

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**TEMA:** “CURRICULUM EFFECTS ON UNIVERSITY STUDENTS’  
ENGLISH LANGUAGE ACHIEVEMENT”

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster  
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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**DIRECCIÓN DE POSGRADO**  
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**FECHA:** 28 de Abril del 2018

**RESUMEN EJECUTIVO**

El presente trabajo de investigación trata de los efectos curriculares en el logro lingüístico de los estudiantes universitarios para el desarrollo del aprendizaje de inglés en el Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo, en Riobamba, provincia de Chimborazo. El objetivo de esta investigación es analizar, identificar y determinar los efectos curriculares para implementar un rediseño curricular y mejorar la enseñanza-aprendizaje del idioma inglés en los estudiantes y docentes del Centro de Idiomas. Se utiliza el método comunicativo usando varias técnicas integrales en base a las destrezas del idioma: escuchar, hablar, leer y escribir. 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. Se aplicaron encuestas a las dos variables: el logro del Inglés, como variable independiente, aplicado a ciento cincuenta estudiantes y el efecto curricular, como variable dependiente dirigida a cincuenta y cinco docentes del Centro de Idiomas, así como también entrevistas a cuatro señores directivos del Centro de Idiomas. En los resultados de las encuestas, los estudiantes manifiestan que al finalizar su programa de estudios, su nivel es todavía básico, por lo tanto necesitan un nuevo instrumento que proponga: metodología, técnica y contenidos actualizados para alcanzar un nivel competitivo en el idioma. La mayoría de los docentes por su parte, dicen que el currículo establecido por el Centro debe ser actualizado para efectivizar una buena enseñanza. Los resultados obtenidos llevaron a establecer conclusiones y recomendaciones. Una de las conclusiones más importantes manifiesta que los profesores deben tratar de que sus estudiantes alcancen un excelente nivel de conocimientos del idioma Inglés, puesto que, el currículo actual no abarca todas las necesidades académico-administrativas para un buen proceso de aprendizaje, por lo tanto, se recomienda implementar un rediseño curricular para cumplir con los contenidos que involucran a profesores y estudiantes, es decir, un buen sistema de evaluación, número de horas, horarios adecuados, e infra-estructura académica, para obtener un buen resultado en la enseñanza aprendizaje del idioma Inglés.

**Descriptor:** Centro de Idiomas, destrezas, efectos curriculares, enseñanza-aprendizaje, Escuela Superior Politécnica de Chimborazo, logro lingüístico, método de enseñanza, micro currículo, rediseño curricular, sistema de evaluación.

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**AUTHOR:** Licenciada María Yadira Cárdenas Moyano

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**DATE:** April 28, 2018

**ABSTRACT**

This research work deals with the curricular effects on the linguistic achievement of university students for the English learning development at the ESPOCH Language Center, in Riobamba, Chimborazo. The research objective is to analyze, identify and determine the curricular effects to implement a curricular redesign and improve the English language teaching-learning in students and teachers of the Language Center. The communicative method is used by means of several integral techniques based on the language skills: listening, speaking, reading and writing. It is also considered that the critical-propositive paradigm will improve different points of view in order to look for solutions in an environment of description and understanding the educational, social and cultural process. The two variable surveys were analyzed: the English achievement, as an independent variable, applied to one hundred and fifty students and the curricular effect, and as a dependent variable, directed to fifty-five teachers of the Language Center, as well as interviews to four senior managers of the Language Center. The results of the survey demonstrate that student skills are still at a basic level at the end of their study program, therefore they need a new instrument that proposes: methodology, techniques and updated contents to reach a competitive level in the language. Most teachers, for their part, considered that the curriculum established by the Center must be updated to make teaching more effective. The results obtained allow establishing conclusions and recommendations. One of the most important conclusions states that teachers have to ensure their students achieve an excellent level of English knowledge, since the current curriculum does not cover all the academic-administrative needs for an efficient learning process, therefore, it is recommended to implement a curricular redesign to comply with the contents that involve teachers and students, that is, a good evaluation system, number of hours, adequate schedules, and academic infrastructure, to obtain a good result in teaching and learning of the English language.

**Keywords:** curricular redesign, teaching method, teaching-learning, linguistic achievement, evaluation system, curricular effects, Language Center, Skills, Escuela Superior Politecnica de Chimborazo, micro curriculum.

## **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.

This research work is based on the analysis of this Academic Unit, the analyses that come from the results of the surveys and interviews conducted with the subjects of the Language Center who determine the orientation of the institution. The feasibility of work determined in the proposal allows a pathway for implementation and improvement, which is a responsibility of every professional who conforms the ESPOCH Language Center.

CHAPTER I.- It establishes the problem and its contextualization as well as the critical analysis, prognosis, problem formulations, questions, justification and objectives.

CHAPTER II.- It comprehends: The theoretical framework, the background research, philosophical foundation and legal foundation. It gives all about the fundamental categories: dependent and independent interrelated. The hypothesis

is also mentioned which is situated on the as well as the legal part and foundations for the work, the identification and operationalization of variables, as well as the hypothesis.

CHAPTER III.- It corresponds to the research methodology which has the research approach, research modality, the levels or types of research, population and sample, and the collective information plan, as well as the analysis of results of surveys and interviews.

CHAPTER IV.- It corresponds to the analysis and interpretations of results given by surveys distributed to students, teachers and directives of ESPOCH Language Center, and the hypothesis verification.

CHAPTER V.- It covers the conclusions and recommendations of the research work, after the analysis and interpretations.

CHAPTER VI. - It is about the proposal. Its components are: the topic, justification, objectives, methodology, its administration and evaluation. The background of the proposal is accompanied by the feasibility, analysis and fundamentals: philosophical, psycho-pedagogical, legal aspects and finally the presentation of the redesigned curricular model of the ESPOCH Language Center.

## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1 Theme of the problem**

“Curriculum Effects on University Students’ English Language Achievement”

#### **1.2 Problem Statement**

##### **1.2.1 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 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 students 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.

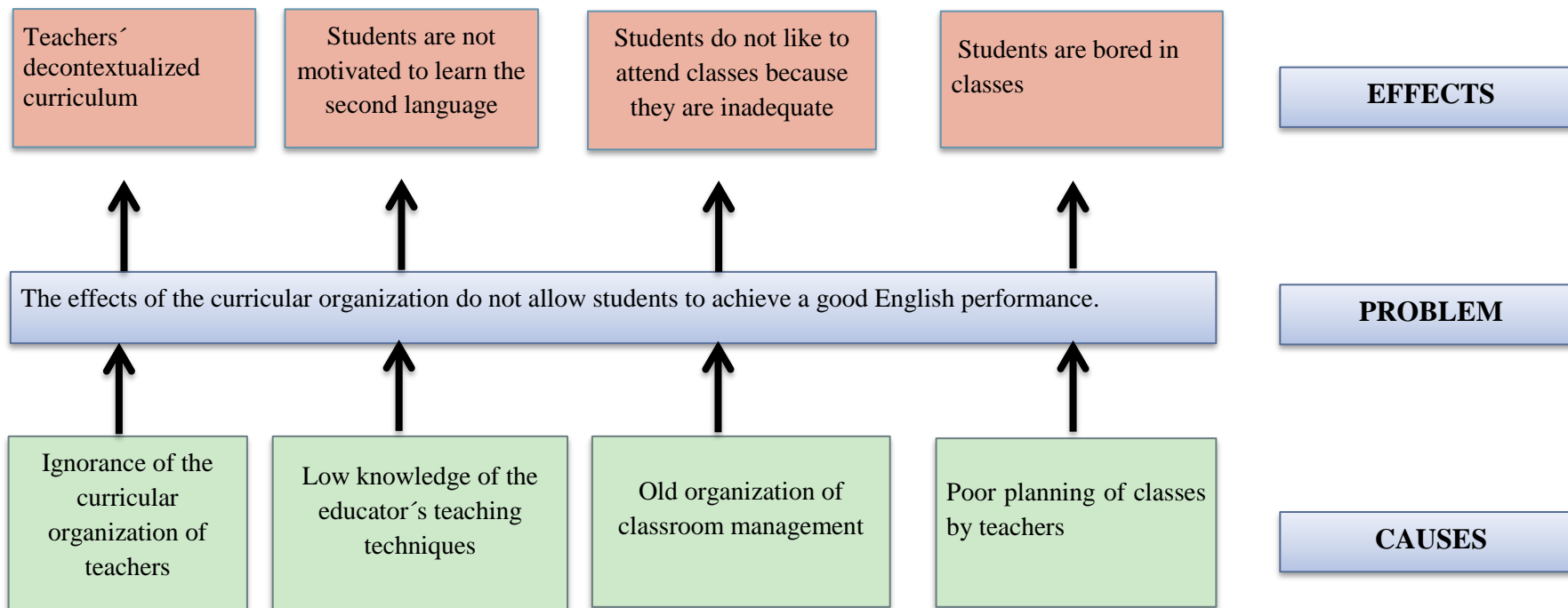
The students' indifference to studying English is a firsthand effect of the traditional curriculums in several cities and Universities of the country. Students like and engage in the language when the subject is dictated with a great amount of humor and interaction with their classmates. Teachers have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

The Superior 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.

The current levels of English do not achieve nor create a stable position for students because the learning processes from the beginner levels have had different effects. For example, the curriculum network has phase shifts considering that the Common European Framework and the law of Higher Education of the country changed the number of hours to approve English in a B2 level.

### 1.2.3.1 Problem Tree Analysis



**Graph N:1** Problem Tree Analysis

**Prepared by:** Yadira Cárdenas M, (2018)

### 1.2.2 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.

### **1.2.3 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.

### **1.2.4 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?

### **1.2.5 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?

### 1.2.6 Research delimitation

Field: Higher Education

Area: Curriculum Effects

Aspect: Language Teaching

### 1.3 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.

## **1.4 Objectives**

### **1.4.1 General objective**

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

### **1.4.2 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

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 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.

Lema (2015) in his degree thesis “Curricular Planning by Competences and its incidence in the teaching-learning process” proposes a competence curricular design and its incidence in the teaching-learning process with a main axis the students analyze and solve accounting problems by using resources which stimulate the real life. The author promotes that the student will learn to know, how to do, how to be, how to undertake and know how to live in society. In my own opinion, the author pretends to redesign the curricular competence in the process of teaching. The research approach is qualitative and quantitative. The type of research is exploratory, descriptive and explanatory with a total of 56 people involved

It can be said that the micro planning should be according to students’ needs. The level proposed by the European Frame is really a hard work and the techniques should be well specified. In the second research work the proposal to the staff of the institution can be channeled for students. For the last research work the author pretended to redesign the curricular competence in the process of teaching.

### **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.

## **2.2 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.

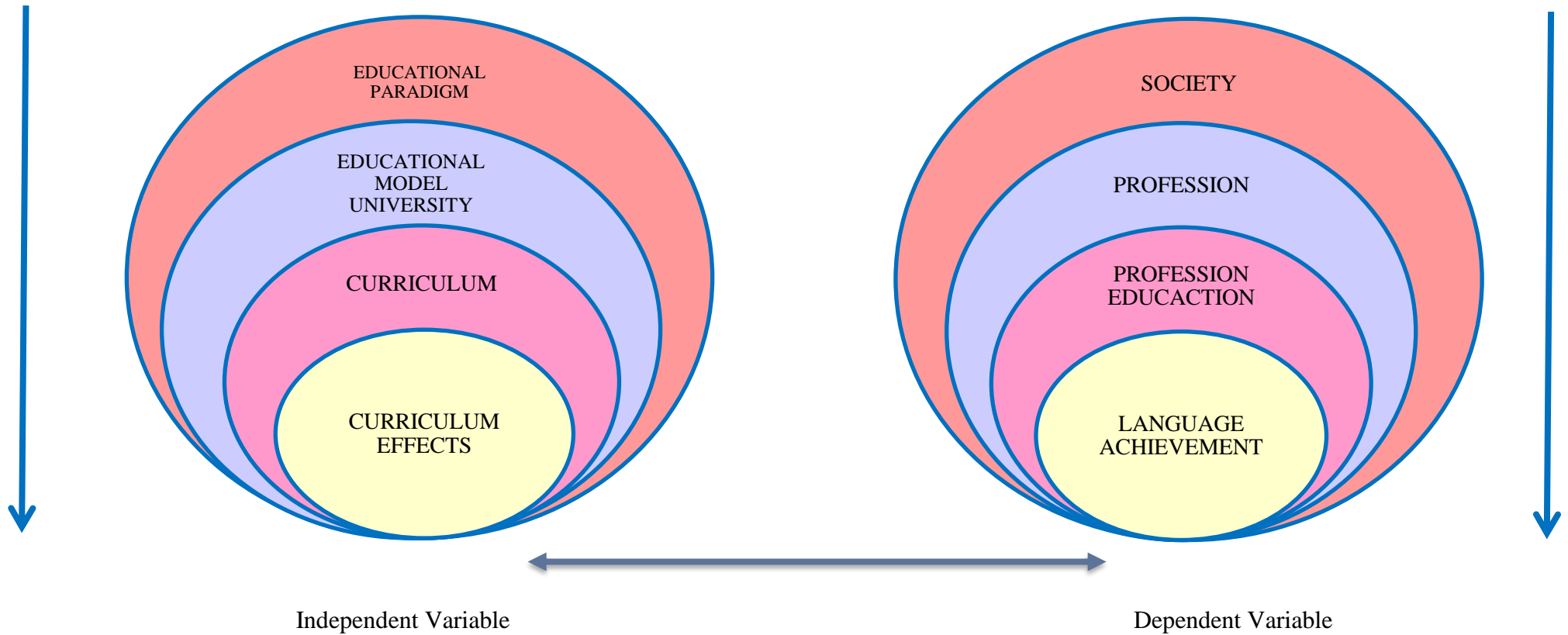
The Constitution of 2008 declares that education is a right of people throughout their lives. The Government has made efforts to reform the educational system at all levels, with a humanistic and holistic vision, seeking inclusion, efficiency and excellence at the highest level. The document increased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

**Key Categories**



**Graph N°: 2** Key Categories

**Prepared by:** Yadira Cárdenas M, (2018)

### **2.3.1 Dialectical view of conceptualizing variables**

### **2.3.2 Independent Variable: Curriculum Effects**

#### **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 (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**

It is important to remember what curriculum means, Tyler (2009) said that curriculum is defined as planned, progressive, and systematic process to create positive improvements in the educational system. Every time, there are

developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs.

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.

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 (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.

Rosenshine (2010) participates that teachers should be held accountable for the achievement of their students. No one talks about curriculum effects. What if an excellent teacher in a university has selected a curriculum for English grammar but he is not good for reading. How accountable should the teacher be in those circumstances?

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. Saunders (1998) considered that the subject you chose to learn, seems the ability to study learning a second language, you will be better to study anything. It is logical that improving your memory skills, your ability to study will have an impact on test scores.

Thornburn (2003) arguments there are increasing interest in how the curriculum effects are seen through the various planning stages to eventual teaching methodology. The context employs an integrated curriculum model,

which attempts to link improving performance within activities with the development of a knowledge about performance related concepts.

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.

### **2.3.3 Dependent variable: Language Achievement**

#### **Society**

Oxford Dictionary indicates society is a community of people living in a particular country or region and having shared customs, laws, and organizations, society is an entity by itself and that is modified according to the conscience that each individual obtains of the social practice. The social practice is the place and the moment in which they converge the social intensions determined by the objectives and which omit the existence of the individual who gives it body, and the work of the individual who organizes the social body but omits the existence of the social body.

Society is considered as a unit based on a moral order achieved beyond the particular interests groups that comprise it, by a spontaneous consensus. The members of the society adopt values that constitute the bond that unites them,

which are the basis of the rules that the social group elaborates to regulate social relations. Another conception of society implies considering as a whole in which diverse social, economic, political and ideological relations are established. By conditioning all forms of human activity is conditioned education and knowledge acquisition.

Society does not move, it evolves or transforms according to a natural law, it is the subject to the historical process in which there are contradictions and conflicts framed in a concrete material situation. Society is considered as a heterogeneous human association with different interests that in turn condition different modes of education and instruction. It is necessary to recall some concepts of society, Britton (2017) in his book "*Concept of Society*", has written about society as a process in which people continuously interact with one another. Each interaction contains within it the possibility of innovation and change, so, against the view of society that sees it as structure the process view asserts that people make structure.

Aberle, Cohen, Davis, Levy & Sutton (1950) established that society is the center to several areas of Philosophy, including Social and Political Philosophy, Philosophy of Social Science and Moral Philosophy. It is a difficult concept to explain. Methodological individualists have raised metaphysical or ontological concerns about the idea that there are such things as societies, and other philosophers have found the concept of a society to be vague.

According to Shakya & Rai (2013) in their book, explained that the term society is derived from the Latin word 'socius', which means companionship or friendship. Two primary components of a society are its culture and its socio-structure. In a simple sense, society is a large grouping that shares the same geographical territory, shares a common culture and social structure, and expected to accomplish by the some laws.

Widdowson (2004) in his book, establishes that starting in late medieval times, Italian language variants replaced Latin to become the primary commercial language for much of Europe. This became solidified during the Renaissance with the strength of Italian banking and the rise of humanism in the arts. French as a lingua franca was the language of diplomacy in Europe from the 17th century until its recent replacement by English. French is still a working language of international institutions.

Society is an entity which in itself is very complex; society is the sum of individuals and is transformed by that diversity, society has no capacity to realize what happens, and acts as a mechanism of repetition. On one hand, the law is the greatest consciousness reached by man, and on the other hand, it represents an obstacle to development; it is explained that laws are proposed by the strongest individuals and with the intention to take care of their status.

The law is the greatest consciousness reached by man and represents an obstacle to development; this is explained if we analyze that the laws are proposed by the strongest individuals and with the intention to take care of their status. Historically it is observed that social changes have occurred precisely because that consciousness is overcome by recognizing the importance of the weakest; or history has occurred around the notion of freedom, equality and justice of the strongest against the weakest. A consciousness that recognizes the individual and the importance of his individuality and the relationship of cooperation that manifests the recognition of social formation, for society the most important is the individual and the individual is recognized as part of society.

Brown (2013) alleges that, institutions are structures of society that fulfill its needs. Not only they are essential to the society's needs, they also, help to build the society itself, specifically institutions like education, family and religion. Each of these institutions plays a fundamental role creating and supporting society, and each shapes the individuals who make up the society.

Certain social inequalities are socialized to internalize when girls and boys are treated differently in school by their teachers. Given the changing nature of modern society and the increase in educational research, to mention two easily observable phenomena, it can be ensured that this rapid generation of new knowledge is a characteristic of present society and will surely be also of future society.

Botkin (1980) manifests that society needs education as a whole member's participation. A new society requires new education involving the psychio-cultural structure with the socio-political structure, making education an instrument that invades the political sphere of social mobilization.

Harmer (2007) establishes that English is taught in a variety of situations such as education. In many universities establish that entrants are insufficiently in English use. English is taught in private language schools all over the world, where students live in English environments. In other words, the students learn the language for Mathematics and at the same time as they learn mathematics they are talking English. In such situations students study another foreign language, too, since there will be no lessons which deal with English only as a foreign language.

## **Profession**

There is a simple or a complex definition about profession and occupation. They are often used to refer the job that a person holds his career. However, the term profession refers to a particular category of occupations that require significant training and use of strict standards. While a profession is an occupation, an occupation is not necessarily a profession. A profession refers to a type of job in which the person is required to have completed significant higher education, often a graduate degree. Some traditional professions are being a doctor, lawyer and engineer, as all require significant study. A person practicing

a profession must have a lot of specialized training in his field, which allows him to possess a large amount of specialized knowledge.

According to Parsell (1998) says that adopting new learning methods make demands on increasing resources. Studies need inter professional learning during education for a future impact working practice. He also defines the profession as an occupation in which an individual uses an intellectual skill based on an established knowledge and practice to provide a specialized service in a defined area, exercising independent judgment in accordance with a code of ethics and in the public interest. Boone (2001) states: Professions are based on scientific and philosophical facts acquired through scholarly effort.

A person who holds an occupation does not necessarily have a large amount of specialized knowledge, nor a higher education. While the profession of a doctor is a type of occupation, so is the job of a janitor. In addition, the term occupation can refer to the thing that a person spends most of his time doing, whether he is compensated for it or not. The professional is admitted as a valuable part of the work of the universities, and to overcome the professionalism.

According to Peñaloza (2015) Universities cannot divorced themselves from their three historical directions: the formation of man, the cultivation of sciences and professions. The great challenge of universities is to educate, that is, with real research and the delivery of good professionals to society. The cognitive impulse towards specificity is transferred contributing to the appearance of more specific careers. Engineering, for example, was a career that prepared students in different engineering aspects. Subsequently they were separated as different careers, Civil Engineering, Mechanical Engineering, Electrical Engineering, or Agronomy Engineering.

Peñaloza (2015) in other occasions states that profession has given rise to careers with different titles. For example, the career of Accounting and Auditing



is specific to the profession of Business Administration, in some sections of both careers are common and are separated in the final stages as a case of university career with a common trunk.

Perez (2001) says: Profession has been linked to society evolution and development; but it is difficult to have a single definition of profession, because there is an imprecise limit between occupation and a profession.

When analyzing the structure of any curriculum in a University, one of the first things that appear is the professional profile. Universities have since then begun their mission of deepening knowledge. There are universities that channel all the action of their professors to the task of training professionals, the proposal is training man as a professional instead of forming man as a human being.

For Peñaloza (2015), professions dominate the definition of social problems and needs. They have become the axis of university preparation and have multiplied on the existing needs in the country and the requirements of the labor market.

Mydans (2007) gives his opinion about English and he says that English is the language spoken globally by every country in the world. English is dominant in a way that no language has ever been before. It is unclear what actual mechanism could uproot English given conditions as they are. As a new millennium begins, scholars say that about one-fourth of the world's population can communicate to some degree in English. It is the common language in almost every endeavor, from science to air traffic control to the global traffic. It has consolidated its dominance as the language of the Internet, where 80 percent of the world's electronically stored information is in English. There may be more native speakers of Chinese, Spanish or Hindi, but it is English they speak when they talk across cultures, and English they teach their children to help them become citizens of an increasingly intertwined world.

## **Profession - Education**

Starting from the concepts of profession which refers to a type of job in which the person is required to have completed higher education, and education is a practice of every civilizing process, its purposes can be implicit and explicit that refers to the perpetuation of an established tradition and the possibility of a different future, it is important to widen something else about education, it always presents a conflict between integration into an established society and its development.

Enguita (1995) says that the teaching profession does not develop in an environment like the market, but they sell their work force, subject to the discipline of public or private entities. The relationship with their colleagues and their students depends on an institutional regulatory control. Teachers have little capacity to determine what to do and over time have meant the loss of their abilities to face adversity.

In several social institutions, such as the family, there are no explicit values, this also happens in education, and when a change is pretended, it is necessary to explicit the norms, values and purposes to observe if they transform the reality or question the educational process. Education is the action exercised by the adult generations on those who are not suitable for social life. Their purpose is to develop in the individual a certain number of physical, intellectual and moral states.

Education is the socialization of society that can be informal or spontaneous and formal or school education. The only function of education is the reproduction of the interests, values and knowledge, therefore, education is no more than the mechanical reflection of the society domination.

Dewey (1986), in his book "Experience and Education", emphasizes experience, experiment, purposeful learning, freedom, and other concepts of

progressive education, he argues that the quality of an educational experience is critical and stresses the importance of interactive processes of learning.

Against this conception there are other optimistic views that see education as an agent of change capable of solving the contradictions that occur in society with social, economic and political implications. The optimistic visions of education center their function on the transformation through the family, the media, friends, the church and the political parties.

Formal education, for the interest of this work, focuses on the foundation and operability that is specified in the action of teachers and students. Education as an institutionalized process, involves three fundamental elements, a teacher, a group of students and a content that is not separated from the pedagogical method that is used.

Byram (1997) has education with clear and defined purposes, generally referred to the acquisition of cultural contents in the programs and curricula. Communication is a decisive factor. The fact of transmitting a message in a pedagogic communication relationship imposes a social definition of what can be transmitted, of those who can transmit it, of those who are worthy to receive it and of the way of inculcating the message.

Schwartz (1994) maintains the process of education is constituted by the type of human relationships between individuals and social groups mediated by objects, languages, economic interests, social behaviors and values. It is interesting to talk about three factors involved in educational situations: the infrastructure or buildings, objects, and instructional materials; the symbolic language, and cultural values, and the normative behaviors.

Richards (2001) mentions the history of language teaching throughout the twentieth century, had much the impetus for changes in approaches to language teaching came about from changes in teaching methods. The method concept in teaching is powerful and the quest for better methods has been a preoccupation

of many teachers and applied linguistics since the beginning of the twentieth century. Many methods have come and gone in the last 100 years in pursuit of the best method as the following chronology illustrates with dates suggesting periods of greatest dominance:

Grammar Translation Method (1800 – 1900)

Direct Method (1890 – 1930)

Structural Method (1930 – 1960)

Reading Method (1920 – 1950)

Audiolingual Method (1950 – 1970)

Situational Method (1950 – 1970)

Communicative Approach (1970 – present)

Imbernón (2001) declares that teachers who are included in the educational system must perform as such without questioning the socio-institutional reality. The institutions, the curricula, and the methodology, express in some way the institutionalized reality of the job to be carried out in coherence with the social function that the educational system itself fulfills.

According to Bermudez (2010) in his book, he says that education is a set of customs and good models according to certain norms of society, the action to develop their intellectual capacities in one or several areas of knowledge, and it has to do with transmitting experimental or informal knowledge.

Carrasco (1996) thinks that many authors, instead of defining the concept of education, study the meanings that the language contains to establish the logical geography of the concepts analyzed.

Barnet (2001) mentions that higher education is faced with the development of particular skills or, the development of predictable behaviors, reaching certain standards, which give it a lower rank than that of ability. In addition, as for today's competences, they will not be those of tomorrow and the professional

must be able to reorient his profession in the change, in time and are concerns of society, and the world of work.

The educational system of Ecuador cannot continue to educate for the status quo but for change, that despite increasing the educational level of education, it is not possible for the student to assimilate this accumulation of information and scientific and technological knowledge that is occurring every day with greater speed. It is, therefore, within a concept of Educational Revolution, to look for new ways to manage conceptual and knowledge tools.

The etymology of the word "profession" comes from the Latin *professio-onis*, which means: action and effect of professing or exercising.

Larousse (1984) participates the common use of the concept has different meanings: employment, faculty that each one has and exercises publicly. Profession can be defined as the mastery of a specialized knowledge that serves as a way of life, and also the entry to a particular social group.

Abbott (1988) pointed out that it is important to understand the professions within a system where there are hierarchies, habits and rules. The teaching-learning process at any educational level contains three categories reflected through teacher action: reflective practice, teaching knowledge and its professionalization. The analysis and the central idea of these approaches, must lead to the rupture of the unique, logical and vertical and lateral, instrumental and vocational thinking.

Teachers should make an analysis about education in order to emphasize types of sociological morality through activities with social engagement. The academic formation of a new human being, needs a change of consciousness and attitude in the daily work, can mark the institutional difference. It is essential to overcome the social vision that one has about the teaching profession, and it is

necessary to amend the rupture that has been generated between the educational actors and the society.

Richards & Rodgers (2006) show that teaching of any subject matter is based on an analysis of nature of the subject itself and the application and learning principles drawn from research and theory in educational psychology. The result is referred to as a teaching method. It is not true that anyone who can speak English can teach it, since language teaching is both a science and an art. The English teacher must know methods based on a correct theoretical foundation, be familiar with a set of principles which are internally consistent, and practice teaching constantly for gaining experience and steady improvement.

According to Pinker (1994), indicates that it is only through language that people can communicate with each other, share their ideas, tell other people their wishes and desires, solve complex problems by drawing on information they read or hear, and communicate in the workplace and across cultures with people from other countries.

Carter (2006) establishes that it was very important to focus on grammatical rules, syntactic structures, with memorization of vocabulary and translation of literary texts. Latin and Greek were needed for the bible and for academic purposes study, medical books and legal documents.

For many years, until the accession of the United Kingdom, Ireland and Denmark in 1973, French and German were the only official working languages of the European Economic Community. French was also the language used among the educated in many cosmopolitan cities across the Middle East and North Africa.

A great deal of academic discourse around the world takes place in English. The first years of the Internet marked a predominance of English. Much travel and tourism is carried on, around the world, in English. It is the preferred language of air traffic control in many countries and in sea travel

communication. English is a dominant language in popular culture. Pop music in English saturates the planet's airwaves. Thus many people who are not English speakers can sing words from their favorite English.

Savin & Baden (2000) indicate that, teaching a language involves harmony with the new knowledge of nature and functioning of human language. This definition points out certain essential facts about language, such as: the organization within a complex system based on a rather small number of sound units which combine into larger and more complex structure; arbitrary in the sense that there is no real connection between the vocal symbol and the idea or subject that it symbolizes. The vocal cords separate language from all other systems of communication; telegraphic codes, smoke signals, and the "sign language", have been emphatically noted that language is the most widespread and most important means of cooperation among people. Human society, without the language, could not exist.

Nunan (1987) maintains that speech is before writing because speech is as old as human society; writing is a relatively modern invention. Therefore, writing depends on language, an imperfect and incomplete record of speech, quite ambiguous, and does not represent intonation, rhythm, stress, and junctures. All languages developed as purely oral means of communication for thousands of years before systems of representing them through writing were invented.

Byram (1997) expressed that in many language classrooms today, much time is wasted and results are poor because a great deal of time is spent on reading, writing and written translations in the early stages of language learning. By experience, it is seldom learned to read and write a foreign language well without first learning to speak and understand it. The primary goal is to teach the student to speak and understand English in everyday situations. Language can be broken into three main component parts: the sound system, the structure, and the vocabulary for teaching and learning purposes. The sound system includes

pronunciation, intonation, stress and rhythm. Structure stands for grammar and syntax. Vocabulary is the body of words found in dictionaries.

Pattern practice is a rapid oral drill on problem patterns with attention on something other than the problem itself. Basic sentences are over learned by this substitution of different words and other pattern practices to establish the patterns of the target language as habits, in such a way that they will no longer have to think about what they are saying. Learning to speak is a skill; like any skill may be developed only through a great deal of practice. Everybody learns to type by typing. To learn to speak a foreign language by repeating its basic patterns and vocabulary items over and over again until the production becomes automatic is interesting. Merely hearing a foreign language does not result automatically in good pronunciation.

Larsen-Freeman (2000) interjected that one can learn a language by being exposed to the spoken language and by using it. This means listening to what native speakers say, and then imitating and reproducing it as faithfully as possible, until all the essential items of the language become automatic, unconscious habits. The student must be engaged in practice of learning time. It is recommended devoting 85% of class time to practice and no more than 15% to explanation and commentary.

Cole (1998) considered that English will be the number one world language; therefore the student's native language should be avoided to a minimum in the classroom, except for occasional brief explanations or instructions when necessary. English language classes can benefit from appropriate use of the native language despite the fact that methodology does not fully recognize its value of as a resource. The native language may be used from introductory to upper-intermediate level. At lower levels, translating individual words, explaining grammar use, and facilitating complex instructions can save time.



Every minute the student is not hearing nor practicing the language he is learning, is a minute to some degree wasted. The more Spanish the teacher or student use in class, the less English they are using. Teacher should encourage his students to use English in class for actual communication and insist that they do so.

Jenkins points out that the belief in native speaker persists among native speakers, the evidence suggests that non native speakers are not conforming to a native English standard. It has been recommended not to speak to the students in their native language not translate from English to Spanish unless absolutely necessary. The objective is to enable students to understand and to speak English automatically without having to stop and think or to perform laborious mental translation before responding in English. Any person can learn a second language. Harmer (2004)

The fact that he has successfully mastered his own languages proves it. Some cases where a student actually seems incapable of learning are: the student is not practicing and using the language; the materials are not based on the realities of the language and the language learning process; and the teacher does not know how to teach him the language effectively.

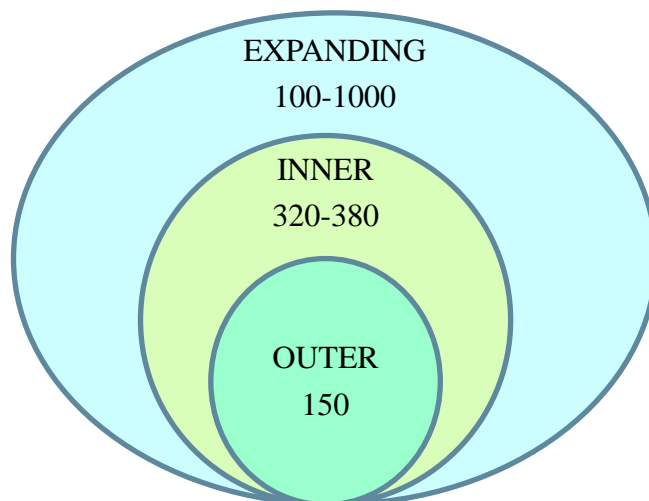
Student performance depends also on careful teacher's preparation. Just as an architect plans each detail of a house before starting to build it, the teacher should plan his work before the class begins. He should write out a lesson plan for each class hour. The textbook is a valuable tool in language teaching. A good textbook goes a long way toward easing the teacher's work. It provides teaching activities but it is not a teacher, it cannot speak, listen, correct, or encourage. It is only a supplement to teaching.

Kachru. (2006) in his book "English as a global language", describes the world of English in terms of three circles. In the inner circle he puts countries such as Britain, the USA, and Australia, where English is the primary language.

The emergence of global English has caused Kachru to propose a new circle diagram where language affiliation is less important than speaker's proficiency. He still wishes to make a distinction between the inner core and everyone else, but outside that inner core, the main difference is between high and low proficiency users.

Since the majority of competent English speakers are not native speakers, but second-language users, the inner circle has lost. As a result, as a consensus has emerged that instead of talking about inner, outer and expanding ones, the "World English", should be recognized

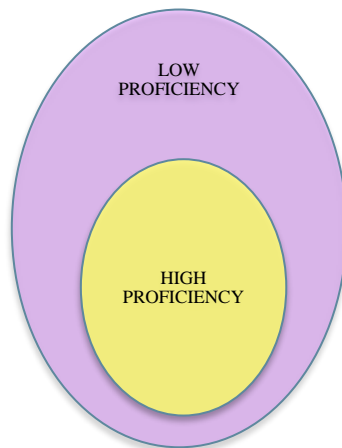
The outer circle Jenkins (2000), or "Global English", with Graddol (2006), has countries where English has become an official or widely-used second language. These include India, Nigeria, Singapore, etc. Finally, the expanding circle represents countries where English is learnt as a foreign language, countries such as Poland, Japan, Mexico, etc.



**Graph N°: 5** Kachru's 2006 circles

**Source:** A brief history of language teaching Richard. J. (2004)

The emergence of global English has caused to propose a new circle diagram where language affiliation is less important than speaker's proficiency, with a distinction between the inner core and everyone else, but outside the inner core, the main difference is between the high and low proficiency.



**Graph N°: 6** World English and English proficiency

**Source:** A brief history of language teaching Richard. J. (2004)

Richards (1985) establishes that in order to teach the language, ideas of various levels are included; methods, procedures and approaches appeared in English language teaching.

Sears (1844) says that the goal of foreign language study is to learn a language in order to read its literature. Grammar Translation Method is a way of studying a language with detailed analysis of its grammar rules, followed by application of translating sentences and texts as a classical method of learning a foreign language is achieved through the constant and fast translation of sentences. It is typical of this approach to play emphasis on the memory learning of lists of bilingual vocabulary equations and on the learning of explicit rules of grammar, frequently in form of tables for conjugation of verbs.

This method teaches a foreign language in a deductive way. It considers language as the most important thing in language teaching, and it also emphasizes on reading skills. Classes that follow this method are conducted in the student's native language. Techniques used in this method are: Translation of passages, Reading comprehension questions, antonyms and synonyms,

deductive applications of rules, fill in the blanks, memorization, and use of words in sentences and compositions.

Harmer (2011) observed that the direct method was the product of a reform movement which was reacting to the restrictions of Grammar-translation. Translation was abandoned in favor of the teachers and students, relating the grammatical forms they were studying to objects and pictures in order to establish their meaning. When behaviorists' accounts of language learning became popular in the 1920s and 1930s, the Direct Method changed, into Audio-lingual method.

Richards (1986) mentioned that the oral approach presented grammatical patterns as exercises that were listened, repeated and varied in a series of drills. The Audio Lingual Method was based for the need of Americans to become orally proficient in the languages. To this end, bits and pieces of the direct method were appropriated in order to form a new method, "the Army Method" which came to be known in the 1950s as the Audio – lingual Method. This method was based on linguistics and psychological theory, and one of its main premises was the scientific descriptive analysis of a wide variety of languages.

Taking as its theoretical base "The Transformational and Generative Grammar" of Chomsky (1955) four methods were developed: the Suggestopedia, the Total Physical Response, The silent Way and Communicative Language teaching as a reaction against the audio-lingual method.

Moulton (1963) shouted that Audio lingual methodology was based on an inductive approach in which rules were caught rather than taught, that is, get students to learn by analogy not analysis.

In my own opinion, the audiolingualism is the most influential method used today and teachers should teach the language, they should not teach about the language.

The Communicative language teaching is accepted in the field of second language teaching. It suggests the communicative language, language acquisition, and the approach proposes a way to internalize a second language and experiment in a classroom context. Communicative language teaching makes use of real-life situations that require communication.

Another approach to language teaching designed to enable students to become independent, autonomous and responsible learners is the Silent method created by Gattegno (2010). It is constructivist, leading students to develop conceptual models of the language. The main objective of a teacher using the Silent Way is to optimize the way students exchange their time for experience.

Total Physical Response or TPR, is a method developed by Dr. James J. Asher, a professor of psychology, to help learning foreign languages. The method is based on the assumption that when a second language is learnt, that language is internalized through a process of code-breaking similar to first language development.

The Neuro Linguistic Programming has been around in language teaching incorporating elements of suggestopedia, community language learning, music, drama and body language into their lessons. This program is based as with its roots in psychology and neurology, it is about the way the brain works and how the brain can be trained for a better purpose.

The fields of the language teaching involve professional activities and relationships of a person in the exercise of his profession. The educational environment has to do with the context of learning and training. The public field creates good environment for an excellent teaching.

### **Language Achievement**

According to oxforddictionaries.com, the term achievement is a thing done successfully with effort, skill or courage. It is the act of achieving something or

an ambition. Taking the term language achievement to the teaching of languages, should be raised from the process of planning, curriculum development and evaluation.

Education in its different moments has been oriented by reforms and educational reforms that carry epistemological, psychological and pedagogical conceptions. Chomsky (1950) referred to the linguistic competence as the ability of speakers to build and understand infinite series of sentences from the knowledge of the rules that regulate the linguistic system.

Later the concept is enriched when considering the linguistic competence and it is understood as the use that the human being makes of the language in acts of particular communication, concrete and in a social context

Language Achievement is a student's ability to use the language to communicate meaning verbally and in writing during their program of study, it is the capacity to speak, read and write in the language he studies. To be considered truly sufficient, one should have advanced abilities in all three areas of communication. It is achieved by studying intensive courses in the language, on line courses, or in classes, which will give the opportunity to increase knowledge.

Kostina (2013) identifies English knowledge proficiency from oral and written exams. Within these exams are those of proficiency, competence, and proficiency or proficiency test in a foreign language, in English, it is called proficiency exam. Nowadays, based on the European Common Framework, the proficiency test is the most used.

Krashen (1984) affirms that learners with high motivation, self-confidence, good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Krashen (1988) says, that a number of affective

variables play a facilitative in second language acquisition. These variables include: motivation, self-confidence and anxiety.

Cummins (2000) states: the conceptual knowledge developed in one language helps to make input in the other language; Taber (2012) declares: “In my own experience as an instructor of foreign language, the only difference between the Natural Approach and the Communicative Method is that in the Communicative classroom, students are expected to avoid using their native language”. Constructivism has been especially influential as a perspective on learning, and therefore a perspective on teaching.

Richards & Nunan (1990) noted the conversation class has goals and techniques for teaching conversation, they argued that to learn a language is not just learning grammar and vocabulary; it is learning new sounds, expressions, and ways of seeing things. If you want to continue language study after high school, don't waste your time and effort, whatever you have learned is a foundation for further study. Use your second language on the job, seek out opportunities to use it in your community, take more courses, study abroad at intersession or for a summer, a semester or a year courses. Therefore, I agree what the author says, because any language has its own sounds and expressions which are learning day by day.

Richards & Nunan (1990) add that when you learn a new language, you may be surprised by some of the skills you have to pay attention to, and if you are new to learning languages, discovering all the skills you should develop on the way could add extra motivation to start your first language learning mission. When someone asks you “Do you speak English? They usually mean: Can you carry on a conversation reasonably competently?

Bamford, & Mizokawa (1991) commented in order to practice the language, you will need to speak with native speakers and have a positive impact in your life. You will be more creative because learning a second language builds skills with test taking, practicing the language and meeting new people. Four skills are

recognized to see when somebody wants to learn a new language: listening, reading, speaking and writing, but you have to memorize new words and phrases, so, the technique of mnemonics and spaced repetition system are recommended.

Thorndike (1961) affirmed that the advent of the scientific era had an impact on education, he explained about the evolution of the exams in American pedagogy, before they were uncomfortable and subjective while at the moment they are objective and they measure the scientific investigation.

Fluency and language competence are generally recognized as being related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. Native speakers of a language can be fluent without being considered proficient. Native-level fluency is estimated to be 20,000 to 40,000 words, but basic conversation fluency might only require as little as 3,000 words.

Sufficiency tests give a general picture of students' knowledge and ability rather than measure progress. They are used as stages that people have to reach if they want to be admitted to a foreign university, get a job or obtain some kind of certificate.

Rodriguez (2009) considers that universities are analyzing the context of the knowledge society and globalization. The essential requirements that emerge for university institutions are presented from: the knowledge economy, technological convergence, and globalization. The proposed roles are fundamentally associated with the formation of human capital at undergraduate and graduate levels, the creation of advanced knowledge and the link with the environment, favoring equity and territorial development. Globalization means international trade, because English had to travel long distances by centuries to establish its linguistic power.



Several economic considerations such as market structure, heterogeneity, multiple sectors, intermediate goods, and multiple factors of production, affect the magnitude of the international trade. English is probably one of the most common languages and is therefore an ideal 'second-language' enabling the user to engage and compete in the global market. English has become the dominant international language in business, entertainment, science, communications, radio, aviation, and in diplomacy and international relations. It would therefore seem that, without proficiency in English language, one is at a significant disadvantage on the world scene.

To be considered truly proficient, one should have advanced abilities in all the areas of communication. The advanced topics in English-language textbooks, will help to study topics, express more clearly and concisely; and understand others' speech or writings properly. To understand literature and drama more easily, and enjoy word-puzzles, especially cryptic cross-words whose clues are riddles rather than direct synonyms.

Burguess & Head (2005) say that there are many international exams which students can take, for example: Cambridge exams offered by the University of Cambridge, including exams in general English, such as Key English Tests (KET) for elementary candidates (A2); Preliminary English Test (PET) for lower intermediate candidates (B1); First Certificate in English (FCE) for upper intermediate candidates (B2); Certificate of Advanced English (CAE) for upper intermediate/advanced candidates (C1); Certificate of Proficiency in English (CPE) for very advanced candidates (C2); and BEC (Business English Certificate) offered at three levels.

The proficiency at the United States comprehends tests such as TOEFL (Test of English as a Foreign Language, offered by Educational Testing services, New Jersey, USA ([www.toefl.org](http://www.toefl.org)); TOEIC (Test of English for International Communication) is offered by TOEIC Service International, Princeton, New Jersey ([www.toeic.com](http://www.toeic.com)).

The future for the increasing number of students who are English language learners depends on a proficient education. Martinez. (2008), establishes that educational practices are organized around a promise. Context is part of the development process and shapes the cognitive processes and the social context must be considered at various levels: immediate interactive level, constituted by the individuals with whom the person interacts in those moments; structural level, constituted by the social structures that influence the person, such as family and school; and the cultural or social level, constituted by society, and technology.

The proficiency certificates such as: Cambridge First Certificate of English (FCE) and Cambridge English Advanced (CAE) exams annually benefit professors, candidates and even institutions or companies applying for proficiency in English on the candidate's performance in each of the four skills (Reading, Writing, Listening and Speaking) and the use of English.

American and European universities present reformed exam formats, year by year, and now, they consist of 4 Papers, instead of 5. Reading and use of English are now combined into a single test that focuses on language knowledge and reading skills. Cambridge English First for Schools (FCE for Schools) and First (FCE) for example decrease their duration in 30 minutes. Cambridge English Advanced (CAE) decreases its duration in 45 minutes. There are shorter sections and others have been modified. There are more content differences between Cambridge English First for Schools (FCE for Schools) and First (FCE).

Burrough & Boenisch (1999) argue that reading is a complex cognitive activity; it requires effort and a long learning process. As a consequence to teach reading is a complex matter. In language testing it is concerned the extent to which a reading test can be shown to produce scores and that are an accurate reflection of a candidate's ability in a particular area, for example the careful reading to extract main ideas from a text, for writing an argumentative essay, or spoken interaction with peers.

Inside the language achievement there are some skills such as: reading, writing, listening and speaking.

#### Reading:

Shell, Murphy & Bruning (1989) according to the reading skill mentioned the most fundamental responsibility for schools is teaching students to read. Reading is fundamental to functioning in today's society. With the reading skill everybody can understand and interpret all the forms of the written language and can understand short, simple texts containing the highest frequency vocabulary, including international vocabulary. The efficiency for reading tasks and component skills and outcome expectancies that reading is important for realizing life goals are assessed. Reading achievement is measured by reading tests. Results indicate that outcome expectancy beliefs account for significant variance in reading achievement.

#### Writing:

Raimes (1998) joked on referring to the activity of generating, composing, and revising ideas on paper, the skill of writing is useful. Writing is probably the most difficult thing in a language. The skill concentrates on the creation of the text, rather than on the end product. For learners of second language, writing is really a problem. The view writing as a complex requires intellectual effort over a considerable period of time. Students like to write phrases of love and e-mails in English.

#### Listening:

Berne (2004) according to the listening skill said that repeating a word, phrase or message several times paying attention to the message is an effective strategy to improve listening comprehension. The amount of total comprehension is related to the level of auditory ability: low, medium and high, the new information understood during the first and second repetition increases at a

similar rate in the three groups. Repeated hearing proposes its use as an independent tool that works with different levels of auditory ability.

A great deal of studies related to listening comprehension strategies has been published. Of particular interest are studies dealing with the types of cues used by listeners, the sequence of listening, differences between proficient listeners, listening strategy instruction, and identifying listening problems.

### Speaking:

Hymes (1974) proposed the communicative competence as an alternative to Chomsky's listening competence, including the conversational skills that enable the speaker to know how to say what to whom, when. Repetition has many effects; an encounter with a word or phrase helps to fix it in the memory of students, and allows students to improve on what they did before.

When students repeat speaking tasks they have already done, they have the chance to analyze them. Howarth (2001) described the process of speaking by the pattern:

Plan → perform → analyze ↔ repeat

If students tell stories, repetition makes sense to draft their writing and they will do it much more confidently and fluently when they do it a second time.

Harmer (2007) makes the difference between English for Specific Purposes and General English. English for Academic Purposes describes courses and materials designed specifically to help people who want to use English in academic contexts. Students do not make difference between EFL (English as a Foreign Language) and ESL (English as a Second Language); the first describes situations where students learn English in order to use it with any other language speakers in the world. ESL students, on the other hand, usually live in a language community and need English to survive and prosper in that community, doing

such things as renting apartments. Many communities are now multilingual, and English is the language of communication. Many students of EFL use English in a global context, using it for international communication, especially on the Internet.

Seidhofer (2004) mentions about the reality of Global or World English has caused some people to become very interested in what actually happens when it is used as a lingua franca, that is between two people who do not share the same language and for whom English is not their mother tongue. A great deal of researchers have studied such conversations with a number of surprising characteristics, including: non- use of third person present tense -s (She speak very slowly); interchangeable use of the relative pronouns for example who and which ( a book who, a person which); omission of definite and indefinite articles where they are obligatory in native speaker English, and insertion where they do not occur in native English; use of that clauses instead of infinitive constructions: I want that we discuss about my dissertation.

## **2.4 Hypothesis**

The effects of the current curriculum do not allow students develop a better English Language Achievement.

## **2.5 Signaling hypothesis variables**

### **2.5.1 Independent variable**

“Curriculum Effects”

### **2.5.2 Dependent variable**

“Language Achievement”

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Basic method of research**

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.

#### **3.2 Research modality**

##### **3.2.1 Bibliographic Documentary Research**

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.

### **3.2.2 Observational**

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.

## **3.3 Level or type of research**

### **3.3.1 Exploratory**

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.

### **3.3.2 Variable Association Levels**

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.

## **3.4 Population and / or sample**

### **3.4.1 Population**

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 N °: 1** Population of study

	<b>Population</b>
<b>Students</b>	150
<b>Teachers</b>	55
<b>Total</b>	205

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

**Prepared by:** Yadira Cárdenas M, (2018)

### **3.4.2 Sample**

The sample of this investigation had the total of the participants that is 150 students and 55 teachers of the Language Center of the Superior Polytechnic School of Chimborazo.



### 3.5 Operationalization of variables

#### 3.5.1 Operationalization of the Independent variable: Curriculum Effects

**Chart N° 1:** Operationalization of the Independent variable: Curriculum Effects

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and instruments
Curriculum Effects establish the level of student's knowledge included in a future professional performance, defining problematic axes	✓ Level of student's knowledge	<ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Synthesis</li> <li>✓ Evaluation</li> </ul>	1.-What level of English do you need for your professional future?  2. - What is the English level acquired at the end of the six language periods at the Superior Polytechnic School of Chimborazo?	Questionnaire survey
		<ul style="list-style-type: none"> <li>✓ Demands for professionals</li> </ul>		

<p>and structuring the effect in quality education of institutional performance, the study promotes the personal academic attitudes on practice, restructuring and research in the curricular field, as well as strengthens the institutional policies, work habits based on methodology models and</p>	<ul style="list-style-type: none"> <li>✓ Future Professional performance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teacher's teaching level</li> <li>✓ University Entrance Preference</li> </ul>	<p>3. - How do you qualify the English teachers with whom you received classes?</p> <p>4. - To what extent do you think that a curricular restructuring could solve the problem of achieving a real sufficiency of the learning of a second language?</p> <p>5. - According to other universities, at what level would you place the Superior Polytechnic School of Chimborazo in relation to teaching English?</p> <p>6. - To what extent do you consider that learning a second language can offer you new opportunities for your professional development?</p> <p>7. - How often do you apply the communicative methodology for the</p>	
	<ul style="list-style-type: none"> <li>✓ Institutional Performance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quality and level of workplace performance.</li> <li>✓ Institutional Image.</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ Personal academic attitude</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-esteem/satisfaction</li> <li>✓ Self-reliability reliance.</li> </ul>		

<p>approaches related to improve the relevance and quality of the curriculum</p>			<p>teaching of the English as a foreign language?</p> <p>8. - To what extent do you use technological tools for teaching the English language?</p> <p>9. - In your opinion, the knowledge of a second language will increase the chance of success at the moment of being hired in your professional career?</p> <p>10. - In what way do you consider that the study programs currently used comply with the objectives established in the annual planning?</p> <p>11. - At what level do you consider that the activities within the existing curriculum in the Superior Polytechnic</p>	
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			<p>School of Chimborazo Language Center will increase your proficiency in a foreign language?</p> <p>12. - Do you think that by redefining a curricular design for teaching English, it would be possible to improve the level of learning of the students?</p> <p>13. - Do you consider that the curriculum established at the Superior Polytechnic School of Chimborazo enhances the development of the English Skills?</p>	
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**Source:** Bibliographic research

**Prepared by:** Yadira Cárdenas M, (2018)

### 3.5.2 Operationalization of the Dependent variable: language achievement

**Chart N°2:** Operationalization of the Dependent variable: Language Achievement

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
<p>The English knowledge of Language Achievement as a social, academic and laboral context is the use of English skills to communicative by listening, reading, speaking and writing, and their sub skills: Grammar, Lexis, Semantics, Syntax, and Pragmatics according to a language study program. International Standards for a language Sufficiency level</p>	<p>Communicative Skills and sub skills</p>	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Grammar Rules</li> <li>✓ Syntax</li> </ul>	<p>1. - At the end of the term, are you able to communicate to native people?</p>	<p>Questionnaire survey</p>
	<p>Language International Standards.</p>	<ul style="list-style-type: none"> <li>✓ Common European Framework</li> </ul>	<p>2.-Can you write well-structured sentences?</p>	
	<p>Language levels.</p>	<ul style="list-style-type: none"> <li>✓ Basic user A1-A2</li> <li>✓ Independent user B1 – B2</li> </ul>	<p>3. - Do you manage the foreign language in an effective form?</p>	

<p>are valuable in contexts of quality criteria and certification, as well as the contribution with the students. The standards describe language ability on scales, from A1 for beginners, up to C2 for those who have mastered a language. The time required to achieve levels of sufficiency in English will permit to students to benefit from all necessary English instruction to establish reasonable expectations about how long is required</p>		<p>✓ Proficiency C1 – C2</p>	<p>4.-How much has English learning helped you in your career?</p> <p>5. From a conversation in English how much can you understand?</p> <p>6. - When you have a conversation with a foreigner, how is your language management?</p> <p>7.-From a technical or academic document in English related to your career, how much can you understand?</p> <p>8. - At what level are you able to write a composition in English?</p>	
	<p>Contexts.</p>	<p>✓ Social ✓ Academic ✓ Laboral</p>		

for learning English with academic purposes.			<p>9. - Do you think that students really achieve a good proficiency by completing the 6 levels established at the ESPOCH?</p> <p>10.-When reading an article, what percentage can you understand?</p>	
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**Source:** Bibliographic research

**Prepared by:** Yadira Cárdenas M, (2018)

## **3.6 Data collection techniques and instruments**

### **3.3.1 Data collection plan**

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.

## **3.7 Process and Analysis Plan**

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.



### **3.8 Analysis of results**

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.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis and Interpretation**

The statistical results presented in this chapter are related to the information collected from the responses of 150 students of the level six of English and 55 teachers of the Language Center of the Superior Polytechnic School of Chimborazo. In addition, interviews were conducted with Carmen Mejia Calle, M.Sc., Director of the Language Center, Mr. Luis Alberto Veloz Andrade, M.Sc., and Mr. Luis Guadalupe Bravo, professor at the Language Center, in which, their points of view were interpreted.

## RESULT SURVEYS TO STUDENTS

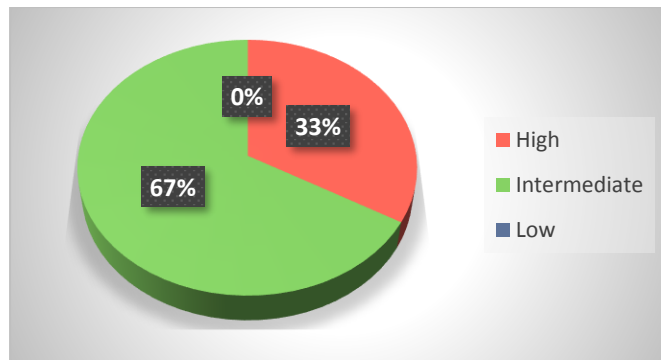
**Question 1.** What level of English do you need for your professional future?

**Table N°: 2** Level of English needed for their professional need

Alternative	Frequency	Percentage
High	50	33%
Intermediate	100	67%
Low	0	0%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 1** Level of English needed for their professional need

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

### 4.2 Data Interpretation

#### Analysis and Interpretation:

From 100% of the students, that is 150 students in the present investigation, the 67% equivalent to 100 students registers an intermediate level for their professional future, 33% , that is 50 students registers the option high; and there is not a frequency recorded in the low option.

Therefore, most of the students need a demanding preparation in the learning of the English language, turning into a need that must be attended to so that their level is high and medium; while everyone agrees that nobody can have a low level, as it is interpreted.

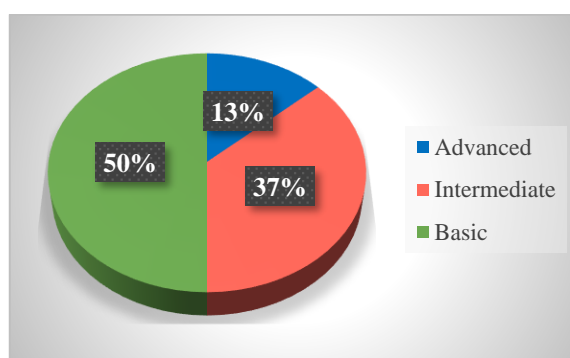
**Question 2:** What level of English do you think you achieved at the end of your study program at the Superior Polytechnic School of Chimborazo Language Center?

**Table N°: 3** Level of English that the students reached when finishing English studies.

Alternative	Frequency	Percentage
Advanced	20	13%
Intermediate	55	37%
Basic	75	50%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 2** Level of English that the students reached when finishing English studies.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the students, that is 150 students in the present investigation, 50% of them, that is 75 students register that they reached a basic level when they finished their English studies at the Language Center of the Superior Polytechnic School of Chimborazo, 37% which comprehends 55 students registered Intermediate; while 13% or 20 students register the advanced option.

Most students need to improve their level of English when they finish their studies at the Language Center, so they need a proposal or an instrument to review and propose a redesign containing updated content, methodologies that respond to show the way of how to reach a better learning with the help of

methods and the use of techniques and instruments; while the minority maintains that it has acquired a high level of English

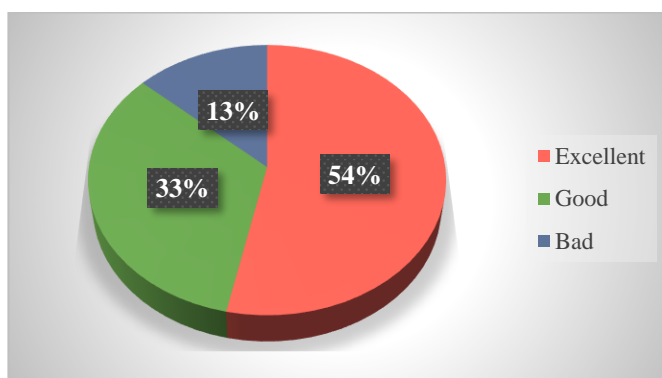
**Question 3:** How do you rate the English teachers with whom you received classes during the prescribed semesters of training?

**Table N°: 4** Qualification of students to English teachers

Alternative	Frequency	Percentage
Excellent	80	54%
Good	50	33%
Bad	20	13%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 3** Qualification of students to English

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

### **Analysis and Interpretation**

From 100% of the students, that is 150 students in the present investigation, 54% or 80 students qualify as excellent the English teachers with whom they received classes during the semesters of regulatory training, 33% or 50 students recorded good; while 13% of students that is 20 of them register a bad punctuation.

The majority of students positively qualify teachers who taught their classes in their English language training and learning process. That is, the students show compliance.

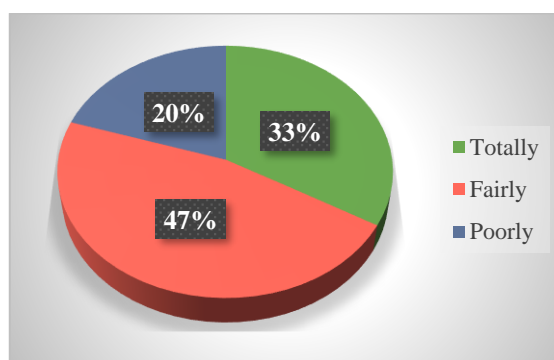
**Question 4:** To what extent do you consider that the curricula that are currently being taught at the Superior Polytechnic School of Chimborazo. Language Center meets the objectives established in the semi-annual planning?

**Table N°: 5** Compliance with the established objectives of the semester planning syllabus

Alternative	Frequency	Percentage
Totally	50	33%
Fairly	70	47%
Poorly	30	20%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 4** Compliance with the established objectives of the semester planning syllabus

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the students, that is 150 students in the present investigation, 47% students, that is 70 students register that the established objectives of the study program of the semi-annual planning have been partially met, 33% which is 50 students register totally; while 20% of the students with 30 students register the option poorly.

In question 4, there is a neutral trend between positive and poor; therefore, compliance with the objectives must be monitored, applying instruments and monitoring and evaluation techniques.



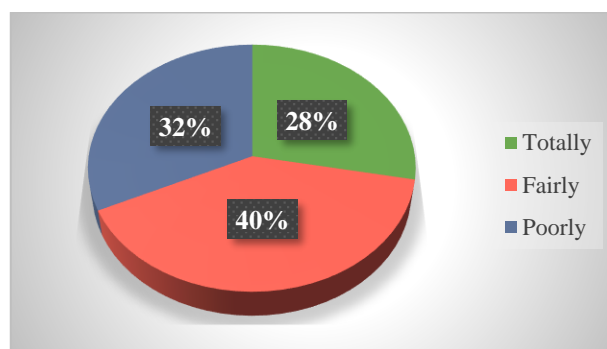
**Question 5:** At what level has the content applied throughout the study program of the Superior Polytechnic School of Chimborazo Language Center to contribute to your learning of the English language?

**Table N°: 6** Contents applied in the study program for the learning of the English language.

Alternative	Frequency	Percentage
Totally	42	28%
Fairly	60	40%
Poorly	48	32%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 5** Contents applied in the study program for the learning of the English language.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% , that is 150 students in the present investigation, 40% of students equivalent to 60 students registers the option medium; 32% or 48 students register totally; while 28% of students given a total of 42 students register the option poorly.

That is, the contents are applied in the levels of the study program should be revised, since the positive tendency is interpreted as negative. Therefore, the contents must be analyzed.

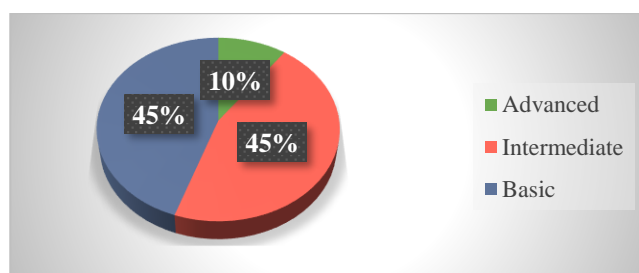
**Question 6:** When you have a conversation with a foreigner, is your command and command of the English language?

**Table N°: 7** Mastering and managing the English language when having a conversation with a foreigner

Alternative	Frequency	Percentage
Advanced	15	10%
Intermediate	60	45%
Basic	67	45%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 6** Mastering and managing the English language when having a conversation with foreigners

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the students, that is 150 students in the present investigation, 45% , that is 60 students registers an intermediate domain and handling of the English language when having a conversation with a foreigner, 45% or 67 students registers the basic option; while 10%of the students or 15 of them registers the advanced option.

They should be emphasized, so that the communication or speaking skills are improved, since the command of the English language while having a

conversation with a foreigner is currently not adequate. So it should be emphasized through methods or strategies according to their development.

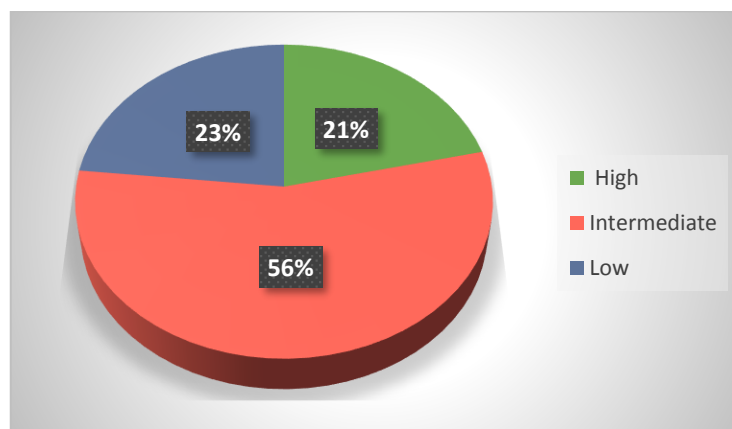
**Question 7:** At what level are you able to write a composition in English?

**Table N°: 8** Written level of students in English composition.

Alternative	Frequency	Percentage
High	32	21%
Intermediate	83	56%
Low	35	23%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 7** Written level students in English composition.

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

### **Analysis and Interpretation:**

From 100% of the students, that is 150 students in the present investigation, 56% which comprehends 83 students register that their level of writing a composition in English is medium, 23% or 35 students registers the option low; while 21% of students, that is, 32 students register the option high.

Most students consider that they have a medium level of writing to make a composition in English. They should be strengthened so that the great majority can reach a high level.

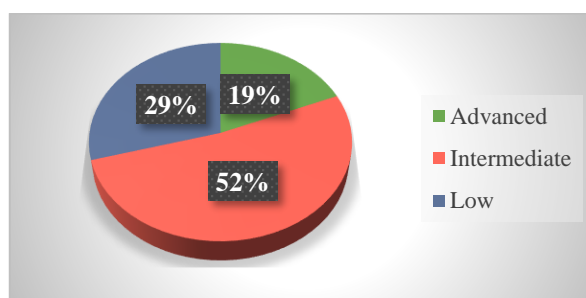
**Question 8:** Is the reading comprehension at the time of reading a scientific article written in English and related to the career?

**Table N°: 9** Reading comprehension when reading a scientific article

Alternative	Frequency	Percentage
Advanced	28	19%
Intermediate	78	52%
Low	44	29%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°:8** Reading comprehension when reading a scientific article

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the students, that is 150 students in the present investigation,, 52% of them which is 78 students registered the option intermediate when they read a composition article related to their career, 29% students or 44 of them registered the basic option; while 19% students, that is 28 students registered the advanced option. Most students consider that they understand the readings of a scientific article written in English and. They should be strengthened in writing, so that the great majority can reach a high level.

## RESULT SURVEYS TO TEACHERS

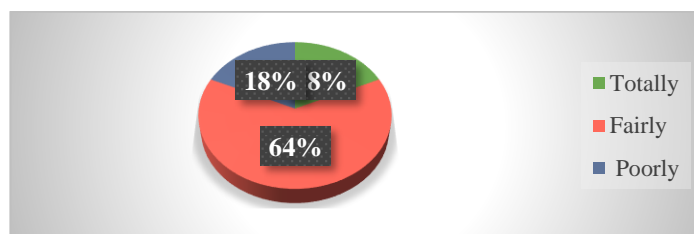
**Question 1:** What impact do you think that redefining a curricular design for teaching English would improve the level of student learning?

**Table N°:10.** Impact that redefining a curricular design for teaching English.

Alternative	Frequency	Percentage
Totally	10	40%
Fairly	35	57%
Poorly	10	3%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 9** Impact that redefining a curricular design for teaching English.

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

### Analysis and Interpretation:

From 100% of the teachers, that is 55 teachers, 57% of them which comprehends 35 teachers registered fairly impacted and can be achieved by redefining a curricular design for teaching English to students, 40% teachers or 10 teachers registered the option totally; while 3% teachers or 10 of them registered the option poorly. Most teachers believe that the impact can be positive when redefining a curricular design for teaching English; a small percentage believes that the impact will not be positive.

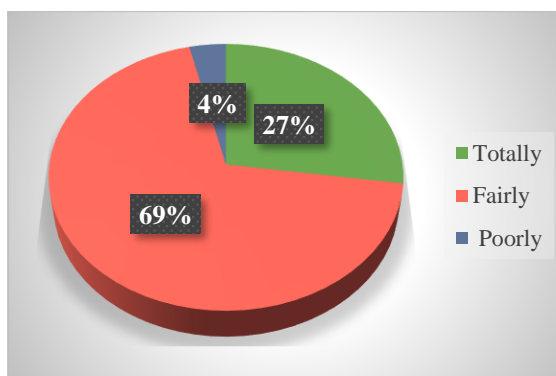
**Question 2:** To what extent do you think a curricular restructuring could solve the problem of achieving sufficiency in English?

**Table N°: 11.** The curricular restructuring as a solution in the problem to achieve a real sufficiency.

Alternative	Frequency	Percentage
Totally	15	37%
Fairly	38	69%
Poorly	2	4%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 10** The curricular restructuring as a solution in the problem to achieve a real sufficiency

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 69% of them, that is 38 teachers registered that a curricular restructuring could solve the problem in order to achieve a proficiency in English, the 37% of teachers or 15 of them registered totally; while 4% of teachers which comprehends 2 teachers registered the option poorly.

The majority of teachers consider that a curricular restructuring could solve the problem of achieving a real sufficiency in the learning a second language.

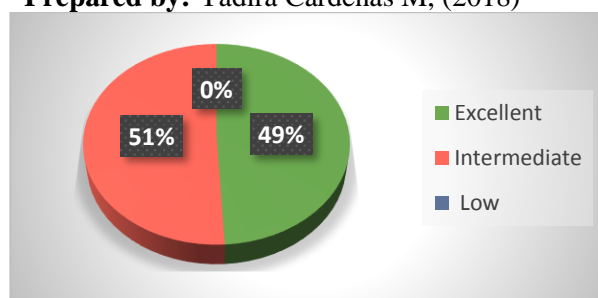
**Question 3:** In relation to other universities at what level would you place the Superior Polytechnic School of Chimborazo. in relation to teaching English?

**Table N°: 12** Placement of the Superior Polytechnic School of Chimborazo in relation to the teaching of English with respect to other universities.

Alternative	Frequency	Percentage
Excellent	27	49%
Intermediate	28	51%
Low	0	0%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 11** Placement of the Superior Polytechnic School of Chimborazo in relation to the teaching of English with respect to other universities.

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 51% or 28 teachers registered as excellent the position of the Superior Polytechnic School of Chimborazo. In relation to the teaching of English as opposed to other Universities, 49% of the teachers, that is 27 registered medium; while low option frequencies were not recorded. Most of the teachers agree that the teaching of the English language is excellent in the Superior Polytechnic School of Chimborazo; the problem is at the micro and curricular level.



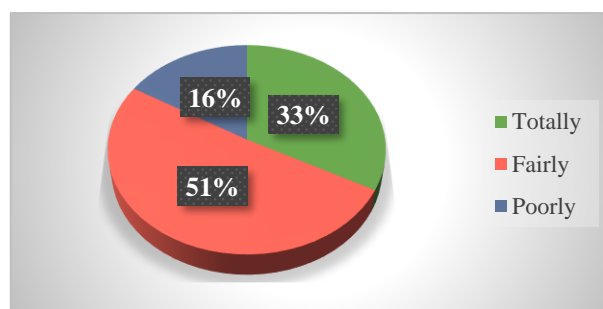
**Question 4:** To what extent do you think that learning English at the levels offered by the Superior Polytechnic School of Chimborazo. Language Center help a student to develop effectively in his professional life?

**Table N°: 13** Learning English in the effective development of professional life.

Alternative	Frequency	Percentage
Totally	18	33%
Fairly	28	51%
Poorly	9	16%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 12** Learning English in the effective development of professional life.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 51% of teachers that is 28 teachers registered that learning English of the levels offered by ESPOCH Language Center help the student to develop effectively in his professional life as a fair extent; 33 % or 18 teachers registered totally; while 16%, that is 9 teachers say the learning of English as a second language is poor. The majority of teachers do not consider that learning of English language in the development of professional life is an important factor, the criterion is changed between micro and meso curricular application.

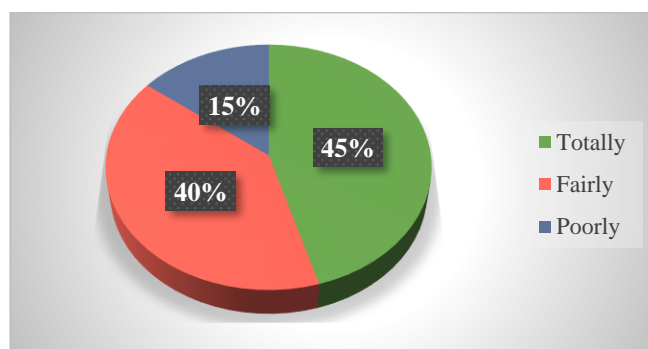
**Question 5:** To what extent do you consider that the syllables currently handled by the Superior Polytechnic School of Chimborazo Language Center have the objectives established in the semi-annual planning?

**Table N°: 14.** There is an agreement with the Language Center syllabus with the objectives established in the semi-annual planning.

Alternative	Frequency	Percentage
Totally	25	45%
Fairly	22	40%
Poorly	8	15%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 13** There is an agreement with the Language Center syllabus with the objectives established in the semi-annual planning.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

### **Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 45% teachers or 25 teachers, registered totally, the syllabi of the Language Center fulfill the objectives established in the semi-annual planning, 40% of teachers or 22 registered the option fairly; while 15% of them or 8 teachers said, it was poor.

Most teachers agree that the syllables meet the objectives planned semiannually, therefore, the objective set are being met.

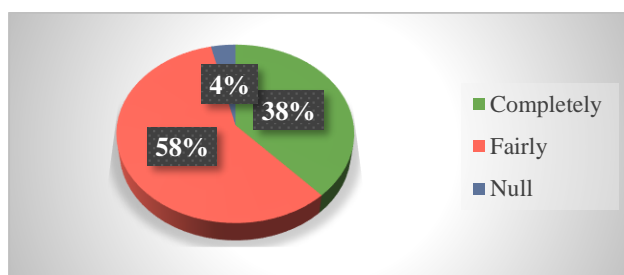
**Question 6:** When redefining a curricular design in the teaching of the English language. Would it be possible to improve the level of learning in the students?

**Table N°: 15** Improvement the students level of learning redefining a curricular design in the teaching of the English language.

Alternative	Frequency	Percentage
Completely	21	38%
Fairly	32	58%
Null	2	4%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)



**Figure N°: 14** Improvement the students level of learning redefining a curricular design in the teaching of the English language.

Source: Survey

Prepared by: Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 58% that is 32 teachers registered that it would totally improve the students level of learning, redefining a curricular design the English language teaching, 38% of teachers or 21 of them registered completely; while 4% or 2 teachers registered the null option. Most teachers consider that a curricular design should be redefined in English language teaching so that students improve the level of learning.

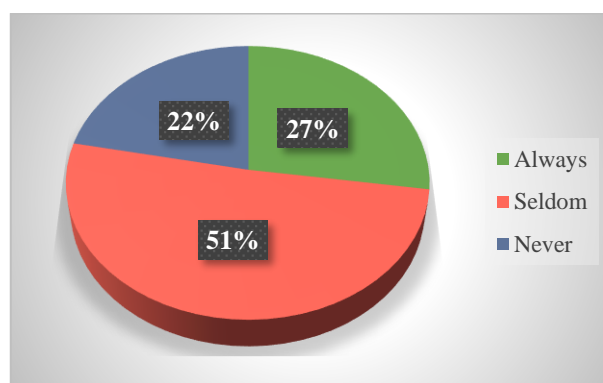
**Question 7:** Do you think that students really reach proficiency by completing the 6 levels established in the Superior Polytechnic School of Chimborazo?

**Table N°: 16** Scope of students who achieve proficiency at the end of the 6 levels.

Alternative	Frequency	Percentage
Always	15	27%
Seldom	28	51%
Never	12	22%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 15** Scope of students who achieve proficiency at the end of the 6 levels.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 51% or 28 teachers registered the option seldom; 27% which comprehends 15 teachers recorded the option always; while 22% of the teachers, which is 12 registered the option totally.

Most teachers consider that students do not achieve English proficiency at the end of the 6 levels.

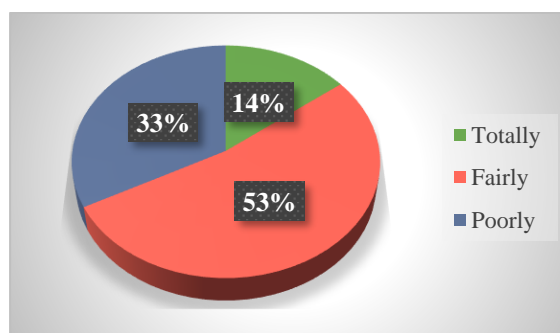
**Question 8:** To what extent do you consider that the established curriculum of the Superior Polytechnic School of Chimborazo Language Center contributes to the knowledge of English skills?

**Table N°: 17** Contribution of the curriculum of the Language Center to the knowledge of English skills.

Alternative	Frequency	Percentage
Totally	8	14%
Fairly	29	53%
Poorly	18	33%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 16** Contribution of the curriculum of the Language Center to the knowledge of English skills.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 53% of them, that is 29 teachers registered that the curriculum of the Language Center contributes with the option fairly to the knowledge of the English skills, 33%, that is 18 teachers registered poorly; while 14% of the teacher, which comprehends 8 teachers registered the option totally.

Most teachers consider that the curriculum of the Language Center does not contribute to the knowledge of English skills, so a new proposal is needed.

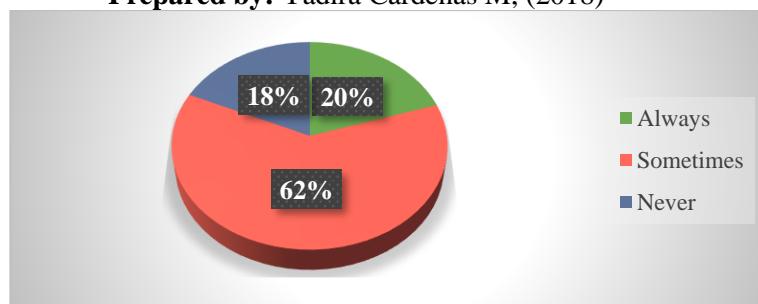
**Question 9:** How often do you apply the communicative methodology for the teaching of English as a foreign language?

**Table N°: 18** The frequency to apply communicative methodology for teaching English as a foreign language.

Alternative	Frequency	Percentage
Always	11	20%
Sometimes	34	62%
Never	10	18%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 17** The frequency to apply communicative methodology for teaching English as a foreign language.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

### **Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 62% of teachers being 34 teachers registered the option sometimes the management of communicative methodology is applied for the teaching of English language as a foreign language, 20% teachers, that is 11 of them considered the option always; while 18% or 10 teachers registered the option never.

Most teachers apply the management of communicative methodology for teaching the English language as a foreign language, but there is a minority that must be attended.

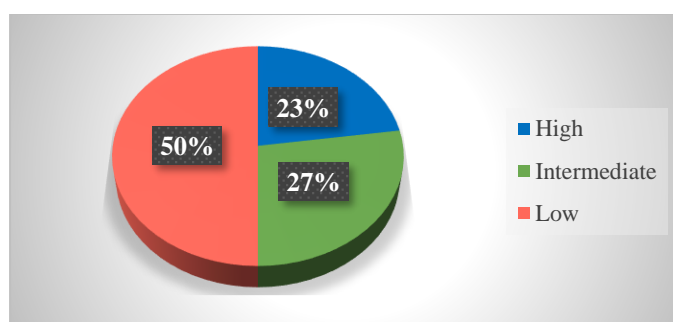
**Question 10:** To what extent do you use technological tools for teaching the English language?

**Table N°: 19** Use of technological tools for teaching the English language.

Alternative	Frequency	Percentage
High	10	23%
Intermediate	12	27%
Low	22	50%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 18** Use of technological tools for teaching the English language.

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, that is 55 teachers, 50% of them, that is 22 teachers registered the option low, they do not use the technological tools for teaching the English language, 27% of teachers or 12 of them registered intermediate; while 23% teachers, that is 10 teachers registered the option high. Most teachers are not using or applying technological tools for teaching English, which is currently one of the factors that affect and are included in the curricular redesigns.



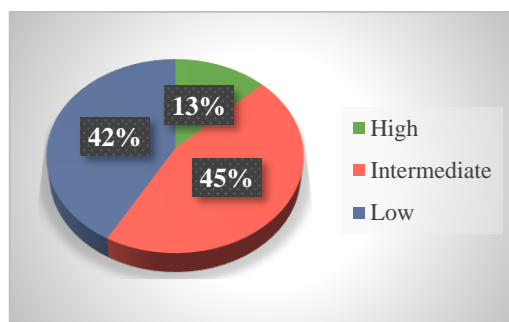
**Question 11:** At what level do you consider that the activities within the existing curriculum in the Superior Polytechnic School of Chimborazo Language Center will increase your proficiency in a foreign language?

**Table N°: 20** Does English proficiency increase through activities within the existing curriculum at ESPOCH Language Center?

Alternative	Frequency	Percentage
High	7	13%
Intermediate	25	45%
Low	23	42%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)



**Figure N°: 19.** Does English proficiency increase through activities within the existing curriculum at ESPOCH Language Center?

**Source:** Survey

**Prepared by:** Yadira Cárdenas M, (2018)

**Analysis and Interpretation:**

From 100% of the teachers, which is 55 teachers, 42% of teachers, that is 23 teachers registered that the technological tools for the English language teaching are employed at a low level, 45% of teachers or 25 registered the option intermediate; while 13% or 7 teachers registered the option high.

Half of the teachers consider that the increase of activities does not increase the English proficiency, so it should be considered in the proposal of the present investigation.

**SURVEY TO TEACHERS OF THE SUPERIOR POLYTECHNIC  
SCHOOL OF CHIMBORAZO LANGUAGE CENTER**

**Question 1: How could you define sufficiency in English?**

**Analysis and Interpretation:**

Ms. Carmita Mejia Calles, Director of the Language Center, mentions that “Sufficiency in this Language Center has to coincide with the parameters of the European Frame. Until 2014, the sufficiency in this institution was B1, but from 2016 the sufficiency of the students or teachers is the B2”.

Mr. Luis Veloz Andrade, Ex-director of the Language Center, believes that the sufficiency of English is according to the needs of the students and the answers of the principals of the Institution to those needs, obviously the parameters come from the European Frame, for our case the sufficiency of the language will be if the student has a B2 level.

Mr. Luis Guadalupe Bravo, teacher of English at the Language Center, says: “This academic unit should prepare its students to have the minimum B1 level. He thinks that B2 is the highest requirements, nowadays as a necessity for pre graduate and graduate degrees”.

According to the words and phrases of the principals and the teachers surveyed, level B2 is the parameter desired by students and professors and the first step will be the preparation of the student to obtain the mentioned level.

**Question 2:** Do you consider that the curricular organization of English of the Superior Polytechnic School of Chimborazo Language Center allows the student to reach a level of proficiency?

**Analysis and Interpretation:**

Ms. Mejia says, “It is possible to get level B2, as long as a curriculum can be redesigned. So far, the Center has gone through some shortcomings of operation

due to the lack of desired infrastructure and the lack of motivation of the authorities in scientific academic support. Therefore, the B2 level could be applied at the end of two years”.

Mr. Veloz responds: “At this moment, the students of the Language Center do not reach a real level of sufficiency, because the academic unit applies its own evaluation system to verify the level of the student, such as the partial and total evaluations at the end of the study program”.

Mr. Guadalupe says: “In the curricular organization of the Language Center, the teaching contents are the same, because the established syllabus is based on a grammar focus. Now, if it were to achieve a real level of sufficiency by the students, it should be focused on the curricular planning of a number of hours determined by level implementing functional language skills”.

The professors interviewed mention that the curricular organization of the Language Center must submit projects so that the higher academic bodies take into account the proposal of the Center in achieving to place its students in a level of real sufficiency. It is not necessary to have students who earn the levels but, with those levels achieved, they get accepted at other Universities.

**Question 3:** In your opinion, what is necessary to do at the Academic level to achieve proficiency in English at the Language Center of the Superior Polytechnic School of Chimborazo?

**Analysis and Interpretation:**

Ms. Carmita Mejia believes that the academic level rises with the commitment of all; the authorities should help with technical support, and training of teachers. The number of hours required is the one we are giving at the moment, but students in the campus where English is spoken should have more motivation by using the language, as well they have to dedicate extra hours for learning English to verify their real sufficiency.

Mr. Veloz says: “The proficiency of any language institution has to do with the condition of its students. Poor condition students denote a problem to achieve a real efficiency; students who come from distant places to access a career, do not have the means to investigate, the Central Library has dedicated itself to acquire technical material being it the sole characteristic of the Institution then, it is necessary to reestablish the Library of the Language Center with new production of teaching material”.

Mr. Guadalupe, indicates: “It is necessary to extend training courses for teachers where native teachers of good professional quality dictate the courses and motivate the teacher in their training”.

According to what the three teachers mention in turn, they believe that the Language Center must reach a level of sufficiency that allows students to present themselves to any evaluation in any higher education center without fear of results. Teachers indicate that the institution should help in the updated teaching-learning process, without expecting teachers to carry all the technological material. Training teachers can give good results in the teaching process.

**Question 4:** To what extent do you think that a curricular redesign of English would help achieve a level of proficiency? Why?

**Analysis and Interpretation:**

Ms. Mejia, indicates: “The Language Center at the Superior Polytechnic School of Chimborazo needs a curricular redesign to achieve a good level of sufficiency showing good confidence in language. A first-rate curricular redesign would help the institution with updated contents, planning of topics involving teachers, an excellent system of evaluation, number of hours for teaching and a proper infrastructure for the language teaching-learning, together with excellent teachers with didactic and mystical teaching will give confidence so that many students choose to study at the Language Center.

Mr. Veloz, believes that a curricular redesign of English in the Language Center will help it progress academically and most importantly to the Superior Polytechnic School of Chimborazo. The teachers of the academic unit should demonstrate professionalism and an innate desire to teach. Good teaching creates good learning.

Mr. Guadalupe believes that an institution grows based on the dedication of its teachers and the patience to deliver their contribution in the spirit of increasing the desire to speak English more fluently. It is necessary to redesign the curriculum of English to widen the universe of knowledge.

Considering all the answers of the mentioned teachers of the Language Center, a curricular redesign of English would help to achieve a level of sufficiency with the help of the academic-administrative authorities of the Institution, which would collaborate with the new programming supporting with specialized and updated technology, because no institution of any kind should stay with its design of action, always have to redesign to obtain good results.

### **4.3 Hypothesis Verification**

#### **4.3.1 Statement of the Hypothesis**

##### **Logical Model**

**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	$x^2 = \sum \left[ \frac{(O - E)^2}{E} \right]$
Ha: O≠ E	

#### 4.3.2 Significance level

$\alpha = 0,05$	95% of reliability	5% of mistake
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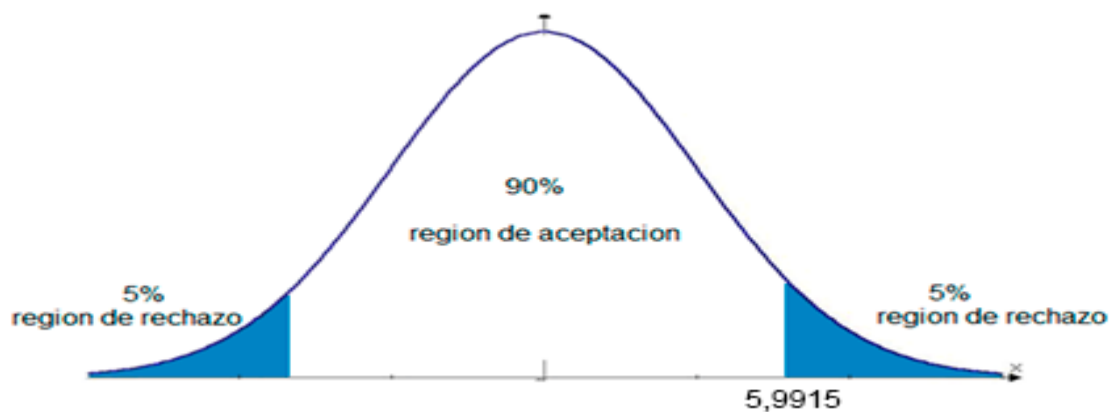
#### 4.3.3 Ho Rejection zone

$$G1=(C-1)(F-1) = (3-1)(2-1)= 2$$

Level of Freedom = 2

$$\text{For } G1=2 \quad x^2 = 5,9915$$

Value taken from the distribution table of chi square (see annex)



Graphic 1: Statistical calculation

#### 4.3.4 Decision rule

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

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

### 4.3.5 Statistical calculation

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

**Table N°: 21** Actual proficiency levels of English (questionnaire applied to teachers)

Appreciation scale	Totally	Percentage	Fairly	Percentage	Poorly	Percentage
	Excellent		Medium		Low	
	Advanced		Intermediate		Basic	
	Always		seldom		Null	
	High		Poor Average		Never	
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 N°: 22** 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:** Yadira Cárdenas M, (2018)

**Table N°: 23** 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
<b>TOTAL</b>	486	878	441	1805

**Source:** Questionnaire applied to teachers

**Prepared by:** Yadira Cárdenas M, (2018)

**Table N°: 24** 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
<b>TOTAL</b>	57,1	104,1	48,8	1805

**Source:** Questionnaire applied to students

**Prepared by:** Yadira Cárdenas M, (2018)

**Table N°: 25** Chi-Square calculation

O	E	$\frac{(O - E)^2}{E}$
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
	X <sup>2</sup>	9,11

**Source:** Statistical Data

**Prepared by:** Yadira Cárdenas M, (2018)

#### 4.3.6 Statistical decision

$$R(H_0) \chi^2 > 5,9915$$

$$9,11 > 5,9915$$

With two degrees of freedom and 95% reliability, applying the test  $\chi^2$ , the tabular value is equal to 5.9915; According to the results obtained with the data taken from the survey, the value of the  $\chi^2$  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.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations were made after having applied, analyzed and processed the data collection instruments to obtain specific information in this research work.

#### 5.1 Conclusions:

- ✓ 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.

## 5.2 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.

## **CHAPTER VI**

### **PROPOSAL**

#### **6.1 Information data**

**a. Topic:**

AN ENGLISH CURRICULUM REDESIGN FOR THE SUPERIOR POLYTECHNIC SCHOOL OF CHIMBORAZO LANGUAGE CENTER STUDENTS TO ACHIEVE A REAL PROFICIENCY

**b. Institution:**

The Language Center of the Superior Polytechnic School of Chimborazo

**c. Beneficiaries:**

Undetermined

**d. Location:**

Panamericana Sur km. 1 ½ . Riobamba – Ecuador.

**e. Estimated execution time:**

The time will be executed according to the permission of the principal of the institution.

**f. Technical team on charge:**

Researcher: Yadira Cardenas M.

#### **6.2 Proposal Background**

This background proposal comes from a problem found in the curricular effects on the achievement of English to university students' curriculum of the Superior Polytechnic School of Chimborazo Language Center in Riobamba.

Students do not interact in the English language either inside or outside of classes. Students who study at a higher education institution should have a more fluent communication than secondary students.

Similarly, it was demonstrated by means of surveys to the principals of the Language Center, English teachers and students where the questions attempted to direct the reasons why learners were not competent enough in English. Once the results were tabulated, analyzed and interpreted, some conclusions and recommendations were drawn:

In general, it has been noticed that teachers do not generally use interactional teaching techniques in English to improve their communication skills. Students do not have interest in actively participate in class because they do not know how to properly transmit their ideas.

Consequently, recommendations are devised. One of them is this proposal, which suggests elaborating the redesign of the curriculum in the Language Center.

This research work will initially include some details about the history of the Language Center, its index, contents, but the most important, a detailed explanation of the new curriculum to students.

### **6.3 Justification**

The Ecuadorian University, being the maximum representation of science and culture, is committed to the economic and social transformation of its people, so it is the duty to present alternatives such as a redesign of the curricular planning in order to guide and change the path of this generations destinies and subsequently, the nations, by producing a more efficiently prepared individual who will form a part of society. In effect, the University and Polytechnic Schools are one of the most important organizations to fulfill the fundamental objective of higher education, create new knowledge or research in all fields of knowledge, and It is necessary that Universities and Polytechnic Schools responds to the

expectations of young people who go to the University and Polytechnic classrooms in search of achieving a degree that allows them to improve their living conditions and career path.

The Language Center justifies its curricular redesign to contribute to the teaching-learning process of the English language by assuming responsibility for the training of the students of the different careers of the Institution. The redesign of the curriculum of the regular program will be the object of all: director, teachers, and students to have a protection of regularity of the teaching of English and be able to extend it to the French language that is studied in the Gastronomy and Tourism careers.

## **6.4 OBJECTIVES**

### **6.4.1 General Objective**

Develop a curriculum redesign in order to achieve high standards in language learning, and respond to the real need and context of the students at the Language Center of the Superior Polytechnic School of Chimborazo.

### **6.4.2 Specific Objectives**

- ✓ Diagnose the level of knowledge of the students at the Superior Polytechnic School of Chimborazo in relation to their English learning.
- ✓ Determine weaknesses of the present curriculum design applied at the Superior Polytechnic School of Chimborazo
- ✓ Identify curriculum design for a more efficient model appropriate for the type of students and teachers context of the Superior Polytechnic School of Chimborazo.
- ✓ Identify strategies for designing a curriculum for Polytechnic students.

## **6.5 Feasibility Analysis**

The expected results of the present proposal are considered feasible due to the technical, administrative, and economical analysis. From the technical point of



view, the team in charge is the professionals on the English Language Teaching Center with more than ten years' experience in the field and has knowledge in regards to the processes needed to implement a redesign development curriculum by using motivational techniques to the macro, meso, and micro concretion. The present proposal has the consent of the academic unit authorities.

When the work proposal has a positive response, it will be necessary to request the Polytechnic Council its permission to implement it. A quasi-experiment was carried out under the supervision of the Academic Coordinator and the Home Room Teacher. Teachers and students will be required to make the investigation work. All the expenses will be covered by the author of the proposal.

## **6.6 Philosophical Foundations**

The philosophical institutional foundation constitutes the axis of academic, scientific, investigative, networking and management character. It is on this basis that the Polytechnic instruction and education be designed taking into account a very present and important social order, with concrete institutional purposes based on the Polytechnic Schools' Mission and Vision, with clear and viable objectives, policies and appropriate strategies to face the challenges of science and society in order to interpret and transform it.

Considering the principles of knowledge, of knowing how to do, knowing how to be, knowing how to live together, knowing how to undertake and how to conserve, the teacher and the student must start from a constructivist critical action, proactive in the teaching-learning process, generating: the development of thought. Therefore the teacher must be a facilitator, guide, and counselor in the construction of knowledge.

## **Psycho pedagogic**

The development of the personality of the professional provides experiences that strengthen his or her self-confidence, self-assessment and the acquisition of values. The set of knowledge included in the new curriculum will allow the student to know how to do things well and to improve them permanently, as well as the innovation that implies that the new professional must be updated in his being, in his doing and thinking and be oriented to be a more competent professional.

## **Legal**

The English language is considered as the main language for its importance in commercial activity, communication, research and technology, therefore it is advisable to raise awareness among the main members of the institution, teachers and students about the need to responsibly assume the language learning, which will facilitate the internalization and use of expressions in the process of communication and language learning. The legal basis of the framework of this research is based on the Ley Orgánica de Educación Intercultural (Organic Law of Intercultural Education-LOEI, 2012).

Article 7, literal f.- Students will receive pedagogical support and academic tutoring according to their needs;

Article 10, literal a- Establishes that teachers in the education sector will have free access to updated professional development, training, continuous training, and pedagogical and academic improvement at all levels and modalities, according to their needs and those of the National Education System;

Article 11, literal i- Provides support and pedagogical follow-up to students to overcome the lag and difficulties in learning and in the development of skills and abilities”.

Art. 124, about Training in values and rights, says that it is the responsibility of the institutions of the higher education system to provide those who graduate from any of the careers or programs, effective recognition of their duties and citizenship rights and of the socioeconomic, cultural and ecological reality of the country; the command of a foreign language and the use of computer tools.

Article 25.- Expresses that English is one of the most utilized languages worldwide, which is why the teaching and learning cycle needs to be developed in the National Education System. It is a fundamental tool for the formation and development of skills, capacities and competences to study, create and work for individual and social benefit.

Therefore, it is completely justified the proposal of redesign the curriculum of the English Language at the Language Center.

# TECHNICAL UNIVERSITY OF AMBATO



## POST GRADUATE STUDIES DEPARTMENT

### MASTERS DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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**PROPOSAL: “AN ENGLISH CURRICULUM REDESIGN FOR THE  
SUPERIOR POLYTECHNIC SCHOOL OF CHIMBORAZO LANGUAGE  
CENTER’S STUDENTS ACHIEVE A REAL PROFICIENCY”**

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**Autor:** Lic. María Yadira Cárdenas Moyano

**Director:** Dr. Sara Nidhya Camacho Estrada Magister

Ambato – Ecuador

2018

## **6.7 Methodology. Operational Model**

### **1. Presentation of the Curriculum Redesign Model of the ESPOCH Language Center**

The Language Center of the Superior Polytechnic School of Chimborazo is an Academic Unit that contributes to the education of students of different faculties and careers offered by the Institution. The Language Center trains students in the learning of English and French languages, being able to open new courses in other languages, in accordance with the passage of time and the demands of the students.

The program of faculties is directed to Polytechnic students, in accordance with the Academic Regime, of the Council of Higher Education CES, RPC-SE-13-N.051-2013, who approve four levels of English.

The Extension Program of the Language Center is directed to individuals who are part of the population of the country and have eight levels of instruction.

All Polytechnic faculty students must approve and accredit the level of sufficiency in the language, which is the prerequisite for the completion of their career.

The Curriculum Design of the Language Center of the Superior Polytechnic School of Chimborazo is constituted on the basis of the training experience developed in forty-four years of continuous work, and on the quality analysis of other Higher Education Language institutes of the country.

The general data, background, justification, vision, mission, objectives, referential framework, competence profiles, organization, curricular structure, legal framework, are all components that guide the development of the Superior Polytechnic School of Chimborazo Language Center are explained in detail.

## **ABSTRACT**

The purpose of this research work is to present an English curriculum redesign for the Superior Polytechnic School of Chimborazo Language Center students to achieve a real sufficiency as a guide for the development of English and a fundamental work support with a new focus about the dimensions of the curriculum redesign, structured in function to the needs of higher education with useful criteria and definitions. The curriculum redesign is based on theoretical supports of cognitive and social methods of learning.

The document shows a very coherent vertical and horizontal curricular structure determining clearly a system work by levels which are organized based on international standards corresponding to the language learning. The learning evaluation determines its progress and difficulties and constitutes a mechanism to improve the teaching-learning process. Several forms of evaluation are contemplated for the teacher and the student. The forms of academic evaluation begin with diagnostic processes that determine the current situation of the students in reference to their linguistic aptitude to learn languages.

Formative evaluation and self-evaluation processes allow the student to become aware of their role as a participant and responsible for generating their own knowledge; and the promotional evaluation that determines if the student has the necessary competences to reach the higher level.

The teacher undergoes a permanent evaluation system that constitutes a tool to identify the flaws at the methodological, cognitive or attitudinal level. During the semester, the teacher undergoes the processes of self-evaluation, co-evaluation, hetero-evaluation, evaluation by the students and administrative evaluation. Corrective measures are taken from these results through the creation of permanent training programs. The teacher plans his or her work considering that there are skills, knowledge and attitudes that are developed gradually; attending to different conditions and specifically to the current

characteristics of educational development that allows reaching conclusions necessary for the improvement of the dimensions focused for higher education.

This model of curricular redesign proposal of the Superior Polytechnic School of Chimborazo Language Center has taken into account the curricular design model of the Technical University of Ambato, because it has a good academic organization which is evidenced in the knowledge of its students. Thanks to the important and intelligent group who has given their ideas and support.

## **2. PROPOSAL IDENTIFICATION**

### **TOPIC OF THE PROPOSAL**

“An English Curriculum Redesign for the Superior Polytechnic School of Chimborazo Language Center’s Students achieve a Real Proficiency”

### **RESPONSIBLE ACADEMIC UNIT**

Language Center, Planning and Evaluation Units of the Superior Polytechnic School of Chimborazo

### **TECHNICAL COMMISSION:**

Directive Council of the Language Center

### **STUDY MODALITY:**

Program of Faculty: Presence

### **BENEFICIARIES:**

Undetermined

### **NUMBER OF PROMOTIONS:**

Indefinite

## **SCHEDULE:**

Students study the English language in established hours by the Language Center from Monday to Saturday.

### **3. PROPOSAL BACKGROUND**

The Art. 350 of Republic Constitution, says: “The Higher Education system has the purpose of academic and professional training with a scientific and humanistic vision; scientific and technological research; the innovation, promotion, development and dissemination of knowledge and cultures; the construction of solutions for the problems of the country, in relation to the objectives of the development regime”.

The Language Center of the Superior Polytechnic School of Chimborazo is an academic unit that contributes to students’ integral formation of the different careers offered by the Institution. The Language Center trains students in the learning of English, French and Kichwa. Other languages such as German, Italian and Spanish for foreigners were taught in sporadic form, but had to be discontinued because the faculties maintained only the English language as part of their study programs. Some courses of different languages are taught only for specific purposes, for example a course in Italian, German, Mandarin, etc., for teachers who have to study at Universities in foreign countries.

The Language Center offers two types of academic programs called Regular for faculties and the Extension program to obtain the Cambridge Certificate. The Regular Program is directed to students enrolled at the Superior Polytechnic School of Chimborazo faculties, as well as in the Language Center. In this program students must pass four or six levels, according to the faculty need. The Polytechnic Extension Program has eight levels of studies and is directed to Institution students or those who are part of the central region or Amazonian population area of this country.



The Superior Polytechnic School of Chimborazo, is a higher education Institution in Riobamba, the capital of Chimborazo province. The Institution opened its doors in 1972 due to the response of poor living conditions and quality of life among the indigenous population. Most of the careers the institution offered were dedicated to students in poor economic situations. Careers such as Natural Resources with its schools of Agronomy Engineering, Agroforestry Technology and Ecotourism Engineering; Cattle Industries; and Health Education Faculty with its schools of Medicine, Gastronomy, Nutrition and Health Education were created for those students.

Year by year, some other faculties were created such as: Sciences Faculty with its schools: Biochemistry and Pharmacy, doctor in Bio-chemistry, Clinical Studies and Cytology, the Faculty of Mechanics with its schools of Mechanical Engineer, Metal-mechanics with a production of engineers in Industrial Maintenance engineer; the faculty of Informatics and Electronics with its Electronic engineering, Systems engineering and Computing Technology schools; and, the Faculty of Management Engineering with its schools: Marketing Engineering and Management.

Departments such as Mathematics, Chemistry and Physics were adopted by faculties but, Languages, Physical Education and the Center of Linking maintained their places. Why not the Language Center? During that time, its name wasn't "The Language Center", but "Technical School of Languages and Linguistics".

On February 14, 1974, the Institute of Languages was created in order to teach English for faculties of Agronomy and Nutrition; the Institute was changed to Language Department on April 1977 and languages such as German, Russian and Kichwa were added to the curriculum. By unanimous decision of the teachers of the Language Center, in 1995, a project was created for the creation of the Technical School of Languages and Linguistics with a specialty in

Translation. This project was approved by the Polytechnic Council in the city of Puyo on July 7, 1995.

Immediately, the Department of Languages changed its name to that of “Technical School of Languages and Linguistics”, with the purpose of preparing professionals in Translation especially in Spanish - English, English - Spanish, receiving an income of one hundred and twenty students in the Basic Adjustment. In January 1996, a group of teachers elaborated another project for the creation of the School of Languages and Techno communication for Human Development, producing the change of this academic unit.

On July 31, 1997, another project that the Polytechnic council approved was the transformation of the School of Languages and Communication, with the titles of Bachelor in Languages, upon concluding eight months of study, and Doctor in Languages, after ten semesters. In April 1998, a commission named by the Polytechnic Council presented the report determining the change of The Language School into an International Cooperation. However, the basic adjustment course was suspended and the existence of the school was limited.

The curricular redesign of the Superior Polytechnic School of Chimborazo Language Center is based on the training experience developed in forty-four years of work and the quality analysis of other Higher Education language institutes in the country. The general data, background, justification, vision, mission, objectives, referential framework, proficiency profiles, organization and curricular structure and the legal framework are the components that guide the development of this Academic Unit. This curricular redesign will come into force according to the date of its approval and resolution by the Polytechnic Council, being the previous regulations for the approval of languages repealed.

If the Curriculum effects on Polytechnic students’ English language achievement do not create a good environment for learning the language, it is necessary to redesign its English curriculum to respond to the demanding world the students are entering. The communicative approach structure includes

experiences of the teachers and students to make a new curriculum. The Communicative Approach creates functions, grammar topics well organized and different techniques for learning to make the objectives a well-defined course. The reported results presented at the end of each semester reflect a large number of dropouts and student semester losses.

To develop new models, teachers of High End Institutions can see what happens in the University and Polytechnic field. They suggested preparing students for the future; the curriculum must be learner-centered, flexible and maintain a focus on literacy and numeracy, while supporting deeper learning through concept-based and competency-driven approaches. The redesign of the curriculum maintains a focus on sound foundations of literacy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives.

The redesign curriculum includes the essential learning skills for students, which represent society's aspirations. It develops around key content, concepts, skills and big ideas that foster the higher-order thinking demanded in today's world. Literacy, the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals. All areas of learning are based on a "Know-Do-Understand" model to support a concept based competency-driven approach to learning. The Core Competencies needs to develop for success in life beyond school. It has identified three Core Competencies – Communication, Thinking and Personal and Social Competency as essential for all learners. Core Competencies sustain the curricular competencies in all areas of learning.

Three elements: the content (know), curricular competencies (do), and big ideas (understand) all work together to support deeper learning. The content learning standards of the Know-Do-Understand model of learning, detail the essential topics and knowledge at each grade level. The Curricular Competencies

are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies.

Techniques and methodological strategies to expand the knowledge of the foreign language will be worked with specific contents taking into account the previous experience of students to enable links with knowledge, as well as: the usage of linguistic, Incentive of the oral abilities, selection of understandable content, importance of theory and practice, use of complementary resources, and active participation. The methodological strategies should also involve oral presentations, problem solving, teamwork, bilingual glossaries, online audio questionnaires, videoconferences, and virtual forums.

The big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding. Any of the elements may include elaborations. Elaborations are provided where necessary to clarify some words or statements and may include examples, key questions, definitions or be used to describe breadth and depth for content. Elaborations are presented as “mouse-over” links on the website.

The topic is supported by some works which were collected, analyzed and evaluated, such as in the book written by Jack C. Richards and David Bohlke. (2001). “*Four Corners*” from Cambridge, it gives ideas to clarify this thesis work. They establish good points of view for a learning process, with opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

Four related strands content the book including: Accuracy, draws on vocabulary and grammar and the ability to use grammatically well-formed

sentences in communication; Functional Language, has the ability to use core functional in speech: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations; Skill strand involves using language across speaking, listening, reading and writing and Fluency strand which is the opportunity to practice speaking activity.

## **JUSTIFICATION**

In this globalized world, knowing languages is like driving the vehicle of knowledge towards the total academic training and professional development. According to this premise, the learning of foreign languages and vernacular constitute a necessity and urgency for students and teachers. The areas of scientific knowledge require speaking other languages because they have become direct communication with other cultures. The university is the most important organization to achieve the fundamental objective of higher education, which is to create new knowledge or research in all fields of knowledge.

According to the Art. 13, the Functions of the Higher Education System are established:

- a) Guarantee the right to higher education through teaching, research and its links with society, and ensure increasing levels of quality, academic excellence and relevance;
- b) Promote the creation, development, transmission and diffusion of science, technology, technology and culture;
- c) To train academics, scientists and responsible, ethical and supportive professionals, committed to society, duly prepared so that they are capable of generating and applying their knowledge and scientific methods, as well as cultural and artistic creation and promotion;

- d) Strengthen the exercise and development of teaching and scientific research at all levels and modalities of the system;
- j) Guarantee the facilities and conditions necessary for people with disabilities to exercise their right to develop activity, potential and abilities;
- k) Promote associative mechanisms with other institutions of higher education, as well as with academic units of other countries, for the study, analysis, research and approach of solutions of national, regional, continental and world problems;
- l) Promote and strengthen the development of the ancestral languages, cultures and wisdom of the peoples and nationalities of Ecuador within the framework of interculturality; among others.

#### **4. VISION AND MISSION**

##### **VISION**

It is a mission of the Language Center, to train competitive professionals, entrepreneurs, and conscious of their national identity, social justice, democracy and preservation of the healthy environment, through the generation, transmission, adaptation and application of scientific and technological knowledge to contribute to the sustainable development of our country.

##### **MISSION**

Support the academic training of polytechnic and extra-polytechnic students in the languages of English, French and Kichwa.

##### **PROPOSAL OBJECTIVES**

The Language Center is the only academic unit authorized to administer and offer the English language teaching as a guide in the professional training of Polytechnic students that fulfill the following objectives:

Verify whether the students of the Language Center have completed the last level, so that, they can take the English proficiency test in accordance to the Higher Education Law, art. 124, LOES; and

Become an organization guide of higher education in the language in order to serve as an example of the academic quality of the institution.

## **SECOND PART**

### **CURRICULUM REDESIGN**

#### **5. REFERENTIAL FRAMEWORK OF THE SUPERIOR POLYTECHNIC SCHOOL OF CHIMBORAZO LANGUAGE CENTER**

##### **1.1. Characterization of the socio-economic and cultural context of the country**

###### **1.1.1. Socio-cultural context of the country and the central zone**

Since its beginning in May 2, 1972, the Superior Polytechnic School of Chimborazo has been strengthening its work ethic. As a result, in 2009 the institution was placed in the category "A" being that of national academic excellence. After that, the institution had another academic structural assessment and placed it in the category "B", but thanks to the fine performances of professionals inside and outside the institution. The Council for Evaluation, Accreditation and Quality Assurance of Higher Education (CEACCES) returned to have the category of University privilege, along with Universities who also performed their tasks well and fulfilled the goal of being in this category that should have never been lowered.

The population enrolled in the Superior Polytechnic School of Chimborazo Language Center for this semester is of 8942 students divided in 8052 from faculties; 890 from the Extension Program. Seventy-three teachers work in the Language Center, 4 of them with tenure and the rest as contracted teachers, which causes serious problems every semester. The administration staff has 7 people.

###### **1.1.2. General context of language learning**

A great deal of cultural identities comes to classrooms of every institution integrating a multinational, multiethnic and pluricultural community. Multiculturalism is enunciated in the university not only in the physical presence of human groups such as: indigenous, afroecuadorian, cholos and mestizos, but



also in the cultural manifestations identified when they are expressed in their mother tongue: Spanish or Kichwa and even better if they can use a foreign language. To learn a second language implies giving a more concrete sense to interculturality, it is considered that learning another language is not the privilege of elites, but an indispensable turn of education.

The Superior Polytechnic School of Chimborazo through its Language Center offers studies in English, and French. The geographical location of the polytechnic facilitates grants the access of students from any side of the country; the number of students has ultimately brought about to increase its infrastructure, the Center of Languages has two campus of education; with schedules of easy selection for the Polytechnic students of because they select them by internet, as well as professionals or school people, allow to reunite a good amount of students. Students of faculties come to the Language Department when they are in the second semester of their degree.

## **1.2. Occupational market research**

### **1.2.1. Occupational Approaches of the Professional**

Currently the realization of curricular redesigns has become not only an educational necessity but a requisite in any field. The application of the curricular redesign will determine the work performance of the future graduate. Professionals who graduate from the different faculties of the Superior Polytechnic School of Chimborazo may use the English language to perform in the following areas:

**Table N°: 26** Occupational Approaches of the Professional

OCCUPATIONAL AREAS	LINGUISTIC COMMUNICATION AREAS
SOCIAL	Students' participation in programs that demand linguistic characteristics based on the environment needs of a daily and advanced order

INDIVIDUAL	Self-definition, self-esteem, and self-criticism.
ACADEMIC	Access bibliographic information that allows professional improvement
INTEGRAL AND HUMANISTIC	The quantity of knowledge of the student's language and the harmony of his cognitive development
LABOR	Exercise actions within the scope of its profile that involve international relations
CULTURAL	The language usage for linguistic exchanges as a means of cultural exteriorization

**Source:** Taken from the UTA's chart

**Prepared by:** Yadira Cárdenas M, (2018)

### **1.2.2. Users and public or private institutions that demand the service of the professional.**

Nowadays, the demand in different occupational fields determines that professionals should have as a work tool the solvents the handling of a foreign language. To know a foreign language can open working doors. Public and private institutions have come to the language center in order to access to a specific study of English in specific hours. Doctors and health employees asked the center if they could be attended, as well as some foreign people who are working in fields with indigenous people need courses in Spanish or Kichwa. In some cases, the Language Center created courses directed for children and for incarcerated people.

### **1.2.3. Study of market demand and offer in relation to the occupational market, needs and problems of the context.**

It is important to analyze institutions of category “A” of the country which maintain similar program offered by the Superior Polytechnic School of Chimborazo Language Center.

**CATEGORY A**

<b>INSTITUTIONS</b>	National Polytechnic School	Pontifical Catholic University of Ecuador	San Francisco of Quito University	Superior Polytechnic School of the Army Language Department	Technical University of Ambato Center of Languages	Superior Polytechnic School of Chimborazo Language Center	Superior Polytechnic School of the Coast
<b>OFFERED LANGUAGES</b>	English French Chinese Mandarin Russian	German Chinese Mandarin Spanish for foreign people English French Italian Portuguese Japanese Kichwa Russian	English German French Italian Portuguese kichwa Chinese	English Chinese-Mandarin	English French Italian Japanese Chinese-Mandarin	English French	English French Chino-Mandarin

<b>LEVELS</b>	<p><b>French:</b> Beginners: Basic I and II; Intermediate I, II; Advanced I and II (7 levels) <b>English</b> from I to VII for Sufficiency: Beginners: Basic I and II; Intermediate I, II; Advanced I and II (7 levels)</p>	<p><b>German:</b> 10 general levels from A1 to B2 8 levels for English. <b>Chinese-Mandarin:</b> Regular courses from Monday to Friday one hour daily, three months Intensive courses (2 hours daily): Basic I, and II, Intermediate III, and IV, and Advanced</p>	<p><b>7 levels for English:</b> beginners I and II; intermediate I and II ; Advanced I and II; Basic composition <b>German, French, Italian, Portuguese, Chinese:</b> six levels, basic I-II, intermediate I-II and advanced I-II</p>	<p><b>Chinese-Mandarin:</b> Presence Modality (5 semesters from Monday to Thursday) <b>Distant English:</b> Distant Sufficiency Modality (2 years) (4 semesters) <b>Presence Sufficiency English:</b> (8 levels reaching the B2 level,</p>	<p>English Regular Modality: Beginners A1, Elemental A2; Pre intermediate BI; Intermediate BI+; High Intermediate B2; Advanced I C1, Advanced II, C2 Levels of expertise, C1+; <b>French:</b></p>	<p>Presence English: (6 levels) Presence French: (6 levels)</p>	<p>Presence English: (8 levels) Presence French: (8 levels) Presence Chino-Mandarin (optional subject)</p>

	<p>Academic I, II, III and IV (4 levels)</p> <p>Proficiency in English Certificate XI, XII, XIII and XIV (4 levels)</p> <p>Level XII: Effective speaking;</p> <p>Level XII: Intensive writing;</p> <p>Level XIV: Preparation for the TOEFL</p> <p><b>Chinese:</b> Beginners, Basic I and II;</p>	<p>V, VI and VII (7 levels).</p> <p><b>Spanish for foreign people:</b> Intensive (two levels from Monday to Friday, three hours daily), Specials: courses designed according to the groups interested, and Open courses in: Composition, Conversation,, Introduction Hispano-American Literature,</p>		<p>modalities: regular, intensive, super intensive</p>	<p>Beginners A1; Elemental A2; Pre intermediate B1, Intermediate B1+;</p> <p><b>Italian.</b> Beginners A1; Elemental A2; Pre intermediate B1, Intermediate B1+;</p> <p><b>Japanese:</b> Beginners A1; Elemental</p>		
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	<p>Intermediate I, Advanced II (5 levels)</p> <p><b>Russian:</b> Beginners, Basic I, II; Intermediate I and II (5 levels)</p>	<p>Advanced Grammar, Women's Literature, Civilization and Culture, etc.</p> <p><b>French:</b> nine levels of Language and French Civilization in two modalities; regular course, specialization courses on Tourism and Hotel; Intensive courses</p> <p><b>English:</b> Presence and</p>			<p>A2; Pre intermediate B1, Intermediate B1+;</p> <p><b>Chinese-Mandarin:</b> Beginners A1; Elemental A2; Pre intermediate B1, Intermediate B1+;</p> <p>Open Modality for sufficiency 6 levels, Expertise</p>		
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		<p>Semi presence English: <b>Presence English:</b> (8 levels); Elemental levels I and II; Pre-intermediate levels III and IV; Intermediate levels V and VI; High Intermediate levels VII and VIII;</p> <p><b>Semi-presence levels:</b> (10 levels)</p> <p><b>Italian:</b> two modalities: regular and</p>			<p>course levels 8</p>		
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		<p>intensive courses (8 levels) with a placement test.</p> <p><b>Japanese:</b> 5 levels in two modalities: regular and intensive courses divided in three parts: elemental levels I and II, pre intermediate III and IV, Intermediate level V.</p> <p><b>Kichwa:</b> three cycles: Basic I and II, Intermediate</p>					
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		<p>III and IV and Advanced V and VI.</p> <p><b>Portuguese:</b>  Three sections, two modalities: regular and intensive courses. Basic I and II, Intermediate III and IV and Advanced V and VI.</p> <p>Russian: 8 levels.  Regular and Intensive courses.</p>					
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<b>OTHER COURSES</b>	TEFL, (Teaching as a Foreign Language) Certificate Program TESL (Teaching English as a Second Language) Cross Cultural Awareness	Test DaF: measures knowledge B2 and CI of German onSET: directed to candidates to scholarships test AS: directed to people outside the European Union interested to study the pre-grade in Germany Summer Programs	Summer camps China language and its culture; Summer program abroad.	-Children -Basic cycle students -Specific Purposes (ESP)	Adolescent courses for 12 to 14 years old; B-learning courses	Extension Program Cambridge Certificate	TOEFL, IBT and IELTS Preparation Master's degree in English

		<p>Chinese-Mandarin:  Chinese exam  HSK  (written),  HSKK (oral)</p> <p>Travel study  between June  and  September  each year;</p> <p>French: DELF  for B2 and  DALF for CI</p> <p>Travel studies  Summer travel  studies  Sufficiency  courses JLPT</p> <p>Cultural travel  to Japan</p>					
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		during May and June.  Travel studies in June and September					
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**Table Nº: 27** Similar Program Offered

**Prepared by:** Yadira Cárdenas M, (2018)

All of the Universities and Polytechnics in the country, public and private, have their Language Center, annexed to the faculties, or as an academic unit, which helps the institution in the teaching of languages such as English, French, Italian, Chinese, Japanese among others, but the authorities of the faculties oblige students to pass the English language because it is the most sought after universal language, after Chinese being the second most spoken language in the world, it is the most commercial of all; 75% of the information in mass media; radio, television, newspapers, books and magazines are in English; the internet has 85% of the information in English; the mastery of this language increases the possibilities of access to better work options; foreign universities require the presentation of a foreign language exam.

## **ENGLISH**

English is considered the first global Lingua Franca. In today's modern world the English language has become part of every existing field. It is an international language of communication, business, science, information technology, entertainment, etc. A lot of career opportunities are opened to English speaking people, anywhere and everywhere. English has become an inevitable requirement for a number of fields, and professions such as computing and medicine.

English fortifies the knowledge of advanced technologies and all kinds of branches of sciences, it is an urgent requirement of this common language which can be understood by everyone everywhere and is the language in which all data and information is available.

### **1.3. Scientific and technical fundamentals of the Language Center.**

#### **Organizational values of the Language Center**

**Social values:** sense of cooperation, teamwork, sense of relevance, social welfare

**Human values:** honesty, discipline, solidarity, dialogical communication, respect, tolerance, self-criticism, leadership.

**Scientific values:** creativity and innovation, efficiency, sense of competitiveness, prospective thinking and training, excellence, sense of improvement, freedom of thought.

**Ethical and moral values:** punctuality, responsibility, justice, equality, freedom

#### **1.4. Professional ethics code**

The redesign of the curriculum of the Language Center also involves the development of ethical and moral values through dialogue between teachers and students, taking advantage of the value of the topics of study that are taught in class. Within the development of the code of ethics there are areas related to: the application and respect of the ethical rules that apply to their profession; observance and practice of social coexistence codes; acting with coherence, responsibility and social commitment and the contribution to society with a positive attitude.

##### **✓ Pedagogic Model of the Institution**

The institutional pedagogical model demands theories of learning in an integral education that forms tolerant, reflective, and socially supportive professionals.

This pedagogical framework adopts principles of the constructivist approach, as a guide to learning tasks in higher education. The constructivist approach is based on pedagogy and psychology and basic foundations of education.

##### **✓ Psycho pedagogical model**

The Language Center of the Superior Polytechnic School of Chimborazo considers the development of the student's cognitive abilities, using strategies such as problem-based learning, project-based learning, cooperative learning, casuistry, simulations, improvisations, and dramatizations. This model contemplates a system of evaluation based on competencies in a diagnostic,

formative, and summative manner, with quali-quantitative characteristics, which allow demonstrating levels of performance according to international standards.

### 1.5. Program definition

The program developed in the Language Center of the Superior Polytechnic School of Chimborazo is a humanistic - academic - social practice that contributes to the integral formation of the students that attend the different careers of the Polytechnic Institution, in order to enhance the attitudinal capacities, procedural, cognitive of future professionals. Students achieve high levels of bilingual communication with international quality characteristics to support the profile of competent professionals in knowledge management and excellent human beings.

This program has its source in the book “Theories and Curricular Models” by Luis Herrera.

### Knowledge Exam to be applied

It will be applied according to this chart

**Table N°: 28 Knowledge Exam to be applied**

Levels	Number of semesters	Common European Framework of Reference for Languages	Number of Academic Hours	Knowledge test exam
Level I	1	A1	180	
Level II	1	A2	180	
Level III	1	B1	180	
Level IV	1	B2	180	Institutional or international exam B2



Total	4	B2	720	
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**Prepared by:** Yadira Cárdenas M, (2018)

The Superior Polytechnic School of Chimborazo Center of Languages will give Sufficiency Certificates after the four approved levels of studies.

## **6. ELABORATION OF PROFILES BY LEVELS**

### **1.2. Admission Profile students to the Language Center**

The Language Center of the Superior Polytechnic School of Chimborazo receives all students, guaranteeing equal opportunities and equality to all applicants without distinction of sex, religion, culture, ideology or socio-economic status. Students have to approve four levels of the English language as a requirement of their faculties for graduation. The entrance to the levels can be done online observing the class and calendar to which they are submitted. The students enter to the first level, according to the academic system and after a week, they can make an optional placement test.

### **1.3. Cognitive characteristics of students to enter to the Language Center.**

Students who will enter into the Language Center will be those who are currently studying their second semester of their Polytechnic degree. It is not necessary for students know the language because they will be prepared. Level by level, they will increase their knowledge. A1 will be the first level until the level B2, but an exam will accredit him or her in that level.

### **Disabled students**

According to Art. 7, LOES, on the part which guarantees the exercise of rights of disabled people, says: “All institutions of the higher education system will guarantee in their academic and administrative facilities the necessary conditions so that disable people are not deprived of the right to develop their activity, potentialities and skills”

## **Entrance Requirements**

### **Regular Programs**

- ✓ Identity card
- ✓ Fee payments if a student is repeating a level (Being that the Polytechnic is a public institution of higher education, tuition is free, unless the student fails and must repeat a course, semester or level) Students who change their major where some subjects can be revalidated are not accepted. (Art. 80. Literal, d. LOES)
- ✓ Be enrolled in one of the degrees offered by the Superior Polytechnic School of Chimborazo.

### **Profile Validation**

Students of the institution are required to comply and complete their academic demands without leaving aside the free education that all students are entitled to. A group of specialists in the field of curricular design gives its criteria to validate the profile of the future professional.

### **Skills**

The skills for a good communication in English are: listening, speaking, reading and writing. According to the Common European Framework the skills will have various achievements which will develop in each level from A1 to B2. Those achievements will be acquired at the end of each level justifying them with the proficiency test.

### **Speaking**

Speaking activities are produced orally which is received by an audience of one or more listeners. Speaking activities include: public address information, instructions; addressing audiences: speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, and sales presentations.

**Table N°: 29** Speaking Skill

	<b>SPEAKING SKILL</b>
<b>C 2</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
<b>C 1</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B 2</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
<b>B 1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>A 2</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
<b>A 1</b>	Can produce simple mainly isolated phrases about people and places.

**Source:** Common European Framework

**Prepared by:** Yadira Cárdenas M, (2018)

## **Writing**

Activities for writing skills are produced by writers, and the texts are received by a reader. Writing activities include: completing forms and questionnaires; writing articles for magazine, newspapers, newsletters; producing posters for display, writing reports, and memorandums; making notes for future reference; taking down messages from dictation; creative and imaginative writing; and writing personal or business letters.

**Table N°: 30** Writing Skill

	<b>WRITING SKILL</b>
<b>C2</b>	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
<b>C1</b>	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
<b>B2</b>	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
<b>B1</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>A2</b>	Can write a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.
<b>A1</b>	Can write simple isolated phrases and sentences.

**Source:** Common European Framework

**Prepared by:** Yadira Cárdenas M, (2018)

## **Listening**

In listening activities, the language user processes a spoken input produced by one or more speakers. Listening activities include: listening to public announcements: information, instruction, warnings; listening to media: radio, TV, recordings, cinema; listening as a member of a live audience: theater, public meetings, public lectures, entertainments; listening to overheard conversations.

**Table N°: 31** Listening Skill

	<b>LISTENING SKILL</b>
<b>C2</b>	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

<b>C1</b>	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</p>
<b>B2</b>	<p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.</p>
<b>B1</b>	<p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>
<b>A2</b>	<p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>
<b>A1</b>	<p>Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p>

**Source:** Common European Framework

**Prepared by:** Yadira Cárdenas M, (2018)

## Reading

In reading activities the user as a reader receives and processes as input written texts produced by one or more writers. The reading activities include:

reading for general orientation; reading for information: using reference works; reading and following instructions and reading for pleasure.

**Table N°: 32** Reading Skill

	<b>READING SKILL</b>
<b>C2</b>	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
<b>C1</b>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections.
<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>A2</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>A1</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

**Source:** Common European Framework

**Prepared by:** Yadira Cárdenas M, (2018)

The objective for this section is to use the English language in an oral way in real contexts according to the World Reference Frame, as well as participate in conversations, and debates with fluency and spontaneity, so that communication will be carried out without effort.

#### **1.4. Academic profile of the teacher of the Superior Polytechnic School of Chimborazo Language Center**

Nowadays, the Language Center has 55 contract teachers for the regular program, 4 appointed professors, and 17 professors in the extension program. Teachers of the language center must comply with the requirements established in accordance with the legal provisions and regulations set forth in the LOES, Career Regulations and Professor's List and other specific instruments of the institution. Teachers include their academic, procedural and attitudinal profiles.

##### **Academic Profile**

- ✓ The teachers of the Language Center must handle the teaching of the language with a high level of mastery, according to the institutional requirements.
- ✓ Teachers must develop training modules, articles, brochures that contribute to the teaching-learning process.
- ✓ Teachers must use high-tech means and up-dated resources to enhance the inter-learning of the language.
- ✓ Teachers of the Language Center should have a minimum of B2 level, according to the Common European Framework, as well as his academic degree of third or fourth level.
- ✓ At the end of each semester, teachers have to present their term evaluation.
- ✓ At the end of the term, teachers have to do some innovative and pedagogical courses with the support and permission of the institution directives.
- ✓ Teachers will have to meet their colleagues to plan their levels accordingly.
- ✓ Teachers could make international courses according to the agreement of the institution.

##### **Procedural Profile**

- ✓ Teachers must control the group, they must be the leader of the class;
- ✓ The students must be motivated with the process of learning;

- ✓ Teachers must ask questions about the class;
- ✓ Teacher should make jokes, and jokes;
- ✓ Teachers should not allow students to be distracted;
- ✓ Teachers must use body movements, for example when they use the TPR method;
- ✓ Teachers must demonstrate safety, so their classes must be planned;
- ✓ Teachers should move around the room;
- ✓ At the beginning of the semester, teachers should establish rules by consensus;
- ✓ Teachers must attend to the questions of students;
- ✓ In some cases, teachers must reprimand in a respectful fashion.

### **Attitudinal Profile**

- ✓ Teachers must be good inquirers to know new daily aspects of life;
- ✓ Teachers must be informed about world events;
- ✓ Teachers must be critical and reflexive thinkers;
- ✓ Teachers must have good communication skills;
- ✓ Teachers must be honest people;
- ✓ Teachers should be understanding open minded;
- ✓ Teachers must present solidarity in unfortunate events;
- ✓ Teachers evaluate their own learning and experiences, in order to continue with his personal development.

### **1.5. Profile of the Language Center Graduate**

At the end of four levels accredited to the faculty students of the Language Center, the level of proficiency in the English language will be according to oral, written, reading and comprehension and listening and understanding conversations competences with ease and self-confidence, based on the proficiency test, where according to the Common European Framework of



Reference for Languages, should get a B2 level. Students will have to involve: academic, procedural and attitudinal profiles:

### **Academic Profile**

- ✓ Students of the Language Center should handle the learning of the language with a good level of knowledge;
- ✓ They will take an evaluation test of knowledge at the end of the term; students will take another test at the beginning of the next level.
- ✓ Students should assimilate learning modules, that contribute to their process;
- ✓ Students of the Language Center should achieve the level B2 as an objective of the proposal;

### **Procedural Profile**

- ✓ Students should be motivated with the process of learning;
- ✓ Students must ask questions about the class;
- ✓ Students should not be distracted;
- ✓ Students must use body movements like their teachers do;
- ✓ Students must demonstrate safety in their learning;
- ✓ Students should accept the class rules.

### **Attitudinal Profile**

- ✓ Students should have abilities of critical and reflexive thinkers;
- ✓ Students should have good communication expressing clearly and correctly;
- ✓ Students must be honest people;
- ✓ Students should present solidarity in critical events;

## **2. Structural Reorganization of Curriculum**

### **3.1 Determination of study levels**

The reorganization of the curricula will consist in the planning of the formative processes of students through the learning – teaching model, practical application and autonomous work, which will guarantee the pedagogical results corresponding to the levels of formation. It will consider the time that the student needs to invest in the training activities and in the generation of the academic products established in the micro curricular planning. The reorganization of learning will have as a unit of planning: the academic period. The levels will be considered in: beginners or A1, elementary or A2, intermediate B1 and high intermediate B2.

### **3.1.1. Evaluation System**

In accordance with the art. 31., of the Regulation of Academic Regime of the Higher Education Council, the institution through resolution 0344.CP.2016, will guarantee in its graduates the sufficiency of the management of a foreign language, equivalent to level B2 of the European Common Framework.

According to the Polytechnic Academic Regime, Faculty and extension students in the Language Center will pass the language course in three exams: If they have 25 over 40, they pass the level. If the students have 24 in the three exams, they will have another exam called main exam, where they should complete at least 28 over 40 to pass the level. If the students do not have 25 in three exams and do not complete 28 in four exams, they are to take a suspension exam. It will be over 20 marks. The marks of the three exams are divided by two and added to the marks of the suspended exam, therefore, students must complete 29 or more marks to approve the level. At the end of four levels, students take the sufficiency test in order to show the real knowledge of language, according to the Common European framework.

There are three types of evaluation in the subjects: cumulative, final and recovery. The cumulative evaluation corresponds to the collaborative work, practice of application of experimentation and autonomous work, through partial theoretical or practical tests, lessons, electronic consultations, among others. The

final and recovery evaluations will be written and be subjected to topics developed in the signature according to the syllabus and qualified by the teacher responsible.

### **3.1.3. Approaches for teaching at the Language Center**

The Language Center will define the levels to integrate formative trajectories allowing the student to organize their complementary learning. The organization of the learning at each level of the Language Center will be subjected to the corresponding research process and will contribute to the development of knowledge and attitudes for scientific, technological, humanistic and artistic innovation. The research method goes through the development of exploratory and descriptive projects.

The methods of teaching that Language Center uses are:

- ✓ The Communicative Method, which emphasizes in oral exercises, repetition of sentences, and pronunciation;
- ✓ The Translation Method which focuses mainly on grammar and translation skills, this method is applied when the students don't understand what the teacher says;
- ✓ The Direct Method that improves the method of grammar translation because it directly involves the meanings in the student's mother tongue and English, without translation. English is used exclusively in the classroom, with new material demonstrated through actions or images.
- ✓ The Method of Physical Response, recognizes that the comprehension of English precedes the student's ability to communicate orally in the language;
- ✓ The Natural Method that places little emphasis on formal rules and grammar, students acquire knowledge of the language through experience.

### **Curriculum approach**

From a universal perspective, the curricular approach is a political-administrative proposal that defines the type of human and qualified being that

everyone wants to form for a certain type of professional. Therefore, the curriculum, at the level of the teaching institution, is the instrument for planning the educational activity, constituting itself as the axis of the academic process of the educational institutions, and in a special way; it is the fundamental guideline for academic performances of the teaching staff. It is also the link between pedagogical and psychological theories, ideological and philosophical assumptions and concrete and specific socio-cultural situations. It is necessary to affirm that the curriculum should be considered as an open process and not as a document in which everything that must be done in relation to the teaching-learning process is expressed.

Starting from the fact that the constructivist paradigm assumes that knowledge is a mental construction; constructivism establishes that the cognitive subject constructs knowledge. Therefore this paradigm is perfectly used for the language learning. The constructivist approach also known as cognitive theory is based on psychology and pedagogy, the two basic livelihoods of education.

In this method the student is the leading actor, main entity of the knowledge construction process where they learn to solve problems and link them to the context. The teacher is the facilitator, guide of the educational process without imposing new knowledge.

### **Integrative matrix of levels**

**Table N°: 33** Integrative matrixes of levels

<b>PROBLEM LEVEL</b>	<b>GENERIC COMPETENCES</b>	<b>ELEMENTS</b>	<b>DENOMINATION OF LEVELS</b>	
Problems to communicate efficiently using the different	Interrelate with proficiency using the foreign language anywhere in the universe	Develop the receptive and productive skills of the	<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>✓ Beginners A1</li> <li>✓ Elementary A2</li> <li>✓ Intermediate B1</li> <li>✓ High Intermediate B2</li> </ul>

language skills		foreign language		
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**Prepared by:** Yadira Cárdenas M, (2018)

Any language such as French, Italian or Kichwa, could be applied with the same curricular structure that is, same levels of study, hours of class and teaching-learning skills.

### **Structuring of the Faculty English Programs at the Superior Polytechnic School of Chimborazo**

The proposal study program of the Language Center of the Superior Polytechnic School of Chimborazo will have four levels of training according to the Common European Frame, required by this academic unit. The student can enroll to the Center and optionally he can take a placement test in the language at the beginning of the course.

Classes will be held from Monday to Thursday with an hourly load of two hours a day at the different times offered by the Language Center of Superior Polytechnic School of Chimborazo. In each semester, a number of 144 hours must be fulfilled in 18 weeks, adding the 36 autonomous hours with a total of 180 hours by each semester. The students must be enrolled in the first level and after the optional placement test, they will be located in the level they access, otherwise they will keep their enrollment in the first level.

### **Credits**

Each level or semester includes 4 credits calculated in this way:

- ✓ Eight hours a week for 18 weeks of each level equal to 144 hours of: learning assisted by the teacher, collaborative learning and practices.
- ✓ Autonomous work 36 hours
- ✓ Total 180 hours divided for 40 weeks equal 4 credits
- ✓ Upon completion of the four levels required for the achievement of sufficiency, the student will have completed 720 hours, equivalent to 16

credits. Each semester will have 4 credits of 180 academic and autonomous hours.

### **Period of Studying for Faculty Program**

The Language Center of the Superior Polytechnic School of Chimborazo will contemplate its classes from Monday to Thursday with eight week hours with a total of 180 semester hours and a schedule from 07:00 am. to 22:00 pm.

### **Promotion by levels**

### **Other languages**

Students who study French have two levels in the faculty of Gastronomy. Classes are held from Monday to Thursday at times offered by the Language Center to which students have to register via internet to fill 40 students.

**STUDY PLAN PROPOSAL SUPERIOR POLYTECHNIC SCHOOL  
OF CHIMBORAZO LANGUAGE CENTER  
FACULTY PROGRAM  
ENGLISH LANGUAGE**

**Table N°: 34** Center Study Plan Proposal Superior Polytechnic School of Chimborazo Language Center

	<b>BEGINNERS LEVEL 1 A1</b>	<b>ELEMENTARY LEVEL 2 A2</b>	<b>INTERMEDIATE LEVEL 3 B1</b>	<b>HIGH INTERMEDIATE LEVEL 4 B2</b>
<b>SEMESTRE CHARGING TIME</b>	<b>Optional placement test</b>	8 week hours x 18 weeks = 144 hours + 36 hours of autonomous work.  Total 180 hours	8 week hours x 18 weeks = 144 hours + 36 hours of autonomous work  Total 180 hours	8 week hours x 18 weeks = 144 hours + 36 hours of autonomous work  Total 180 hours
	<b>Credits</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Prepared by:** Yadira Cárdenas M, (2018)

Most teachers and students in the Institution, agree that when applying the Language Center's proposal, the curricular effects will change, since students will spend more time living with the English language and multiply their knowledge with the application of the four skills from language. The written technical sources will be easier to use and the production will be positive.

If some other languages could be teaching at the Language Center such as French, the same process will be taken, that is number of hours, credits, schedule, levels and teachers for the language.

**PROPOSAL OF  
ENGLISH FACULTY  
PROGRAMS**



**Chart N°:3** Proposal of English Faculty Programs

<b>LEVELS</b>	<b>TEACHING ELEMENTS</b>	<b>ELEMENT PRODUCTS</b>	<b>CONTENT KNOWLEDGE</b>	<b>OUTCOMES</b>
<p><b>LEVEL A1 FIRST LEVEL BEGINNERS</b></p>	<p>Speak, read, listen and write about yourself and people you know in order to exchange personal information in a clear and simple way</p>	<p>Recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>Following Instructions Two airport conversations Flight information Unusual houses Population statistics An interview about weekend activities Questions by using the verb to be It's .... Where is ....? I/we + verb I'm not, we're not Present simple Vocabulary An interview with a video producer A conversation about early birds and night hours.</p>	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

			An interview with the author of a book about the Olympic and Paralympic games.	
	Talk, read, listen and write about places, preferences and how to use your time using basic phrases in order to communicate properly	Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Grammar: there is, there are, positive-negative, questions and answers I don't like .... Adverbs of frequency Present simple questions Vocabulary Following instructions A travel website about the best and the worst cities An article about Pilates Are you the doctor? Activity Pal website profiles Unusual houses The world has talent Talking about when and where you were born Talking about people's personal qualities	Show interest and responsibility Self esteem

			<p>Talking about the Olympic games</p> <p>Talking about daily routines</p> <p>Talking about your interests</p> <p>Talking about weekend activities</p> <p>Talking about music likes and dislikes</p>	
	<p>Speak, read, listen and write in reference to the things he likes to buy and the activities he does every day in order to communicate aspects of life</p>	<p>Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>Nouns: singular and plural</p> <p>Present simple. Verbs + ing</p> <p>Questions: How much ...?</p> <p>How can/get to .?</p> <p>Adjectives</p> <p>Vocabulary</p> <p>Common objects</p> <p>Prices</p> <p>Clothes</p> <p>Colors</p> <p>Transport</p> <p>Talking about capital cities</p>	<p>Show respect towards people, their customs and culture</p>

			<p>Talking about good and bad hotels</p> <p>Talking about charities</p> <p>Talking about things you have done, and things you have always wanted to do</p> <p>Talking about travel experiences</p>	
	Talk, read, listen and write about actions or events that are happening and planned activities in the future	Use simple phrases and sentences to describe where I live and people I know.	<p>Simple past: positive, negative and questions</p> <p>Regular verbs</p> <p>Irregular verbs</p> <p>Expressions with the verb go ...</p> <p>Place expressions</p> <p>Vocabulary</p> <p>Time</p> <p>Climate</p> <p>Seasons of the year</p> <p>Months of the year</p>	Be tolerant on the criteria and points of view of others
	Talk, read, listen and write about actions or events that are happening and planned activities in the future	Write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for	<p>Writing a review of a hotel</p> <p>Writing about a charity</p> <p>Writing a short story about a travel problem</p>	Participate and be supportive, in the same way for the other elements of competence

		example entering my name, nationality and address on a hotel registration form.	Writing a comparison of two activities Writing a story about a famous person using appropriate connectors: and, but, because, so. Writing a biography of an athlete Writing an email about a job Writing a personal profile	
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**Source:** Common European Framework of Reference For Languages

**Prepared by:** Yadira Cárdenas M, (2018)

**Chart N°: 4** Proposal of English Faculty Programs

<b>LEVELS</b>	<b>TEACHING ELEMENTS</b>	<b>ELEMENT PRODUCTS</b>	<b>CONTENT KNOWLEDGE</b>	<b>OUTCOMES</b>
<b>ENGLISH A2 SECOND LEVEL ELEMENTAL</b>	Speak, read, listen and write about personal information, professions, greetings in different countries, interests, petitions and offers, activities of free time, preferences, habits, customs, invitations, telephone messages in order to communicate in a simple and direct way	Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Catch the main point in short, clear, simple messages and announcements.	Grammar: Personal Pronouns Possessive Adjectives Can to express ability Verb to be in present: am, is, are Past tense of the verb to be: was and were Use of a, an, some Present simple: affirmative, negative and question sentences Objective Pronouns possession using apostrophes Pronunciation: Syllables Accent in words Personal information The alphabet Physical activities	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms

			<p>Work and life          Introducing yourself and other people          Asking personal questions          Talking about objectives          Writing about yourself</p>	<p>aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
	<p>Talk, read, listen and write about past events, trips, important events, cities, neighborhoods, rooms and articles found in a house, advertisements, places to go shopping in order to communicate briefly and simply</p>	<p>Read very short, simple text and find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal letters.</p>	<p>Grammar:          Singular and plural nouns          Past simple: regular and irregular verbs          Use of there is / there are          Countable and non-countable nouns          Pronunciation:          Accent in sentences          Reflexive pronouns          Talking about popular activities          Talking about how to improve your memory          Vocabulary:          Work          Professions          Time expressions</p>	<p>-Respect for classmates and teacher          -Interests in the content and activities of the class          -Collaboration in the development in pairs and group activities</p>

			Asking for a pay raise Talking about your job and career plan Writing a reply to a work e-mail Talking about your job and making predictions about other people's jobs	
	Speak, read, listen and write about professions and areas of study, family members, physical appearance of famous people and places they live, ways to arrive to different places in order to communicate clearly	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually understand enough to keep the conversation going themselves.	Grammar: Present continuous Use of have got Comparatives and superlatives Pronunciation Accent in sentences Schwa sound Vocabulary: Technology Household tasks Talking about the uses of technology Talking about your dream in life Writing a biography Writing about job requirements	-Self-esteem -Honesty -Respect for the opinion of others -Courtesy -Active participation in class



			Talking about things you can do to become fluent in English	
	Talk, read, listen and write about movies, plans for the future, travel, how to register and board a flight, anecdotes when traveling, health problems, medicines, home remedies in order to communicate properly	Use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	Grammar: Future with the present continuous Use of a, an, the Advices with if Pronunciation: Compound nouns intonation connection of sounds Talking about living off the grid and reducing living costs Talking about factory farming Writing your opinion on an online forum about factory farming Vocabulary: Verbs of movement Crime Personality Reading and listening:	-Respect for the comments of classmates -Cooperation in the development of group work -Responsibility by completing tasks

			<p>Read an article about Salvador Dali</p> <p>Listen a conversation about an exhibition</p> <p>Listen an interview about Gabriel Garcia Marquez</p>	
	<p>Talk, read, listen and write about activities that have never been done or that have always been wanted, places that have been visited, recommendations for different activities, plans for the future, letters for friends, as well as giving opinions on various issues and making decisions in order to communicate in a brief, natural and fluid way</p>	<p>Write short, simple notes and messages relating to matters in areas of immediate need. Write a very simple personal letter, for example thanking someone for something.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>-Present perfect</li> <li>-Use of be going to, be hoping to, and would like to</li> </ul> <p>Pronunciation:</p> <ul style="list-style-type: none"> <li>-Accent</li> <li>-Linking sounds</li> <li>-Schwa sound</li> </ul> <p>Reading and listening:</p> <p>Our Fabulous Beach Wedding</p> <p>Two spring Festivals</p> <p>A conversation about special places</p> <p>A conversation about an old friend</p> <p>Vocabulary:</p> <p>Weddings</p> <p>Speaking and writing:</p>	<ul style="list-style-type: none"> <li>-Respect for the different reactions and attitudes of people</li> <li>-Cooperation in team work</li> <li>-Responsibility by completing tasks</li> <li>-Creativity</li> <li>-Self-esteem</li> <li>-Courtesy.</li> </ul>

			Talking about a couple's wedding Talking about festivals around the world Writing a description of your favorite festival Describing a special place Writing about a special person	
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**Source:** Common European Framework of Reference For Languages

**Prepared by:** Yadira Cárdenas M, (2018)

**Chart N°: 5** Proposal of English Faculty Programs

<b>LEVELS</b>	<b>TEACHING ELEMENTS</b>	<b>ELEMENT PRODUCTS</b>	<b>CONTENT KNOWLEDGE</b>	<b>OUTCOMES</b>
<b>ENGLISH B1 THIRD LEVEL PRE- INTERMEDIATE</b>	Speak, read, listen and write about past events, present activities, sports, physical exercises, personal interests, personal experience, studies, work, working agencies, interviews, food, give opinions and clear suggestions	Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Grammar: -Simple present -simple past -Present progressive -present perfect 1. -present perfect 2 (for-since) -nouns with prepositional phrases Vocabulary: Review : The alphabet, the numbers, symbols, years, and dates Physical activities Work and life Musical instruments Speaking and writing : Talking about yourself Finding out about other people Discussing learning	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams,

			<p>strategies</p> <p>Writing an action plan</p> <p>Writing a message about conserving water</p> <p>Demonstrating and describing a sport</p> <p>Giving a talk about a regular activity</p> <p>Talking about TV and the kinds of shows you watch</p> <p>Finding out what people watched</p> <p>Writing about past TV preferences</p>	<p>hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
	<p>Talk, read, listen and write about past events, stories, anecdotes, habits, climate, preferences, rules, obligations, money. Understand instructions at a cashier, give advice, make comparisons and express preferences in order to communicate clearly and simply</p>	<p>Understand texts that consist mainly of high frequency everyday or job-related language. Understand the description of events, feelings and wishes in personal letters.</p>	<p>Grammar:</p> <p>Past progressive</p> <p>Modals (have to / can)</p> <p>Comparisons</p> <p>Vocabulary:</p> <p>Taxis</p> <p>Link a story</p> <p>start a story</p> <p>Musical instruments</p> <p>Body metaphors</p> <p>Where to put things</p> <p>Saying what you like</p>	<p>Act with respect</p> <p>tolerance and perseverance</p> <p>Work with acceptance and sincerity in the group</p> <p>Interest for self-improvement</p>

			-ed / -ing adjectives Words connected with the body Words connected with work  Speaking and writing : Talking about what instruments people can play Writing about a time you managed to do something difficult Acting out a TV interview Giving a short talk about a favorite song or piece of music	
	Listening, reading, speaking and writing about predictions, recommendations, giving directions, tourist information, asking and making purchases, describing objects, talking about	Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Unprepared into conversation on topics that are	Grammar: -Modals (will, might, may) -Real Conditionals -Some, any -Passives -Present perfect Reading and listening :	Respect the environment Find personal self-improvement Act with tolerance Respect other cultures

	<p>belongings, responding to all kinds of news, thanking and apologizing. Express feelings in order to communicate in a simple and clear way</p>	<p>familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>Would we die if honeybees didn't exist?          What a load of junk!          Listen a conversation about questions and curiosity          Listen a radio interview with a scientist          Listen a conversation about an ancient but modern remedy          Street interviews about home remedies          Vocabulary :          Animals and categories          The natural world          Super foods          Medicine and health          Speaking and writing :          Talking about the moon and the sun          Writing about extinction          Talking about a fast-food experiment          Writing about alternative medicine and super foods          Vocabulary:</p>	
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			<p>Technological inventions</p> <p>Optimism (adverbs of degree)</p> <p>On the road</p> <p>Speaking and writing:</p> <p>Giving your opinion on various world topics</p> <p>Making predictions for the future</p> <p>Acting out a conversation in a computer store</p>	
	<p>Talk, read, listen and write about reservations in a hotel, plans, housing, imaginary situations, solving problems, addresses, countries and achievements in order to communicate</p>	<p>Connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</p> <p>Give reasons and explanations for opinions and plans.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>-Future plans</li> <li>-Would</li> <li>-Infinitives and gerunds</li> </ul> <p>Pronunciation:</p> <ul style="list-style-type: none"> <li>-Question intonation</li> <li>-Groups of words</li> <li>- Accent on verbs</li> </ul> <p>Vocabulary:</p>	<p>Promote critical thinking about your life in the future and set objectives</p> <p>Respect individual differences</p>



		<p>Narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>Compound nouns connected with movies  Jobs in the movies  Adjectives to describe character  Statistics  Jobs and actions  Speaking and writing:  Talking about the last movie you saw  Describing and guessing jobs  Reporting what people said  Writing about your life as a child  Writing and acting out an interview for a TV show  Talking about video games statistics  Writing a description and giving a talk about games  Writing about how to resist temptation  Confirming information  Preparing an argument</p>	
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			Persuading others to agree with your opinion	
	Talk, read, listen and write about how to use electronic devices, use of the telephone in different situations, talk about habits and state of mind in the past, express and give opinions, discuss a topic, take part in a meeting in order to communicate in a simple and clear	Write simple connected text on topics which are familiar or of personal interest. Write personal letters describing experiences and impressions.	Grammar: -Used to/would -Real and unreal conditionals Vocabulary: Hiking equipment <i>Remember</i> and <i>forget</i> Body language Conditions Speaking and writing: Retelling a story Describing your favorite landscape Talking about a time you forgot or lost something Retelling Dillon's story Talking about a time you helped or saved someone Talking about conditions	Act with tolerance Respect to others Promote responsibility

**Source:** Common European Framework of Reference For Languages

**Prepared by:** Yadira Cárdenas M, (2018)

**Chart N°: 6** Proposal of English Faculty Programs

<b>LEVELS</b>	<b>TEACHING ELEMENTS</b>	<b>ELEMENT PRODUCTS</b>	<b>CONTENT KNOWLEDGE</b>	<b>OUTCOMES</b>
<b>ENGLISH B2 FOURTH LEVEL INTERMEDIATE</b>	<p>Speak, read, listen and write about skills, events in detail, handle misunderstandings and about education within authentic contexts and of certain complexity</p>	<p>Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programmes. Understand the majority of films in standard dialect.</p>	<p>Grammar: Simple and progressive present perfect Simple past and past perfect progressive Past progressive and past perfect progressive Adverbs to describe actions</p> <p>Vocabulary: Collocations <i>keep</i> Emotions Hobbies and activities Toys Manual activities</p>	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either</p>

			<p>Expressions with colors          Idiomatic expressions with color          Music Sounds          Collocations with language          Loan words <i>lend, borrow, loan</i>          Roots of English          Expressions with cannot</p> <p>Speaking and writing:          Talking about the meaning of names          Talking about the concept of “home”          Writing an essay on the concept of “home”          Talking about language acquisition and the best ways of learning a language          Writing a story about a childhood event          Talking about the future          Talking about music that has meant a lot to you in your life</p>	<p>party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
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			<p>Reading and listening:          People, curb your enthusiasm          Popular favorite words          Listening a talk by a life coach on limiting language</p>	
	<p>Talk, read, listen and write about information of important tourist places, designs and internet making flexible use of the language for social and scientific purposes</p>	<p>Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Understand contemporary literary prose.</p>	<p>Grammar:          Passive voice          Clauses in Past participle          Conditional clauses</p> <p>Vocabulary:          Every day phrases from war and boxing          Hearing and listening about war          Arguments          Fiction genres          Opinions          Everywhere, everything, etc.</p> <p>Speaking and writing :          Talking about languages</p>	<p>- Demonstrate interest in handling problems and solutions          -Develop creativity to talk about responsibility</p>

			<p>Comparing statistics of world languages with the sound /dʒɪz/</p> <p>Thinking about how often we use the word love</p> <p>Writing a report</p> <p>Analyzing the poem <i>Chivvy</i></p> <p>Talking about how adults and children communicate</p> <p>Talking about the most beautiful words in English</p> <p>Writing a story about words</p> <p>Conducting a survey about words</p> <p>Writing a report</p> <p>Talking about war memorials</p> <p>Giving a presentation about a national event</p> <p>Acting out an interview</p> <p>Talking about the good and bad of war</p> <p>Writing an essay about war</p> <p>Writing a blog post about conflict resolution</p>	
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	<p>Listening, reading, speaking and writing about problems, speculate consequences of past actions, describe responsibilities and roles in different situations with a higher level of demand</p>	<p>Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>Grammar: Modals (will, might, may) Real Conditionals Some, any Passives Present perfect</p> <p>Vocabulary: Sports and activities Ways of liking and not liking Hobbies and activities Phrasal verbs Actions associated with heroes and villains Adjectives to describe villains Adjectives to describe heroines Nouns with more than one meaning Migration How we walk Collocations How countries are organized Speaking and writing :</p>	<p>-Respect the environment -Find personal self-improvement -Act with tolerance -Respect other cultures</p>
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			<p>Defining the idea of “sport”</p> <p>Researching information about a sporting event</p> <p>Writing a description of a sporting event</p> <p>Giving a presentation of an unusual sport</p> <p>Writing a description of an unusual sport</p> <p>Acting out favorite lines from movies</p> <p>Writing about your favorite villain</p> <p>Giving a presentation of your favorite villain</p> <p>Writing a paragraph about men or women in the movies</p> <p>Talking about a gift that had a great influence on you</p> <p>Talking about your childhood heroes</p> <p>Talking about different biopics and what they have in common</p>	
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			<p>Talking about the population of your country</p> <p>Investigating your family tree</p> <p>Writing about a big concert</p> <p>Writing a verse for a song about your country</p> <p>Acting out a conversation with an immigrant</p> <p>Debating for or against the motion that immigration does more harm than good</p> <p>Talking about citizenship classes</p>	
	<p>Talk, read, listen and write about reservations in a hotel, plans, housing, imaginary situations, solving problems, addresses, countries and achievements in order to communicate</p>	<p>Present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>Grammar:</p> <p>Future plans</p> <p>Would</p> <p>Infinitives and gerunds</p> <p>Pronunciation:</p> <p>Question intonation</p> <p>Groups of words</p> <p>Accent on verbs</p> <p>Reading and listening:</p> <p>Read two descriptions of people living in remote places</p>	<p>-Promote critical thinking about your life in the future and set objectives</p> <p>-Respect individual differences</p>

			<p>Read the best job in the world?</p> <p>Read I promised to love her, no matter what</p> <p>Listen an interview for an unusual job</p> <p>Listen ten people talk about going to Mars</p> <p>Listen people giving reasons for not wanting to go to Mars</p> <p>Vocabulary:</p> <p>Requirements for a job</p> <p>Geographical features</p> <p>Vowel sounds</p> <p>The planets</p> <p>Water Crossings</p> <p>Man-made things</p> <p>Bridges</p> <p>Wet and dry</p> <p>Waste</p> <p>Speaking and writing:</p> <p>Talking about isolated places</p> <p>Writing an e-mail in reply to an online ad</p>	
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			<p>Finding out about earth ships</p> <p>Talking about an unusual job description</p> <p>Creating a video application for a job</p> <p>Talking about your ideal landscape</p> <p>Writing a tweet about your ideal landscape</p> <p>Talking about things to take on journey to space</p> <p>Writing a summary about a movie about space</p> <p>Finding out about smart environmental solutions</p> <p>Acting out a public meeting to discuss a new airport</p> <p>Giving a talk about drought prevention and problems</p> <p>Writing an essay on drought and its problems</p> <p>Talking about the advantages and disadvantages of recycling</p> <p>Writing an essay on the truth about recycling</p>	
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	<p>Talk, read, listen and write about how to use electronic devices, use of the telephone in different situations, talk about habits and state of mind in the past, express and give opinions, discuss a topic, take part in a meeting in order to communicate in a simple and clear</p>	<p>Write clear, detailed text on a wide range of subjects related to my interests. Write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Write letters highlighting the personal significance of events and experiences.</p>	<p>Grammar: -Used to/would -Real and unreal conditionals</p> <p>Reading and listening: Read description of two different flash mobs Want financial help? Ask your friends! Listen Raising money for charity Listen a conversation about flash mobs Listen a meeting of contestants for a chili cook-off</p> <p>Vocabulary: Collecting money Surprise Collocations The countryside The seven ages of man Success Verbs for thinking</p>	<p>-Act with tolerance -Respect to others -Promote responsibility</p>

			<p>Water Crossings  Man-made things  Bridges  Wet and dry  Waste</p> <p>Speaking and writing:  Choosing a charity you'd work for or raise money for  Talking about organizing a flash mob performance  Writing an announcement for a flash mob performance  Giving a talk about a personal project  Writing about crowd funding  Thinking of ideas to celebrate a country  Writing an essay called Celebrating My Country  Acting out an interview for a local paper  Thinking of ideas for a project to help children  Writing a letter to your local government</p>	
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			Talking about the idea of escaping from real life Deciding what five things you have to do before you die Writing a description of something you'd really like to do	
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**Source:** Common European Framework of Reference For Languages

**Prepared by:** Yadira Cárdenas M, (2018)

### 3. Administration

#### 3.1. Center of Language Administration

##### PROGRAM RESPONSIBLE STAFF

Table N°: 35 Program Responsible People

Names	Position	Responsibility
Dr. Byron Vaca B.	Principal	Administrative
Dr. Gloria Miño C.	Vice-principal	Academic
Dr. Rosa Saeteros H.	Vice-principal	Administrative
Lic. Carmen Mejia C.	Director	Administrative- Academic
Lic. Luis Veloz A.	Responsible of Regular Programs	Academic
Lic. Washington Mancero O.	Responsible of Evaluation Center	Academic
Lic. Enrique Guambo Y.	Responsible of Planning and Evaluation Center	Academic

Prepared by: Yadira Cárdenas M, (2018)

#### Management Model

The administrative management based on quality of service can be implemented for improving the administrative and academic processes of the Language Center.

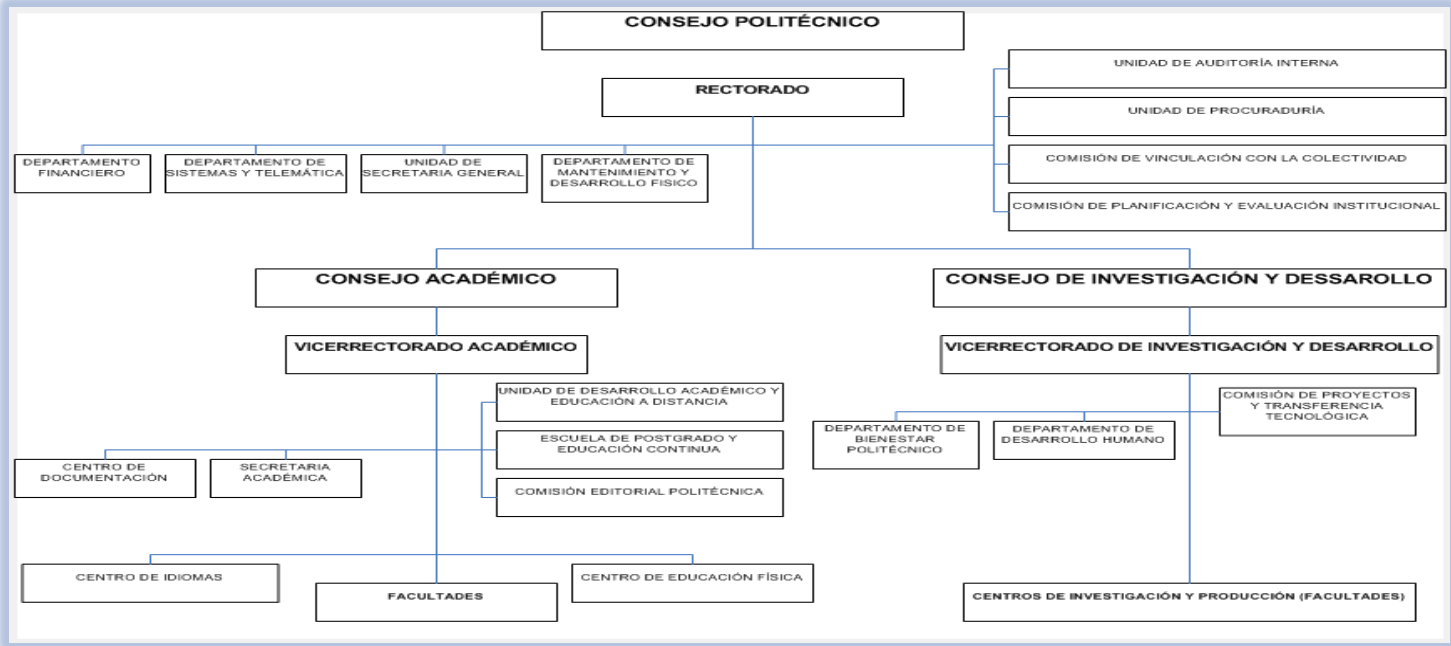
#### Evaluative Procedure Unit

Three people consisting of: a coordinator, who will be a tenure professor and two contract teachers, will make the Evaluative Procedure Unit. The Degree Regulation of Academic Regime, art 80, mentions that the registry of evaluations will be done strictly observing the dates established for the effect in the

institutional academic calendar, and should be registered only by the teacher of the subject, in the Institutional Academic System (OASIS). Teachers of the level will nominate a coordinator and will all contribute to deliver the finished document to the Evaluative Procedure Unit. All exams submitted to the Evaluative Procedure Unit will be shown to the Director of the Center and after his approval of the document will be kept on file in the Language Center Secretary Department. The Evaluative Procedure Unit will be the only entity to handle the documentation. The Evaluative Procedure Unit, will meet at the request of the coordinator the week following the taking of exams to verify the academic progress of the Language Center students, and then reported to the Academic Secretary of the Institution.



# ORGANIC STRUCTURE OF THE SUPERIOR POLYTECHNIC SCHOOL OF CHIMBORAZO



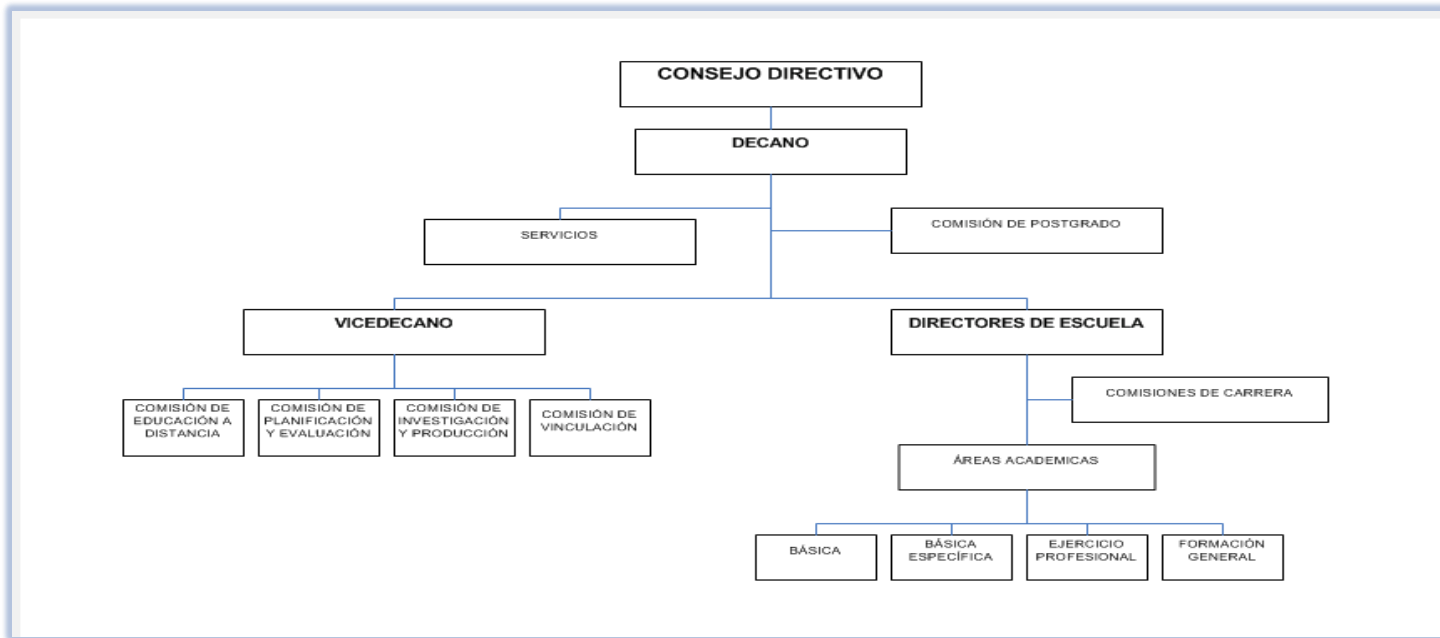
**Graph Nº: 7** Organic Structure of the Superior Polytechnic School of Chimborazo

**Source:** Official website of the Superior Polytechnic School of Chimborazo

**Prepared by:** Yadira Cárdenas M, (2018)

## STRUCTURAL ORGANIC FROM OF THE FACULTY PROGRAM

Graph Nº: 8 Structural Organic from of the Faculty Program



**Source:** Official website of the Escuela Superior Politecnica de Chimborazo

**Prepared by:** Yadira Cárdenas M, (2018)

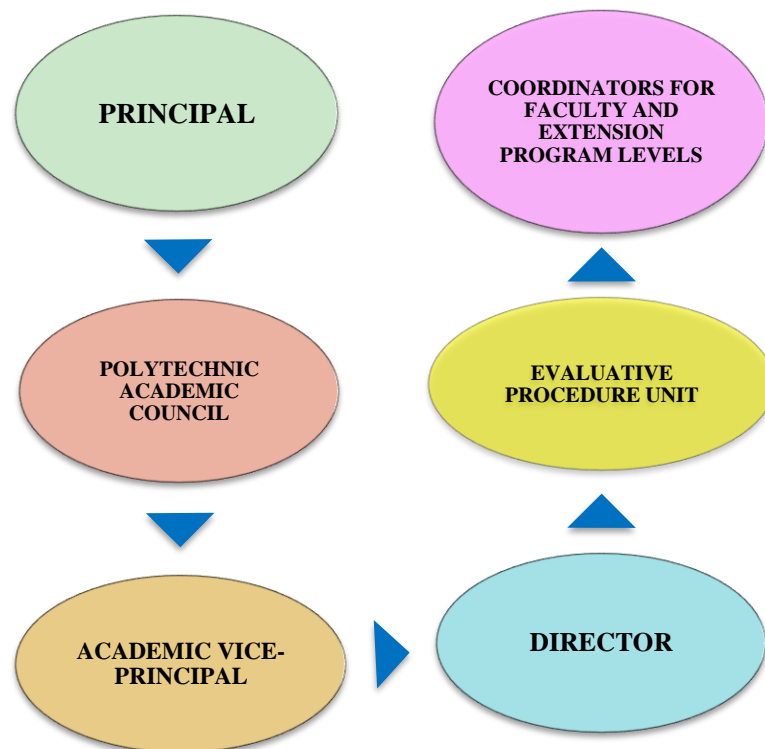
## Functional Organic Structure

The Language Center will have the following levels of organization:

- a. Evaluative Procedure Unit
- b. A Director
- c. An Academic responsible of the program
- d. Teaching staff
- e. Administrative and service staff
- f. Students

## STRUCTURAL FLOWCHART

Graph N°: 9 Structural Flowchart



Prepared by: Yadira Cárdenas M, (2018)

### 3.2. Available and required resources

**Table N°: 36** Available and required resources

<b>Numbers</b>	<b>List of Teachers of the Language Center</b>	<b>Degree</b>
1.	Abarca Garcia Sancho Liliana	Bachelor's Degree
2.	Armas Pesantez Paul Rolando	Bachelor's Degree
3.	Barragan Murillo Rocio de los Angeles	Bachelor's Degree
4.	Bejarano Criollo Sylvia Nataly	Bachelor's Degree
5.	Bravo Montenegro Marco Antonio	Bachelor's Degree
6.	Cabezas Arevalo Leonardo Efrain	Bachelor's Degree
7.	Cadena Murga Boris Cristian	Bachelor's Degree
8.	Cardenas Moyano Maria Yadira	Bachelor's Degree
9.	Carpio Salas Jose Gabriel	Bachelor's Degree
10.	Castillo Niama Monica Paulina	Bachelor's Degree
11.	Cazar Costales Silvia Narcisa	Bachelor's Degree
12.	Celleri Quinde Silvana Patricia	Bachelor's Degree
13.	Chamorro Ortega Cristina Paola	Bachelor's Degree
14.	Clay Ochoa Viviana Carolina	Bachelor's Degree
15.	Colcha Guashpa Esthela Isabel	Bachelor's Degree
16.	Damian Tixi Deysi Lucia	Bachelor's Degree
17.	Escobar Murillo Maria Guadalupe	Bachelor's Degree
18.	Guadalupe Bravo Luis Oswaldo	Bachelor's Degree
19.	Guambo Yerovi Enrique Jesus	Bachelor's Degree
20.	Guano Merino Daniela Fernanda	Bachelor's Degree
21.	Guijarro Paguay Sandra Leticia	Bachelor's Degree
22.	Heredia Arboleda Edgar Eduardo	Bachelor's Degree
23.	Herrera Andrade Zoila Victoria	Bachelor's Degree
24.	Inca Chunalata Nancy Margarita	Bachelor's Degree

25.	Lara Freire Martha Lucia	Bachelor's Degree
26.	Lara Olivo Lenin Ivan	Bachelor's Degree
27.	Larrea Vejar Maritza Lucia	Bachelor's Degree
28.	Logroño Becerra Monica Alejandra	Bachelor's Degree
29.	Logroño Lopez Jacqueline Ines	Bachelor's Degree
30.	Macias Silva Evelyn Carolina	Bachelor's Degree
31.	Mancero Orozco Washington	Bachelor's Degree
32.	Gustavo	Bachelor's Degree
33.	Martinez Paredes Leonardo	Bachelor's Degree
34.	Mauricio	Bachelor's Degree
35.	Mejia Calle Camen Cecilia	Bachelor's Degree
36.	Molina Mazon Ruth Patricia	Bachelor's Degree
37.	Moreno Novillo Angela Cecibel	Bachelor's Degree
38.	Moyota Amaguaya Patricia Pilar	Bachelor's Degree
39.	Narvaez Vilema Cesar Augusto	Bachelor's Degree
40.	Obregon Mayorga Paul	Bachelor's Degree
41.	Padilla Padilla Nelly Margarita	Bachelor's Degree
42.	Padilla Padilla Yajaira Natali	Bachelor's Degree
43.	Pilatuña Pinduisa Rosa Elena	Bachelor's Degree
44.	Porras Pumalema Sandra Paulina	Bachelor's Degree
45.	Quishpe Hipo Luis Armando	Bachelor's Degree
46.	Reinoso Espinosa Ana Gabriela	Bachelor's Degree
4	Rodriguez Arellano Nancy	Bachelor's Degree
49.	Georgina	Bachelor's Degree
50.	Rodriguez Pillajo Lucio Armando	Bachelor's Degree
51.	Rojas Castro Carmita Eulalia	Bachelor's Degree
51.	Rojas Yumisaca Wilson Eduardo	Bachelor's Degree
52.	Ruiz Lopez Edison Renato	Bachelor's Degree
53.	Salazar Calderon Edison Hernan	Bachelor's Degree
54.	Salazar Silva Veronica Maribel	Bachelor's Degree

55.	Solis Viteri Hugo Alonso Tapia Salinas Jaime Alberto Veloz Andrade Luis Alberto Yumi Guacho Lorena Maribel	Bachelor's Degree
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**Source:** Department of the Language Center of the Superior Polytechnic School of Chimborazo

**Prepared by:** Yadira Cárdenas M, (2018)

### Administrative Staff

**Table N°: 37** Administrative Staff

Number	Name	Function	Degree
1	Monica Mejia Flores	Secretary	Bachelor's Degree
2	Marcelo Fabian Allauca	Laboratory Head	Engineer

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

**Prepared by:** Yadira Cárdenas M, (2018)

### Service Personnel

**Table N°: 38** Service Personnel

Number	Name	Function	Degree
1	Flores Bolivar	Janitor	
2	Martha Bejarano	Janitor	Bachelor's Degree

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

**Prepared by:** Yadira Cárdenas M, (2018)

## Infrastructure Resources

**Table N°: 39** Infrastructure Resources

<u>Identification</u>	<u>Available</u>	<u>State of Conservation</u>	<u>Available by Agreement</u>
Rooms	13	Good	
Workshops	No		
Laboratories	2	Good	
Libraries	No		
Lavatories	1	Bad	
Recreational Spaces	No		
Offices	3	Good	

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

**Prepared by:** Yadira Cárdenas M, (2018)

## Technological and laboratory resources

**Table N°: 40** Technological and laboratory resources

<u>Identification</u>	<u>Available</u>	<u>State of Conservation</u>	<u>Available by Agreement</u>
Computers	31	Good	
Projectors	14	Good	
Tape recorders	3	Good	
Internet	Global	Good	

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

**Prepared by:** Yadira Cárdenas M, (2018)

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## 6.8 Administration of the Proposal

The proposal will be administrated by the author of the research work, Language Center teacher, who wants to apply the curriculum redesign for the students who get a real achievement according to Common European Framework. It will be supported by the principal of the Center along together with the coordination of the proposal.

## 6.9 Evaluation of the proposal

**Table N°: 41** Evaluation of the proposal (Herrera, Medina & Naranjo, 2010)

BASIC QUESTIONS	EXPLANATION
1.-Who wants to evaluate?	The person in charge of the research work
2.-Why evaluate?	Because the current curriculum of the Language Center is not updated
3.-What evaluates for?	To redesign the curriculum of the Language Center at the Superior Polytechnic School of Chimborazo.
4.-What evaluates?	The current curriculum design of the Language Center.
5.-Who evaluates?	Maria Yadira Cárdenas Moyano
6.-When to evaluate	From the beginning of the proposal
7.-How to evaluate?	By methodological and technical processes
8.-With what to evaluate?	Human, institutional, material and economic resources

**Source:** Handbook and Research book

**Prepared by:** Yadira Cárdenas M, (2018)

In an evaluation of any kind, people who are concerned about the present and future of the company are needed. The interest shown by the people to be

involved are reasons that justify the evaluation, in accordance with the objectives and different aspects to be evaluated. The person in charge of the evaluation is the one who has the first interest in carrying out the work in determined periods, with carefully planned methodological planning and the adequate resources for the evaluation to have the required success.

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# ANNEXES

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**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA**

**EXTRANJERA COHORTE 2015**

**ENCUESTA DIRIGIDA A LOS DOCENTES DEL CENTRO DE IDIOMAS DE LA ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO**

**Objetivo:** Analizar la pertinencia de la implementación del nuevo diseño curricular a fin de mejorar el nivel de aprendizaje de Inglés en estudiantes universitarios del Centro de Idiomas de la ESPOCH.

**Instrucciones:** Marcar con un X la respuesta que considere apropiada.

**1. ¿Qué impacto cree usted que al redefinirse un diseño curricular para la enseñanza de Inglés, se lograría mejorar el nivel de aprendizaje de los señores estudiantes?**

Totalmente ( )                      Medianamente ( )                      Pobrementemente ( )

**2. ¿En qué medida cree usted que una reestructuración curricular podría solucionar la problemática de lograr una suficiencia real del aprendizaje de una segunda lengua?**

Totalmente ( )                      Medianamente ( )                      Pobrementemente ( )

**3. ¿En relación a otras universidades en qué nivel ubicaría usted a la ESPOCH en lo relacionado a la enseñanza de Inglés?**

Excelente ( )                      Medio ( )                      Bajo ( )

**4. ¿En qué medida cree usted que el aprendizaje de Inglés de los niveles que ofrece el Centro de Idiomas de la ESPOCH ayudan a un estudiante a desarrollarse eficazmente en su vida profesional?**

Totalmente ( )                      Medianamente ( )                      Pobrementemente ( )

**5. En qué medida considera usted que el programa de estudios que maneja en la actualidad el Centro de Idiomas de la ESPOCH, cumple con los objetivos establecidos en la planificación anual?**

Avanzado ( )                      Intermedio ( )                      Básico ( )

**6. A qué nivel considera usted, que al redefinirse un diseño curricular, en la enseñanza del idioma inglés, se lograría mejorar el nivel de aprendizaje en los estudiantes?**

Completamente ( )                      Medianamente ( )                      Nulo ( )

**7. ¿Cree usted que los estudiantes realmente alcanzan la suficiencia al finalizar los 6 NIVELES establecidos en la ESPOCH?**

Siempre ( )                      Rara vez ( )                      Nunca ( )

**8. ¿En qué medida considera usted que el currículo establecido del Centro de Idiomas de la ESPOCH contribuye al conocimiento de las destrezas del inglés?**

Totalmente ( )                      medianamente( )                      nulo( )

**9. ¿Con qué frecuencia aplica el manejo de metodología comunicativa para la enseñanza del idioma inglés como lengua extranjera?**

Siempre ( )                      A veces ( )                      Nunca ( )

**10. ¿En qué medida emplea usted herramientas tecnológicas para la enseñanza del idioma inglés?**

Alta ( )                      Media ( )                      Baja ( )

**11. ¿A qué nivel considera usted que las actividades dentro del currículo existente en el Centro de Idiomas de la ESPOCH incrementarán el dominio de una lengua extranjera?**

Avanzado ( )                      Intermedio ( )                      Básico ( )





**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA**

**EXTRANJERA COHORTE 2015**

**ENTREVISTA DIRIGIDA A LOS DIRECTIVOS DEL CENTRO DE IDIOMAS DE LA ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO**

N: 1

**UNIVERSIDAD:** ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO

**ENTREVISTADO:** CARMEN MEJIA DIRECTORA DEL CENTRO DE IDIOMAS DE LA ESPOCH

**ENTREVISTADOR:** YADIRA CARDENAS

**LUGAR FECHA:** 29 de Enero de 2018

**OBJETIVO:** Analizar la pertinencia de la implementación del nuevo diseño curricular a fin de mejorar el nivel de aprendizaje de Ingles en estudiantes universitarios del Centro de Idiomas de la ESPOCH.

**PREGUNTAS**

**INTERPRETACIÓN - VALORACIÓN**

- ✓ ¿Cómo definiría usted suficiencia en Ingles?
- ✓ ¿Considera usted que la organización curricular de Inglés del Centro de Idiomas de la ESPOCH permite al estudiante alcanzar un nivel de suficiencia?
- ✓ ¿En su opinión que es necesario hacer a nivel Académico para lograr la suficiencia en inglés en el Centro de Idiomas de la ESPOCH?
- ✓ ¿En qué medida cree usted que un re-diseño curricular de Inglés ayudaría a lograr un nivel de suficiencia? ¿Por qué?

**Illustration 4 Time table of Activities**

	JULY- SEPTEMBER 2016				DECEMBER 2016 APRIL 2017				MAY- SEPTEMBER 2017				OCTOBER. NOVEMBER, DECEMBER 2017				JANUARY, FEBRUARY 2018				MARCH- MAY 2018			
ACTIVITIES	I	II	III	I V	I	II	III	I V	I	II	III	IV	I	II	III	IV	I	II	III	IV				
<b>Planning Stage</b>																								
Research problem identification	■																							
Development chapter I				■	■	■	■																	
Revision of chapter I					■	■	■																	
Development and revision chapter II									■	■	■	■												
Development chapter III													■	■	■	■								
Revision of chapter III													■	■	■	■								
Development chapter IV																	■	■	■	■				
Revision chapter IV																	■	■	■	■				
Research draft review																	■	■	■	■				
<b>Execution Stage</b>																								
Surveys																								
Revision chapter IV																	■	■	■	■				
Development and revision of chapter V																					■	■	■	■
Development and revision chapter VI																					■	■	■	■
<b>Evaluation Stage</b>																								
Final presentation of research draft																					■	■	■	■
Revision of corrections																					■	■	■	■
Submitting of final research																					■	■	■	■
Oral defense																					■	■	■	■