Curriculum Effects On University Students' English Language Achievement

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Abstract
       The objective of this research is to identify, analyze and determine the curricular effects in the linguistic achievement to implement a curricular redesign and improve the English language teaching-learning to students and teachers of the Escuela Superior Politécnica of Chimborazo Language Center. The research used the communicative method, using several comprehensive techniques based on language skills: listening, speaking, reading and writing. It was considered the critical-proactive paradigm to look for solutions in an environment of description and understanding of the educational, social and cultural process. Surveys were applied to measure the learning achievement of the language, as an independent variable, applied to one hundred and fifty students and the curricular effect as a dependent variable directed to fifty five teachers of the Language Center, as well as, interviews to four directors of the Language Center. At the level of the students, it was concluded that the level of English is still basic, therefore, a new instrument is needed that proposes: methodology, techniques and updated contents to reach a competitive level. Most teachers indicate that the curriculum established by the Center must be updated in order to make better teaching possible.

Keywords: Curricular Effects, Linguistic Achievement, Curriculum Redesign.

INTRODUCTION

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.

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

He, also, said the educational program of the school is divided in four basic elements: program of studies, program of experiences, program of service and the hidden curriculum; whereas, Castro (2001) declared, the curriculum must consist of disciplined study in five great areas: command and mother tongue and the systematic study of grammar, literature, and writing; mathematics, sciences, history and foreign language.

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 (1989) 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 (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.

Tovar (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.

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.

METHODOLOGY

Inside the investigation, the critical-propositive paradigm is ideal, because it improved different points of view in order to look for solutions constructed in an environment of an educational process description and

understanding of social, cultural and educational phenomena. The paradigm verified and proved by means of research, and statistics, focusing research schemes and propose alternative solutions, built in a climate of proactivity, privileging the interpretation, understanding and explanation of social phenomena, looking for the essence and analyzing the interrelation that compromises human beings and their social growth, solidary and equitable with the help of social actors as protagonists throughout the process, based on the qualitative-quantitative types.

The qualitative type offers specialized techniques to obtain deep answers about what people think and what are their feelings. This allows a better understanding of the attitudes, beliefs, motives and behaviors of the beneficiary population, whereas the quantitative type allows examining the data in a scientific way in numerical form with the help of the statistical field.

The modality of the Curriculum Effects of University Students' English Language Achievement researched of field and bibliographic modality because it elaborated the proposal development of a viable operative model and it will be helped by bibliographic and scientific articles of several authors based on documents, books, magazines and other secondary sources to solve a problem, with direct contact with the reality to get information according to the project objectives.

The execution of this model of investigation was carried out by using a survey applied to the English teachers and students of the Superior Polytechnic School of Chimborazo Language Center with their authorization to answer the survey questions.

The purpose of the level or type research was exploratory because this investigation intended to know the current situation, acknowledging, comparing, and widening, deepening and deducing different types of criteria.

This type of level was required in this investigation because allows structured predictions between the language proficiency and the curriculum redesign in order to know the scenario where teachers and students work.

The population for this research work involved 55 English teachers working at the Superior Polytechnic School of Chimborazo Language Center, as well as 150 students who are studying English at the Center of Languages.

Table 1. Population of study

	Population
Students	150
Teachers	55
Total	205

Source: Department of the Language Center of the Superior Polytechnic School of Chimborazo

Prepared by: Yadira Cárdenas M, (2018)

The plan of information collecting had methodological strategies required by objectives and research hypothesis, and according to the selected focus, the study will be quantitative considering the selection of technique employed in the process for collecting information, to develop the variables, as well as the survey technique employed to express validity and reliability; therefore the teachers and students of English Language Center wrote the questionnaire answers. The proposal of the survey technique has systematic information of the population on each of the variables, so that, it is a quant-qualitative technique.

The collection of information plan was conducted to 150 level six students at the Superior Polytechnic School of Chimborazo Language Center in Riobamba, province of Chimborazo, as well as 55 English teachers. A questionnaire survey will be administered to each participant and they will answer the questions. This survey has the proposal of getting information about their knowledge of curriculum effects on university students' English language achievement, at the beginning of the semester. After completing the answers, the information plan will be studied and processed to perform the interpretation of the results.

The extension of the presentation of results depended on the complexity of the data analyzed, and variables contemplated to interpret the information. The use of tables or figures will help to communicate different levels of result interpretation, and the graphic material is useful, because gives added value to the communication and information design.

The plan observes methodological strategies as required by the objectives, according to the focus group selected without contradictions, the results will be complete and relevant. Considering that the presentation of results is the next step after elaborating the methodological framework, the results are only possible after obtaining a collection and analysis method. What is important is that the reading gives a clear idea of the analysis and interpretation of the results obtained to the development of new schemes, models, concepts or other possibilities contemplated in the nature of the work done.

RESULT
Hypothesis Verification

Ho: The effects of the current curriculum do not allow students to achieve a level of English proficiency.

Ha: The effects of the current curriculum allow students to achieve level of English proficiency.

Mathematics Model	Statistical Model
Ho: O=E Ha: O$\neq$ E	$x^2 = \sum \left[\dfrac{(o - E)^2}{E} \right]$

Significance level

α = 0,05	95% of reliability	5% of mistake

Ho Rejection zone
G1=(C-1)(F-1) = (3-1)(2-1)= 2
Level of Freedom = 2
For G1=2 $x^2 = 5,9915$
Value taken from the distribution table of chi square (see annex)
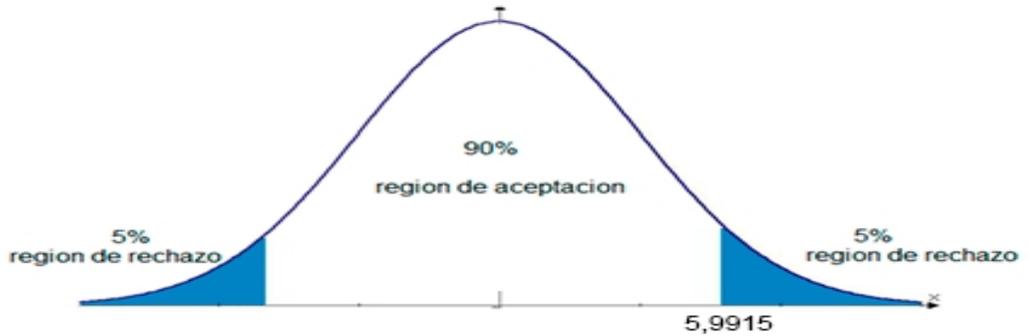
Graphic 1: Statistical calculation

Decision rule

Ho is rejected if the calculated chi square is greater than 5.9915 corresponding to the value of the table

R(Ho) $x^2 > 5,9915$

Statistical calculation

Data obtained from the research: Questionnaires made to students and teachers.

Table 1.   *Actual proficiency levels of English (questionnaire applied to teachers)*

Appreciation scale	Totally Excellent Advanced Always High	Percentage	Fairly Medium Intermediate Seldom Poor Average	Percentage	Poorly Low Basic Null Never	Percentage
Question 1	10	18,2	35	63,6	10	18,2
Question 2	15	27,3	38	69,1	2	3,6
Question 3	27	49,1	28	50,9	0	0,0
Question 4	18	32,7	28	50,9	9	16,4
Question 5	25	45,5	22	40,0	8	14,5
Question 6	21	38,2	32	58,2	2	3,6
Question 7	15	27,3	28	50,9	12	21,8
Question 8	8	14,5	29	52,7	18	32,7
Question 9	11	20,0	34	61,8	10	18,2
Question 10	12	21,8	15	27,3	28	50,9
Question 11	7	12,7	25	45,5	23	41,8
	169		**314**		**122**	

Source: Questionnaire applied to students
Prepared by: Yadira Cárdenas M, 2018

Table 2.   *Effects of the current curriculum*

	Advanced	Percentage	Intermediate	Percentage	Basic	Percentage
Question 1	50	33,3	100	66,7	0	0,0
Question 2	20	13,3	55	36,7	75	50,0
Question 3	80	53,3	50	33,3	20	13,3
Question 4	50	33,3	70	46,7	30	20,0
Question 5	42	28,0	60	40,0	48	32,0
Pregunta 6	15	10,0	68	45,3	67	44,7
Question 7	32	21,3	83	55,3	35	23,3
Question 8	28	18,7	78	52,0	44	29,3
	317		**564**		**319**	

Source: Questionnaire applied to teachers
Prepared by: Cárdenas Yadira, 2018

Table 3.   *Observed frequencies*

Operation Scale	Totally Excellent Advanced Always High	Fairly Medium Intermediate Seldom Poor percentage	Poorly Low Basic Null Never	TOTAL
Effects of the current curriculum	169	314	122	605
English level of real competence	317	564	319	1200
TOTAL	**486**	**878**	**441**	**1805**

Source: Questionnaire applied to teachers
Prepared by: Cárdenas Yadira, 2018

Table 4.   *Expected Frequencies*

Operation Scale	Totally Excellent Advanced Always High	Fairly Medium Intermediate Seldom Por average	Poorly Low Basic Null Never	TOTAL
Effects of the current curriculum	162,90	294,29	147,81	605
English level of real competence	323,10	583,71	293,19	1200
TOTAL	**57,1**	**104,1**	**48,8**	**1805**

Source: Questionnaire applied to teachers
Prepared by: Cárdenas Yadira, 2018

Table 5.   *Chi-Square calculation*

O	E	$\dfrac{(o-E)^2}{E}$
169	162,90	0,23
317	323,10	0,12
314	294,29	1,32
564	583,71	0,67
122	147,81	4,51
319	293,19	2,27
	X2	**9,11**

Source: Questionnaire applied to teachers
Prepared by: Cárdenas Yadira, 2018

Statistical decision

$$R(Ho) \; x^2 > 5,9915$$
$$9,11 \; > 5,9915$$

With two degrees of freedom and 95% reliability, applying the test x ^ 2, the tabular value is equal to 5.9915; According to the results obtained with the data taken from the survey, the value of the x ^ 2 reaching 9.11; which implies that the null hypothesis is rejected, accepting the alternative hypothesis that says: The effects of the current curriculum do not allow students develop a better English Language Achievement.

CONCLUSION

It is concluded that the curriculum design of the Superior Polytechnic School of Chimborazo Language Center does not contribute to the updated knowledge of the language, because there are academic weaknesses of the present curriculum; in fact, the use of technological tools for language teaching does not suffice the current demand:

As a conclusion of teaching models of the study program in the English language are not positive for teachers and students; due to that appropriate training courses for teachers of English are few, expensive, and they are outside of the institution; the Language Center needs to wide more programs of study;

It was identified that the management of the educational methodology for the teaching of the English language should be relevant and deepened according to the needs of the students in order to improve the different competences in the learning process. The use of the current curricular design, does not contemplate an academic and administrative organized planning; and having said that, it was necessary to identify curriculum effects for the type of students and teachers of the institution.

RECOMMENDATIONS

It is recommended to apply different activities based on planning, using the four skills of learning, so that, students to put into practice the English language in order to achieve their goals. A curriculum redesign is recommended to cover the expectations of students and complete their studies;

A deep motivation in the teaching-learning process is recommended so that the curricular redesign contemplates the needs of students with topics that arouse interest. It is recommended the use of technological tools that contain topics of interest so that teachers are the motivators, in such a way that skills are the main objective that facilitate the acquisition of new knowledge in the language;

The knowledge of different teaching methodology is recommended with the purpose that teachers and students interact and participate expressing

the interest of learning the language with training courses for teachers with native teachers of good professional quality to dictate didactic courses and motivate teachers in their training inside the institution, so that students achieve a new learning process. A good curricular redesign to help the institution with updated contents, planning of topics involving teachers and students, an excellent system of evaluation, proper number of hours for teaching and infrastructure for the language teaching-learning use to update the curriculum to obtain good results in the Language Center.

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