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RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VII Número: 2 Artículo no.:67 Período: 1ro de enero al 30 de abril del 2020.

TÍTULO: Sustentación teórica para el proyecto de investigación acerca de los efectos del currículo en el logro del idioma inglés de los estudiantes universitarios.

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RESUMEN: El objetivo de esta investigación es la sustentación teórica de un proyecto de investigación que se propuso establecer los efectos del diseño curricular en el aprendizaje del idioma inglés en los estudiantes de la ESPOCH. Se considera también que el paradigma crítico-propositivo mejorará diferentes puntos de vista para buscar soluciones en un entorno de descripción y comprensión del proceso educativo, social y cultural.

PALABRAS CLAVES: Centro de Idiomas, efectos curriculares, logro lingüístico.

TITLE: Theoretical support for the research project about the effects of the curriculum on the achievement of the English language of university students.

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ABSTRACT: The objective of this research is the theoretical support of a research project that sets out to establish the effects of curricular design on English language learning in ESPOCH students. It is also considered that the critical-propositive paradigm will improve different points of view to find solutions in an environment of description and understanding of the educational, social and cultural process.

KEY WORDS: Language Center, curricular effects, linguistic achievement.

INTRODUCTION.

The Ecuadorian University, as the maximum representation of science, technology and culture, is committed to the economic and social transformation of its people. That being said, it must present alternative educational methodologies that change the way of conducting and guiding the future of the nation, being the redesign of curricular planning the effective response to the expectations of young people in regards to education and professional training, which enroll at the University and Polytechnic classrooms to improve their living conditions.

The State must implement a new and improved definition of quality, control, orientation and organization of education for its result to be fruitful, as long as changes in strategy contribute to the strategic thinking of society. The critical and historical study of the University evolution should improve its efforts to solve internal problems and maintain merits and prestige of the academic units that make up higher education institutions.

DEVELOPMENT.

Contextualization of the problem.

Knowing a language is much more than knowing things about the language, it is able to interact properly in a communicational setting by interpreting different forms of expression that foreign

language speakers use, and in the way, they take to mean what it is said. The universities in Ecuador should be oriented to professionalize their professors, so they ascend to transforming the intellectual level of their students, which means that they must reach a critical epistemological, theoretical and social formation.

In Ecuador, the great dilemma of universities when it comes to English knowledge is that students upon arriving to higher education institutions do not have at least an intermediate level of the English language, and the institutions curriculum does not take into consideration the thoughts of the students wishes and abilities such as: language as a means of communication with emphasis on oral expression, the development of reading comprehension and written production, as well as phonological, morphological, syntactic, semantic and pragmatic knowledge, therefore, students must increase their knowledge to the language speaker.

Many universities have to design and implement a curriculum for the English subject matter with an equitable continuous time distribution, so that it contributes to the student's profile development with a proficiency of the communicative competence of the English Language. Every University has its own form of carrying the education process along with their academic and administrative staff, taking into account the number of hours, work days and academic duration of levels.

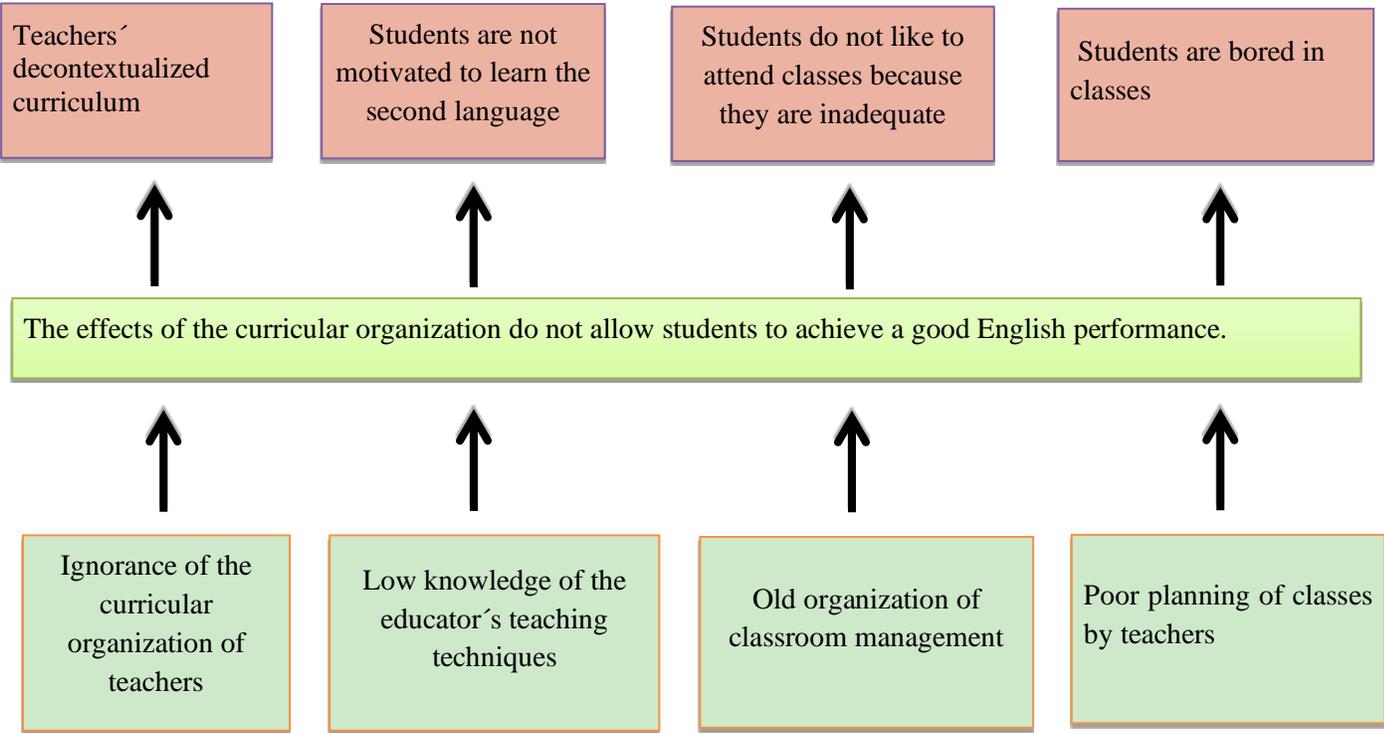
The students' indifference to studying English is a firsthand effect of the traditional curriculums in several cities and Universities of the country. Students like and engage in the language when the subject is dictated with a great amount of humor and interaction with their classmates. Teachers have to prepare classes with updated topics and transform their personalities in dialogues. Old situations and old dialogues create boredom in students.

The Higher Polytechnic School of Chimborazo cannot be the exception, there are students who do not show much interest in the subject because they dislike it, or because they come from different

parts of the country and do not have an adequate instruction of the language. In addition, study programs are presented without teachers having meetings with their colleagues from the same level; there is a lack of planning of the subject, inadequate numbers of work hours, no real scheme of the language levels, and finally there isn't any sufficient evidence of the level advances and the evaluation system of the Language Center.

It is necessary to create an Evaluation Unit in the Language Center, because there are some negative curricular effects such as: the lack of standardized exams; scarce training of teachers and outdated material.

Problem Tree Analysis.



Graph N:1 Problem Tree Analysis. **Prepared by:** Yadira Cárdenas M, (2018).

Critical analysis.

The challenge of Universities is to train transformational professionals, and from the curricular dimension, universities should be oriented to professionalize teachers so that they ascend from a vision of manually codified activity to a vision of intellectual transformational scientists. This implies that they must achieve a theoretical epistemological formation and social criticism in the field of higher education that should be based on the daily activities and of the institution and to the society that it wishes to contribute.

The role of the curriculum as theory and practice at present should be the global activity guide of the professional being that it is their educational training and goal they want to reach. So, the curricular theory should construct a set of objectives, diagnostic concepts and a proficient graduate profile.

Many teaching programs do not serve to define purposes. The objective of a science teacher is different from that of a language teacher. The teacher will say that they intend to train a well-educated person, essential for a complete education. Ecuador, the country, Chimborazo the province, Riobamba the city and the Superior Polytechnic School of Chimborazo as a higher education institution present those curricular problems which prevents the achievement of high-quality development of knowledge.

There have been different causes in the inadequate curricular organization. One example is the ignorance of the curricular organization of teachers, which results in their decontextualized curriculum, therefore the lack of knowledge of the organizations and curriculum design will be greatly influenced in a negative way.

The curricular ignorance impacts greatly on the quality of education. The cause of low knowledge of the educators' teaching techniques, implies that the students are not motivated to learn the second language. The result of a teacher who does not know what a curriculum consists of and how to adapt

it his classrooms promotes unmotivated and unenthusiastic students whose language proficiency is scarce or null towards the end.

When it is time for an educator to make suggestions or changes to the curriculum, his suggestions fall on deaf ears, because the institution oppose to implement new ideas or new methodologies, therefore, no change occurs. Being that said, it is the role of the administrator to encourage teachers to continue evaluating and changing the curriculum to suite the students´ needs.

The old organization of classroom management implies that students do not like to attend classes because they are inadequate, considering the spaces are not good to learn anything, affecting the interest of both teachers and students to develop more effective classes. In some institutions there are still dilapidated chairs, broken tables and chipped boards that do not aid nor compliment and adequate academic training.

In Ecuador, several commercial, educational and cultural agreements are maintained to develop the communicative competence. Therefore, designing an English curriculum is relevant, considering the needs of promoting the learning and understanding of the language in the Ecuadorian youth to make it an agent of change with a strong identity but at the same time affective, universal, analytical, symbolic, problem solving, capable human beings to read and process all kinds of environment messages.

Finally, the poor planning of classes by teachers have created that students are bored in classes. It is evident that teachers should manage the design of their planning. The opposite of this causes the teachers who improvise their classes, which obviously generates student´s boredom. Therefore, a good curricular design requires that this element be integrated and detailed in precision. Students are easily discouraged and bored if teachers do not present what they are going to do in their classes, so it is necessary for teachers to deliver the program they will develop during the academic period.

Prognosis.

Higher Education presents the disjunctive of continuing to reproduce knowledge and remain tied to a scientific and technological dependence or to assume the delivery of human beings to society with the perspective of starting a path of constructing their own thinking through research with positive or negative effects of educational curriculum.

It is necessary to know the effects of a curricular design that is appropriate and contextually relevant that will serve as a guide to a more organized learning environment that answers the needs of students as well as teachers. If the project is not done, the research work would have the same monotony, without changing or modifying the curricular effects that are currently used.

Setting of the problem.

How do the curriculum effects on University Students at the Superior Polytechnic School of Chimborazo Language Center affect the English Language Achievement?

Research questions.

- ✓ What are the weaknesses of the present curriculum applied to the Language Center of the Institution?
- ✓ What are the curricular effects in order to get a more efficient model for the type of students and teachers of the Superior Polytechnic School of Chimborazo Language Center?
- ✓ Which is the relevance of the implementation of a new curricular design in order to improve the learning of the English language in the students of the Language Center?

Research delimitation.

Field: Higher Education.

Area: Curriculum Effects.

Aspect: Language Teaching.

Justification.

Students need a curriculum that benefits their preparation for living and working and positioning the course of action in a progressive world, but some higher institutions do not have this instrument which might serve as an opportunity for the university to grow and take a new direction in education. Getting students to be motivated to learn a second language is a duty of all who take part into the curriculum: the institution, the principals, the teachers, and the students. In a good class atmosphere, students will often participate freely and enthusiastically. However, at other times it is not easy to get students going. Perhaps the right kind of topic for improvement is the organization.

The communicative approach applied to foreign languages brings students to a more effective way to learn. Each methodology brings importance with it its own characteristics such as the conception of texts, teaching guidelines, contents in its development, progress, results and evaluation. All didactics almost unanimously affirm what was agreed to be called communicative approach, because it not only has objectives and essentially linguistic contents, but, the direct beneficiaries will obviously be the students, the institution and the teachers, because they are in the campus every day.

Furthermore, universities receive invitations for teachers and students to make interchanges or updates with other universities that are internationally renowned. Parents will be involved as indirect beneficiaries, because when their children achieve some benefit from the university or from an institution abroad, they are proud to continue to help them.

The feasibility of a new model of teaching will be very useful because students will be able to talk about any situation in which they took part of, such as complex and well-defined opportunities in real life. Also, the speaker should have the opportunity to make their communication more

understandable. The university will observe the difference of the traditional teaching with the new implementations as well as the collaborative construction of knowledge.

Redesign the language curriculum is the interest of the ESPOCH language Center by means of an evaluation to the Academic Unit. Some parts will have erased and some will be validated, and at the end of the new curriculum of the Language Center will be delivered to the principal of the Institution. Improving a curriculum is to create conditions for teachers and students of the Language Center to have greater curricular knowledge, techniques and teaching habits and the development of an increased capacity to interpret literary material.

A well-managed administrative and academic institution presents a predisposed curriculum for students to enter their classrooms willingly to learn. Updated instruments and state of the art technology motivate students to be part of the teaching curriculum of the institution. To improve the education in languages, its curricular will efficiently involve the curriculum development, its models, evaluation theories, and teaching approaches.

Also, according to the effects of the curriculum design, they will contribute with the development of students' skills in instructional processes and designs, as well as it will help them to carry out research by using the scientific method. Teachers will have opportunities to become experts in such areas as curriculum development in languages, thus the curriculum effects will be positive. The implementation of various methods and updating language teaching techniques as well as the use of new didactic materials will be adapted to its needs. Technology will aid in the teaching and learning process as well. The principals of the university have to deliver the necessary materials and support to teachers for an excellent teaching output.

The presentation of this research work on curriculum effects will have comments after socializing, with a highly positive impact, which helps the curriculum redesign. It is feasible to use a model that demonstrates that students will be as active as interested in learning the second language.

Objectives.

General objective.

To analyze the current curriculum and its effects on University Students' English Language Achievement.

Specific objectives.

- ✓ To determine the present curriculum weaknesses applied to the Language Center of the institution
- ✓ To identify curriculum effects for a more efficient model appropriate for the type of students and teachers of the Escuela Superior Politécnica de Chimborazo.
- ✓ To analyze the relevance of the implementation of a new curricular design in order to improve the learning of the English Language in the students of the Language Center
- ✓ To socialize the new proposal at the Escuela Superior Politécnica de Chimborazo

Background Research.

Considering that, there are not any working investigations related to curriculum effects on University students' English language achievement at the Superior Polytechnic School of Chimborazo, because it is a higher technical institution, it is necessary to include some courses which involve this topic.

According to Perez (2016), in his degree thesis "The English Language Curriculum and the Achievements of Basic Performance in the Tarcila Albornoz de Gross Basic Education School", the qualitative-quantitative basic model of investigation is used, as well as the analytic-synthetic method with a descriptive type of investigation. It defines the characteristics, circumstances of the inner

reality of Tarcila Albornoz de Grosss Basic Education School in the curriculum of English and its achievement performance. As a conclusion the investigation pretends to provide an efficient and effective alternative to improve student participation in English language acquisition with a domain level proposed by The Common European Framework of Reference for Languages. The results of the surveys to 40 students show lack of active learning techniques in the development of productive and receptive skills of English.

Espinoza (2006) in her degree thesis “Hidden Curriculum of gender in text illustrations and its influence in the gender inequality” demonstrates that the proposal in English book illustrations influences students’ gender equality, in order to achieve this objective, the training is proposed to the staff of the institution, especially to directives and teachers. The quantitative focus serves to identify the number of illustrations of the variables and the qualitative focus to address the analysis. The type of investigation is descriptive because it is characterized in traits, situations or study phenomena.

Philosophical Foundation.

Under the critical constructivist paradigm, this research work joins the responses of positivism, interpretative traditions and admits the possibility that a social science is neither purely empirical nor only interpretative. The critical constructivist paradigm introduces explicit ideology and a critical self-reflection in the processes of knowledge. Its purpose is to transform the structure of social relations and to respond to certain problems generated by them. According to Reagan (1999) “Constructivist Epistemology and Second Foreign Language Pedagogy”, the critical constructivist paradigm is totally accepted, because, it is founded in knowledge and learning.

The language within primitive societies contributed significantly to its development and political-social-economic-cultural and religious organization. If all this was achieved by the communication of certain region inhabitants with a single language and without the scientific and technological

advances available to students, today, it can easily be predicted that a second language can be incorporated, and the benefits will be even greater in intercommunication between different societies. From the above, it can be concluded that people should not settle for speaking the official language of their country but instead incorporate a second language as a foreign language to communicate with inhabitants of national and international context to increase their educational and cultural potential, so that they will have access to innumerable sources of technological and scientific information which will allow them to make their way of life in an increasingly competitive world.

To achieve the performance achievements evidenced through mastery of productive and receptive skills proposed in the Curricular Redesign of English and included in the present research work will be cited an important theory of learning such as critical constructivist paradigm. This theory contains very adequate learning alternatives that may be applicable in the present situation; it also opens the possibility of very creative methods of research and discovery, and has a constructive, creative, future-oriented function.

The critical constructivist paradigm has to do with the construction of conditionals, that is, good hypotheses, research on the consequences and what may happen in the future. As can be seen, the critical constructivist paradigm argues that the curriculum must contain concepts that are useful to the student to the extent that they can apply them in practical life and not merely an accumulation of meaningless concepts.

In Philosophy, there is no absolute truth, knowledge is relative. The reality is constantly changing. The fundamental role of educational institutions is to form critical and proactive leaders, the teacher plays an important role in the preparation of the new knowledge in students based on new methodological experiences, techniques, leadership and especially in solving problems, making the process of learning a pleasant environment.

Legal Basis.

In relation to language teaching, the university is the last step towards professionalization, which is why it represents the last opportunity from the school point of view so that students have a correct command of the language. The new professional must communicate and understand in the language of their profession.

The right to higher education is the effective implementation of equal opportunities, based on the merits in order to access to the academic and vocational training with production of relevant knowledge and excellence. People and nations have the right and responsibility to take part in the higher education process, through the mechanisms established in the Constitution.

Besides that, in chapter 2 of Higher Education Objectives, education is humanistic, cultural and scientific, and constitutes a right of people, who according to the Constitution of the Republic, respond to the interest of the people and will not be at the individual and corporate interest service.

In article 5, literal "a" of the Rights of students it states: Access, mobilization, and graduation without discrimination according to their academic merits; Literal "b" mentions the access to a superior quality of education that allows beginning an academic career in equal opportunities; literals "c" and "d", mentions: count and access the appropriate means for their higher education and participate in the process of evaluation and accreditation of their career, literal "g" states that there should be participation in the process of construction, dissemination and application of knowledge, literal "m" speaks of guaranteeing the production of thought and knowledge articulated with universal thought; and literal "ñ" mentions to provide excellent levels of quality in training and research.

The Constitution of 2008 declares that education is a right of people throughout their lives. The Government has made efforts to reform the educational system at all levels, with a humanistic and holistic vision, seeking inclusion, efficiency and excellence at the highest level. The document

increased the investment in education from 2.5% of GDP in 2006 to 5.5% at the end of 2011. Now education is free and compulsory until high school and free until the third university level.

To improve school performance, children from social sectors living in poverty receive free breakfast, textbooks and uniforms. From 2008 to 2011, the country has experienced a growth in young people enrolled of 3.3%.

The net enrollment rate in secondary education rose from 53.2% to 62.5%. Access to university education grew in the low-income population from 7.1% to 17.2%; in the Afro-Ecuadorian population from 9.5% to 17.8% and in the case of indigenous peoples from 6.5% to 14%. In 2011, the net enrollment rate in higher education was 33.6% for women and 28.3% for men.

The periodical review from 2008 to 2011, highlights that spending on research and development increased from 1.20% of GDP in 2006 to 0.48 of GDP at the end of 2010.

Art. 343 of the National Plan for “Good living”, states the purpose of the National Education System is to develop individual and collective capacities and the potential of the population that enable learning, generation and use of knowledge through techniques, strategies, processes and dynamic activities that are adequate and flexible for such a procedure.

Educational Paradigm.

The paradigm concept comes from the Greek paradigm, which means "example" or "model". It was applied to grammar. From the year 1960, it began to be used to define a model or pattern in any scientific discipline or epistemological context. The American philosopher and scientist Thomas Kuhn was in charge of updating the term and giving it the contemporary meaning. In this way, scientific paradigm establishes what should be observed; the type of questions that have to be formulated to find the answers in relation to the objective; how should such questions be structured; and how the results of scientific research should be interpreted.

An educational paradigm analyzes its context, understand it, and interpret it, contributing with reflections and ideas to face the different educational problems. Understanding what rules and precepts have governed educational training, without a doubt several concerns have been raised: what is being done in the classrooms? How are the teaching activities justified? How to build the profile of a future teacher? Is it necessary to know precisely paradigms that constitute the teaching work? Aguerrondo (1993) therefore, considered necessary to refer to the main existing educational paradigms. The terms: behavioral, humanistic, cognitive, and constructivist make sense the educational field. He defined the basic structure of the educational system can distinguish different levels of analysis as organizers of the education basic structure, and determine its specific aspects. These principles are grouped into three major levels of analysis: a first political-ideological level, a second technical-pedagogical level, and a third organizational level, which is to think about the reorganization in all its dimensions.

The definitions that are assumed in these three levels of analysis in a given social formation, define an educational paradigm. The classic paradigm of education is currently in crisis, that is, the basic social agreements accepted in society in relation to the definitions involved in these three levels. The education paradigm defines learning as the result of a stimulus-response process, in which the individual effort, the encouragement of the texts and the teacher's transmission action on the student has a predominant role, that is, the teacher-student relationship must be direct, personal, and permanent.

The educational paradigm must understand learning as the result of the active construction of the subject on the object of learning. It also assumes that the teacher and the student explore and learn together, but that exploration and mutual learning can take different forms, from the most physical to the most remote.

The educational transformation requires a new paradigm on education. It is necessary to move from educational reforms to transformation processes. So, what is the educational transformation? To put it simply, the new educational paradigm means education for all, with quality, equity and more efficient cost. In the last decades, there have been transformations in higher education systems as a more market-oriented university model has been configured, considering it as a negotiable service. This is the economic reason that opens the doors for the internationalization of higher education.

Chinn (2017) points out that the new paradigm of transnational migration, climate changes, economic and education model the relations of collaboration between institutions based on competition than on cooperation. One of the main theses that guide this analysis is that education is understood as a commodity and the university as a company, while those that ponder higher education as a public good and right, propitiating the principles for individuals to become active citizens.

In recent decades, the educational model configured in higher institutions points more to the weighting of education as a good that is bought in the market than a citizen's right. In this way, the university is not a social institution concerned with equity and ethical and citizen values, it becomes a profit-oriented company. In this sense, there has been the progressive elimination of free education in higher education. In this way, and in what is called academic capitalism and its management tools, they take possession of the objectives, purposes and functions of contemporary education.

Haggis (2003) maintains the problems with the relationships between conceptions of learning, perceptions of the learning environment, approaches to learning and learning outcomes, suggest that the model may be successful in creating a generalized description of goals and values of academic culture. After exploring the academic area as an alternative approach to understanding student learning, it is suggested that higher education is going to have to find new ways of conceptualizing its values and activities.

Since the University is not a link between education and development, between the individual, social being and the society in which it is immersed, higher education should not lose its role of social participation. Work should be done to incorporate new participatory instruments for management, evaluation and accreditation and for research focused on both global and local needs; and to restore the public good function of the university.

Soutar & Turner (2002) indicate that the University uses a form of conjoint analysis to make results indicate that the most important determinants of university preference were course suitability, academic reputation, job prospects, and teaching quality, which has significance for education managers developing strategies and programs. Understanding of what determines a student's university preference is one of the key pieces of information that would assist a university's marketing effort.

The higher education can make an important contribution, as long as it offers quality education, promotes academic values, maintains its relevance and observes the basic principles of dialogue and cooperation, mutual recognition, respect of human rights, diversity and national sovereignty. The higher education can also create opportunities for dishonest and low-quality borrowers, whose action must be counteracted. Diploma factories constitute a serious problem.

The struggle requires efforts on a national and international level. It will be necessary to identify and debate the specific points that in the region should be taken into consideration in order to adapt with justice, equity and inclusion to the paradigm of globalization, whose effects give rise to Internationalization and Trans nationalization.

Educational Model University.

Gardner (1988) reveals that the university uses a form of conjoint analysis to make results indicate that the most important determinants of university preference were course suitability, academic

reputation, job prospects, and teaching quality, which has significance for education managers developing strategies and programs.

An educational model consists of a compilation of different pedagogical theories and approaches that guide teachers in the preparation of study programs and in the systematization of the teaching and learning process. The educational model varies according to the historical period, since its validity and utility depend on the social context. The teacher learns how to develop a curriculum, taking into account the elements that will be decisive in the didactic planning. Therefore, it is considered that the greater knowledge of the educational model by the teacher will generate better results in the classroom.

The traditional educational model focuses a study program preparation, without too many additional elements since social needs are not explicitly taken into account the intervention of specialists. This educational model includes the figure of the teacher, who plays an active role, the method, the student with a receptive role, and the information of the contents presented as different topics. In any case, its usefulness is recognized as a pedagogical basis in the formation of different generations of teachers and students.

Walberg (1980) says that problems of measurement in educational research can be solved, some variables combine into a proposed model of educational productivity on achievement tests. The authors first review psychological models of educational production. They describe productivity models in economics and demonstrate that such models are explicit and testable and allow for interaction among variables. An educational model is proposed to explain academic achievement on standardized tests, emulating the economics models. In this model of educational productivity, the variables of student ability and motivation, instructional quantity and quality, home and classroom environments are combined. The interaction among the variable models may explain a number of

problems in educational research, including the lack of demonstrable results from instructional innovation education, the weak achievements, instructional time, and the confusion in findings relating aptitude to teaching methods. An excellent educational model must be characterized by managing an environment in which high competitiveness among students is promoted; it must be strict and rigorous. One of the principles of this educational model must achieve the stimulation of study as a means to achieve the growth of the institution. The phrase: if you are the first in the class, you will be first in life, support the levels of demand of the class.

Clement et. al. (1980) identifies that the educational model is the question of the entire educational organism and even more if they are institutions of higher education. Many academics agree that the current world, in this 21st century, cannot be governed by the educational model of the industrial revolution because we are creating passive students, but how students must learn actively and consciously, leave aside the classes where the teacher exposes a topic and the students simply listen. The traditional educational system prevents the development of creativity and originality, having a direct impact on the development of the student's abilities.

The educational model must have professionalism, integrity, and respect for people; act and promote respect for institutions, diversity of opinions and other ethnic groups and cultures; promote in a continuous and systematic way the necessary conditions to create and improve the work processes in the institution; act with initiative and responsibility in the development of all activities and in the solution of problems; have a commitment to participate at all levels of the university organization, in academic and in management; establish collaborative and cooperative relationships with national and international institutions and entities at regional, national and international levels; promote the use of new technologies, providing with the necessary infrastructure.

The labor market of the knowledge society is different from that of the industrial age. With few exceptions, the professions are no longer so clearly defined. The multidisciplinary is a need in the assumptions of work; knowledge becomes obsolete in a very short period of time, and traditional pedagogical models, in which a teacher tried to teach the art of a profession, no longer serve.

It is an obligation of higher institutions to create an environment of learning around students that enables them to continue learning throughout their lives. It is good to move from a model based on the accumulation of knowledge to another based on a permanent and active attitude of learning.

Curriculum.

Benavides-Lara (2015) indicated that higher education, as a human activity oriented to the production and diffusion of knowledge, has a destination of special relevance, since it is the universities that, from an exhaustive position, face the crisis of transformation of the approaches derived from the opening of the world to other cultures and visions, they have the challenge of proposing new ways in which complexity is seen as a new comprehensive reorganizing force of the cultural diversity that we possess as a social species.

Tyler (1987) maintained that curriculum is all of the students' learning which is planned and directed by the school to attain the educational objectives.

According to Nunan (1987) in his book, said that learning based on tasks views the learning process as a set of communicative tasks directly linked to the curricular objectives they serve, the teaching involves an approach where communicative tasks are important because students need to engage in interactions inside and outside the classrooms. This view changes the approach of designing tasks to be developed in the classroom. It means teachers and students must be learning, as well as students develop a set of discourse strategies such as opening and closing conversation, introducing a topic.

Activities help to create interaction in the language classroom, the motivation of the learners and establish good relationships between the teacher and the students as well as among the students encouraging making a good environment for language learning.

Durkheim (2013) mentioned about education objectives; he said, "Preparing for adulthood" did not raise any doubt; however, it is clear that the function of the curriculum engineer is to implement this preparation. The curricular theory has to construct a set of concepts: diagnosis of needs, graduate profile, objectives, etc., that allow him to develop in industrial society.

According to Richards et. al., (2013) there are five components of speaking language instruction in order to create a language learning environment; they are: listen and speaking skills; teaching and extending vocabulary and conceptual knowledge; teaching a variety of spoken texts; and, promoting auditory memory.

All programs offered by the institution must be subjected to systematic program review. It includes analyses of the achievement of the program's learning objectives and outcomes, retention and completion program and, where appropriate, results of exams and placement.

Among the public's many expectations of higher education, the most basic is that students will learn, and in particular they will learn what they need to know to fulfill their public responsibilities in a global and diverse society. Student learning is central to all higher educational quality.

Kuh (2001) maintains that there are six fundamental questions for affirming and improving learning:

- ✓ How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
- ✓ What evidence do you have that students achieve your stated learning outcomes?
- ✓ In what ways do you analyze and use evidence of student learning?

- ✓ How do you ensure shared responsibility for student learning and for assessment of student learning?
- ✓ How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- ✓ In what ways do you inform the public about what and how well your students are learning?

Durkheim on the objectives of education mentioned that "preparing for adulthood" does not raise any doubt. However, it is clear that the function of the curriculum engineer is to implement this preparation.

The curricular theory had to construct a set of concepts: diagnosis of needs, profile of the graduate, objectives, etc., that allowed him to develop as a pedagogy of industrial society, the internal logic of the "curriculum" worried about the development of Technical-professional skills required for the incorporation of the subject into the labor market.

Stiggins, Conklin & Bridgeford (1986) comment the key to quality education is the instruction by highly proficient and effective teachers. They produced research studies that link the teacher with the students' achievement. It is clear that teacher quality impacts students for years to come long after their direct contact with an individual teacher. The fundamental to teacher preparation is the understanding by both faculty and teacher candidates, it is the teacher who makes the difference. In foreign language learning context, there are various factors that correspond with the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc.

From communicative, pragmatic view of the language classroom, listening and speaking skills are closely interrelated. The interaction between these two modes of performance applies especially

strong to conversation, the most popular discourse category in the profession. Speeches, lectures, etc., are often followed or preceded by various forms of oral production on the part of students.

Nassaji (2014) permitted the current research on the role and importance of lower-level is processed in the second language. The focus is on word recognition including various phonological and orthographic processes. Issues related to syntactic and semantic processes and their relationship with word recognition are also discussed. When examining the role of these processes, an important focus will be also on cross-linguistic variables. listening skill is not just for language learning, because, having good listening skills, it is important no matter what language you are speaking, and can help your communication more effectively with the people around you.

Maddrey & Redmond (1998) participate that there are many teachers who are afraid of teaching foreign language. But they are indecisive to teach subjective culture which is connected with a communication competency. The teaching materials for this situation are movies, because the cultural aspects in the movies are subjective culture, so they have something in common with target cultural situations in language learning.

This method which is teaching culture in language learning has the advantage of being easy to teachers and learners. Most students like to watch movies. The teaching material is The Cinderella, Guess Who? Peppa, etc.

Curtain & Dahlberg (2004) admits that if you learn a second language, you will be more tolerant in cultural situations, as well as you will see things from other point of view, you improve the native language, because you gain a better understanding and the study of the second language will increase with reading, vocabulary, grammar and communication.

Ornstein (1990) commented that Philosophy provides educators, especially curriculum specialists, with a framework for organizing schools and classrooms. It helps them answer what are the school's purposes, what subjects are to value, how students learn, and what methods and materials to use. Philosophy provides them with a framework for broad issues and tasks, such as determining the goals of education, subject content and its organization, the process of teaching and learning, and, in general, what experiences and activities to stress in schools and classrooms.

It also provides educators with a basis for making such decisions as what workbooks, textbooks, or other cognitive and non-cognitive activities to use and how to use them, what homework to assign and how much of it, how to test students and how to use the test results, and what courses or subject matter to emphasize.

According to Taba (1962), the types of curriculum are: the formal curriculum, the rhetorical curriculum, the hidden curriculum, the received curriculum, the internal curriculum, and the electronic curriculum, among others. Analyzed each one of them, the formal curriculum is designed as a framework for instructional planning that outlines broad goals and strategies to reach them. The foundations of the formal curriculum are based on intellectual, social, cultural, political, and economic funds of knowledge, skills and understandings that have educational value to the individuals.

The theoretical curriculum comes from professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national reports, public speeches, or from texts critiquing outdated educational practices. It is a curriculum that comes from publicized works offering updates in pedagogical knowledge.

The electronic curriculum may be either formal or informal, and inherent lessons may be good or bad, correct or incorrect depending on views. Students who use the internet on a regular basis, both for

recreational purposes as in blogs, wikis, chat rooms, through instant messengers, on-line conversations, or through personal e-mails and sites like Twitter, Facebook, or YouTube and for personal online research and information gathering are bombarded with all types of media and messages.

Vallance (1974) considers that the hidden curriculum refers to the kinds of learning that derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators. The functions of this hidden curriculum have been identified as the inculcation of values, political socialization, and training in obedience, the perpetuation of tradition class structure functions that may be characterized as social control.

It might include the messages and lessons derived from the organizations of schools, the emphasis on sequential room arrangements, the cellular, time segments or formal instruction. The characteristics of this curriculum are: continuous, enthusiastic, and friendly, educational quality, logical sequence based on the needs of students, democratically conceived, ready to incorporate changes and cooperative.

Curriculum Effects.

Tovar et. al., (2011) establishes that the curriculum effects of an academic program has to include the phases of foundation, definition of problematic axes and structuring, and its effects in education. The study promotes reflection on practice and research in the curricular field and strengthens the institutional policies related to the curricular design of the academic programs, in order to improve the relevance and quality of the curriculum.

The curriculum effects is a process of decision making for the elaboration or adjustment of the curriculum, after to its development, that flexibly configures the space where it will be put into practice, through a teaching and learning process of which the curricular project is its vision. The

curriculum effects on students' achievement, needs to satisfy behavior, efficiency in the instruction and acquisition of skills, as well as, the internalization order attitudes to make the individual formation project in society.

The curriculum effects on students' achievement worried about the need to satisfy behavioral behavior. Efficiency in the instruction and acquisition of skills, as well as the internalization of attitudes of order, obedience and submission, constituted the project of the individual formation in society. Five components of speaking language instruction create a language learning environment: develop listening and speaking skills; teach and extend vocabulary and conceptual knowledge; teach a variety and spoken texts; and, promote auditory memory.

The curriculum effects are mainly affected by some principles: the main basic problem definitions, and the structure. These components come together to find specific solutions to problems in many disciplines. This study contributes to incentivize reflections in the curricular practice and to search in the curricular fields to establish institutional policies related to the curricular management of academic programs aiming to improve their pertinence and quality.

According to teaching theorists, the curriculum effects on university students' English language achievement can be developed through appropriate educational programs for the degree level awarded, regardless of mode of delivery, and staffed by sufficient numbers of faculty qualified for the type of curriculum offered. All degrees, awarded by the institution are clearly defined in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses and credits. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate feedback about their performance and how it can be improved.

Clément, Gardner & Smythe (1980) manifest the effects of social factors on motivational aspects of second language such as acquisition, indices of attitude, anxiety, motivation, and personal contact with English speaking people, fear of assimilation, intelligence, and language achievement have to be investigated to get self-confidence with English developed through the opportunity of students.

Wallen, Fraenkel (2013) describes the curriculum effects methods, principles and main basic problem definitions in the academic programs, as the qualitative focus methodology, which allows understanding and describing what curriculum effects have lived during a certain period. Each academic program considers aspects like the normative factor, as well as the national, local, and international context. Some academic programs developed their own curriculum with different associations.

The curriculum effects is about working with college, department administrators and faculties to redesign the degree programs, observing learners their advance of learning; providing opportunities to collect experiential learning and going beyond the current curriculum and experiment with new learning models, looking for new competencies for future professionals, so that they can respond to the challenges imposed by the changes experienced by society in recent years, all from the increasing globalization of markets, forming commercial blocks and developing the knowledge society, which will guarantee professional success and provide greater employment opportunities.

New competences will give the student an optimum development of his cognitive abilities, a better understanding of society in which he lives, an adequate interpersonal relationship, a set of values that will allow promoting responsible social behavior as a professional; and, of a solid knowledge.

The department faculty and staff have to map the curriculum and discover where and how might better offer students the 21st century knowledge and skills they need to succeed. New approaches, methods, and technologies may offer students better and more flexible learning opportunities. The

curriculum effects provide information about student outcomes; help departments develop plans that are realistic and achievable, and will challenge office to revise policies that hinder innovative approaches.

Bobbitt (2006) mentioned, set off curriculum as a field of professional specialization and considered with general education considerations. He said that the role of the person, who is responsible for the development of a curriculum, is comparable to that of an engineer. While the function of education is to prepare for adult life, the task of the planner of studies is to classify and detail the human experience. Educate students according to their capabilities requires the curriculum material be sufficient to meet the needs of every class of individuals in the community and that the course of training and study be sufficiently flexible that the individual can be given just the things he needs.

As Halawany (2014) explains that it is necessary to redesign the curriculum if; the analysis process does not enhance the educational design, and If the program of the institution is not consistent with its mission and it is not a support for documentation and participatory curriculum development; consequently, it has not clearly defined outcomes it intends to produce; does not use the best combination of learning experiences to help each learner achieve the results; does not include an assessment process that shows whether the results are being achieved, or does not use the findings of assessment to improve the program effectiveness.

An approach to continuous program improvement that asks the right questions can provide academic administrators, faculty members, and others with information they need to develop an appropriate, effective, and efficient academic program.

The curriculum effects have to see with students' developmental levels, knowledge, skills, attitudes, values and effective characteristics; if the intended outcomes are not written in an understandable

specific language or if the curriculum program is not carefully sequenced, learning outcomes will not provide all required inputs for successful courses.

Some specific curriculum programs can help raise student good effects in the hands of a good teacher whereas other programs aren't as successful even in the hands of an excellent teacher. The curriculum program helped the scores. But I suggest that the quality of each curriculum program a teacher is using needs to be considered when student achievement scores are used to grade teachers.

Teachers are responsible for implementing a good program, but are only responsible for the implementation. The quality of a given program has a strong influence on the students' achievement. Teachers, who generally have little say over which curriculum programs their universities select, should not be held responsible for the quality of the program they were given. The program of developers and adopters of curriculum effects, not the teachers, are responsible if the results of the program are well implemented.

Other important considerations of curriculum effects involves the students, they have to be enrolled in the required and elective levels as needed; the program should have an adequate number of students to support accomplishment of the institution's mission, and at the end, graduates can find appropriate employment. It involves partnerships, and innovative models of academic practice relationships. The structure of the institution has to see with the curriculum effects.

According to Armstrong & Rogers (1997) communicate the effects of foreign language instruction on reading Math and Language Arts are amazing, because, students who study just one semester of a foreign language for just 90 minutes per week scored significantly higher in math and language arts. Moffet (1968) related the received curriculum effects to processes, contents, knowledge combined with the experiences and realities to the learner to create new knowledge. While educators should have aware of this curriculum, they have little control over the internal curriculum since it is unique

to each student. Educators can explore this curriculum by using instructional assessment like reflective exercises to see what students really remember a lesson.

Eisner, Carter (1989) manifests that a great deal of universities has adopted some combinations of microcomputer and optical disc technology as the primary mode of instruction for their students. It is appropriate to consider the new challenges and responsibilities which faculty members in such programs will face, and ponder how they will evolve as educators in electronic curriculum, as curriculum effects

The present investigation took note of the previous considerations to undertake the scientific search about the importance of the curriculum and its consequences in the learning of the English language. The curriculum functions as a guiding element of the entire teaching-learning process, the role of teachers and the attitude of students towards what they learn.

CONCLUSIONS.

The above criteria served as the basis for the empirical search carried out for the research proposed since the curriculum design not only provides knowledge but also the appropriate methodology to configure the teaching-learning process and the particular class. This theoretical support served as a guideline for the elaboration of instruments applied in the empirical context and to guide the interpretation of the results.

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RECIBIDO: 11 de diciembre del 2019.

APROBADO: 25 de diciembre del 2019.