

Integrating Curriculum for Improving Language Proficiency: An Innovative Approach

Alina Martinez Hernandez
Universidad Estatal de Quevedo, Ecuador

Abstract

The paper presents the design of a curricular integration model for the Teacher Training program from the Admission stage at Quevedo State Technical University, Ecuador, based on an analysis of the relevance of the current Admission curriculum to enhance the development of proficiency and autonomy in English. The process involves determining the essential content areas needed for integrating the Admission curriculum and establishing their precedence and succession with the content of the Basic Training Cycle of the Teacher Training program. Based on the results of this analysis, we grounded the integrated curricular process of the Admission period and the program. We developed a set of recommendations for redesigning the Admission curriculum, which is linguistic and focuses on developing communicative competence. Our action research, conducted through the dynamic loop of diagnostic reflection, elaboration, introduction of results, and relevance assessment, has practical implications. The results led to restructuring the program's curricular process from the pre-university stage, including Admission curriculum redesign, the design of the programs for this period, and the dynamics of their integration into the program.

Keywords: autonomy; curriculum redesign; teacher training; communicative competence; restructuring