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APPLIED RESEARCH PAPER

Topic: : Analysis of the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of eleventh grade students at Rigoberto López Pérez Institute in the first semester of 2015.

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CARTA AVAL

Presento este aval con el cual comunico al Jurado Examinador del Departamento de Inglés, que las estudiantes Jhara Adriana Ojeda Chávez, Katherine Alicia Rostrán Reyes y María Concepción Gutiérrez Chávez han concluido su trabajo de investigación de Seminario de Graduación, con el tema:


Analysis of the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of eleventh grade students at Rigoberto López Pérez Institute in the first semester of 2015.

La investigación hecha es un trabajo académico para optar al título de Licenciado(a) en Inglés.

Por esta razón las presento a la Dirección del Departamento de Inglés para que sean incluidas en una pronta programación para su defensa.

En la ciudad de Managua, a los treinta días del mes de noviembre de 2015.

Atentamente,



Dr. Raúl Ruiz Carrión
Tutor

CC: - Archivo.

INDEX	PAGE
Carta Aval.....	1
Dedicatory.....	2
Acknowledgement.....	3
Abstract.....	4
I. Introduction.....	5
II. Problem Background.....	6
III. Previous study.....	7
IV. Justification.....	9
V. Research Questions.....	10
VI. Objectives.....	11
VII. Research Matrix.....	12
VIII. Theoretical Framework.....	13
8.1. Curriculum definition.....	13
8.2 Elements of the curriculum.....	14
8.3 The characteristics of a good curriculum.....	16
8.4 Types of curriculum.....	17
8.5 What makes a good quality school curriculum?	20
8.6 The educational planning and Evaluation of Learning in Secondary School.....	28
8.7 The Strategic Plan Of education for 2011-2015.....	30
8.8 Level of Secondary Education.....	31
8.9 Organizational and curricular structure.....	31
8.10 Effectiveness Definition.....	31
IX. Methodological design or Methodology.....	33
9.1 Sociological Approach.....	33

9.2 Type of research.....	34
9.3 Technique for gathering information.....	34
9.4 Population and Sample.....	35
9.5 Plan of Analysis.....	35
X. Results and Analysis.....	36
XI. Conclusion.....	48
XII. Recommendations.....	50
XIII. References.....	51
XIV. Annexes.....	53

DEDICATORY

We dedicate this research work to God creator of all the things on the earth and the universe.

Also, we dedicate this research work to our parents, who gave us the courage and the support we needed to do this research work without conditions and gave us all the motivation we needed in determinate moments of our life.

And finally, we dedicate this research work to our professor Raúl Ruiz Carrión, who gave us his valuable support as moral as methodological during the realization of this work and our all professors who contributed to our academic formation during these five years, thank you so much.

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ABSTRACT

The purpose of this investigation is to analyze the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of eleventh grade students at Rigoberto López Pérez Institute in the first semester of 2015.

To carry out our purpose we used several materials to get all information that we needed, for instance we analyze several documents based on curriculum, and we designed an interview for the teacher and a survey for the students in order to get their perception about the new study plan. Those techniques were shown to be an effective way of analyzing the data.

Adding that this research paper has a lot of information about what the curriculum is, the elements of a curriculum, the definition of it, the characteristics of a curriculum are, the types of curriculum, the educational planning and evaluation of learning in secondary education has, the methodological design of this research paper, the sociological approach, what type of research it is, the result and analysis of this research paper, among others.

This research paper it is a compilation of many important documents about the curriculum which were studied and analyzed in order to get the more important and useful information to support this research.

I. INTRODUCTION

The main objective of high school is to prepare students not only for specific labor market, but also for being competitive people in the world. The curriculum is designed to be in accordance to the mission and philosophy of the school. For achieving this prominent goal those entities decided carefully to make a transformation (changes) in the curriculum in order to have only the subjects of study offered by an educational institution focusing on what the study plan will cover and what students will learn to be an educated people (or people with a wide knowledge).

A curriculum can be defined as a set of guidelines used by teachers containing all activities of the teaching-learning process, taking place in a period set by the academic institution in which it is applied. However, it is not an easy task for the people who are in charge of designing the plan of study because they need to know the society demands, what the employers want from the graduates and what the competencies that students must have in order to develop their intellectual ability are.

Once students graduate from their high school it is time to see how effective and useful the education they received in the school was. Also to know how much professional and human being they are. For that reason it is necessary provide theoretical and practical knowledge related to the four English language skills (speaking, reading, writing and listening) and the two sub-skills (grammar and pronunciation). This is with the objective of being updated and fulfills the requirements and demands of the globalized world.

This research has the main purpose to analyze the effectiveness of the Minister of Education's 2009 curriculum in relation to the acquisition of English language skills. It is focused on identifying the difficulties, skills and experiences shared by students of English in relation to what has been done and learned and also to know the teacher and students' opinion about the changes in the curriculum of the new approach of the contents in the English language acquisition skills.

II. PROBLEM BACKGROUND

Nowadays it is important to have a good education in our country because it is growing up very fast. It is aimed to work on this problem that is the effectiveness of 2009 curriculum in terms of the English language skills. When the students researchers gave the practicum class at Rigoberto Lopez Perez Institute it was evident how the curriculum works with the education that students received that is why it is attempted that the school gave a good education and suited the needs of students and society.

It is considered that students and teacher are involved in that problem, in the way that the curriculum is applied in the school. Adding that, through this research it was obtained information about the curriculum implemented and also about how the students are being educated academically. Therefore, it emerges the question of how effective is the 2009 curriculum for the acquisition of English language skills at Rigoberto Lopez Pérez Institute.

III. PREVIOUS STUDY

Others researchers have been made about the curricular transformation. Here some of them are mentioned in order to find out factors that were crucial in the curricular transformation.

1. The curriculum documents of primary and secondary education for youth and adults in Nicaragua.

Objective: Technical assistance for the elaboration of an offer of education, analysis and recommendations.

Author(s): Violeta Barreto & Máximo Estupiñan.

Year: 2010

Methodology used: Study-case

Conclusion:

This research determined that:

- The advantages and possible difficulties about the curricular transformation in primary and secondary school because of the lack of motivation that the students have in order to accept the new offer of education due to the new subjects added to it.

2. General principles and objectives of education.

Objective: General principles and objectives of education focused on the current priorities and concerns in education.

Author: Compiled by UNESCO-IBE

Year: 2006-2007, 6th edition

Revised version: May 2006

Methodology used: Study-case

Conclusion:

This research determined that:

- Fundamental laws and rules relating to education for better performance in many private education centers as government, where the (curriculum) has administration and management of the education system, showing the structure and organization of the (curriculum) for a better understanding

3. Transformation curriculum, paradigms and teaching approaches.

Objective: Capture the educational policies of the institution and the most pressing demands of the Nicaraguan people, in order to train future citizens with the skills, principles and values that our country demand.

Author: (Maradiaga, y otros, 2007)

Year: March 2007

Methodology used: Study-case

Conclusion:

This research determined that:

- The primary purpose of this policy document was to support their teaching and to facilitate their educational planning, which draws primarily on the TEPCEs and concrete in the classroom, according to his teaching experience, student characteristics and considering the resources available.

IV. JUSTIFICATION

The following research is focused on the field of the curriculum. It is considered that school follow the new curriculum that give some solutions to the needs of students and society to be people who can think critically and their own opinions about different issues. However, this change in the curriculum has brought another change adaptation issues, disagreements and questions regarding to the relevance of the subjects added to the study plan and the time established for each one.

It is considered that this work is going to be useful for students and teacher. The main goal is to contribute with information that provides them a general overview that allows them to see this change as something positive not negative. It is beneficial to them because it is introducing something new to develop new knowledge. At the same time this research will serve as inspiration for new research related to the field of study, giving them (researchers) a clue of what the curriculum is, how it works and how much it is beneficial for students and society.

V. RESEARCH QUESTIONS

- 1) How does the organization of the subjects added in the 2009 curriculum and didactic material influence on the acquisition of English language skills?

- 2) What are the weaknesses and strengths of the 2009 curriculum in the English field?

- 3) What is the students and teacher perception about the 2009 curriculum?

VI. OBJECTIVES

General Objective

To analyze the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills

Specific objectives

1. To analyze the influence of the organization and didactic material of the 2009 curriculum.
2. To determine the weaknesses and strengthens of the 2009 curriculum in the English field.
3. To identify the students and teacher perception of the 2009 curriculum.

VII. RESEARCH MATRIX

Specific objectives	Variables	Indicators	Information sources	Gathering data techniques
1. To analyze the influence of the organization and didactic material of the 2009 curriculum.	The organization of the curriculum. Didactic material	-The organization of the new subjects. -The appropriate didactic material.	Teacher Students	Interview Survey
2. To determine the weaknesses and strengthens of the 2009 curriculum in the English field.	The weaknesses and strengthens of the curriculum.	-The time allotted of the new subjects. -The appropriate didactic material.	Teacher Students	Survey Interview
3. To identify the students and teacher perception of the 2009 curriculum.	the students and teacher perception of the curriculum	The opinion of the implementation of the curriculum	Teacher Students	Survey Interview

VIII. THEORETICAL FRAMEWORK

Different types of researches are conducted with different objectives and purposes but there is one in specific that is used to collect information from books, documents, teachers and students' opinions.

8.1. Curriculum definition

The term refers to a specific educational concept, which allows planning academic activities. Generally, leading to the set of objectives, contents, methodological approaches and assessment techniques, in order to carry out the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes.

According to Mackimm

“The word curriculum derives from the Latin currere meaning ‘to run’. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place”. (McKimm, 2003)

It is a plan that is guided by an educational institution to integrate the old with the new known, which accepts sudden changes in approach and content of education.

According to Pillai

“Curriculum is a comprehensive plan for an educational/ training programme/ course to offer new/ improved manpower to fulfil the rising needs of a Dynamic society”. (S.SWAMINATHA)

Curriculum is a plan or program based on all the experiences that learners have under the guidance of the school; it also has a content that prescribed series of courses to be taken by students in order to study, practice and master what they learn. It includes materials with which students will interact for the purpose of achieving identified educational outcomes.

Curriculum can be defined as a plan for what is to be taught in schools. It consists of topics to be taught at all levels in the primary school. The term "curriculum" is generally understood as the courses or programmes of study offered by an educational institution.

8.2. Elements of the Curriculum

The curriculum has four elements that are in constant interaction:

- Purpose (goals and objectives)
- Content or subject matter
- Methods or learning experiences
- Teaching and learning methods
- Learning resources
- Learning outcomes
- Assessment
- Evaluation

Purpose

The purpose of a curriculum is based on the social aspiration of society, outlines the goals and aims of the programme and it is expressed as goals and objectives.

There are three categories of goals and objectives:

- **Cognitive:** referring to intellectual tasks.
- **Psychomotor:** referring to muscular skills.
- **Affective:** referring to feeling and emotions.

Aims describe what the teacher is trying to achieve, whereas goals usually describe what the course and organization is trying to achieve.

Content or subject matters

The content is part of the curriculum and it has to be studied in relation to other parts so that the curriculum forms a coherent learning programme. The content is usually derived from objectives; it should comprise and reflect a selection of knowledge, skills, values and attitudes to be learned.

Methods or learning experiences

The methods outlined in a curriculum deal with teaching and learning experiences and involve organizational strategies. It is not stipulated but it is left up to the teacher to select flexible teaching methods that facilitates the learning.

Teaching and Learning Methods

Teaching and learning methods are tactics used by the teacher to select the method most appropriate to the courses and the intended learning. Although the methods are not always stipulated in the courses of the academic curriculum in some courses such as PBL curricula the learning methods and guidance are explicit in curriculum design, which is relevant to support teachers and students during the learning process. It is important to point out that the teaching and learning methods should be interrelated with the content and learning objectives.

Learning resources

Learning resources are didactic materials, which promote students learning. Curriculum planners who are developing whole programs need to think at a strategic level about resources required and how these can be used effectively and efficiently taking into account the features: duration and topics of the courses. As well as student numbers increase technological innovation, which are significant in the teaching learning process?

Some materials necessary for successful teaching of the curriculum includes a list of web pages. Often, the web site will not be the only material needed by the students; they may need books, paper, calculator and other tools.

Learning outcomes

Learning outcomes are precepts settled in the curriculum design, which guide both teachers and students to select relevant learning and teaching methods to achieve what students are expected to be able to do in terms of knowledge skills and attitudes after completing education.

Evaluation

Evaluation is used to select appropriate content based on the aims and objectives of the curriculum. Select appropriately methods to address the content and purpose check effectiveness of methods and learning experiences and the appropriateness of the curriculum in answering social needs and give feedback to the planners, learners, teachers and society. In conducting an evaluation judgments must be made regarding on inputs, means, content, outputs and outcomes of the whole learning process to provide a rationale for making changes.

8.3. The Characteristics of a Good Curriculum are:

1. It should foster the growth of development of attitude and skills required for maintaining a planned social order of democratic type. To put more concretely, it should contribute towards democratic living.
2. It should not be narrowly conceived but dynamic and forward looking, sample adequately both the scientific content and the abilities of the pupils, should cater to the right use of leisure later on and should be related to the environment in which the children live. Consequently, it will then become exiting, real and imaginative.
3. It is tested and improved through research.
4. It should aim at bringing about an intelligent and effective adjustment with the environment itself. Further, it should enable pupils to acquire relevant scientific information of subsequent use in the significant areas of human living.
5. It should be psychologically sound. It should take into account the theories of learning relevant to science teaching. Further; children's capacities and capabilities if take into account, will lead to the development of differentiated curriculum.

6. It should provide sufficient scope for the cultivation of skills, interest, attitudes and appreciations.

7. It must be mostly based upon the first hand experiences of the pupils from all the significant areas of human living. These experiences are characterized by newness, novelty, challenge, stimulation and creativity.

8.4. Types of curriculum.

1. Overt, Explicit or Written curriculum

It is simple that which is written as part of formal instruction of schooling experiences. It's intended to ensure that the educational goals of the system are being accomplished. It contains a list of course objectives and a list of brief materials to be used.

According to Pillai

The overt curriculum is “usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively”. (Pillai, Curriculum design and development)

2. Societal Curriculum

This type of curriculum can now be expanded to include the powerful effects of social media and how it actively helps create new perspectives.

Cortés(cited by Pillai, Curriculum design and development.) defines the curriculum as “ the massive, ongoing, informal curriculum of family, peers groups, neighborhoods, churches, organizations, occupations, mass, media, and other socializing forces that “ educate “all of us throughout our lives”.

3. The hidden or covert curriculum

The hidden curriculum is described as “hidden” because it is usually unacknowledged or unexamined by students, educators and the community. It refers to the unwritten, unofficial and unintended lessons that students learn in school.

Longstreet and Shane (cited by Pillai, Curriculum Design and Development.) offer a commonly accepted definition for this term the “ hidden Curriculum”, “ which refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators”.

4. The Null curriculum

The null curriculum is the information which educators intentionally or unintentionally leave out of the prescribed curriculum. Part of developing curriculum is determining what must be taught, what should be taught and what will be taught. The problem with leaving information out of any given curriculum is that students either never get the information or assume that the information is irrelevant or unimportant.

According to Eisner (cited by Pillai, Curriculum Design and Development.) defines the null curriculum as “that we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society”.

5. Phantom curriculum

The message prevalent in and through exposure to any type of media. These components and messages play a major part in the acculturation of students into the predominant meta-culture, or in acculturated students into narrower or generational subcultures.

One of the major characteristic of the phantom curriculum is that the messages are given through the media; this will differ between generations and sometimes between areas, depending on the emphasis of the media.

6. Concomitant curriculum

What is taught, or emphasized at home, or those experiences that are part of a family’s experiences, or related experiences sanctions by the family (this type of curriculum may be received at church, in the context of religious expressions, lessons on values, ethics or morals, molded behaviors or social experiences based on the family’s preferences).

7. Rhetorical curriculum

Elements from rhetorical curriculum are comprised from ideas offers by policymakers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the published works offering updates in pedagogical knowledge.

8. Curriculum-in-use

The Formal (written or overt) comprises those things in textbooks and contents and concepts in the district curriculum guides. However, those “formal” elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

9. Received curriculum

The received curriculum refers to those things actually take out of classroom; those concepts and content that are truly learned and remembered. This view of curriculum recognizes that a definition out to embrace all the learning that results from the experiences from schooling. This includes not only learning that is explicitly planned in the formal curriculum but also unplanned learning that is by-product of planning and practice and is learn through the hidden curriculum.

10. The internal curriculum

Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be 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 assessments, reflective exercises, or discussions to see what students really remember from a lesson. It is often very surprising to find out what has meaning for learners and what does not.

11. The electronic curriculum

Those lessons learned through searching the internet for information, or through using e-forms of education. This type of curriculum may be either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on one's views. Students who use the internet on a basis, both for recreational purposes, (as blog, wikis, 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 with all types of media and messages. Much of this information may be factually correct, informative, or even entertainment or inspirational.

The implications of the electronic curriculum for educational practices are part of the overt curriculum needs to include lessons on how to be wise consumers of information, how to evaluate critically the accuracy and correctness of e-information, as well as how to determine the reliability of electronic sources.

8.5. What makes a good quality school curriculum?

Curriculum is a description of what, why and how students should learn. The curriculum is therefore not an end in itself. The objective of curriculum is to provide students with the knowledge, skills, values and attitudes to be successful in their lives.

Learning in schools occurs in a range of intended and unintended ways. Intended learning (often referred to as the 'planned' or 'formal' curriculum) most often occurs in the classroom and other controlled settings. Its focus is the endorsed curriculum as planned and implemented by teachers. The outcomes of the formal curriculum are normally assessed by teachers and by the relevant authorities.

Unintended learning (the 'unplanned' or 'hidden' curriculum) can occur anywhere –in the playground, in the corridors and in the classroom –and is largely 'uncontrolled'.

Four areas are considered when evaluating curriculum quality and discuss contemporary practices within each of these areas. The four broad areas are:

1. The focus on learning and learners in the curriculum
2. The content and delivery of the curriculum

3. Documentation of the curriculum

4. Curriculum development processes, including monitoring and evaluation.

1. The focus on learning and learners in the curriculum.

A good quality curriculum Values all children as individuals. Is based on a clear understanding of modern, broadly accepted concept/understandings about how children learn, promotes teaching practices that reflect these concepts of learning, and reflects that decisions and choices made during the curriculum development process are made in the interests of learners. A curriculum that is based on this approach is often referred to as ‘learner-centered’ or ‘child-centered’.

Inclusiveness: Firstly, the clearly stated broad aim of the curriculum will be inclusive to assist every student, regardless of ability, gender or social and economic circumstances, to reach their individual potential as learners. Each Student is different. Not all are academically gifted. Not all can be ranked first in assessments. But all students can be encouraged to do their best, and good curriculum will take into account of each learner’s personal, social and cognitive development in helping them achieve their potential.

Future-orientation: Secondly, the curriculum will be forward-looking and prepare learners for the future through the development of broad competencies. It will acknowledge that, while still important, the learning, retention and repetition of knowledge will not alone ensure successful lives. The 21st century will be very uncertain, constantly changing and throwing up new challenges. It will require people to develop and apply new understandings and to adapt to new ways of doing things. Across subjects and learning areas the curriculum will need to develop student competence in such areas as communication, collaboration, critical thinking and problem-solving, creativity, managing diversity peacefully and constructively, learning to learn, giving students an enthusiasm for learning and the skills to learn independently throughout their lives.

Differentiation: Thirdly, the curriculum will permit or even encourage curriculum ‘differentiation’. In other words, it will provide a space for teachers to adapt the curriculum to suit the students in their classes. It will not demand that every student learn exactly the same content in exactly the same way and the same number of hours. It will provide teachers with the

flexibility to ensure that the treatment of the content is appropriate to their students' needs and capabilities.

In developing approaches to differentiation, the curriculum and the pedagogy it promotes will acknowledge that students learn in different and individual ways. Some students are very effective and skilled listeners, others require visual stimulation and others learn best through practical exercises. A good quality curriculum will encourage teachers to get to know their students and ensure that their teaching style and their classroom behaviors are directed towards achieving the best learning outcomes for them.

2. The content and delivery of the curriculum

2.1 Content

A good quality curriculum is comprised of content which is Up-to-date, relevant, balanced, integrated and consistent with international norms and expectations.

There has been a clear trend in recent decades away from content being simply knowledge or information. In past curriculum models, curriculum content has been perceived as lists of 'facts' or information which, to be considered successful, students need to memorize and be able to repeat. Often these lists were to be found only in textbooks.

This "knowledge-based" model has a number of shortcomings, most important of which are:

The nature and extent of human knowledge is expanding extremely rapidly and therefore can soon become superseded, disproved or irrelevant.

Memorizing information alone does not help deal with challenges and problems encountered in real life. Dealing with challenges and problems by applying knowledge requires "understanding" rather than just "knowing".

The knowledge and information is usually presented in discrete subject areas and no attempt is made to demonstrate and build links between subjects.

An undue emphasis on knowledge and information does not prepare students well for their future lives. Students also need to develop the skills, values and attitudes so important for life and work and fundamental to their continued personal, physical, social and cognitive growth.

Traditional models of knowledge as disciplines do not acknowledge the importance ‘cross-cutting-or ‘cross-curricular’ issues and themes –such as peace, environment and sustainability, the impact of technology, and media literacy.

To ensure knowledge is **up-to-date and relevant**, a number of strategies have been developed, such as:

Curriculum development is now seen as a cycle of development, implementation, evaluation and revision. It must be a continuing process of monitoring and checking, evaluating and updating.

Students are encouraged to acquire learning skills so that they know how to learn and how they learn best. They should know that knowledge about every subject will develop and expand, and they should know that not all information sources are reliable. They must therefore learn the skills of research, analysis, synthesis and evaluation of information.

There is decreasing reliance on textbooks as the only source of learning activity. While textbooks still have a place, it is acknowledged for their learning support tools. Increasingly, teachers use media articles and programs, the internet and resources they produce themselves to support learning in current and interesting ways.

Content can be made relevant by using teaching and learning activities that reflect students’ personal interests. For example, skills of research, information-gathering and synthesis can be learned through subject-based projects but for which students choose their own topics. In the Social Studies area, for example, a broad topic of ‘Local Community’ could allow students to research issues related to the politics and government, local environment, community leisure, or commerce of the local area.

Learning about cross-cutting themes and issues can be encouraged through cross-curricular projects and assignments, structured student discussion groups and by ensuring that each subject syllabus contains specific reference to these priority themes and issues.

Curriculum also needs to achieve balance. This means that the curriculum must give due emphasis to each of the various subject areas (in terms of time allocation and status) the personal, social, affective, aesthetic, physical/ motor and cognitive students' development. Each of these elements of the curriculum contents –knowledge, skills, values and attitudes.

The curriculum must also promote **integrated learning**.

Traditional, curriculum has been structured into a number of subject areas which have developed and changed over time. To a large extent, schools subjects also reflect to some extent how university study is structured. However, the ways in which we use or apply knowledge and skills in our lives is not always based on separate disciplines. In most cases, we use our learning from a range of subject areas in order to respond to a social or work situation or to solve a problem. The Way our brains work is to use all the tools at their disposal (multi- and cross-disciplinary knowledge, skills and experience) to find the best way to respond to new circumstances by creating connections between existing and new information, and searching for meaning and relevance.

Curriculum developers should therefore seek ways to demonstrate connections between subjects and to integrate students' learning. This can be achieved through, for example, grouping objects into broader learning areas through which links between similar objects can be demonstrated and used. In some circumstances, hours of study might be allocated to the learning area rather than the subject, thus providing students with some flexibility and choice within the learning area.

There are many ways in which education systems group subjects. One common example of this broader 'Learning Area' approach would be:

Indicative Learning Area Name	Subjects
Creative and Performing Arts.	Dance, Music, Visual Arts, Media Arts, Drama.
Social Sciences or Social Studies	Geography, History, Citizenship, Economy/Commerce, Cultural Studies, Philosophy, Psychology, Sociology, etc.

Science	Biology, Chemistry, Physics, Geology.
Languages	Mother Tongue, Official languages, Other languages.
Technical and Applied Studies	Information Technology, Technical Production, Crafts.

Ensuring that each subject syllabus contains appropriate cross-references to similar content in other, and provides guidance to schools about how this cross-referenced material can be integrated.

The curriculum must also be **consistent with international standards and expectations** across the subjects or Learning Areas. These standards and expectations should be met in, for example: The range of subjects or Learning Areas included in the curriculum, the scope and breadth of content within each subject or Learning Area. In broad terms, the time allocated to subjects and Learning Areas in each grade or stage. The types of learning outcomes expected of students, most importantly moving away from knowledge memorization and repetition to capacity to apply knowledge.

2.2 Delivery of the Content

Good quality curriculum content is important to good learning outcomes for students but content must be supplemented and supported by good delivery strategies.

Good quality curriculum not only prescribes what should be taught and learned in the various subjects and grade or stage levels, but also how that curriculum should be delivered. This should include expectations that the curriculum places on:

Students:

In modern teaching and learning practice, students are no longer seen as passive recipients of knowledge. As major beneficiaries the curriculum, students should be active participants in and contributors to teaching and learning processes. This transition from passive

to active learners can be difficult. It cannot be expected to happen immediately, and students need to be guided gradually into their new roles as learners in ways that reflect their stages of development. However, real learning requires real engagement. To really learn, students need to actively make connections between known and new knowledge, explore the skills needed in various situations and how to develop and adapt them, and appreciate the importance of developing a set of personal, community, social and national values. By being active learners, students can become truly competent as they grow into adulthood.

-Good quality curriculum expects students to understand the purpose of classroom activities and actively participate in them. Be willing to make any choices available to them in selecting subjects or topics that suit their interests and be open to new ideas. Be curious and willing to ask questions. Engage in assessing their own and other students' learning. As well as learning the content, understand how they learned it and try to become better learners and support and respect other students' efforts to learn.

Teachers:

Teachers should be provided with examples of how to plan lessons and sequences of lessons, and of the kinds of classroom learning activities that bring the curriculum to life. The content of any topic in the curriculum can be presented to students in an almost endless variety of ways, and teachers should be helped to create classroom situations and activities that will make learning more effective.

Schools/Learning environments:

School leaders should understand the content of the curriculum and make management decisions within their areas of responsibility to support its delivery. They should be supportive of teachers adopting new and innovative teaching practice. For example, if a teacher wants to encourage groups of students to discuss important concepts or issues related to a topic, school leaders should understand why this is being done and not be dismayed by increased levels of noise. They should understand that silence does not necessarily result in effective learning.

Within their responsibilities, schools should also ensure that the classrooms are as clean, safe and well-equipped as possible, and that the best materials to support good teaching and

learning practice are provided. The objective is to provide learner-friendly environments that enable and encourage effective and enjoyable learning.

Education systems and authorities

There are different approaches to specifying the time to be allocated to each subject or learning area. Many systems and authorities adopt flexible approaches and allow schools some autonomy in deciding how much time should be allocated.

Whichever approach is adopted, the time allocation should be sufficient to achieve meaningful learning outcomes. For example, it is not realistic to allocate one hour per week to learn a language.

Education systems also need to maximize curriculum support budgets and ensure that schools are provided with the best quality teachers, buildings, equipment and resources (including Teacher Guides, text books and other materials) that the system can afford.

3. Documentation of the Curriculum

Good quality curriculum is carefully and clearly documented. The documents themselves are written with clear structure and purpose, send consistent messages and should be written for a wide readership. They should be user-friendly and accessible to practitioners/ actors and stakeholders.

What students learn in school is a matter of great social and public importance, and numerous social sectors and groups have a legitimate interest in what the curriculum contains and aims to achieve.

Curriculum is important to **students and their families** they want to see that the curriculum will provide them with life opportunities.

Teachers: They need to know what is expected of them and their students. They also benefit from being willing contributors to curriculum development processes.

Employers: They can be confident that students are being prepared to enter the world of work. They should therefore take an interest in and contribute to curriculum development processes

Communities: They need confidence that students will know their social and community responsibilities and can help define developmental prospects and needs.

Governments: They want to know that schools are contributing to national identity, social stability and economic prosperity.

4. Curriculum Development Processes

Good quality curriculum is most likely to be achieved as the result of good quality curriculum development processes. Good processes are planned and systematic, are led by curriculum professionals are supported by specialized bodies, such as Curriculum Centers.

Three important characteristics of good curriculum development processes are that they are:

1. Led by curriculum professionals

Curriculum development is a specialist field within the education sector, and curriculum development processes should be led and managed by qualified and experienced professionals.

This can have significant implications for systems in ensuring that those responsible for curriculum have the skills, knowledge and experience to undertake the task. Sufficient training and resources should be provided for the necessary capacity-development to occur.

2. Planned, systematic and sustainable

The development of curriculum should follow a transparent and publicly known process and be well-managed in terms of focusing on the curriculum vision, effectiveness of activities, and adherence to timelines and budgets.

Curriculum development processes should be sustainable. Curriculum development is dynamic and continuing process and systems should ensure that they provide the leadership, resources, and expertise to ensure that curriculum can be regularly evaluated and improved.

3. Cyclical in nature

Good quality curriculum development is an ongoing and continuous process. This is because curriculum needs constantly to respond to change. As much as it can, curriculum must

keep pace with a world in which knowledge is rapidly expanding, communication technologies are broadening our access to information, and, as a result, the skills needed by students are constantly changing or being invented.

8.6. The Educational Planning and Evaluation of Learning in Secondary Education.

According to the curriculum of the elementary and secondary education, the new curriculum is characterized by an approach focused on the person as a subject of rights, is organized in competence areas and disciplines to each of the levels, cycles and modalities Subsystem of Basic and Secondary Education. (Navarrete Reyes, et al., MANUAL DE PLANEAMIENTO DIDÁCTICO Y EVALUACIÓN DE LOS APRENDIZAJES EN EDUCACIÓN, 2010).

8.6.1 The Educational Planning

It is what makes each teacher linked to the TEPCE schedule. It is a process to select and organize the various situations and experiences learning and assessment and made the students individually or in group mediation or driving or teacher for results optimal development of competencies and indicators of achievement proposed.

The didactic planning is necessary because it prevents routine, allows reflection prior to the different alternatives for developing teaching. Avoid improvisations and doubts causing messy and inefficient work permits act with confidence on the planned base. It should be mentioned that the flexibility of the New Curriculum and the incorporation of different resources to support the teaching planning as textbooks, workbook, technology, etc. They contribute to the creativity of teachers and the development of activities in their teaching.

The transverse axis and values education should be present in the Educational planning, contributing to the achievement of a comprehensive education of students and allow the program content link with reality near the student.

Teaching planning primarily involves forecasting processes, selection and organization of all the elements of the situation of the teaching-learning process.

TEPCE scheduled in the month, will be the starting point for the Educational Planning Journal that every teacher should do in their degree or discipline. The Daily Plan is a tool that helps teacher to organize a sequentially activities, perform the exercises and students, gives guidelines for the development of the class, helps not to improvise and be present in all times, the actions that take place in the classroom.

8.6.2 Evaluation Planning of Learning

Learning evaluation is understood as "The process by which evidence to establish the achievements and students in their learning to release judgments and decisions are collected."

The assessment of learning is integral to the design and development process curriculum, so has the theoretical references and techniques that those postulate in the Basis of the National Basic Curriculum.

The results obtained through evaluation of learning guide decisions: modify certain processes, change some strategies, extend the time spent on certain thematic issues, propose different activities, changes that will promote participatory class and other, in order for improvements in the teaching-learning process.

8.7 Level of Secondary Education

This new curriculum is organized into learning environments, curriculum areas and disciplines allowed to attend the student development in all its dimensions, which will facilitate the development of intellectual, physical and social skills; and character building, facilitating the formation of new citizen and citizen to be able to engage in the various activities required for the development of the country, to improve their quality of personal, family and social life. (Plan de estudios en el Nuevo currículo de la Educación Básica y Media Vigente a partir del 2009, 2009)

Mission: Train the adolescents, youth and adults with an education in human development, with core competencies, principles and values that allow them to apply the different knowledge acquired to real life situations; and effective integration into the labor market and the continuation of studies in higher education or technical education.

Vision: Nicaraguan secondary education is the education that ensures education for future citizens with scientific, technological and productive knowledge, civic, ethical, moral and basic skills training to ensure their full values, respect for human rights, diversity ethnic, religious, cultural and political life, enabling them to address and find solutions to the various problems that are presented in all areas in which it operates.

8.8 Organizational and Curricular Structure

The curriculum for primary and secondary education is organized in four curricular areas; which they have been defined on the basis of three fundamental criteria: Learning for life, contextualization, Interdisciplinary Knowledge.

Curricular areas are: Mathematics, Communicative Cultural, Natural Physical Sciences, Citizenship Education and Productivity and Social Sciences.

8.9 Effectiveness definition

Effectiveness (educational): An output of specific review/analysis that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used. As a primary measure of success of a programme or of a higher education institution, clear indicators, meaningful information, and evidence best reflecting institutional effectiveness with respect to student learning and academic achievement have to be gathered through various procedures (inspection, observation, site visits, etc.). Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence. [(Vlăsceanu et al., 2004, p. 37). (Harvey, 2014-15)]

IX. METHODOLOGICAL DESIGN OR METHODOLOGY

9.1 Sociological Approach

This research is a transversal one because it is established in a specific time or it is supposed to be carried out in the first semester of 2015 of eleventh grade students at Rigoberto López Pérez Institute. Besides, the approach is mixed and the information that will be gathered is qualitative and quantitative using an interview and survey. These were used to assess the teacher and students. Then, it was analyzed in order to answer the research questions above and find a conclusion.

This document is a mixture of qualitative and quantitative study in which is oriented to the description, and explanation about the study field (effectiveness of 2009 curriculum). It is focused on how students feel, what they think about the 2009 curriculum in terms of the acquisition of the English language skills.

In the qualitative research the researchers explained and described the reasons for having certain responses from students based on how they feel and what they think. The researchers provided an insight of the problem to understand the students' behavior.

In this quantitative research the researchers collect numerical data based on the responses of students to explain the field of study. The researchers used statistical analysis to determine the results. The variables were measured in a given context; the measurements obtained were analyzed (using statistical methods), and a number of conclusions was set.

In the qualitative and quantitative approaches, the proposals were specific and defined from the start of a study and to achieve this goal a questionnaire and interview were applied. This questionnaire and interview were focused on the organization of curriculum, students and teacher perception of the 2009 curriculum and the weakness and strengths in the implementation of the Curriculum.

9.2 Type of research

Descriptive research is also known as statistical research. The main goal of this research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages and other statistical calculations. Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. That is, analysis of the past as opposed to the future. Descriptive research is the exploration of the existing certain phenomena.

9.3 Techniques for gathering information

(Instruments)

Based on the research topic, the chosen instruments according to the systems of variable were interview, survey and documentary analysis.

Interview (for the teacher)

This technique allowed the teacher to express aspects related to the curriculum. It allowed knowing what was the teacher's perception in relation to the academic performance of the students; it also allowed knowing what are the weakness and strengths with the curriculum.

Survey (for students)

This technique helped to know information about different aspects related to the research. In the application of this instrument the students had the opportunity to answer some important questions related to their perceptions about the curriculum, weakness and strengths of the curriculum.

Documentary Analysis

This technique allowed analyzing and interpreting data generated from the examination of documents and records relevant to this particular research. It also helped the researchers to obtain relevant documentary evidence to support and validate facts stated in this research.

9.4 Population and Sample

In this section, it will be appointing the population that was used to fulfill with the objectives of this research in analyzing the different variables in order to carry out the analysis of the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of the eleventh grade students at Rigoberto López Pérez Institute in the first semester of 2015.

The population of 57 students was taken from eleventh grade in the morning shift at Rigoberto Lopez Perez Institute. . It was decided to have a sample of twenty-two students; it was taken in the following way in a table which contains some criteria (attendance, participation, punctuality, assignments) and the students' name. This table can proceed to decide who will be part of the sample, from the first to the last of the list (see annex 4). In this case some students as Claudia Alegría, Xochilt Baltodano, Josseling Boza, Nathaly Garcia, Yeimis López, Betsabe O' Connors, Karla Palacios, Marina Pérez, Yessenia Quintero, Karen Ruiz, Katherine Saballos, Gabriela Espinoza, Alex Davila, Kelvin Arguello, Daniel Melendez, Jonathan Sanchez, Omar Silva, Rolando Torrez, Fabricio Zamora, Oscar Castillo, Angel Suarez, and Cuthbert Murle are students who meet the criteria needed for sample. In this way, the sample was selected, This sample is based on a population of 57 students, where the gender is 45.50% male and 54.50% female and the equivalent of it is 10 boys and 12 girls who are students of eleven grade of Rigoberto López Pérez Institute and these 22 students of eleven grade of this school are who carried out the established parameter in order to do the survey.

And, talking about the age of the students who were selected to do the survey, the media age is 17 years old, (36.40% of the 22 selected students), followed by students of age 16 years old (27.30% of the 22 selected students), then, the students of 18 years old (22.70% of the 22 selected students) and finally the students of the age 19 years old (13.60% of the 22 selected students).

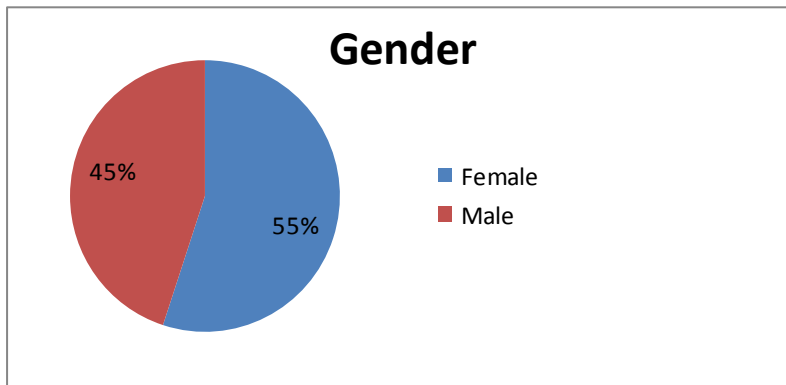
9.5 Plan of Analysis

To analyze the quantitative data the researchers used the IBM SPSS program in order to get the result of the survey from students. IBM SPSS Statistics Base is statistical analysis software that presents the main functions necessary to perform the analytical process from beginning to end (see annex 3)

X. RESULTS AND ANALYSIS

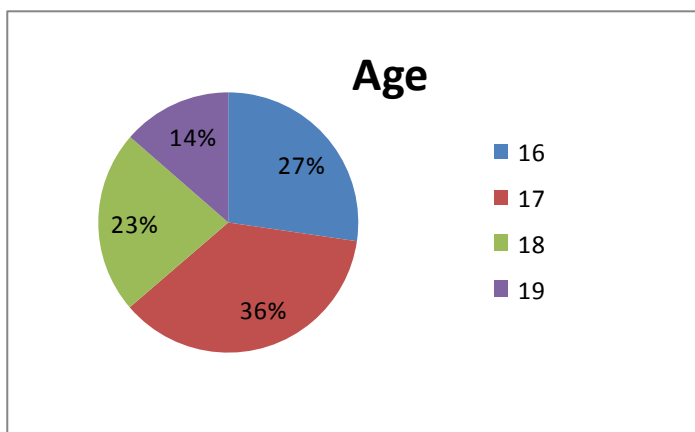
The information gathered through different techniques such as the survey that was applied to the students and the interview was applied to the teacher to analyze the answer from the students and English teacher regarding to the organization of the curriculum, perceptions of the curriculum and the weakness and strengths in the implementation of the new curriculum.

10.1 Survey (Students)



This sample was based on a population of 57 students, where the gender was 45% male and 55% female and the equivalent of it is 10 boys and 12 girls who are students of eleven grade of Rigoberto López Pérez Institute and those

22 students of eleven grade of this school were the ones who carried out the established parameter in order to do the survey.

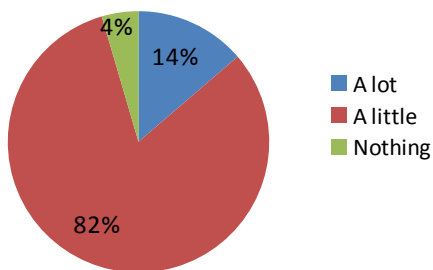


In relation to the age of the students who were selected to do the survey, the middle age is 17 years old, (36% of the 22 selected students), followed by students of age 16 years old (27% of the 22 selected students), then, the students of 18 years old (23% of the 22 selected students) and finally the students of the age 19 years old. (14%

of the 22 selected students)

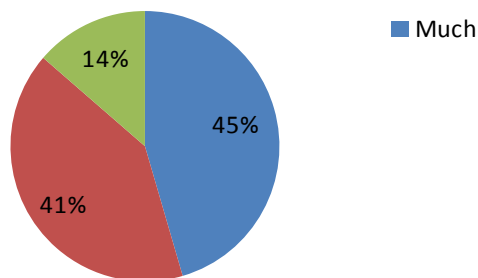
The Curriculum organization

Do you know the main goal of the English subject?



The 4% of the students said that they know nothing about the goal of the English subject because they are not interested in knowing about the goal of English; the 14% said that they know a lot about the main goal of the English subject because they ask to the teacher about it, and sometimes the teacher forgets to tell them and the 81% said that they know a little about the main goal of the English subject because sometimes the teacher gives the class and forgets to say the objective of the class.

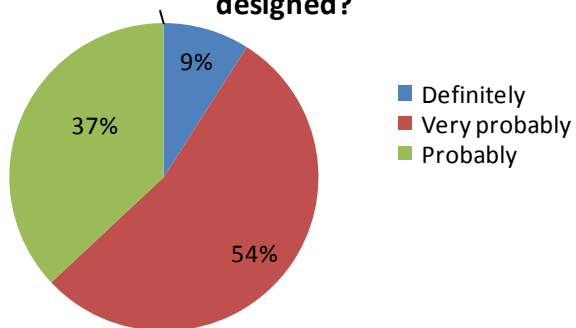
How much relationship there is between the subjects in the organization of the curriculum?



The majority of the students (the 45%) think that there is much relationship between the subjects because they work together in order to improve the learning and develop their knowledge, while the 41% think that there is a little relationship between the subjects because there are classes that they

think are not relevant neither important in their learning like philosophy and economy, and finally the 14% think that there is too little relationship, for instance, "OTV" and "ECA" there is not relationship at all because these are given like ecological hours, this is right for people that they like agriculture, the seam, traditions and habits like profession.

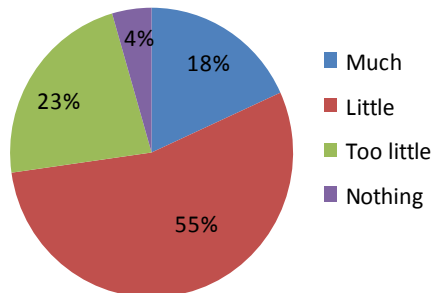
The teaching content respond to the English subject demands in the way they were designed?



The 9% of the students said that the teaching content definitely respond to the English subject demand because they feel that they have learnt some things they did not know; the 37% said that the teaching content probably respond to the English subject demand because there are some topics that are irrelevant to teach and the 54% said that the

teaching content very probably respond to the English subject demand because sometimes the topics that the teacher teaches according to the plan of the curriculum is not based in real things or in situation that can occur in the environment they live.

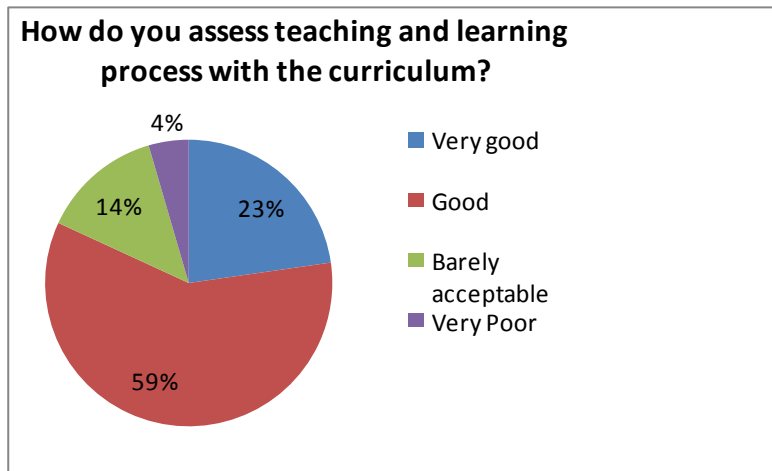
How much do you know about what curriculum is?



The 4% of the students said that they know nothing about what the curriculum is because it is not necessary to know something that they consider unnecessary; the 18% said that they know much about what the curriculum is because they are interested in knowing what the curriculum is and why all the school

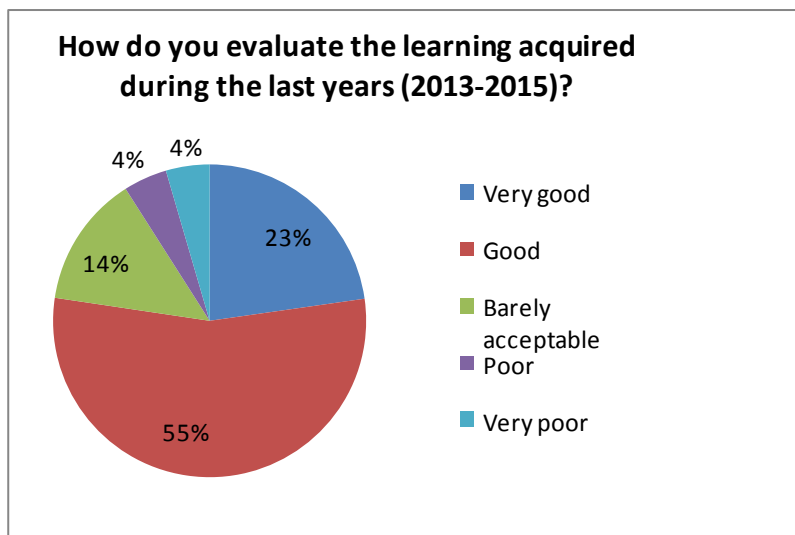
should follow it; the 23% said that they know too little because they only ask to the teacher or someone else thing they consider important to know but not very important and the 55% said that they know little about what the curriculum is and it is because they research about it in order to know some kind of thing that they have curious to know.

Students' perception of the Curriculum



The 59% of the students argue that the learning and teaching process in the 2009 curriculum is good because it helps them to develop their critical thinking in order to be a person with a wide knowledge in the society and being an example for others. The 23% believe that the learning

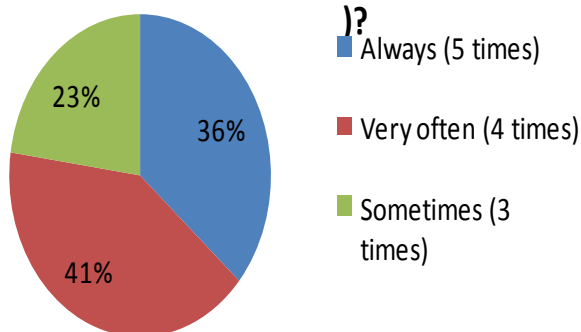
and teaching process is very good because they learn in a slowly way and it helps them to understand the learning and teaching process; the 14% think it is barely acceptable because the learning and teaching process should be improved according to their needs and the 4% said that it is very poor because it does not contain the characteristics they need and consider very important for their learning process.



The 4% stated that the learning they have been acquired in the last years is very poor in comparison with the past time (30 years ago), in which the education was more disciplined, strict and rigid; the other 4% of the students answered that it is poor because nowadays the students do whatever they want and

teachers do nothing because they cannot control them; the 14% believe it is barely acceptable, the 23% told that it is very good because they could develop their skills learnt in the high school when they graduate from it and the 55% of the students remark that it is good because it helped them to develop their intellectual and motor abilities, creativity and critical thinking.

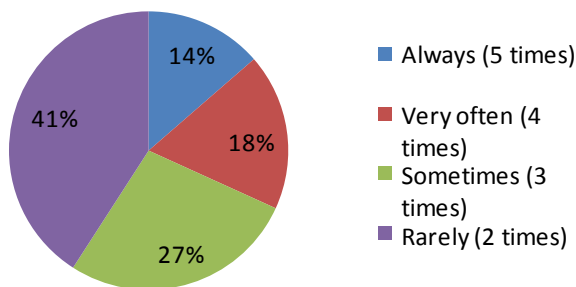
How frequently do you take the general subjects (mathematic, Spanish, geography, history)?



The 41% of students think that they should take the general subjects (mathematic, Spanish, geography, history) four days during the week because they consider these subjects are quite important due to their learning and everyday use while the 36% think that they should take those subjects every day; however, the 23% think that they should take those subjects three times

during the week and take others subjects more frequently like English, French and biology.

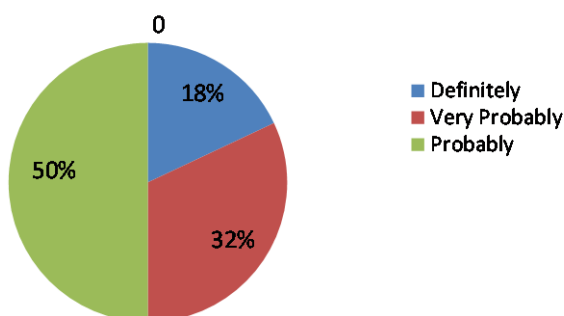
How frequently do you take English subject in the week?



The 14% said that they should take the English subject everyday due to the globalization the English language is the second official and important language around the world and if they learn it they can have a better opportunities in the future. But, the 18% think that they should take it four times during the week,

the 27% said that three times during the week is good because they believe that the English subject they can learn it out of the classroom, for example, in an academy, institution or in any other place and the 41% said that it should be taken twice during the week because nowadays this subject they can learning with facility.

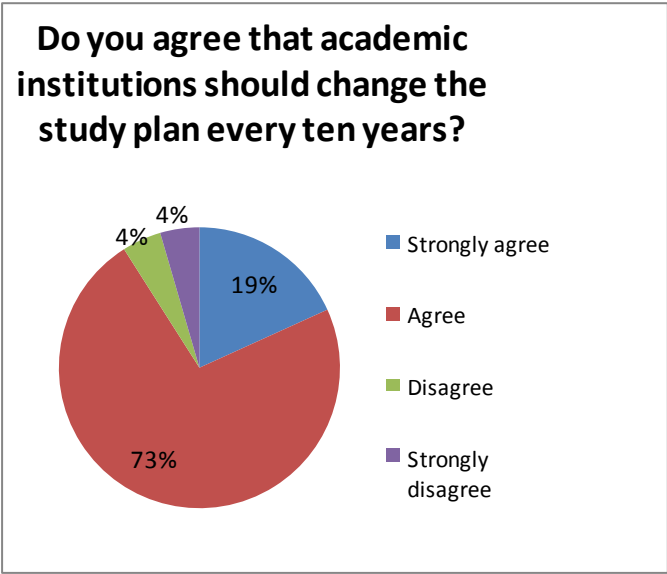
Could you develop your intellectual ability, after you graduate from the school in any field regarding to the English subject?



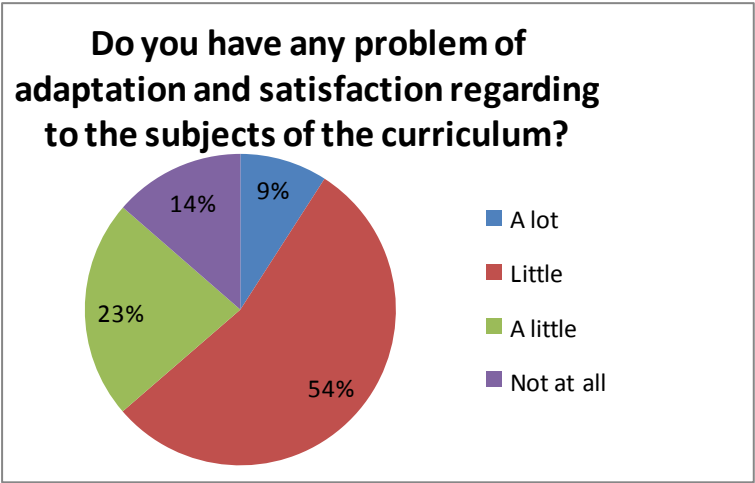
The 18% of the students said that it could be definitely, because they think that the learning they have been acquiring it has been so good and they feel they are able to specialize in the English area; while the 32% said that it is very probably because they still

feel indecisive because the learning they have been acquiring has been good but not enough to develop in the field of English and the 50% said that probably because they do not feel quite sure whether learning that they have been acquiring will be enough to sufficient to satisfy the demand of society in the area of English.

The weakness and strengths in the implementation of the Curriculum



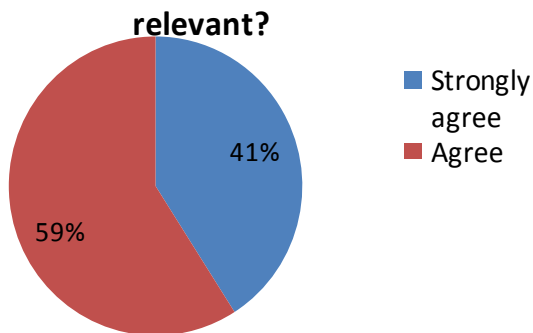
The 4% of the students said that they disagree because they think it is unnecessary change; the 4% said they strongly disagree because they think it is a waste of time; the 19% said that they strongly agree because it is necessary to change the weaknesses that the education plan has in order to improve the education of the new generation and the 73% said they agree because it is important, the changes are necessary in the life and the education plan is not the exception.



The 9% of the students said that they have a lot of problems of adaptation and satisfaction regarding to the subjects of the curriculum because they believe that the new subjects are irrelevant; the 14% said that they have not problems at all because they think that the new subjects are there because they are important; the 23% said that they have a little problems because

there are some subjects that they consider irrelevant and boring and the 54% said that they have little problems because there are some subjects that demand more concentration and attention than others.

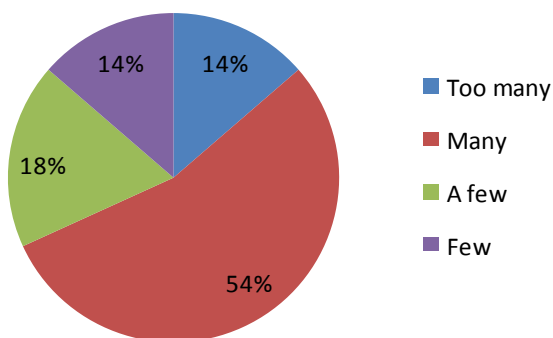
Do you agree that the general subjects (mathematic, Spanish, geography, history)? established in the curriculum are relevant?



The 41% of the students said that they strongly agree because the general subjects are crucial in the learning process due to these ones are useful subjects for the rest of the life and they are so important to know their country, have knowledge of almost all the issues to be a person who all people admire and the 59% said that they agree because these ones are important and are

the basic subjects to learn something in life.

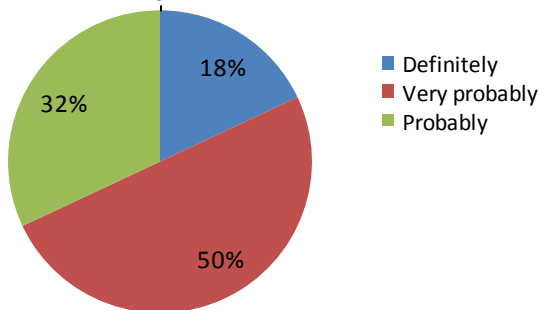
How many material provide the teacher for the acquisition of the English subject?



The 14% of the students claimed that the teacher provides them too much material for the English subject to teach them vocabulary, grammar structure in order to produce their own sentences and develop the speaking skill in a good way; while the 18% claimed that they receive a few material from the teacher because sometimes the

teacher writes some exercises on the board and teacher asks them to do it, for that reason they consider those exercises are not an extra material, and the 54% said that the teacher provides them many materials of each class session and they consider that those materials helps them to put in practice what they learnt in the lesson; nevertheless, the 14% refute that they receive few material from the teacher according to the lesson of the English subject in each class session they take during the week.

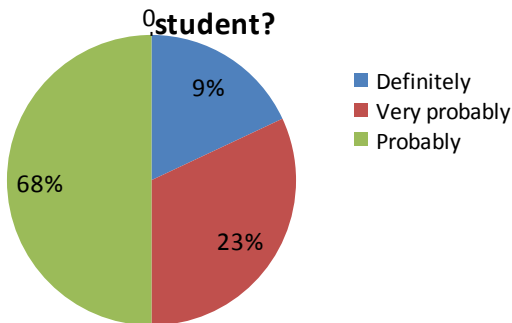
Is the material provided by the teacher sufficient for the acquisition of the English subject?



The 18% of the students said that the material provided by the teacher is sufficient for the acquisition of the English subject because they have a lot of information and many exercises to practice it in order to improve and develop the English language, the 32% said that probably because they need practice but also explanation in the classroom because if the teacher gives them too much material in order

to practice the English language they do these ones mechanically and the 50% said that very probably because sometimes the teacher provides sufficient material for the acquisition of the English language and explains in an easy way.

Is the material provided by the teacher adjusted to the characteristics and objectives of the teachers and you as student?



The 9% of the students said that the material provided by the teacher is definitely adjusted to the characteristics and objectives of the teacher and themselves; while the 23% said that very probably because they consider that it is not adjusted according to their needs and the 68% said that probably because they feel do not that the material provided by the teacher is adjusted to the

characteristics and objectives of the teacher and of them.

10.2 Teacher's interview

The teacher whose name is Marvin Blanco is the teacher of eleventh grade at Rigoberto López Pérez Institute gave the following answer regarding to some questions related to the curriculum.

According to him, there is a relation among the subjects because it was organized in a way that the students can develop their knowledge. He also said that it is a good idea to implement the new curriculum because with this curriculum the students are able to develop their knowledge and it is easier for teachers because they are only the facilitator of them.

The teacher said that the students' performance is good because they are working hard in their education than before because with the implementation of the curriculum the students are the responsible of their performance, attitude and results.

According to him, the assessment of learning and teaching can be viewed as two complementary and overlapping activities that aim to benefit both the quality of student learning and the professional development of the teacher. Assessing learning alone is not sufficient because the ultimate success of students is also dependent upon their motivation and commitment to learning and students develop the knowledge by different techniques and strategies.

According to the teacher one weakness is that some students are not involved in the activities that they had in order to develop the language and the most important is that the evaluation with the new curriculum needs to be strict. One of the strength is that most of the students are able to interact with others when they are in class and teacher use the environment to teach and he said that technology helps to create good classes.

According to the teacher English as a foreign language, physics, science and Spanish are relevant for the student's academic formation. He said that the subjects prescribed by the new curriculum responds to the society demands because the subjects are refer to the Nicaraguan life.

According to him, the general subjects included in the 2009 curriculum are useful because they are coherent with everyday students' life and also they have a relation with the university.

The teacher said that the material provided by him is adjusted to the characteristic and objectives of the English subject because there are some information in the books that the students need to know and also it has mistakes but the teachers has to look another books in order to develop the knowledge of the students and the material was changed because the books are contextualized.

According to him, the time allotted is not sufficient to develop the four language skills, because they do not have a designated time for students to focus on pronunciation and grammar that is why the students only have a little knowledge of the language. He also said that the current curriculum applied is an interactive curriculum, it means teachers and students.

According to him the process taken into account in the process of curriculum design is that first teacher validate the program, the MINED asked teachers to decide what book was the best and finally teachers designed strategies to the book.

10.3 Documentary Analysis

The curricular transformation which it is focused on a deep study and revision of the educated context, deleting the politic context which characterized the last period (stage) with the pretext of a neutral education in that highlight the scholar autonomy like a distinct characteristic of the new model with this new curricular transformation the new subjects influence in a good way because these subjects pretend to change the traditional pedagogy centered in the teacher who teaches and guides in order to carry out an active pedagogy centered in the participation of students and their development taking into account their family, school, community and promoting their innovation.

In the curriculum is in favor of new ways of learning; integrating learning experiences, contents and techniques in coincidence with the policy curricular to improve the national curricular with the national culture's own contributions to get knowledge's learning, attitudes,

values and abilities with useful meaning such as new concepts, criteria and techniques to evaluate the learning and take advantage of the media resources to make easy the learning.

Nowadays, the curriculum is based on the students needs for that reason the curriculum is designed and conformed by the subjects that are relevant and important for the academic formation of the student before the society taking into account that the most relevant subjects are: Spanish, mathematics, science, geography and history, and chemistry because of the everyday life (use of each student) thinking in that every student needs at least the basic knowledge to survive in the society.

However, the other relevant subjects are: English, French, social and civic formation of the student, but nowadays these are. For instance, the subjects of English and French are foreign language which are taking an important place in the development of the society and all the business and private institutions needs, at least, that their employees speak English to aspire a better position in the laboral field and another example, is that the social and civic formation is so important too because foster attitudes of living together family and social trying to educate a citizens with the high moral and civic sense and solidarity with its community and country.

The general objective of the high school education consist on to go into in details the educated actions consolidating an integrated knowledge that contribute to the country socio-economic development, reinforcing a learning that prepare the students to understand, analyze and solve some problems and difficulties in the social and family surrounded, developing abilities and dexterities that help him/her to be able to fit in the laboral field. At the same time giving them opportunities to study technical and professional courses in some superior institutions (academic institutions, and prepared centers with a superior education different from high school) where their education can be increased in a high level.

However, these are some possible difficulties in the implementation of the 2009 curriculum; for instance, one of them is the lack of allotted time for some subjects, which are not considered relevant but in fact they are. (English, French and social-civic formation); second one, the subjects that there are not motivating for students (philosophy, ECA, OTV, recreation and sport); third one, some students feel not motivated to be involved in the activities that teacher creates for their social development in order to interact with the rest of the class having for aim the communication between students-students and teacher-students.

Foreign Language Approach

Secondary Education as part of Basic Education and Media, in addition to continue to deepen educational practices in the communicative cultural area, considered necessary to develop the linguistic basis for students, familiarizing them with the foreign language component in the English Language.

In Nicaragua and globally the English Language is indispensable in : science and technology, industry and trade, tourism, education, scientific research, means of spoken and written communication, telecommunications and trade and cultural exchanges. Learning languages is a great way to be fully developed, that is the most important and effective for the relevance it deserves.

In modern society the English Language proficiency is taking important every day because it is considered one of the components of competitiveness level international, that is part of the basic skills that promote employability.

Through the development of the contents of the English Language, the student will acquiring skills and abilities that will enable the achievement of competencies as is studying English and other languages online that will facilitate further advantageous skills for employability and entrepreneurship, using the computer communication technology.

XI. CONCLUSIONS

This research paper has provided an insight on how the current curriculum is apply, the weakness and strengths that it has. All the high schools must be involved in constant research, which is the best way to know their real situation of how the curriculum has impacted in the students' education.

1. The material that the teacher provides them it is not sufficient for their academic education, because of the lack of time the teacher has in order to teach the English subject. The allotted time is not enough to explain step by step to the students and the teacher cannot do anything for reinforcing the knowledge they get inside the classroom, when they are outside of it. The only solution that the teacher has to help them is to assign them homework.
2. According to the 2009 curriculum the students are responsible for their performance, attitudes and results, because the teaching and learning process is more effective and help them to be independent and develop a creative and critical thinking in order to be a better person in the future and it depends on the way they were educated in their school by their teachers even though the essential education starts at home under the responsibility of their parents.
3. The students in this level need to be a person who is able to think according to the situation or environment he/ she faced during his/ her academic education due to the secondary school is the first academic cycle they finish in order to start a new one (Superior study, University) for that reason, the education they receive should be the best one because they have to demonstrate how much they learnt in their first cycle and what they are willing to do to get their objectives and be good professionals.

XII. RECOMMENDATIONS

It was obtained data collected from students and teacher at Rigoberto López Pérez Institute through an interview and survey regarding to the 2009 curriculum, which the survey was applied to the students and the interview was applied to the teacher. It is recommended to the Rigoberto López Pérez Institute authorities to take into account the following suggestions:

- To make an evaluation of the 2009 curriculum to obtain a good academic performance from students. According to the teacher's interview the English subject does not have sufficient time to develop the four language skills because it was not designed the time for students to focus on the sub-skills: pronunciation and grammar that is why the students only have a little knowledge of these ones.
- To clarify to students that in the future they will be successful people but it depends on one thing, the attitude they have and if they are willing to be humble people who accept their errors and transform these ones in strengths. Without forgetting the knowledge and advices that their teachers gave them in order to be thinking people.
- To persuade to students that the next step is not easy and need more concentration that they had in this cycle (secondary school) for that reason they have to be more independent, thinking and humble people, with a lot of wishes to get the objectives they have in the life and be a proud of the family and society instead of a warm of these ones.

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XIV. ANNEXES

ANNEX 1



National Autonomous University of Nicaragua
Rubén Darío Campus
Faculty of Education and Languages
English Department

Instrument 1

The students of the fifth year of English degree of UNAN-Managua want to obtain information about the perceptions that students of Rigoberto López Pérez Institute have about the new curriculum with which they are forming academically. Through this survey will help to obtain information about the effectiveness of the curriculum that is being implemented, also improve the quality of English teaching in this school center.

The data you provide us will be confidential and the results will be announced in general. Therefore, your information will help towards improving the teaching English at Rigoberto López Pérez Institute.

Topic: Analysis of the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of the eleventh grade students at Rigoberto López Pérez Institute in the first semester of the 2015.

Case: _____

1. General Information.

1. Mark with a cross (X) in the appropriate place.

Gender:

Female _____

Male _____

Age:

16_____ 17_____ 18_____ 19_____ 20_____ 21_____

II. The Curriculum organization.

1. Do you know the main goal of the English subject?

A lot_____ A little_____ Nothing_____

2. How much relationship there is between the subjects in the organization of the curriculum?

Too much _____ Much_____ Little_____ Too little_____ Nothing_____

3. The teaching content respond to the English subject demands in the way they were designed?

Definitely_____ Very Probably_____ Probably _____

4. How much do you know about what curriculum is?

Too much _____ Much_____ Little_____ Too little_____ Nothing

III. Students perception of the Curriculum.

1. How do you assess teaching and learning process with the curriculum?

Very good_____ Good _____ Barely acceptable_____ Poor_____ Very poor_____

2. How do you evaluate the learning acquired during the last years (2013-2015)?

Very good ____ Good ____ Barely acceptable ____ Poor ____ Very poor ____

3. How frequently do you take the general subjects (mathematic, Spanish, geography, history)?

Always ____ Very often ____ Sometimes ____ Rarely ____
(5 times) (4 times) (3 times) (2 times)

4. How frequently do you take English subject in the week?

Always ____ Very often ____ Sometimes ____ Rarely ____
(5 times) (4 times) (3 times) (2 times)

5. Could you develop your intellectual ability, after you graduate from the school in any field regarding to the English subject?

Definitely ____ Very Probably ____ Probably ____

IV. The weakness and strengths in the implementation of the Curriculum.

1. Do you agree that academic institutions should change the study plan every ten years?

Strongly agree ____ Agree ____ Disagree ____ Strongly disagree ____

2. Do you have any problem of adaptation and satisfaction regarding to the subjects of the curriculum?

A lot _____ Little _____ A little _____ Not at all _____

3. Do you agree that the general subjects (mathematic, Spanish, geography, history)?
Established in the curriculum are relevant?

Strongly agree _____ Agree _____ Disagree _____ Strongly disagree _____

4. How many material provide the teacher for the acquisition of the English subject?

Too many _____ Many _____ A few _____ Few _____

5. Is the material provided by the teacher sufficient for the acquisition of the English subject?

Definitely _____ Very Probably _____ Probably _____

5. Is the material provided by the teacher adjusted to the characteristics and objectives of the
teachers and you as student?

Definitely _____ Very Probably _____ Probably _____

ANNEX 2



National Autonomous University of Nicaragua
Rubén Darío Campus
Faculty of Education and Languages
English Department

Instrument 2

Teacher's interview

Topic: Analysis of the effectiveness of the 2009 curriculum in terms of the acquisition of the English language skills of the eleventh grade students at Rigoberto López Pérez Institute in the first semester of 2015.

Dear teachers

The quality improvement of education is the main issue in the Academic Formation nowadays, regarding to this interest; the following interview has a main goal to collect information about your perceptions with the 2009 curriculum.

I. The organization of the Curriculum.

1. Is there a relationship between the subjects in the organization of the new curriculum?

II. Teacher perception of the 2009 Curriculum.

1. What is your opinion about the new curriculum?

2. What is your opinion about the academic performance of the students?

3. How do you assess learning and teaching acquired with the new curriculum?

4. What weakness and strengths do you find in the new curriculum?

5. What subjects are relevant to the students' academic formation in the new curriculum?
6. The subjects prescribed by the new curriculum respond to the society demands?
7. Are the general subjects included in the 2009 curriculum helpful for the Academic formation of students?

III. The weakness and strengths in the implementation of the new Curriculum.

1. ¿Is the material provided by the teacher adjusted to the characteristics and objectives of the English subject? Justify? Was the material changed?
2. Is the time allotted for the specific subjects (pronunciation, grammar) sufficient for the development of the language competences?
3. What type of curriculum is currently applied? Is it flexible to changes during its implementation?
4. What was the process taken into account in the process of curriculum design?

ANNEX 3

Table

Gender

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Female	12	55	55	55
	Male	10	45	45	100
	Total	22	100	100	

Age

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	16	6	27	27	27
	17	8	36	36	63
	18	5	23	23	86
	19	3	14	14	100
	Total	22	100	100	

Do you know the main goal of the English subject?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	A lot	3	14	14	14
	A little	18	82	82	96
	Nothing	1	4	4	100
	Total	22	100	100	

How much relationship there is between the subjects in the organization of the curriculum?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Much	10	45	45	45
	Little	9	41	41	86
	Too little	3	14	14	100
	Total	22	100	100	

The teaching content respond to the English subject demands in the way they were designed?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Definitely	2	9	9	9
	Very Probably	12	54	54	63
	Probably	8	37	37	100
	Total	22	100	100	

How much do you know about what curriculum is?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Much	4	18	18	18
	Little	12	55	55	73
	Too little	5	23	23	96
	Nothing	1	4.5	4.5	100
	Total	22	100	100	

How do you assess teaching and learning process with the curriculum?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Very good	5	23	23	23
	Good	13	59	59	82
	Barely acceptable	3	14	14	96
	Very Poor	1	4	4	100
	Total	22	100	100	

How do you evaluate the learning acquired during the last years (2013-2015)?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Very good	5	23	23	23
	Good	12	55	55	78
	Barely acceptable	3	14	14	92
	Poor	1	4	4	96
	Very poor	1	4	4	100
	Total	22	100	100	

How frequently do you take the general subjects (mathematic, Spanish, geography, history)?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Always (5 times)	8	36	36	36
	Very often (4 times)	9	41	41	77
	Sometimes (3 times)	5	23	23	100
	Total	22	100	100	

How frequently do you take English subject in the week?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Always (5 times)	3	14	14	14
	Very often (4 times)	4	18	18	32
	Sometimes (3 times)	6	27	27	59
	Rarely (2 times)	9	41	41	100
	Total	22	100	100	

Could you develop your intellectual ability, after you graduate from the school in any field regarding to the English subject?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Definitely	4	18	18	18
	Very Probably	7	32	32	50
	Probably	11	50	50	100
	Total	22	100	100	

Do you agree that academic institutions should change the study plan every ten years?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	4	19	19	19
	Agree	16	73	73	92
	Disagree	1	4	4	96
	Strongly disagree	1	4	4	100
	Total	22	100	100	

Do you have any problem of adaptation and satisfaction regarding to the subjects of the curriculum?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	A lot	2	9	9	9
	Little	12	54	54	63
	A little	5	23	23	86
	Not at all	3	14	14	100
	Total	22	100	100	

Do you agree that the general subjects (mathematic, Spanish, geography, history) established in the curriculum are relevant?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Strongly agree	9	41	41	41
	Agree	13	59	59	100
	Total	22	100	100	

How many material provide the teacher for the acquisition of the English subject?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Too many	3	14	14	14
	Many	12	54	54	68
	A few	4	18	18	86
	Few	3	14	14	100.0
	Total	22	100	100	

Is the material provided by the teacher sufficient for the acquisition of the English subject?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Definitely	4	18	18	18
	Very probably	11	50	50	68
	Probably	7	32	32	100
	Total	22	100	100	

Is the material provided by the teacher adjusted to the characteristics and objectives of the teachers and you as student?

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido Definitely	2	9	9	9
Very probable	5	23	23	32
Probable	15	68	68	100
Total	22	100	100	

ANNEX 4

Population and Sample

Name	Attendance	Participation	Punctuality	Assignments
Arcia Galeano JeffriMoises				
Castañeda Rocha Rommel				
Chavarria Chávez Nahúm				
Cruz Zepeda Bryan Issac				
DavilaMartinez Juan Rene				
Davila Soza Alex José	X	X	X	X
Espinales Delgado Noel				
Flores Carballo Jose Manuel				
Gracia Garcia Martin				
GuadamuzLopez Luis				
Guzman Navarro Cristian				
Lainez Sanchez Kevin Steven				
López Carcache Salin J.				
López Pérez Herys				
Martínez Arguello Kelvin	x	X	x	x
Medina López Kevin René				
Melendez Arauz Daniel	x	X	x	X
Moncada Morales German				
Ramírez Martínez Orlando				
Ruiz Franklin Alexis				
Sánchez Martínez Jonathan	x	X	x	X
Sánchez Zamora Carlos A.				
Silva Salazar Omar David	x	X	x	X
Sotelo Amador Moisés				
Suazo Christian Eduardo				
Talavera Somarriba Carlos				
Torres Gutiérrez Rolando	X	X	X	X
Urbina Hernandez Milton				
Zamora Medal Fabricios	X	X	X	X
Gutiérrez Franco Gerald				
Gaitán Jarquin Nimred				
Hernández Carrasco Junior				
Ramírez Ramírez Leonidas				
Sánchez Alvarado Nerwin				
Castillo López Oscar	x	X	x	X
García Martínez Usiel				
Suarez Echeverria Angel	x	X	x	X
Chavarria Vega Brandon				
Murle Cuthbert Earny	x	X	x	X

Name	Attendance	Participation	Punctuality	Assignments
Alegría Claudia Lorena	X	x	x	x
Arbizú Salgado Yinoski Elizabeth				
Ayerdis Gómez Alicia Cristina				
Baltodano Sánchez Xochilt Elían	X	x	x	x
Boza Valle Josseling del Carmen	X	x	x	x
García Nathaly	X	x	x	x
López Yeimis Andrea	X	x	x	x
Morales Kristal Fernanda				
O' Connors Andrades Betsabe T	X	x	x	x
Palacios Karla Isabel	X	x	x	x
Pérez Lira Marina Elena	X	x	x	x
Quintero Gonzalesz Yessenia M	X	x	x	x
Ramos Gaitán Gema Alejandra				
Ruiz Hernández Karen Verónica	X	x	x	x
Saballos Espinoza Katherine Edit	X	x	x	x
Santiago Cano Jessica Alejandra				
Solórzano Espinosa Ruth N				
Espinoza Gabriela	X	x	x	x