y seguro para los participantes. En caso de que el participante opte por la opción de realizar la entrevista de manera virtual por la plataforma Zoom, esta modalidad podrá ser coordinada.

Confidencialidad: Siempre existe un riesgo de que la confidencialidad se vea comprometida. Para minimizar este riesgo, la investigadora codificará manualmente toda la información identificable.

6. Beneficios

Este estudio será un trabajo de consultoría, por lo tanto, todo el documento final de la investigación será entregado a las autoridades de la Institución con la finalidad de que puedan usarlo a futuro para la mejora de la enseñanza del idioma Inglés a través de las competencias. Como se menciona anteriormente, participar en esta investigación no implica riesgos significativos para su salud o bienestar. Sin embargo, su participación puede proporcionar beneficios al contribuir al conocimiento académico sobre métodos de enseñanza de idiomas y mejorar la calidad de educación.

7. Seguridad y Confidencialidad

Toda la información recopilada durante este estudio se mantendrá estrictamente confidencial. La información identificable será codificada manualmente por la investigadora y toda la información recopilada durante el proceso de entrevistas (grabaciones de voz) será guardada en un dispositivo con clave. Solo la investigadora principal tendrá acceso a la información identificable de los participantes.

8. Derechos y opciones del participante

Su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar, su decisión de no participar no causará la pérdida de sus derechos y/o beneficios. Aún si usted decide participar, puede cambiar de opinión en cualquier momento y retirar su consentimiento sin tener que dar explicaciones.

Para revocar su consentimiento, deberá comunicarse con Gabriela Estefanía Reinoso Azuero a través de los números de contacto descritos al final de este documento. Deberá informar al investigador su decisión de retirar su consentimiento y firmar la sección de revocatoria de consentimiento informado. Si usted revoca su consentimiento, su información será destruida inmediatamente y no se utilizará para ningún fin.

9. Condiciones de participación

Usted no recibirá ninguna compensación económica ni otros beneficios materiales por su participación en esta investigación. Así mismo, su participación no supondrá ningún gasto para usted.

La investigadora principal de la investigación cubrirá todos los procedimientos descritos en estos documentos.

10. Verificación de Comprensión del Consentimiento informado

Para verificar que haya comprendido este documento y el alcance de su participación en esta investigación se realizarán una serie de preguntas. ¿Está usted de acuerdo? Cualquier información que no esté completamente clara se le explicará nuevamente.

- ¿Comprende el propósito de esta investigación?
- ¿Entiende cómo va a participar en esta investigación?
- ¿Cuáles son los posibles riesgos de participar en esta investigación? ¿está de acuerdo con estos riesgos?
- ¿Qué beneficios recibirá por participar en esta investigación?
- ¿Cómo se protegerá su información personal?
- ¿Qué debe hacer en caso de que ya no desee continuar participando en la investigación?
- ¿A quién debe acudir en caso de requerir información?
- ¿Tiene alguna duda? ¿hay alguna palabra que no haya entendido?

Información de Contacto

Página 2 de 4



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Si usted tiene alguna duda, quiere solicitar más información o quiere revocar su consentimiento por favor contáctese con Gabriela Estefanía Reinoso Azuero, a través del teléfono 0999404445, o envíe un correo electrónico a greinosoa@estud.usfq.edu.ec o geareinoso@gmail.com.

Si usted dudas sobre sus derechos como participante en la investigación, contáctese con la Dra. Gulnara Borja, Presidente del Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito "CEISH-USFQ", al siguiente correo electrónico: ceishusfq@usfq.edu.ec

CONSENTIMIENTO

Declaro que:

1. Me han explicado claramente el propósito de esta investigación.
2. Entiendo los riesgos y beneficios de participar en esta investigación.
3. Entiendo que los investigadores adoptarán las medidas necesarias para asegurar la confidencialidad de mis datos personales.
4. Comprendo que mi participación en esta investigación es libre y voluntaria.
5. Han respondido satisfactoriamente a todas mis preguntas.
6. Me han dado tiempo suficiente para tomar una decisión.
7. Se me ha entregado una copia de este documento.

CONSENTO:

De forma libre y voluntaria participar en esta investigación

Si No

☐ ☐

La grabación de mi voz para los fines descritos en este documento

☐ ☐

Al firmar este documento usted no renuncia a ninguno de los derechos que por ley le corresponden.

Nombres y apellidos del sujeto de investigación		Firma o huella digital del sujeto de investigación
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del Testigo 1 (si aplica):		Firma del testigo 1 (si aplica):
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del Testigo 2 (si aplica):		Firma del testigo 2 (si aplica):
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del responsable de la aplicación del FCI		Firma del responsable de la aplicación del FCI





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2024-008IN
VEX.02, 14 marzo 2024

Cédula de identidad	
Lugar y Fecha:	

REVOCATORIA DE CONSENTIMIENTO

Yo _____ por el presente informo mi decisión de **retirarme** de la investigación descrita en este documento y solicito que mi información sea destruida inmediatamente y no pueda emplearse para ningún fin.

Nombres y apellidos del sujeto de investigación		Firma o huella digital del sujeto de investigación
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del Testigo 1 (si aplica):		Firma del testigo 1 (si aplica):
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del Testigo 2 (si aplica):		Firma del testigo 2 (si aplica):
Cédula de identidad		
Lugar y Fecha:		
Nombres y apellidos del responsable de recibir la revocatoria		Firma del responsable de recibir la revocatoria
Cédula de identidad		
Lugar y Fecha:		



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ANEXO C: INTERVIEW PROTOCOL

06 febrero 2024

Interview Protocol (English)

Thank you very much for taking the time to talk with me today. For my master's program thesis, I am exploring the interpretation and comprehension school authorities, academic leaders and teachers have about Competency-Based Language Teaching. For this reason, I have a few questions that I would like to ask you. This interview will take around 45 to 60 minutes. It is important that you know that you are not obliged to answer all the questions, and that you may end this interview at any point. Also, an audio recording device is going to be used during the process of the conversation for transcription and subsequent analysis purposes.

Do you agree to being interviewed for the purpose described?

Do you agree to allow the interview to be recorded?

Do you understand that you may end the interview and/or recording at any time?

Questions

Introduction

1. Why did you decide to become a teacher?
2. How long have you been doing this?

Policy review

3. In your own words, how would you explain what an educational policy is?
4. What is your opinion about bringing new educational policies from abroad?
5. Would you say that they context matters when an educational policy is introduced here in Ecuador?
6. What are your thoughts about the new curricular reform for the following school year?

Competencies

7. In your own words, how would you describe what is meant by competencies?
8. How do you envision a class taught with competencies?
9. How would you describe the role of the teacher in a competency-based language teaching classroom?
10. Do you use competency-based language teaching in your classes?
 - a. (Yes answer) How do you implement competency-based language teaching in your English classes?
 - b. (No answer) Why do you think you do not do it?
 - c. Would you be interested in implementing competency-based techniques in your classroom? Explain a bit your answer
 - i. How would you implement these techniques in your teaching methodology?
 - ii. What techniques or activities you might use
 - iii. What type of assessment would you have?



A conclusion thanking the participant for the time and a request for future contact.

Thank you again for your time, you have been so helpful for the development of my thesis. I would like to know if you might be open to talk to me again if I have any follow-up questions pending for you to answer? And lastly, do you have any questions for me? (Might answer questions if the participant has some). Ok, thank you again for your time! It has been great talking to you.

Protocolo de entrevista (Español)

Muchas gracias por tomarse el tiempo de hablar conmigo hoy. Para mi tesis de maestría, estoy explorando la interpretación y comprensión que tienen las autoridades escolares, los líderes académicos y los docentes sobre la enseñanza de idiomas basada en competencias. Por este motivo, tengo algunas preguntas que me gustaría hacerle. Esta entrevista durará entre 45 y 60 minutos. Es importante que sepa que no está obligado a responder todas las preguntas y que puedes finalizar esta entrevista en cualquier momento. Asimismo, durante el proceso de la conversación se utilizará un dispositivo de grabación de audio para fines de transcripción y posterior análisis.

¿Está de acuerdo en ser entrevistado con el propósito descrito?

¿Está de acuerdo en permitir que se grabe la entrevista?

¿Entiende que puede finalizar la entrevista y/o grabación en cualquier momento?

Preguntas

Introducción

1. ¿Por qué decidió ser profesor/a?
2. ¿Cuánto tiempo lleva haciendo esto?

Revisión de políticas

3. En sus propias palabras, ¿cómo explicaría qué es una política educativa?
4. ¿Cuál es su opinión acerca de traer nuevas políticas educativas desde el exterior?
5. ¿Diría que el contexto importa cuando se introduce una política educativa aquí en Ecuador?
6. ¿Qué opina sobre la nueva reforma curricular para el próximo año escolar?

Competencias

7. En sus propias palabras, ¿cómo describiría lo que se entiende por competencias?
8. ¿Cómo imagina una clase impartida con competencias?
9. ¿Cómo describiría el papel del profesor en un aula de enseñanza de idiomas basada en competencias?
10. ¿Utilizas en tus clases la enseñanza de idiomas basada en competencias?
 - a. (Respuesta Si) ¿Cómo implementas la enseñanza de idiomas basada en competencias?
 - b. (Respuesta No) ¿Por qué crees que no lo haces?
 - c. ¿Estaría interesado en implementar técnicas basadas en competencias en su aula? Explica un poco tu respuesta



- i. ¿Cómo implementarías estas técnicas en tu metodología de enseñanza?
- ii. ¿Qué técnicas o actividades podrías utilizar?
- iii. ¿Qué tipo de evaluación tendría usted dentro de clases?

Gracias nuevamente por su tiempo, ha sido de gran ayuda para el desarrollo de mi tesis. Me gustaría saber si podría estar dispuesto/a a hablar conmigo nuevamente si tengo alguna pregunta de seguimiento pendiente para que usted responda. Y, por último, ¿tienes alguna pregunta para mí? (Podría responder preguntas si el participante tiene alguna). Ok, ¡gracias nuevamente por su tiempo! Ha sido genial hablar con usted.



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