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AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE "NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA", ACADEMIC YEAR 2009-2010.

THESIS PREVIOUS TO OBTAIN THE
LICENTIATE'S DEGREE IN SCIENCES OF
EDUCATION, ENGLISH LANGUAGE
SPECIALIZATION

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2009-2010

CERTIFICATION

Dra. Bertha Ramón

NATIONAL UNIVERSITY OF LOJA, THESIS DIRECTOR

CERTIFIES:

To have directed and corrected this thesis work , previous to obtain the licentiate's degree with the title of: ***“THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE “NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA”ACADEMIC YEAR 2009-2010”***, under the responsibility of the undergraduates students: Nubia Elizabeth Abad Jiménez and Lastenia Elizabeth Reyes Reyes. I authorize its presentation and defense.

Loja, October 2010

.....
Dra. Bertha Ramón
THESIS DIRECTOR

AUTHORSHIP

It is important to mention that all the results of the research work and all the criteria, analysis, concepts presented here are of their authoresses' responsibility. This thesis work can be used as a bibliographic resource

.....
Nubia Elizabeth Abad Jiménez

.....
Lastenia Elizabeth Reyes Reyes

ACKNOWLEDGEMENT

Our more sincere gratitude to the National University of Loja, especially to the Education, Art and Communication Area, English Language Career, which works in benefit of the National Education.

To our thesis Director; Dra. Bertha Ramón and all the teachers of the English Language Career from this University for having shared their valuable knowledge with us, knowledge that will fall on benefit of the childhood and youth of our fatherland

THE AUTHORESSES

DEDICATION

I want to dedicate this work with deep love to my husband, my daughter, who with their existence let me reach my goals, to my family because they motivate me to go ahead.

NUBIA

I dedicate this work with a lot of fondness specially to God and my dear family, that with their help I could finish this research work.

ELIZABETH.

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1. INTRODUCTION

The curricular planning as a model of modern education, allows the student to be integrated with it, through experiences and sharing the activities that they carry out, following the elaborated patterned of planning.

The importance of teaching English language in the institutions is to develop on the students the communicative competence through the linguistic competence that includes the skills of, listening, speaking, reading and writing, which is subjected to a system of standard indicators and promoting the use of the values.

However, we can say that there are troubles with the curricular planning because it is not well distributed in order to be studied in every school year, and the most of the students who finish the high school do not have a basic knowledge of the English Language.

The present research has as objective to determine how the curricular planning influence on the development of the four basic linguistic skills of the English language on the students of the “National Agricultural Technical High School Gonzanama” Academic year 2009-2010.

Among the motivation that carry us to develop this work is the necessity of giving answer to the problematic found in the researched institution about the curricular planning and its influence on the development of the four linguistic skills and the specific objective that guided the research work are to characterize the mesoplanning that the teachers elaborate to develop the

four basic linguistic skills and to explain the influence of the microplanning with the development of the four basic linguistic skills of the English Language on the students of the National Agricultural Technical High School Gonzanama

In consistency with the specific objectives we also stated the hypotheses for this research work the first one says that the mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills and the second one the microplanning does not take into account the development of the four basic linguistic skills of the English Language with the students “of the National agricultural Technical High School Gonzanama”. Academic Year 2009-2010.

The main methods used in this work were: the descriptive method, which describes the obtained results in the field work; the scientific method, which oriented the systematic steps to explain the logic relations of the researched object and to arrive the corresponding conclusions and recommendations; the analytic-synthetic that served to analyze critically the empiric information and the deductive method to interpret the logic implication of the hypotheses.

The present research work and its structure is organized in the following way: In the first part, it has the introduction that presents the thesis work in its whole part and it also describes the contextual frame of the problem that got us to develop this research.

Then we have the summary that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through thesis work.

Next, it includes the revision of the literature where we synthesize the main variables of our hypotheses and which serve as indicators to prove through a logical analysis the stated hypotheses.

It also contains the materials and methods used during the research process where we describe the methods , techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population,

It presents the obtained results of the research instruments that were applied as to the teachers as well to students and the respective interpretation and analysis in each question.

After that it describes the discussions of the questions with the percentages more representative and verification of the stated hypotheses through a logical descriptive analysis.

It also refers to the conclusions which the group has arrived after having contrasting the information of the different instruments applied, establishing

the logical relations among them with the specific objectives stated in project.

Finally ,it presents the recommendations or possible solutions to the problematic found and which worth the whole process of research developed in the researched institution and which could served to improve their weaknesses regard in the development of the curricular planning and its influence of the four basic linguistics skills of the English language.

2. SUMMARY

The present research about **”THE CURRICULUR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA, ACADEMIC YEAR 2009-2010”** has been made with the purpose to: determine how the curricular planning influence in the development of the four basic linguistic skills of the English language.

In the development of the work we have made use the following methods: descriptive, scientific method, analytic-synthetic method and deductive method.

In the field work we applied the instrument of the survey as well to teachers to students. To process the information we have used the logical analysis with the descriptive statistics that helped us to describe the results in tables and graphs.

Among the main results of the research we found that the mesoplanning is elaborated by the teachers but they don't consider the development of the four basic linguistic skills of the English Language. Besides in this institution the teachers don't plan daily their classes and they don't take into account in the development of the four skills of the English language. Also in this institution don't have enough didactic material that permits teachers and students to learn this language in a good way.

Finally in this research we found the conclusions and recommendations are considered specifically. The function of language is to communicate ideas by hearing, speaking, reading and writing through intensive practice. This research has been carried on to know the efficacy of daily planning.

3. REVISION OF LITERATURE

3.1.1 DEFINING CURRICULUM

Curriculum generally defined as an organized set of activities directed toward a common purpose or goal, undertaken or proposed by an agency in order to carry out its responsibilities. In practice, however, the term program has many uses and is used to describe an agency's mission, programs, functions, activities, services, projects, and processes.

1. Curriculum encompasses
2. Subject matter (content)
3. Statement of ends (end objectives)
4. The sequencing of content
5. Reassessment of entry skills

Curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice

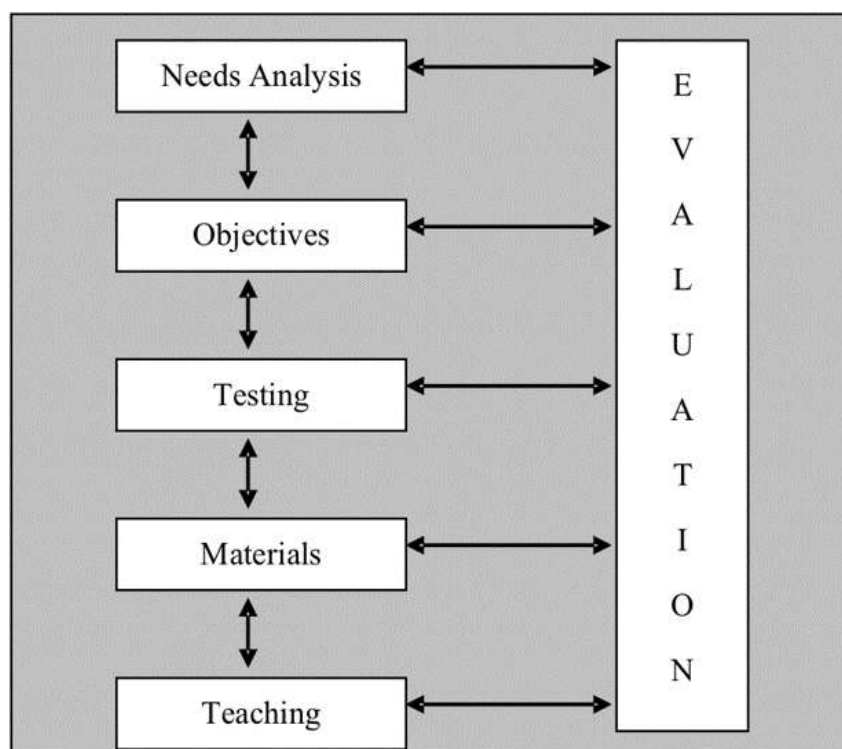
3.1.2 Components of the Curriculum

The key elements in the curriculum model proposed here are as follows: initial planning procedures (including data collection and learner grouping); content selection and gradation; methodology (which includes the learning activities and materials); and ongoing monitoring, assessment and evaluation. A brief description of these elements and their functions

within a learner-cantered curriculum follow and are elaborated upon in the following text.

3.1.3 Theory-based model of curriculum development

Brown describes curriculum development as “a series of activities that contribute to the growth of consensus among staff, faculty, administration and students.” He further explains that this “series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable that is, a framework that helps students learn as efficiently and effectively as possible in a given situation



3.2 WHAT ARE THE DIFFERENT LEVELS AND WHICH MANAGEMENT AND PLANNING TAKE PLACE

Curricular planning takes place across the three levels at the schools; namely: macro planning, mesoplanning and microplanning. The role players who involved in these levels include the members of the system, educators, and students. The representative council of learners and parents

3.2.1. WHAT IS MACRO PLANNING

This level looks at the school as a whole and therefore involves that management level, the administrative staff and the representative council of learners as well as the whole staff. Whole school development thinking informs.

This include the school development plans, curriculum goals, schools policies, staff development plans, curriculum needs (including the education of learners with special educational needs.(ELSEN)), multi-grade classrooms and gender issues.

The role of national policy such as the one of the ministry of Education is to provide the framework that informs the planning for whole-school development and identifies the areas that the SMT must address at the macro level, like timetabling, grade organization, provisioning and staffing.

Looking at the similarities between the models we see that both include needs analysis, setting of objectives or outcomes, materials selection and preparation, teaching and evaluation. In contrast, Brown's model differs from Richards' in that it includes testing which is described as "very crucial element in the curriculum development process"

3.2.2. WHAT IS MESOPLANNING

The Didactic Unit is a form to plan the education process learning around a content element that becomes integrating axis of the process, contributing to its consistency and significatibility. This form to organize knowledge and experiences must consider the diversity of elements that contextualize the process (level of development of the student, socio-cultural and familiar means. Curricular Project, resources available) to regulate the practice of the contents, to select the basic objectives that it tries to obtain, the methodological guidelines with which will work, the experiences of education-learning necessary to perfect this process

3.2.2.1 Components mesoplanning

- Selection the objective
- Analysis of the content (selection and structuring of knowledge, abilities and attitudes)
- Initial diagnosis (previous knowledge, level of development of the intellectual abilities)

- Selection of didactic strategies (methodological expositions, sequence of education, activities of education, means of learning)
- Selection of evaluation strategies (victory of the objective and development of the unit)

3.2.3. DEFINING MICROPLANING

Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others.

3.2.3.1. Lesson planning procedures

The effective teacher also needs to develop a plan to provide direction toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Several lesson plan outlines will be presented. You as a teacher will probably begin by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once you are in the classroom with your own set of learners, have developed your own instructional resources, and have experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation.

Stage 1:

Pre-Lesson Preparation

1. Goals
2. Content
3. Student entry level.

Stage 2:

Lesson Planning and Implementation

- Unit title
- Instructional goals
- Objectives
- Content
- Instructional procedures
- Evaluation procedures
- Materials

3.2.4. THE FOUR BASIC SKILLS OF THE ENGLISH LANGUAGE

3.2.4.1 LISTENING

Listening, which means paying attention to and understanding what you hear, is an essential skill for communication. Teachers and students often underrate the importance of listening because the more obvious goal of a language course is to learn how to speak the language, however, you cannot converse with someone without understanding what you hear.

The listening context determines the listening strategy that one uses. The way we listen, therefore, varies according to our listening purpose. For example, we will probably listen more closely to a dramatic dialogue in a television show than to the commercial that follows; our purpose is to watch the show, not the commercials. As a teacher, we need to realize that students do not really listen unless they have a purpose a reason to do so.

3.2.4.2. SPEAKING

The main aim of learning English is to speak the language. After all, When we say, "I speak a language," it means that we know the language well enough to be able to communicate easily in speech and hold a conversation in the language, but the achievements of speaking skills depends largely on being able to listen and understand what is said to us. A learner will have difficulty speaking English if he or she doesn't receive the proper training and organized practice in both listening and speaking.

This chapter introduces speaking through three stages:

- Eliciting.
- Restricted oral practice.
- Developing oral fluency.

The first stage is designed to help you develop the teaching skill of not talking too much. This is the beginning of the development of fluency; it's not the time to concentrate on accuracy and highlight errors.

In the second stage, you should focus on accuracy through restricted oral practice this type of practice used to be called drilling. This stage is basically an enabling phase; controlled practice is essential in learning any skill.

The third stage, developing oral fluency, is the most interesting for you and your students'. In this stage, you should be able to introduce topics that are stimulating, controversial and relevant to students' lives and aims.

3.2.4.3. READING

Reading is an important means of communication .Readers and writers interact through the reading of a text. Reading also offers additional exposure to the language, an exposure that can often be stimulating, interesting. However learning to read in another

language can be frustrating experience for the learner if the reading material is too difficult.

➤ **Reading strategies**

The English curriculum requires teachers to give students explicit instruction in reading strategies that will teach them to be more skillful and strategic readers. Students become better readers when they know why they are reading. Teach them to recognize when they are reading to be informed, reading for literary experience, or reading to perform a task, and help them to name, select, and apply strategies appropriate for each topic.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for a particular word. To get detailed information, you might use a technique. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.

Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

3.2.4.4.WRITING

Writing, the visual representation of a language is invaluable for helping students and understands how the parts of language go together. Many students actually learn and remember more through the written word. This section takes a close look at writing skill and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent. Generally speaking, the students who read with ease and reads widely finds writing easier than the student who doesn't read much and/or reads with difficult. It doesn't necessarily follow that a good reader is good at writing, but most students find that if they continue to practice reading their writes improves.

Why can writing be difficult? Teachers who are quick learners of other languages should remind themselves that writing in a foreign language is a formidable task. Many native speakers find that expressing themselves in writing in their own language is more difficult than speaking. This could be for many reasons:

- To many people, writing seems artificial, whereas speaking seems natural.
- When writing, you are usually isolate from the feedback of another person and you can't use gestures, facial expression, or intonation to facilitate communication.
- A good writer must be sure of sentence construction, spelling and punctuation, as Well as style and appropriate register.
- Writing demands successful organization of ideas and information.
- A writer has to choose an appropriate style for the subject and the reader
- You need to remember these obstacles when preparing students for written work.

4. RESOURCES AND METHODOLOGY

4.1 RESOURCES

4.1.1. Human Resources

- ✓ Nubia Elizabeth Abad Jiménez
- ✓ Lastenia Elizabeth Reyes Reyes
- ✓ Authorities English Teachers and Students of the 8Th, 9th and 10th years basic education of the National agricultural Technical Gonzanama High School

4.1.2 Institutional Resources:

- ✓ National University of Loja. Education, Art and Communication Area. English Language Career.
- ✓ National Agricultural Technical Gonzanama High School.

4.1.3. Material Resources:

- ✓ Paper
- ✓ Computer
- ✓ Books

4.2. METHODOLOGY

4.2.1. DESIGN OF THE RESEARCH

The results has considered that according to the nature of the theme it was developed as a non-experimental research because the group did not manipulate the variables in the group of students and teachers who participate in this work.

In a non-experimental work, the process is developed in a descriptive way. The researchers make no attempt to insolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning

4.2.2. METHODS,TECHNIQUES AND INSTRUMENTS

4.2.2.1. METHODS

All research process was very complex act It required an adequate methodology, therefore we got of these rules, we assumed the challenge of the theme and it means the "Curricular planning and its influence on the development of four linguistic Basic skills of the English language. Concerning the methodology used during the research process, we could determine that it uphold by the following methods:

- **Descriptive Method:** This method permit us guide the identification and the exactly delimitation of the problem, the formulation of objectives and hypotheses, the compilation and organization of data, until get the conclusions and finally to present a proposal like a solution for the detected problem.

To get the selection of the research problem we started from the direct and indirect observation techniques, from a critical analysis about the problem of achievement of the students, which permit us to face the reality to justify the elaboration of the Project and It was complemented with the objectives of the research.

The fundamentals of the referential and empirical theories determined the structure of the hypotheses and its correspondent variables, indicators and indices, which where put into a matrix later;it made possible the elaboration of the instruments to collect of the empirical information like the survey applied to the teachers and students of the three courses.

- **The Scientific Method:** During the development of this thesis, we used this method which was the most appropriate method that served us to join the theory and the practice it helped us to adjust, adapt, supply, provide, rule, ways and norms followed in the process of research, specifically in the proposed problem. This method

facilitated us the formulation of the general and specific objectives based on the hypothetical answers to the problem.

Moreover this method gave us the possibility to choose the methodology that we would follow with respect to the definition of variables, the selection of the model, analysis of data and verification of the hypotheses which let establish conclusions and recommendations according to the results findings.

- **Analytic -Synthetic Method:** We used the analytic synthetic method to analyze the results that we obtained in the field work and to establish conclusions about curricular planning and its influence in the development of the linguistic basic skills of the English.
- **Deductive Method:** This method was used in order to give a logical explanation based on the observed facts and the hypotheses to reach theoretical conclusions. It let the observation of the phenomenon, which carried out to the real interpretation and analysis to describe and explain, through deductive logic, the facts and data.

Afterwards, we proceeded with the elaboration and application of the instruments in the researched schools and turned to the analytical-synthetic method to process the information obtained and interpreted appropriately. The obtained data served us as the proof of the hypothesis.

4.2.3. TECHNIQUES AND INSTRUMENTS

- **Bibliographic study** An important and significant technique, that used to get bibliographic information from books and specialized texts according to the variables found in the hypothesis.
- **A Survey** was designed and applied to obtain exact information about the curricular planning and the four linguistics skills into the English teaching learning process it was applied to teachers and students with the instruments of a questionnaire which contained different kind of questions about the topic that we researched.

4.3.PROCEDURES

After we applied the research technique we processed the data through the tabulation of the information. Then we organized the empiric information keeping in mind the specific hypotheses of the research work. The obtained information was represented in statistics tables and graphic bars.

So that it was possible to interpret the empiric information contrasting it with the theoretical references; and finally we drew the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process

The hypotheses were demonstrated in a descriptive way through a process of logical analysis of the results, considering the most representative ones in relation to the stated variables

4.4. POPULATION AND SAMPLE

The population was constituted by the students and English teachers of Technical agricultural Gonzanama High School. So that the student's population was 105 and the English teacher's population was 3.

In the case of the population of students will take the sample by applying the statistical formula, while in the case of teachers we take into account all for being a small population

➤ **Sample**

COURSES	PARALLELS		TOTAL
	A	B	
EIGHT YEAR	18	16	34
NINE YEAR	17	20	37
TEN YEAR	17	17	34
TOTAL	52	53	105
TEACHERS			3

➤ **Formula**

$$n = \frac{FQ \times N}{E^2 \left(\frac{(N-1)}{K^2} + PQ \right)}$$

FQ = First quartile (0, 25)

N= Population

n = Sample

K = Constant of proportionality (2)

E = Sampling error (10%, 0,1)

$$n = \frac{0,25(105)}{(104) \frac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{26,25}{104(0.0025)+0,25}$$

$$n = \frac{26,25}{0,51}$$

$$n = 51,4$$

$$n = 51$$

➤ **Sample**

COURSES	PARALLELS		TOTAL	SAMPLE
	A	B		
EIGHT YEAR	18	16	34	17
NINE YEAR	17	20	37	17
TEN YEAR	17	17	34	17
TOTAL	52	53	105	51
TEACHERS			3	3

5. RESULTS

5.1. RESULTS OF TEACHERS AND STUDENTS' SURVEY

The presentation and discussion of the results have been considered taking a sample of the researched population of the Teachers and Students of eighth, Ninth and Tenth Years of Basic Education. In this way, initially we processed the sample and information that the students of the high school which was a survey composed by 9 questions to the students and 10 questions to the teachers.

RESULTS OF STUDENTS' SURVEY

1. Do you like to receive English class?

Yes ()

No ()

Why?

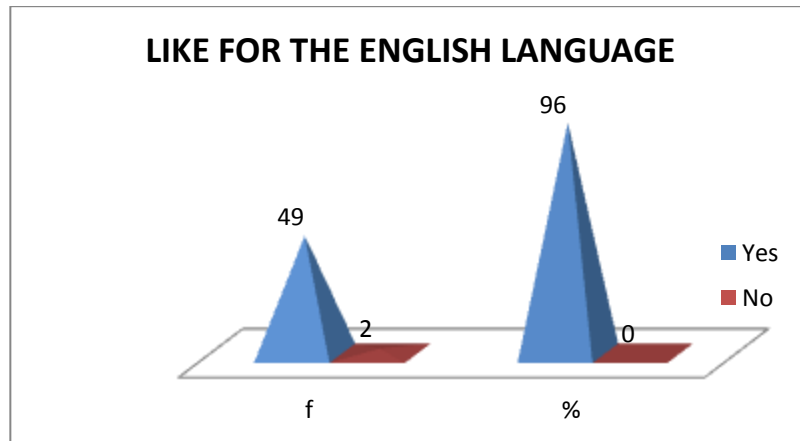
a) Statistics Table No. 1

Students` Like of English class	f	%
Yes	49	96
No	2	4.
Total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

In accordance with the graph, we can see that 80 % of the students said that they like English and the 41 % manifested that they don't like this subject

These results can be satisfactory; maybe the teacher motivates them to learn English, because it is spoken in many countries. And it is necessary to use in different fields

2. How many periods do you receive English class per week? match with an (x)

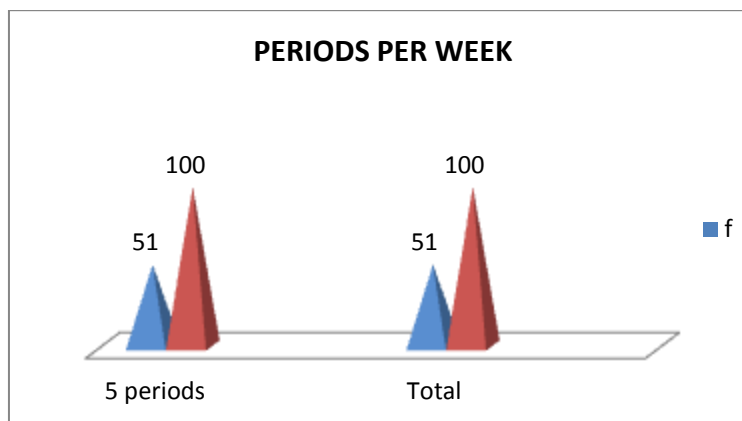
One two three
Four five six.....

a) Statistics table No. 2

English periods per week	f	%
5 periods	51	100
Total	51	100

Source: Survey applied to the students
Elaboration: The authoress

b) Graphic Representation



c) Interpretation

The results show us that the numbers of hours of English received in this institution are five periods which represent 100 %, It means that Students receive English everyday with a period of 45 minutes.

Time as well as students and teachers should advantage that to learn this language. Due to English is becoming an universal language in which the majority of quality information come in it.

3. Do you know if your teacher elaborates the lesson plan?

Yes ()

No ()

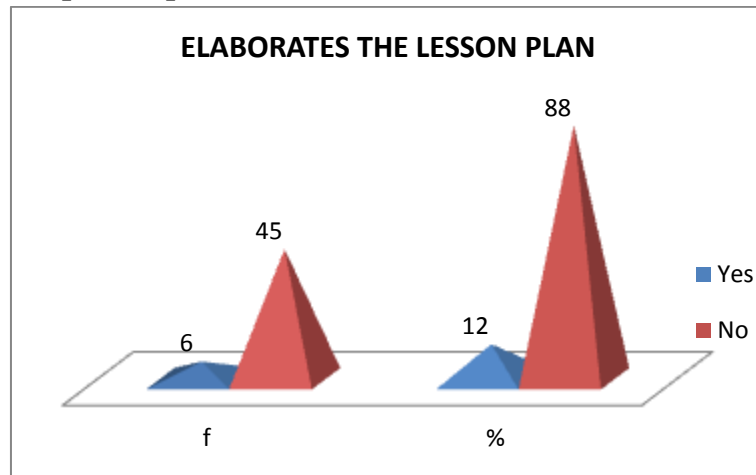
a) Statistics Table No. 3

Elaborates the lesson plan	f	%
Yes	6	12
No	45	88
Total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

As we can see that 12 % of the Students said that teachers elaborate the lesson plan .while 29 % answers that their teachers don't elaborate the lesson plan.

It is important to recognize that the lesson plan is a special skill and helps teachers to organize the contents, materials, and methods with the purpose that students understand better. But in these results teachers don't elaborate the lesson plan according to students' information.

4. Do you know if your teacher introduces a warm up before beginning the class?

Yes ()

No ()

Why?

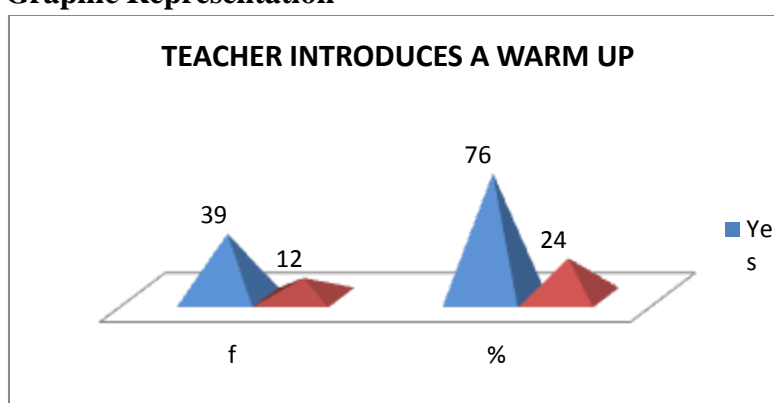
a) **Statistics Table No.4**

Teacher introduces a warm up	f	%
Yes	39	76
No	12	24
Total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) **Graphic Representation**



c) **Interpretation**

According with the obtained information 76 % of the students said that the teachers introduces the class with a warm up activities at the beginning the class. While 24% of them tell that the teacher don't introduce warm up activities.

Most of students respond affirmatively, that the teachers use the warm up activities to motivate and create a dynamic environment of work. We are sure that the teachers have knowledge about the didactic process, that`s to say they know the three steps of the class: initial activities, development of learning and evaluation of the English language process

5. Match the materials that your teacher use in the English class

English book () tape recorder ()

Pamphlets () TV ()

Flash cards () Pictures ()

Copies ()

Others.

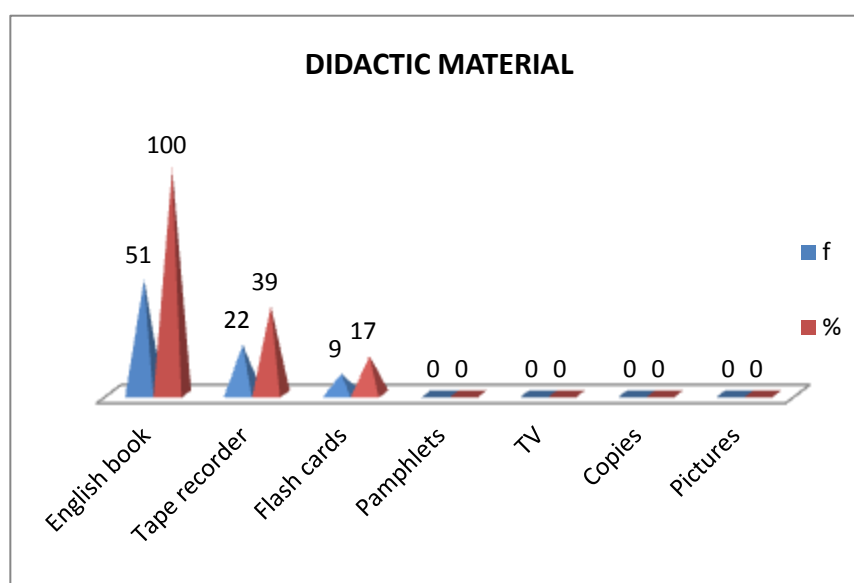
a) Statistics Table No. 7

Materials that your teacher use	f	%
English book	51	100
Tape recorder	22	39
Flash cards	9	17
Pamphlets	0	0
TV	0	0
Copies	0	0
Pictures	0	0

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

In this question 100 % of the students said that the teachers use the English book, 39% of them told us that teachers use the tape recorder and 17 % of the students say that the Teachers use flash cards to teach their English subject. While the TV, pamphlets, pictures and copies are never used.

The materials are very important and necessary into teaching–learning process. Because they help teachers to develop in the best way their class also the materials give Students facilities to understand better any topic. In this way the learning process is more interesting and dynamic for them. But they use only book and some times tape recorder, for this reason teachers should look for extra material to support the teaching learning process

So that teachers have to look for more extra material to support the teaching learning process

6. How many units of the book do you study in the academic year?

Nine ()

eleven ()

twelve ()

Others

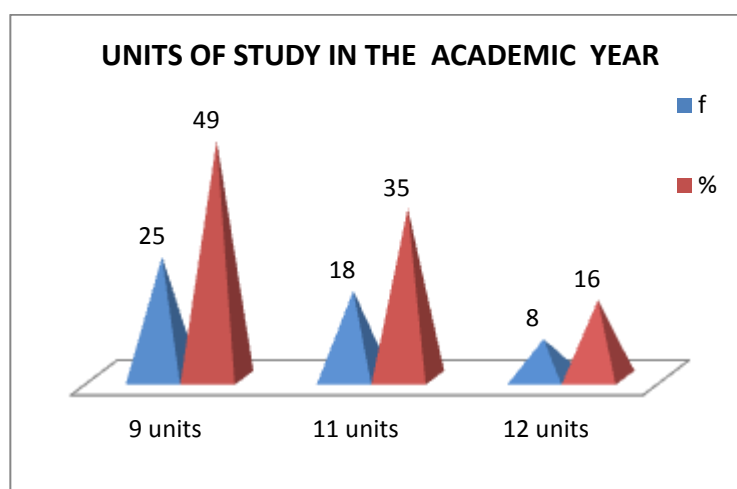
a) **Statistics Table No. 5**

units of study in the academic year	f	%
9 units	25	49
11 units	18	35
12 units	8	16
total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) **Graphic Representation**



c) **Interpretation**

After representing this question graphically we can see that 49 % of the students say that they study nine units. 35% answered that they study eleven units and finally 16% of them matched twelve units during the academic year.

Most of the units from the book have been studied .But we consider that they are working the units so fast and they don't give enough attention to improve the four language skills since in the other questions results show us that they have some difficulties in the development of speaking, listening and writing.

7. Which of these skills do you understand more? Tick one of them.

	VERY MUCH	MUCH	A LITTLE
Speaking	()	()	()
Listening	()	()	()
Reading	()	()	()
Writing	()	()	()
Why?		

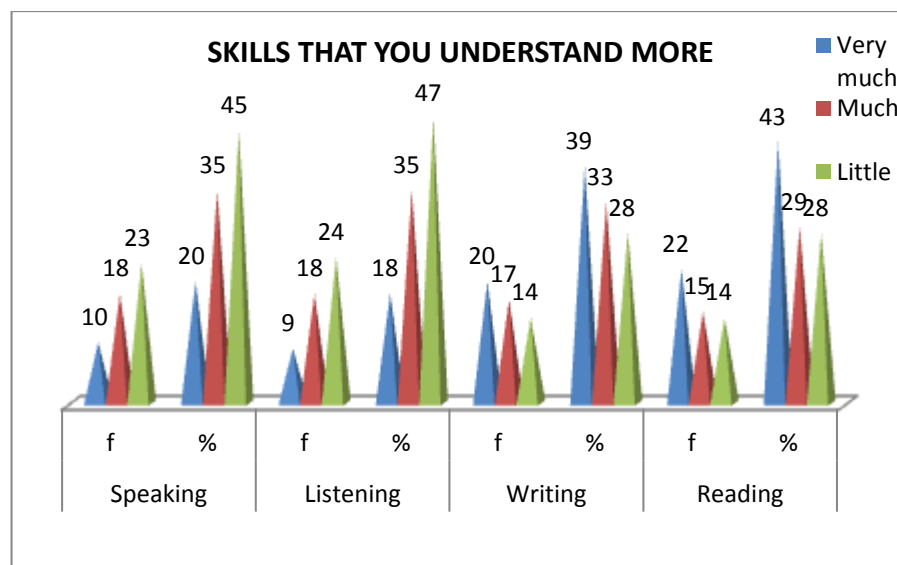
a) Statistics Table No. 6

Skills that you understand more	Speaking		Listening		Writing		Reading	
	f	%	f	%	f	%	f	%
Very much	10	20	09	18	20	39	22	43
Much	18	35	18	35	17	33	15	29
Little	23	45	24	47	14	28	14	28
Total	51	100	51	100	51	100	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

According to the student` survey we observe that in the speaking skill 20% of the students speak very much, 35% much and finally 45% speak little. While in the Listening skill 18% of them understand very much, 35%, much and 47% very little. Also in the writing skill 20 of them develop this skill, 33% of them much and 18% little finally in the reading skill 43% students understand very much, 29% much and 18% understand little.

Communication is achieved through speaking listening, reading, writing, prepared oral production and spontaneous oral interaction, including the use of appropriate communication strategies. It also includes participation in various social areas, where it is important to master an increasing number of genres and forms of expression.

According to the students results the skills that they understand more are writing and reading .in both skills students have more opportunities to develop these skills because in their English book there are many activities that they have to work and understand for example: read and complete the information write about any picture, underline the correct information. Etc

While speaking and listening are skills that are developed in less percentage. Due to various problems like: They have one tape recorder for the high school; therefore teachers read the typescript, so the students are not motivated for improving their listening. Speaking is other skill that is not understood by the students due to there is not much time to improve this skill. Finally Teachers should use additional material with the purpose to improve this skill and the students practice more.

8. Point (x) in the skill that you have more problems to understand the English Language.

Speaking ()

Listening ()

Writing ()

Reading. ()

Why?

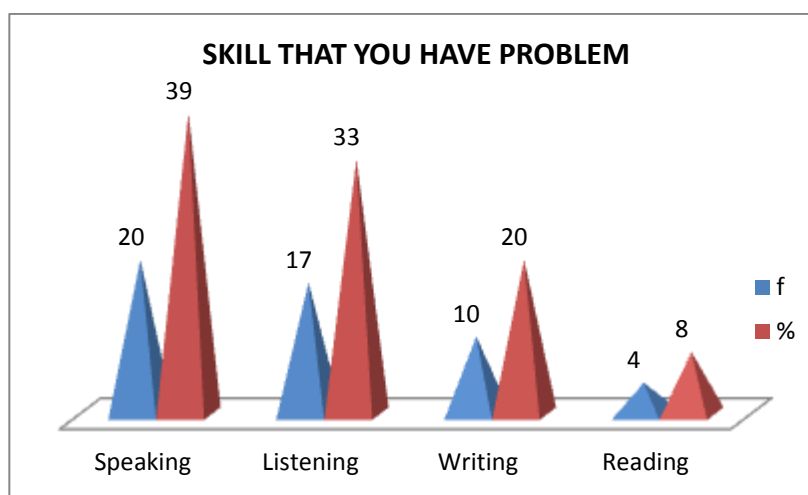
a) **Statistics Table No. 8**

Skill that Ss have problem.	f	%
Speaking	20	39
Listening	17	33
Writing	10	20
Reading	4	8
Total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) **Graphic Representation**



c) **Interpretation**

The results show us that 39 % of the students have problem in speaking skill, 33 % of the students have problem in listening skill, 20 % of the students have problem in writing skill and finally 8 % of them have problems to understand reading skill.

In the teaching learning process the teachers is the guider and He needs to know about the methods techniques and strategies with the

purpose to develop the process better. If the students have problems in the listening and speaking teacher will have to apply strategies that motivate students for example through videos, songs, games and others.

Students improve their listening. In the same way teachers could create environments where students practice speak English with foreign people, describe pictures and speak with partners about any topic in this form they will develop more this skill

9. How do you consider in the English Language usage?

Excellent ()

Very good ()

Good ()

Regular ()

Deficient ()

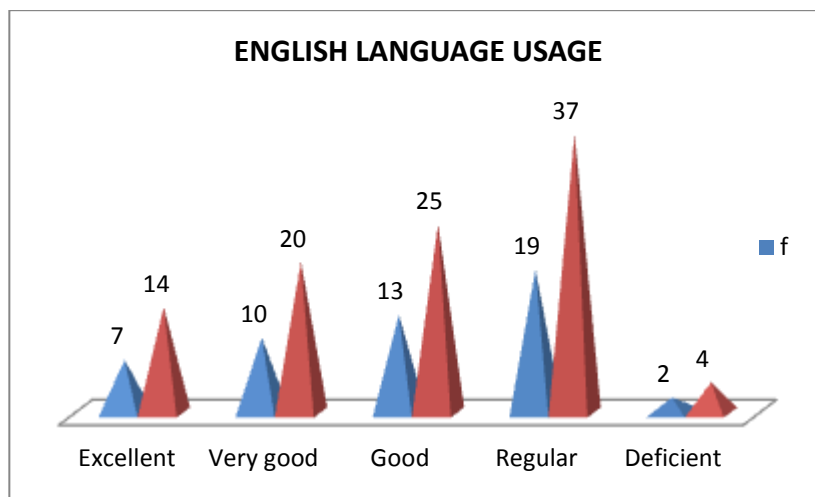
a) Statistics Table No. 9

English Language usage	f	%
Excellent	7	14
Very good	10	20
Good	13	25
Regular	19	37
Deficient	2	4
Total	51	100

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

After representing this question graphically it can be confirmed that 14 % of the students are excellent, 20% of them are very good, 25 % of the students are good, 37 % of them are regular and while 20 % are deficient.

The English is the language of communication, it is spoken around the world and everyday it becomes to be an international language, therefore people who speak English have better opportunities not only in our country but abroad too. Teachers should permanently training about methodological tools to wake up the students' interest and they can improve and get the best results with students in the English language

RESULTS IN THE TEACHERS' SURVEY

1. Do you elaborate the mesoplanning during the academic year?

Yes ()

No ()

Explain.....

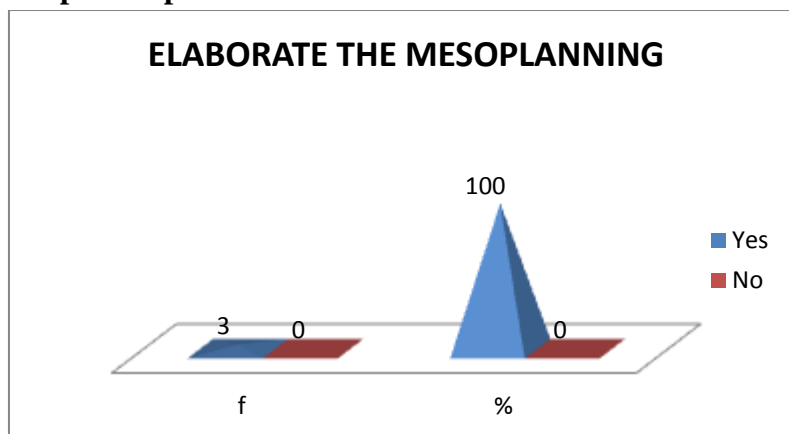
a) Statistics Table No. 1

Elaborate the mesoplanning	f	%
Yes	3	100
No	0	0
Total	3	100

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



c) Interpretation

According to this question 100% of teachers indicated that elaborate the mesoplanning following the topics of the English book and also take into account the four basic linguistic skills, vocabulary and

grammar.

The mesoplanning is represented by the didactic unit plan, which is designed in order to guide the contents that must be studied by units and help to the teachers to accomplish the units planned periodically and in this way they are able to complete the macro planning. It describes the objectives, methodology, evaluation and didactic resources that can help the students and the teachers to study every unit.

The mesoplanning is very important and necessary, because the teacher should plan adequately the activities for developing during each term. Also the mesoplanning is a requisite that the teachers have to present at the beginning of the each term .It is reviewed by the Vice-headmaster.

**2. What elements do you apply for elaborating the mesoplanning?
Choose them**

- | | |
|-------------------|-----|
| Skills | () |
| Contents | () |
| Objectives | () |
| Students | () |
| Methodology | () |
| Didactic material | () |
| Competences | () |
| Evaluations | () |

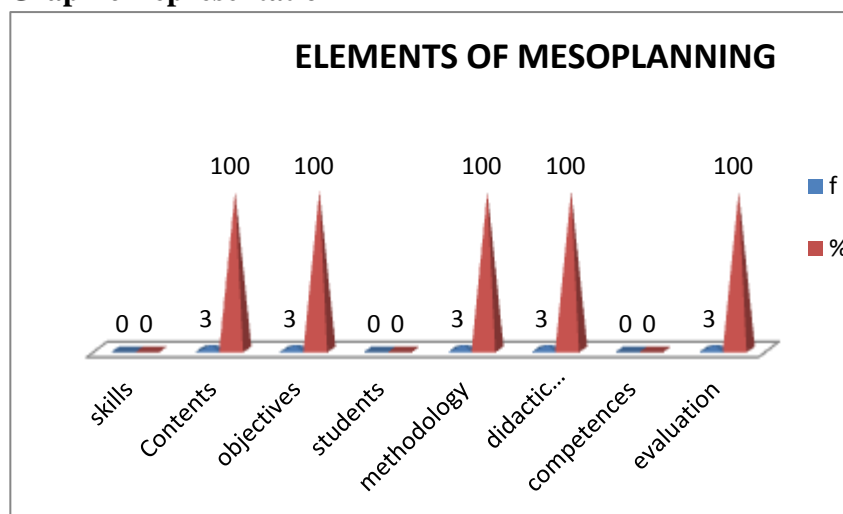
a) Statistics Table No. 2

Elements of mesopanning	TEACHERS	
	f	%
skills	0	0
Contents	3	100
objectives	3	100
students	0	0
methodology	3	100
didactic materials	3	100
competences	0	0
evaluation	3	100
TOTAL	3	

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



a) Interpretation

We can interpret that 100 % of teachers indicated elements of the mesopanning are contents, objectives, methodology, didactic material and evaluation, while the competences and the skills teachers do not choose.

The mesoplanning has been designed for organizing the knowledge and experience must consider the diversity of the elements that contextualize the process to regulate the practise of the contents, to select the basic objectives that it tries to obtain, the methodological guidelines with which will work, the experiences of education-learning necessary to perfect this process.

Teachers elaborate the mesoplanning but they do not consider the moat important elements which are the linguistic skills and competences of the English. Therefore the students don get achievements and meaning –learning experiences to enable and develop of English Language skill and competences.

3. Who participate in the mesoplanning of the institution? Point out with an (x)

Authorities
 Teachers
 Students
 Family Parents

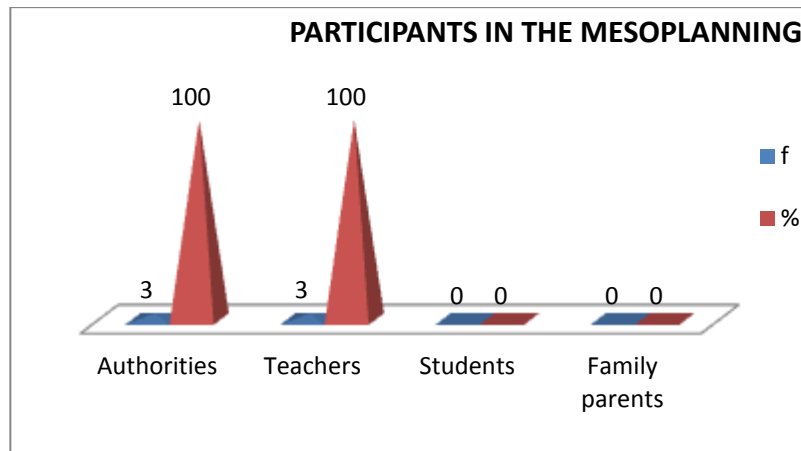
a) Statistics Table No. 3

Participants in the mesoplanning	f	%
Authorities	3	100
Teachers	3	100
Students	0	0
Family parents	0	0

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



c) Interpretation

After representing this question graphically it can be confirmed that 100% indicate that the planning is elaborated by the Teachers and Authorities and family parents and students do not participate in elaboration of the mesoplanning

Mesoplanning can be seen as the systematic attempt by educationalists and teachers to specify and study planned intervention into the educational enterprise. We can say that curriculum is the product of this systematic attempt, which will lead us in making our course designs. Besides all educative community has to participate in the Curricular Planning and should take into account the students' needs

4. How many didactic units do you plan for the school year?

Eight units ()

Nine units ()

Ten units ()

Others.....

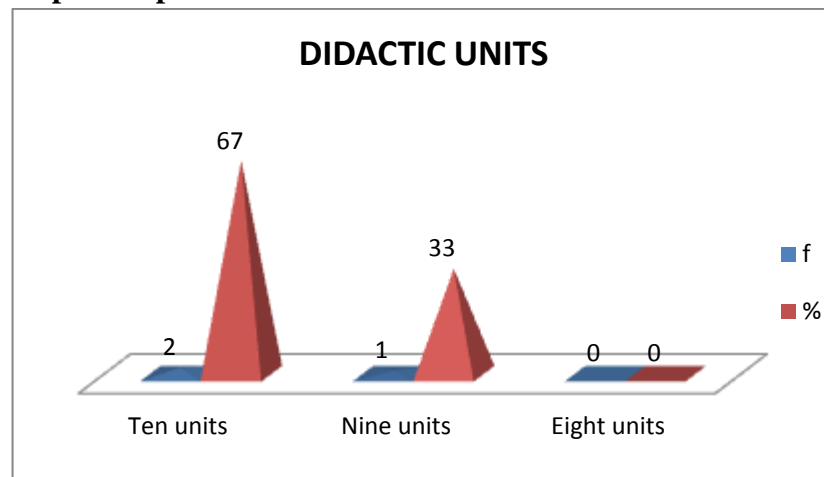
a) Statistics Table No. 4

Didactic units	f	%
Ten units	2	67
Nine units	1	33
Eight units	0	0
Total	3	100

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



c) Interpretation

The graph shows us that 67% of teachers planning ten units, and 33% of them planning nine units.

It is possible to be said then that what defines to a Didactic Unit is the course of action that show, the sequence of tasks in which the contents are incarnated and gives sense to the objectives. It can be conceived like content nucleus and action in itself, indicates a sequence of learning susceptible to be treated like an all complete one in relation to learning processes which they start up and they are developed. Therefore their duration, limits and structure adapt to the conditions of the educative context for which it is thought.

There are many forms to planning of the Didactic Units exist but of general form each one must try to reflect what can be the preparation of a course: from the clarification of the scientific contents to the design of activities, happening through the discussion of the didactic problems that can appear, approaching in its maximum level of concretion, to all the elements of curriculum: what, how and when to teach and to evaluate. Finally teachers should take into account the student's knowledge and learning according to each topic

5. How many English periods per week are there?

- Two period per week ()
- Three period per week ()
- Five Period per week ()
- Others

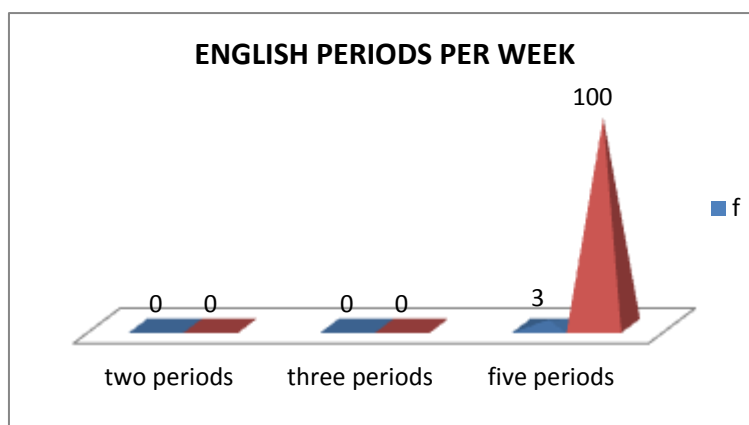
a) **Statistics Table No. 5**

English periods per week	f	%
Two periods	0	0
Three periods	0	0
Five periods	3	100
Total	3	100

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) **Graphic Representation**



c) **Interpretation**

According to the teachers' survey 100% of teachers said that they have five periods per week.

The time is enough to develop the four skills in each class every day, if the teachers organized the time through the lesson plan on this way they will have the time exactly to improve each skill.

6. Do you elaborate the lesson plan or microplanning?

Yes () no ()

Why?

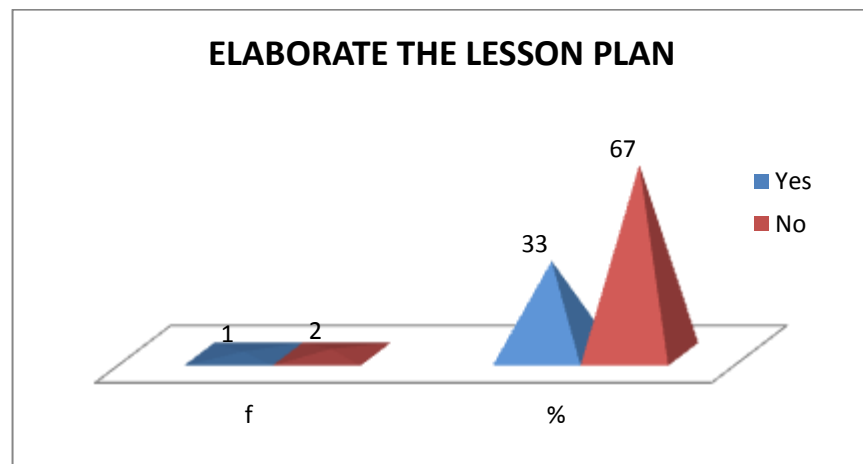
a) Statistics Table No. 8

Elaborate the lesson plan	f	%
Yes	1	33
No	2	67
Total	3	100

Source: Survey applied to the Teachers

Elaboration: The Authoresses.

b) Graphic Representation



c) Interpretation

The graph indicated that 67% of the teachers do not elaborated the lesson plan and 33% demonstrated that teachers elaborate the lesson plan

Lesson plans also help teachers organize content, materials, and methods. When you are learning to plan teaching, organizing your subject-matter content via lesson plans is fundamental. Like most skills, you'll get better at more than you do it and think of ways of improving your planning and teaching based on feedback from your students, their parents, and other teachers. Developing your own lesson plans also helps you "own" the subject matter content you are teaching and that is central to everything good teachers do.

Besides if teachers plan their lessons students could learn better and feel motivate because the input is understanding and so clear and students can develop all skills because teachers analyze what the students need to learn.

7. Underline. What do you understand as microplanning or lesson plan?

a. - Lesson plans helps teachers to organize content, materials, and methods.

b.- Is a form to plan the education process learning around a content.

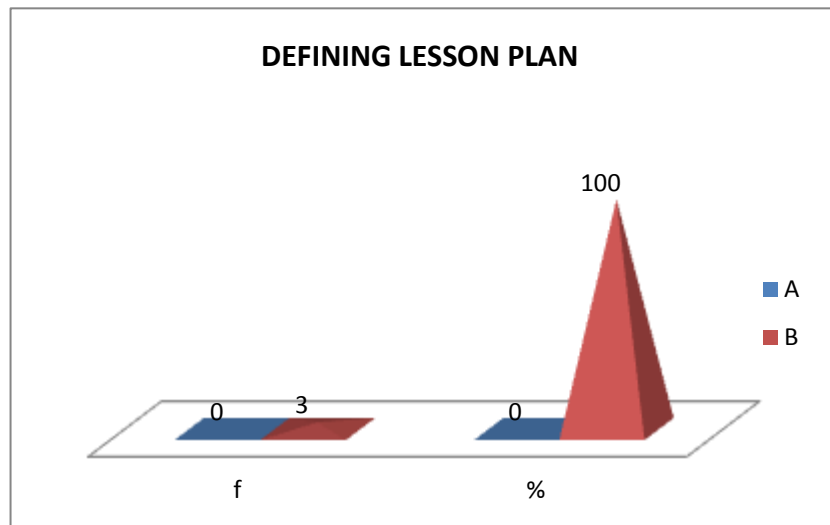
a) Statistics Table No. 6

Defining lesson plan	f	%
Lesson plans helps teachers to organize content, materials, and methods.	0	0
Is a form to plan the education process learning around a content	3	100
Total	3	100

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



c) Interpretation

We can observe that 100 % of teachers don't know the concept of lesson plan

A lesson plan gives structure and shape to your lesson; it clarifies what you can do in the time available and gives a means of stating the learning objectives of the lesson to your students. Students want to know what you expect them to be able to do by the end of the lesson, and by knowing the purpose and objectives of what you're doing, students will feel that you are a well-prepared teacher. Besides the lesson plan helps to prepare appropriate techniques, materials and procedures for the achievement of the lesson's aims. Also lesson plan helps us organize the staging and timing of the activities and anticipate student's problems and prepare ways for overcoming them.

8. Point the elements of the lesson plan?

Skill	()
Methodology	()
Goal	()
Objectives	()
Time	()
Material	()
Procedure / activities	()
Evaluation	()
Informative Data	()

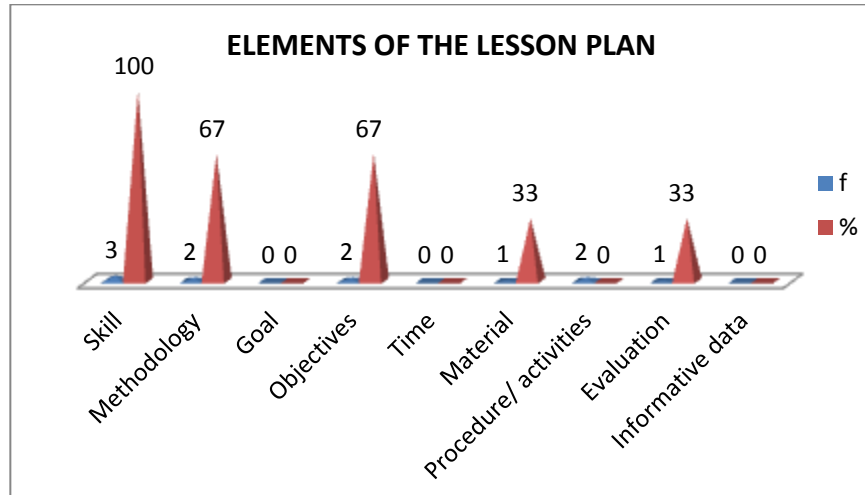
a) Statistics Table No. 7

Elements of the lesson plan	f	%
Skill	3	100
Methodology	2	67
Goal	0	0
Objectives	2	67
Time	0	0
Material	1	33
Procedure/ activities	2	0
Evaluation	1	33
Informative data	0	0

Source: Survey applied to the Teachers

Elaboration: The Authoresses

b) Graphic Representation



c) Interpretation

In accordance with the data provided by the teachers they include the most of the elements of the lesson plan as we can see, 100% teachers choose skills. Methodology and objectives have 67%. material and evaluation have 33%.

The elements of lesson plan should be thought of as guiding principles to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

Also the effective teacher also needs to develop a plan to provide direction toward the attainment of the selected objectives the most

organized teacher is the more effective in the teaching learning process.

They should make a daily lesson plan and they follow the steps lined out the text in the activities, they give more time to develop the skill where the students have problem through strategies, methods ,newness material, that help to improve the students learning.

It is important when the teacher plans include the time because it helps to organize the activities. On the other hand the teachers marked skills which are in the procedure

9. Which skills do your students understand more? Tick one of them.

	VERY MUCH	MUCH	A LITTLE
Speaking	()	()	()
Listening	()	()	()
Reading	()	()	()
Writing	()	()	()

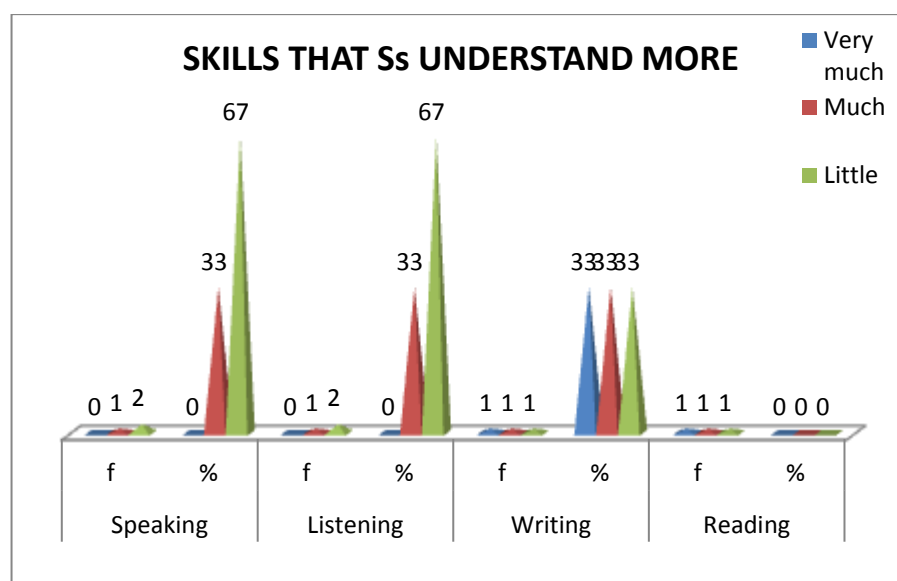
a) Statistics Table No. 9

Skills that your Ss understand more	Speaking		Listening		Writing		Reading	
	f	%	f	%	f	%	f	%
Very much	0	0	0	0	1	33	1	33
Much	1	33	1	33	1	33	1	33
Little	2	67	2	67	1	33	1	33
Total	3	100	3	100	3	100	3	100

Source: Survey applied to the students

Elaboration: The authoresses

b) Graphic Representation



c) Interpretation

According to the teachers' survey we observed that in the speaking skill any student speaks very much, one student that represent the 34 % speaks much and finally. Two teachers said that 67% of students speak little. While in the listening skill one teacher said that any of their students understand listen very much, and two teachers explained us that 67% of their students develop listening. Also in the writing and reading skills 33% of their students understand very much, also 33 % of their students understand much this skill, finally 33 % of their students develop writing and reading skills..

Communication is achieved through speaking, listening, reading, and writing, prepared oral production and spontaneous oral interaction,

including the use of appropriate communication strategies. It also includes participation in various social areas, where it is important to master an increasing number of genres and forms of expression.

According to the students results the skills that they understand more are writing and reading .in both skills students have more opportunities to develop these skills because in their English book there are many activities that they have to work and understand more these skills for example: read and complete the information write about any picture, underline the correct information. Etc

While speaking and listening are skills that are development in less percentage. Due to various problems like: They have one tape record for whole high school; there fore the Teachers the typescript, so the students are not motivate for improving their listening. Speaking is other skill that is not understand y the students due to there is not much time to improve this skill. Finally teachers should use additional material with the purpose to improve this skill and the students practice more.

10. What activities do you apply to develop the four basic skills?

- Writing a composition
- Listening for specific information
- Discussion

- Reading for detail
- Matching
- Reading the specific information
- Others.....

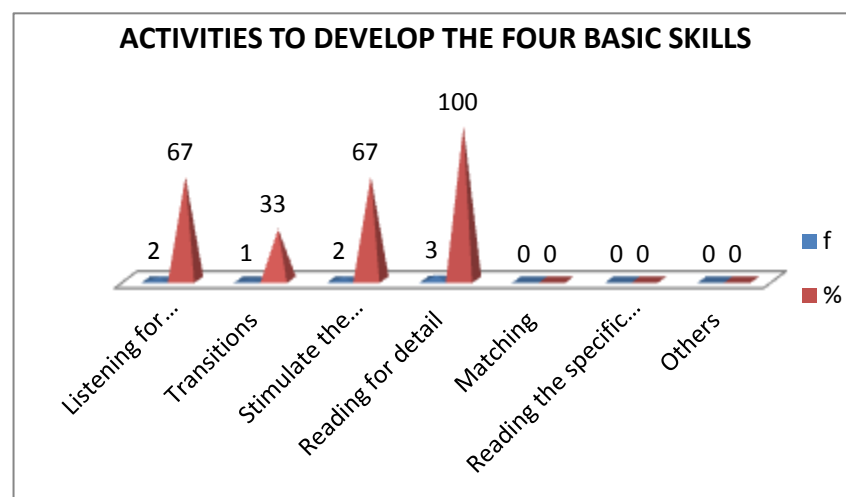
a) **Statistics Table No. 10**

Activities to develop the four basic skills	f	%
Writing a composition	1	33
Listening for specific information	2	67
Discussion	1	33
Reading for detail	3	100
Matching	0	0
Reading the specific information	0	0
Others	0	0

Source: Survey applied to the teachers

Elaboration: The authoresses

b) **Graphic Representation**



c) Interpretation

As we can see 67% of teachers chose the listening for specific information, 33% discussion and write a compositions, 100 % reading for detail.

The main area of communication focuses on using the English language to communicate. Communication is achieved through speaking listening, reading and writing, prepared oral production and spontaneous oral interaction, including the use of appropriate communication strategies. It also includes participation in various social areas, where it is important to train for increasing the number of categories and forms of expression. Good communication requires knowledge and skills in using vocabulary and idiomatic structures, pronunciation, intonation, spelling, grammar and syntax of sentences and texts

The four language skills thought simultaneously with audio-lingual practice and various techniques for reading and writing exercises let the students practice a good communication.

6. DISCUSSION

To contrast and verify the hypothesis that our group have stated in the project; we used the obtained results through a logical descriptive analysis of the information gathered as from the teachers as the students of the National Agricultural Technical high school Gonzanama this information has let us prove if the hypotheses are accepted or denied.

6.1. HYPOTHESES ONE

a) Statement

The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English language in the students of the “National Agricultural Technical High school Gonzanama Academic year 2009-2010.

b) Demonstration.

The first hypothesis has two variables the independent one is the mesoplanning and the dependent variable the development of the four linguistic skills of the English language in the “National Agricultural Technical High school. Gonzanama Academic year 2009 -2010

- ❖ In the questions number **ONE**: 100% of the teachers elaborate the mesoplanning which means that they design guides that manage the whole units that they are going to develop during the school year. Also the mesoplanning is a requisite that teachers have to present at the beginning of the each term .It is reviewed by the deputy-headmaster

- ❖ In the questions number **TWO**. About the components of the mesoplanning, 100% of teachers do not elaborate the mesoplanning considering the most important elements which are the linguistic skills and competences of the English. We have noticed that none of the teachers pointed out the skills as essential element of the school plan because they plan based on the contents of the book and on grammar focus.

- ❖ In the questions number **THREE**, about who participates in the mesoplanning of the institution, 100% of teachers indicate that the mesoplanning is elaborated by the teachers and authorities. While family parents and students do not participate in elaboration of the mesoplanning. That means that the mesoplanning is elaborated by teachers and checked by Deputy-headmaster

- ❖ In the question number **FOUR**. About the didactic units planned for the school year, 100 % of teachers planning twelve units, in

the question number **TWO** of students' survey; 49 % of students said that they work nine units. According students' answer, teachers do not fulfil with the planned units in the school year, for this reason students do not get a good level orderly learning and Also they do not have enough knowledge to continue with the next book

- ❖ The questions number **NINE** in teachers' survey was about the skills that your students understand more, and question number **SIX** in students' survey. We observed that in the speaking skill, one student that represents the 34 %. Two teachers said that 67% of students speak little. While in the listening skill one teacher said that any of their students have developed this skill very much, and two teachers explained us that 67% of their students develop listening a little. Also in the writing and reading skills 33% of their students understand very much and much. Finally 33 % of their students develop writing and reading skills. These results demonstrated us that the students develop little speaking and listening skills. While reading, and writing skills develop more. Due to teachers do not use techniques, strategies, methods and appropriate materials that permit at students understand more the basic skills of the English language that are included in the mesoplanning

- ❖ In the question number **TEN** of teachers' about the activities that they apply to develop the four basic skills and the question number **EIGHT** of students; 100% of teachers and students only work with the English book. That means teachers do not apply other activities that help students to develop the four basic skills. Because this institution there are not enough didactic material that allow teachers work with the established in the mesoplanning.

c) Decision and Conclusion

Based on the results and analyses done in the before questions the group **accepts** the first hypothesis because the mesoplanning is not elaborated by the teachers considering the development of the four basic linguistic skills of the English Language, "National Agricultural Technical High school. Gonzanama Academic year 2009 -2010

6.2. HYPOTHESIS TWO

a) Statement

The microplanning does not take into account the development of the four basic linguistic skills of the English Language on the students in the “National Agricultural Technical High school. Gonzanama Academic year 2009 -2010

b) Demonstration

The second hypothesis has two variables the independent one is the microplanning and the dependent variable the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical High school. Gonzanama Academic year 2009 -2010

❖ To confirm this hypothesis the questions that help us are: in the question number **THREE** of students’ survey and the question number **SIX** and **SEVEN** of teachers; are about the elaboration of the lesson plan, 88 % of students manifested that teachers do not elaborate the lesson plan, While 67 % of teachers said that they do not elaborate it. According to the results teachers do not elaborate the lesson plan, which is essential tool that guides the teachers and students activities, previews the resources and establishes the assessment instruments in order to get the stated

class objectives in a class period. Therefore, they only follow the steps and activities that are lined up in the English book without taking into account the development the basic linguistic skills in the teaching learning process

- ❖ In the question number **EIGHT**, 100% of teachers do not choose the correct elements of the lesson plan. We consider that teachers do not elaborate the lesson plan daily, which means teachers do not know the steps that allow them elaborate and organize the contents, strategies, materials through a lesson plan. And just follow the book's contents without considering techniques to develop the English language skills.
- ❖ In the question number **SIX** of the students: 100% of them said that the unique didactic material that they use is the English book and sometimes they use the tape recorder. For that reason, students do not practice and improve their knowledge in the linguistics skills.
- ❖ In the question number **SEVEN** of students' survey: about the skills that students understand more; 43 % of them develop reading and 39 % writing. According with the results students have more opportunities to work in these skills. Due to in their English book there are many activities where students can practice them. Neither in this institution there are not didactic

materials for developing the four basic skills. Those are establishing in the mesoplaning.

- ❖ In the question number **EIGHT** of the students demonstrated us that students have more problems in speaking with 39% and listening with 33%. We consider that the teachers do not work in activities such as methods, techniques and strategies that help students to improve in skills that they have more problems.
- ❖ In the question number **TEN** of teachers, 67% of teachers chose the listening for specific information, 33% discussion and write compositions, 100 % reading for detail. According to the results teachers do not know the techniques for each skill. Besides we can say that the teachers do not elaborate the lesson plan neither they have included specific techniques to develop the four basic skills of the English Language

c) **Decision and Conclusion**

All these results drive us to **accept** the second hypothesis which says that the microplanning does not take into account the development of the four basic linguistic skills of the English Language, in the “National Agricultural Technical High school. Gonzanama Academic year 2009 -2010

7. CONCLUSIONS

After processing the information obtained, the research group determine the following conclusions.

- ✓ Mesoplanning is elaborated, but it does not take into account in high percentage the basic skills, being an important element to develop the basic linguistic skills in the teaching English language.
- ✓ Teachers do not elaborate a lesson plan and they just follow the book activities without a guide that determines the specific activities to be developed by the teachers and students during a class period. That means they do not consider the development of the four basic skills; consequently this affects the students' learning
- ✓ Teachers do not work with any kind of extra activities that improve the students' knowledge and help to develop in a better way the reading, listening speaking and writing. Most of teachers work following the books activities and they do not plan any other extra activity that let them to improve the four basic skill.
- ✓ The researched institution does not have suitable and adequate didactic material that permits teachers planning the class with related materials as well as students to improve good learning according to the objectives and goals through the mesoplanning and microplanning

8. RECOMENDATIONS

- ✓ Teacher should elaborate the mesoplanning taking into account the basic skills and necessities of students in accordance with level of knowledge of them.
- ✓ Teachers should plan daily their classes with the purpose to get an effective communication and so students develop the four basic skills, using strategies, methods and techniques that motivate students to learn the English language. The authorities should promote pedagogic workshops about mesoplanning and microplanning
- ✓ Teachers should look for other ways to teach English and not only use the steps outlined in the teachers' book. For an efficient development of linguistics skills is necessary that teacher motivate their students through different dynamic activities like: movies, songs, describe pictures and speak with partners about any topic. Besides teachers could create a good environments to teach the English language
- ✓ If the teachers want to get a successful English teaching learning process. The institution should increment appropriate didactic material with the purpose to get meaningful learning's. And this way students feel motivate to practice good communication.

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10. ANEXXES



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

English Language Career

PROJECT

THE CURRICULAR PLANNING AND ITS INFLUENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE "NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA", ACADEMIC YEAR 2009-2010.

PROJECT OF THESIS PREVIOUS TO THE ELABORATION OF THE THESIS FOR THE LICENTIATE'S DEGREE IN THE ENGLISH LANGUAGE

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Loja-Ecuador

2009-2010

1. THEME

“THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE “NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA”ACADEMIC YEAR 2009-2010”

2. PROBLEM STATEMENT

2.1.CONTEXTUAL FRAME

In the National Agricultural Technical “Gonzanama”, the education of children and young people is considered, as an important task in the life of the human beings. This high school is located in the Gonzanama city, canton Gonzanama and province of Loja; it is 69 km far from Loja city.

The educative unit was created by Ministerial decree N° 1518 of the Mr. Clemente Yerovi Indaburu, Who was provisional president of Ecuador. The decree was signed in Quito, on November 11th 1966 and was published in the official register N° 158 on November 11th of the same year.

People who helped with the creation of the high school were: Soldier Daniel Federico Loaiza and Mr. Jorge Veintimilla Quezada. This Educative Unit has had four specialties, which are the following:

- **Agricultural:-** This specialization was created on May 5th 1967,by ministerial decree N°1436 of Education and Culture Ministry, through the article 1,authorized the working of the first year of high school curriculum in agricultural with the specialization in agriculture .

- **Agriculture** This specialization was created on April 2th 1984, by ministerial decree N° 793 of Education and Culture Ministry, through the article 1, authorized the working of the first year.
- **Accountancy:** This specialization was created on April 15th in 1986, by ministerial decree N° 2005 of Education and Culture Ministry.
- **Basic sciences** With the ministerial decree N° 009 of Education and Culture Ministry : This specialty was created on March 5th 2008,

In this institution, there are 230 students, 105 in basic educations and 125 students in the high school curriculum, The human resources that work in this institution have public support; there are 36 teachers. In the English area there are 3 teachers who are working every day.

In the management the human resources there are: a secretary, technical and an administrative assistant. In the Service, there are secondary guard and a janitor.

This Educative Unit has a big building which work the authorities and five small buildings which are distributed in different departments and classrooms.

- **Mission** The National Agricultural Technical Gonzanama is an institution created by the Ecuadorian State dedicated to the Scientific and Technical Training of young, applying

methodological innovations and new technology research and agricultural management.

- **Vision** To establish itself as an institution of transcendence in the province and in the country dedicated to the training of graduates' technicians responsible, wise and patriotic for good and prestige of our institution and the country's education.

2.2. CURRENT SITUATION OF THE RESEARCH OBJECT

The Ecuador as other Latin American countries responds to a model of the neoliberal development, which doesn't respond to the real requirements of the well-being of the society, especially to most of the population and means of subsistence, on the contrary, the external dependence has been accentuated in the political ,economic, social, cultural and environmental aspects. That is evidenced in the increase of the serious national and regional problems such as, low production levels, unemployment and underemployment, migration, loss of identity and cultural values, education of low quality, growing social insecurity, and degradation of the environment, accented levels of corruption, generalized poverty and even indigence.

The Education is one of the most important aspects that help to the development of a country; however, our presidents reduce the budget to the education because they consider this as an expense and not as an investment.

Therefore, we believe that the government should support the education especially what refers the English teaching learning process, which have been facing many difficulties because, even when there is the need, that people learn a foreign language as a requirement nowadays, it is not a mandatory subject in elementary schools.

The English is the language of communication, it is spoken around the world and everyday it becomes to be an international language, therefore people who speak English have better opportunities not only in our country but abroad too.

On May 12th, 1993, through the ministerial agreement No.2511 and resolution No.2271.The ministry decides to increase the English subject schedule charge to five hours per week and through the ministerial agreement No.2511 and resolution No 2543,was introduced the new series of the book **“Our world Through English”**

Which was written by the CRADLE Project in the ministry of Education and culture .This series of book is the curricular net that must be studied in all the public high school of Ecuador.

The ministry of education with the agreement of the project CRADLE established its curricular plan as a model of modern education, which allows the student to be integrated with it, through experiences that they share and the activities that they carry out, following the elaborated patterned of planning.

The study of the English language in public high school is through the curricular net corresponding to the book called “Our world Through English” which was designed with an agreement between the Ministry of Education and Culture.

The objective of the CRADLE Project is to improve and innovates the English teaching learning process with the purpose to develop in the students the communicative competence through the linguistic competence that includes the skills of, listening, speaking, reading and writing, which is subjected to a system of standard indicators and promoting the use of the values.

However, we can say that there are troubles with the curricular planning because it is not well distributed in order to be studied in every school year, and the most of the students who finish the high school curriculum do not have a basic knowledge of the English Language.

The “Our world Through English” was created in order to improve the level of education in the English knowledge, and it was designed with Ecuadorian topics and a communicative methodology, which are supposed to help the students to manage the language in a better way.

This is a series of six books that should be studied since 8th year of basic education until the 3rd year of the high school curriculum, contains 15 units from 8th and 9th year of basic education and 12 units since 10th year of basic education to 3rd year of high school curriculum. Every Unit contains five lessons which at same time includes from 3 to 5 tasks.

The “OWTE” book is numbered in order to be studied since 8th year of basic education until the number 6 which should be studied in 3rd year of the high school curriculum; however we have been able to identify, in

the national technical agricultural Gonzanama high school. The teachers do not finish all the planned units for the school year, and this is a real trouble because in the next school year the students should study the next book without the previous basis from the before one.

The curricular is the scheme that lets the teachers to have a guide of the sequence of the contents that must be studied in every high school year, and this is represented with the named “Institutional Curricular Planning” Which also includes the objectives, methodology, evaluation and didactic resources and it guides all the curriculum that must be developed in every school year.

In the National agricultural Technical institution Gonzanama Educative Unit, this important instrument of planning is developed through of the Language and communication Area. The English teachers elaborate their Institutional Curricular Planning according to the necessities of this area, although they develop all the steps that contain the PCI, they do it in general way, For this reasons they don’t have their own objectives, methodology and didactic resources specific to the English language which could be a trouble because the teachers don’t know exactly the goals that they want rich of their students.

Teachers don’t know the knowledge level that students have to begin the school year, therefore they don’t know what aspect should work most in

them, neither the teachers establish the egress profile that the students will reach when they ending the school year.

The mesoplanning is represented by the didactic unit plan, which is designed in order to guide the contents that must be studied by units and help to the teachers to accomplish the units planned periodically and in this way they are able to complete the macro planning. It describes the objectives, methodology, evaluation and didactic resources that can help the students and the teachers to study every unit.

In this Educative Institution the teachers omit important aspects about the mesoplanning such as: the time that they will take to develop the content in each unit, which is a problem because the teachers don't know the exact time that they will cover each theme,.

In this High school, the teachers elaborate their planning only with nine or ten units of twelve and fifteen that have the books, they plan three units for every term, and one unit for month,

This is a big problem in this institution because the students should take the next book in the next year without the before knowledge and the next teacher faces many trouble to get the students into the new and more complex contents.

The lesson plan establishes the objectives and the skill that the teachers are going to develop. However in this institution the teachers do not elaborate the lesson plan because they do not believe that it is necessary

and most of the time, they just follow the activities determined in the book without any planning, consequently this affects the students' learning because the students are not receiving a good teaching of the English language.

Another problem in this high school, the teachers don't develop the four skills in each class, because the academic hour is very short (45 minutes) and in this time they don't reach to develop each skill. Also the teachers don't use didactic material and sometimes the students don't reach to understand the teachers' class, originating that the most of the students don't like the English language, because they consider that it is very boring. For that reason, we as future professionals conscious of the serious problems that cross the education in our city are interested in starting the following problem of research: **HOW DOES THE CURRICULAR PLANNING INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE ON THE STUDENTS OF THE "NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL. GONZANAMA", ACADEMIC YEAR 2009-2010?**

2.3.RESEARCH PROBLEM

How does the curricular planning influence on the development of the four basic linguistic skills of the English Language in the students of “the National agricultural Technical “High School Gonzanama, Academic year 2009-2010?

2.4.DELIMITATION OF THE RESEARCH

a) Temporal

The present research will be done during the period comprehended between Januarys of the 2009 to May of the 2010.

b) Spatial

The sector of investigation is constituted by the students of eight year of basic education to ten year of basic education curriculum in “the National Agricultural Technical High School Gonzanama “of the Gonzanama city Gonzanama Parish

c) Observation Units

According to the nature and characteristics of the object of investigation, we have considered to involve in the process the following people:

English teachers	3
Students' in the high school	105

d) Subproblems

What ways of mesoplanning are the teachers elaborating to develop the four linguistic skills of the English language on the students of “the National Agricultural Technical High School Gonzanama” Academic year 2009-2010?

How does the microplanning influence on the development of the four basic linguistic skills of the English language on the students of “the National Agricultural Technical High School Gonzanama.” Academic year 2009-2010?

3. JUSTIFICATION

The Area of Education, Art and Communication, immerse in the Modulate System (SAMOT) in this curriculum design include VIII modules to the professional formation of the English teachers, qualifying them for a good acting in their professional life being able to relate the theory learned with the practice, so that the students are able to face the different problems in their occupation field.

For this reason, we are sure that we have the better conditions to develop the present investigation work. It will be carrying out following the norms established in the internal regulation of the Area of the Education, Art and Communication.

The development of the following investigation is justified, because it guess the opportunity to analyze the problematic that the community face with the learning of the English language, because nowadays, this language is an important tool, besides it is a mean of communication in any foreign country.

Through the development of the present investigation work, we are able to contribute to the improvement of the teaching learning process in the National Agricultural Technical high school “Gonzanama“ . Because of teachers will take conscience of the importance of the curricular planning which represents the success in the teaching learning process of the English Language.

Moreover, being active part of the investigation problem and having the permission to the access to this institution as well as of the efficient

collaboration of all the others actors, the execution of the present work is justified, because it will benefit to authorities, teachers, family parents, and specially for the students, because they will be able of achieve a best level of knowledge in the English language.

From the social view, our work be justified because of it will serve as research source for the students and educational institutions, which are interested in know about of the curricular planning in the high schools of the Loja city, reflecting the knowledge receive in the University and of this manner to contribute with possible alternatives of solution.

We consider that the research is pertinent from the economic point of view, because of there are the enough material disposable about curricular planning, besides the group has the enough economic resources and the necessary time to do the work as well as the academic formation received in the National University of Loja, to carry out the project successfully. But over all we have the opportunity of to count with the helped of our guide teacher, who with her knowledge learned will help us so that the research is carry out in the best way.

Finally the research is also justified because of the elaboration of a thesis project is constituted as a previous requirement to obtain the degree of licenciates in sciences of education, English language specialization, and it is feasible to carry out the same one, with the collaboration of the teachers of the researched institution during the period settled in the timetable of the project.

4. OBJECTIVES

4.1. GENERAL

- ✓ To determine how the curricular planning influence on the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical High School Gonzanama “. Academic Year 2009 -2010.

4.2. SPECIFICS

- ✓ To characterize the mesoplanning that the teachers elaborate to develop the four basic linguistic skills of the English Language on the students of the. “National Agricultural Technical High School Gonzanama “. Academic Year 2009 – 2010.
- ✓ To explain the influence of the microplanning on the development of the four basic linguistic skills of the English Language on the students of the National Agricultural Technical High School Gonzanama “. Academic Year. 2009 – 2010

5. THEORETICAL FRAME

5.1. THE CURRICULUM

Curriculum comes from Latin curriculum that means career. In their origins, the term curriculum was understood in a sense more restricted, because it came associated to the things what should be taught in the schools, doing reference exclusively to the contents of the disciplines and to the studies plan of a determinate matter.

Other concept generally defined as an organized set of activities directed toward a common purpose or goal, undertaken or proposed by an agency in order to carry out its responsibilities. In practice, however, the term program has many uses and is used to describe an agency's mission, programs, functions, activities, services, projects, and processes.

Curriculum encompasses

1. Subject matter (content)
2. Statement of ends (end objectives)
3. Sequencing of contents
4. Reassessments of entry skills

Curriculum is all of the experience that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice

In spite of so long history, curriculum is a concept difficult to define, since exist a polemic strong among who define the concept of curriculum as teaching program and who on the contrary give it a sense wider and deeper. It is the case of Stenhouse who defines the curriculum as:

"An attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice (Stenhouse 1975)¹

According to Nunan,D (1988)², 'Curriculum planning can be seen as the systematic attempt by educationalists and teachers to specify and study planned intervention into the educational enterprise. We can say that curriculum is the product of this systematic attempt, which will lead us in making our course designs.

5.1.1. Elements of the Curriculum

The key elements in the curriculum model proposed here are as follows: initial planning procedures (including data collection and learner grouping); content selection and gradation; methodology (which includes the learning activities and materials); and ongoing monitoring, assessment and evaluation. A brief description of these elements and their functions within a

¹Lawrence Stenhouse 1975; Introduction to Curriculum Research and Development ;pg 4
- NUNAN David 1988, The Learner-Centered Curriculum: ; pg 10

learner-centered curriculum follow and are elaborated upon in the following text.

5.1.1.1. Collection of information

It is the first step in the curriculum process is the about learners in order to diagnose what Richterich (1972)³ refers to as their objective needs, that is, needs which are external to the learner.

This initial data collection is usually superficial, relating mainly to factual information such as current proficiency level, age, educational background, previous learning experiences, time in the target culture and previous and current occupation. It is also sometimes possible to obtain more subjective information on preferred length and intensity of course, preferred learning arrangement, learning goals and Information relating to preferred methodology, learning-style preferences and so on.

5.1.1.2. Content selection

It is an important component of a learner-centered curriculum) in such a curriculum clear criteria for content selection give guidance on the selection of materials and learning activities and assist in assessment and evaluation. By making explicit the content objectives of a course and eventually, by training learners to set their own objectives, the following benefits can accrue: Learners come to have a more realistic idea of what

³ Richterich 1972 Curriculum design innovation and management; pg 10-13

can be achieved in a given course. Learning comes to be seen as the gradual accretion of achievable goals.

A crucial distinction between traditional and learner-centered curriculum development is that, in the latter, no decision is binding. This is particularly true of content selection and gradation. These will need to be modified during the course of programmed delivery as the learners' skills develop their self awareness as learners grow and their perceived change.

It is therefore important that the content selected at the beginning of a course is not seen as definitive; it will vary, and will probably have to be modified as learners experience different kinds of learning activities and as teachers obtain more information about their subjective needs.

The initial data collection, which is used principally for grouping learners, generally provides only fairly superficial information which can be used to make rough predictions about communicative needs. The most useful information, relating to subjective learner needs, can be obtained only once a course has begun and a relationship is established between teacher and learners.

5.1.1.3. Methodology

It includes learning activities and materials, is generally the area where there is the greatest potential for conflict between teacher and learner. In

traditional curriculum this conflict would probably be ignored on the grounds that the 'teacher know best'.

However, if programme is to be learner - centered, then learner's wishes should be canvassed and taken into account, even if they conflict with the wishes of the teacher. Should give learners everything that they want evidence from teachers suggests that some sort of compromise is usually possible, but only after there has been discussion concerning what both parties believe and want.

5.1.1.4. Evaluation

It is the final component in the curriculum model. Traditionally evaluation occurs at the final stage in the curriculum process. In the model proposed here, however, evaluation is parallel with other curriculum activities and many occur at various times during the planning and implementation phase, as well as during a specified evaluation phase.

The purpose of assessment is to determine whether the objectives of a course of instruction have been achieved. In the case of a failure to achieve objectives, it is the purpose of evaluation to make some determination of why this might have been so.

In traditional curriculum models, evaluation has been identified with testing and is seen as an activity, which is carried out at the end of the learning process, on other hand, evaluation generally takes the form of

an informal monitoring which is carried on alongside the teaching-learning process, that is, the teachers and learners.

Any element within the curriculum may be evaluated, while during implement, elements to be evaluated may include materials, learning activities, sequencing, learning arrangements, teacher performance and learner achievement.

5.1.1.5. Learner-centered Curriculum

In this perspective, learner-centered education involves the learner and learning in the programs, policies, and teaching that support effective learning for all students. Administrators are responsible for developing, maintaining and enhancing a school environment that enhances effective learning. They are also responsible for ensuring that teachers are knowledgeable about their students and about how learning occurs best. Teachers are responsible for having classrooms that promote effective learning for all and for being familiar with the instructional techniques that promote effective learning for all. School counselors are concerned with improving both the conditions for learning (parent education, classroom environment, teacher attitude) and with helping each learner develop to his/her fullest potential. The following five premises support these assertions.

- Learners have distinctive perspectives or frames of reference, contributed to by their history, the environment, their interests and

goals, their beliefs, their ways of thinking and the like. These must be attended to and respected if learners are to become more actively involved in the learning process and to ultimately become independent thinkers.

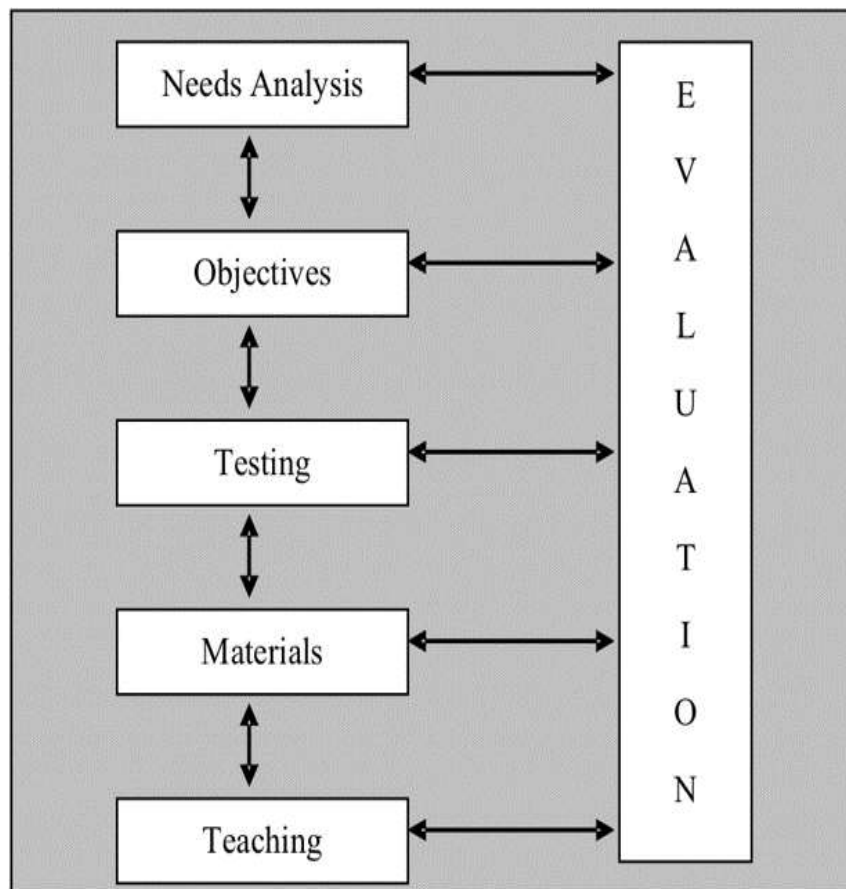
- Learners have unique differences, including emotional states of mind, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other needs. These must be taken into account if all learners are to learn more effectively and efficiently.
- Learning is a process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.
- Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and validated.
- Learning is seen as a fundamentally natural process; learners are viewed as naturally curious and basically interested in learning about and mastering their world.

5.1.2. Theory-based models of curriculum development

This section reviews models of curriculum development by and from them forms a summary of the curriculum development processes that should be in evidence at any particular institution. Brown (1995)⁴ Describes curriculum development as “a series of activities that contribute to the growth of consensus among staff, faculty, administration and students.” He further explains that this “series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable that is, a framework that helps students learn as efficiently and effectively as possible in a given situation.

Fig. 1: Brown’s view of curriculum development (Brown, 1995)

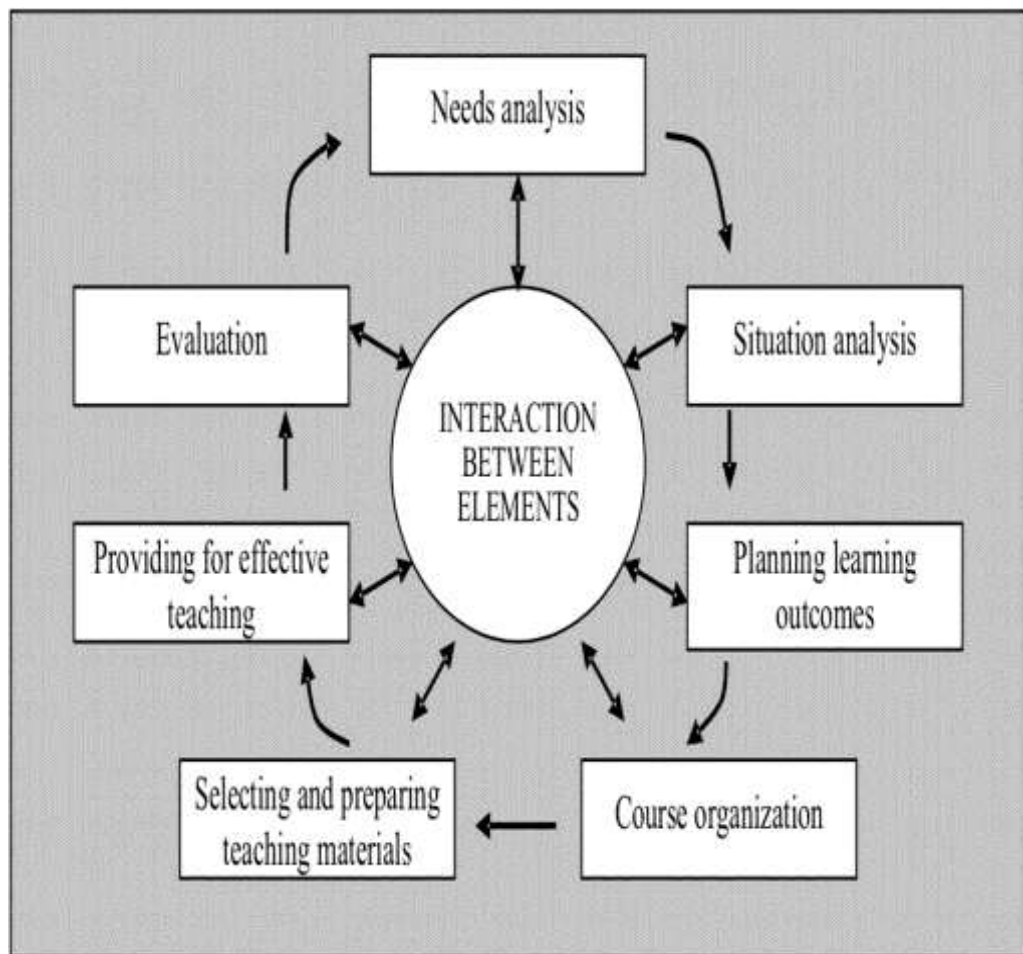
⁴ Brown 1995,⁴ The Elements of Language Curriculum : A Systemic Approach to Program Development; pg19



⁵Richards describes curriculum development as “the range of planning and implementation processes involved in developing or renewing a curriculum” (Richards 2001). He defines the processes as focusing on “needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation”

Fig. 2: Richards’ view of curriculum development (Richards, 2001)

⁵ Richards, (2001). _Approaches and Methods in Language Teaching; pg 41



Looking at the similarities between the models we see that both include needs analysis, setting of objectives or outcomes, materials selection and preparation, teaching and evaluation. In contrast, Brown's model differs from Richards' in that it includes testing which is described as "very crucial element in the curriculum development process" Brown, (1995). ⁶Looking at Richards' model he includes the additional elements of situation analysis and course organization as distinctly separate elements of curriculum development processes. Brown (1995) does make reference to these

⁶Brown,(1995)_The Elements of Language Curriculum: A Systemic Approach to Program Development ;pg 22-24

activities but groups the former into needs analysis and the latter into materials.

5.1.3. Forms of Curricular Organization.

Before organizing the curriculum it exists the necessity of effect a diagnosis that responds to the most urgent requirement in- the society taking into account the reality of each educational institution, in where the lacks in fact cooperate to determine the objectives of education, this is they can determine according to Tyler by means of the study of three sources: students, specialists and society. Another important factor that is indispensable to take into account before the curricular organization is to consider the profile of the graduate or professional practice, what establishes that the definition of a plan should be executed by stages.

Starting from the essay of the objectives that they become in "professionals profile" they elaborate them as a group of knowledge, abilities and attitudes defined in operative terms for a professional exercise, but according to Tyler inside these profiles exist also the hidden curriculum that involves the formation of the human behavior, for it that is necessary to structure the curriculum based on the necessities and field of action of the graduate with the result that the curriculum is not only considers it like an educational answer but as a group of economic, political, ideological problems and for cultural and educational therefore.

Once the necessities have been determined and the profile of the graduate it means that the curriculum organization should be decided, that a certain model should continue: for subjects related with the epistemology level, for areas of the knowledge that they are related with the psychology level, or for modules that they are related with the institutional level.

5.1.3.1. Curricular Organization for Subjects.

It is the form of older organization that it responds to a formalized and segmented reality with an accented distancing of the social problematic of the professional practice, isolated it responds to a conception mechanic of the student's learning, it is based in the theory of the learning known as mental discipline that supposes certain subjects, or essential virtues for the development of the learning capacity and that they should be included in the curriculum.

These are their characteristics:

- ✓ It tries to separate the life of the school of the social problem, it denies that in the breast of the school are reflected conflicts of the society; it canters the mission of the school in the function of the education solely referred to the conservation and transmission of the culture.
- ✓ The atomization of the knowledge that does not allow innovative inside of the educational process

- ✓ Epistemology bases of the curricular organization for isolated subjects, it is to say significance inside of the knowledge process, it is an idealistic conception where the guy of the education is passive and does not comply with a protagonist role.

5.1.3.2. Curricular Organization for Areas of the Knowledge

The deficiencies in the curricular organization for isolated subjects have led the necessity to look for other conceptions that represent new answers to the fragmentation of the knowledge. The discussion rotate around the inter-disciplinary, science and disciplines, looking for to surpass the limits among subjects to make them in agreement to the knowledge process facing conceptions that about science sustains the diverse currents of the thoughts, such as the positivism, the Marxism, etc.

In this type of curricular designs it is managed as consequence of the incorporation from the science concept to the discipline concept that in many occasions it is taken as science synonym; however the discipline concept references to "a science that it is learning or teaching object", or according to Guy Baerger, as "specific group of knowledge, susceptible of being taught, and that it has its own antecedents as for education, formation procedures, methods and content areas.

They have the advantage of a bigger integration of subjects that would allow a most functional knowledge organization.

5.1.3.3. Curricular Organization for Modules

From the decade of 70s it comes applying in the Country a series of curricula that it responds to the common name of Modulate Teaching, and with difficulty of distinguish their distinctive characteristics, some education centers of the high school have carried out summaries of contents and they group it in calls "modules" that they do not respond more than an opinion of the teacher.

The Universities it has been tried to relate university-society by means of those denominated object of transformation that is the common objective of the organization of the curriculum for modules, and the investigation like integrative axis of the same one, but a specialized study that allows establish the functionality of this curriculum type does not exist.

One of the conceptualizations or elements that intervene in the curricular organization for modules is:

The levels of grouping of the disciplines according to Guy Michaud are four:

- ✓ But it does not still exist a systematic proposal that overcomes the relation and the atomization of the curriculum, by means of the

combination of some specific field inside wider branches, although.

- ✓ Trans-disciplinary curriculum, it gives a juxtaposition of disciplines.
- ✓ Interdisciplinary curricula, when it is achieved the integration of methods and procedures of the disciplines. Trans-disciplinary curricula, when it is possible establish a common axiomatic for a group of disciplines.
- ✓ Multidisciplinary curricula, where they group polar disciplines without an apparent relationship.

Inside this type of curricular organization they have arisen new tendencies and studies that consider the development of the science, the students necessities, and necessities of professional formation, the social demands, and problems of administration of the establishment, but it does not still exist a systematic proposal that overcomes the relation and the atomization of the curriculum, by means of the combination of some specific field inside wider branches.

5.2 THE MESOPLANNING

5.2.1. Conception of Didactic Unit

The performance of the professor is basically oriented to include/understand the part of the educative reality in which it carries out his work in the purpose of putting in order this one, based on its conception of education and the learning. The didactic tools appear like very useful means to facilitate these tasks, since they allow to organize, as much the knowledge and understanding of the educative contexts like the intervention in them (Rodriguez, 1991).⁷

The Didactic Unit "is a form to plan the education process learning around a content element that becomes integrating axis of the process, contributing to its consistency and significatibility This form to organize knowledge and experiences must consider the diversity of elements that contextualize the process (level of development of the student, socio-cultural and familiar means. Curricular Project, resources available) to regulate the practice of the contents, to select the basic objectives that it tries to obtain, the methodological guidelines with which will work, the experiences of education-learning necessary to perfect this process"

The Didactic Unit has been designed to attain two objectives: to permit concretion of syllabus elements and to guarantee a professional model that would allow teachers to design, apply and evaluate didactic units and to develop updating processes for the teaching profession. A didactic unit displays several elements in its structure

⁷Rodriguez, (1991).⁷ directions in funding the educational system" pg 3.4

It is possible to be said then that what defines to a Didactic Unit is the course of action that show, the sequence of tasks in which the contents are incarnated and gives sense to the objectives. It can be conceived like content nucleus and action. Itself that indicates a sequence of learning susceptible to be treated like an all complete one in relation to the learning processes which they start up and they are developed. Therefore their duration, limits and structure adapt to the conditions of the educative context for which it is thought.

Several proposals for the design of the Didactic Units exist but of general form each one must try to reflect what can be the preparation of a course: from the clarification of the scientific contents to the design of activities, happening through the discussion of the didactic problems that can appear, approaching in its maximum level of concretion, to all the elements of curriculum: what, how and when to teach and to evaluate.

5.2.2. Components of the Didactic Unit:

- Selection the objective
- Analysis of the content (selection and structuring of knowledge, abilities and attitudes)
- Initial diagnosis (previous knowledge, level of development of the intellectual abilities)
- Selection of didactic strategies (methodological expositions, sequence of education, activities of education, means of learning)

- Selection of evaluation strategies (victory of the objective and development of the unit)

Next, some excellent aspects around the treatment of the proposed components are discussed.

5.2.2.1. The objective

It represents the modelling of the result waited for without unknown the process to arrive at this. The objectives are due to enunciate based on the student, of which this it must be able to obtain in terms of learning, its forms to think and the formation of meaning actions. The elements that compose the objectives according to this conception are: the abilities to obtain, the knowledge, the meaning actions and the conditions in which it happens the appropriation.

5.2.2.2. The analysis of the content

It is double: the structuring of the education contents and the scientific update of the professor. The selection and structuring of the content is to be coherent with the present conceptions on the nature of sciences the education content that must include/understand the scientific education according to the conception of the Integrating Didactics. The content includes taken from (Silberstein, 1999):⁸

⁸ Zilberstein, (1999):⁸ Teaching as a reflective practical occupation: pg 35.

- ✓ A system of knowledge that guarantees the formation in the students of a scientific conception of the world
- ✓ A system of intellectual abilities as much practical, that they constitute the base of many concrete activities.
- ✓ A system of norms of relation with the world and the other men, of feelings and attitudes that determine the formation of their convictions and ideals.
- ✓ Experiences of creative activities that favour the development and the social participation.

The structuring of the contents following the taken theoretical budgets as reference must be made having in account a set of basic principles:

- ✓ Principle of the scientific character (it foments a correct vision of the reality that presents/displays contemporary science).
- ✓ Principle of systematization (it goes of the simple thing to the complex, of the well-known to the stranger).
- ✓ Principle of the unique character (joint of the contents to follow a line only).
- ✓ Principle of the relations inter-matters.

In fact, the amplitude of a Didactic Unit comes determined by the complexity from the subject that is wanted to develop. Contents are due to include that consider aspects relative to the identification,

interpretation and application of the study object, to the study of related phenomena or to the resolution of problems that allow to show to the functional character of the students and the relation science technology- society.

5.2.2.3. The initial diagnosis

It is directed to delimit the preparation and development that the learning one has ⁹to face the new knowledge. Many are the factors that can affect this process but the greater weight grants the authors to the cognitive capacity of the student, being this determining factor in which he is able to learn in any situation. As indicating from the cognitive capacity two elements are taken: the previous ideas and the level of operating development of the necessary abilities for the understanding of Science.

For the case of the diagnosis of the previous ideas one sets out to investigate two-way traffic in fundamental, in the sense of the concepts that treat in the unit and in of that they constitute previous requirements in the learning of the new knowledge. The application of instruments is necessary also that allow obtaining data about the degree of development of the intellectual and practical abilities. In order to obtain this data different techniques and strategies between which they appear surveys, interviews, troop trials reasoned tasks and others are used.

⁹www.dlsu.edu.ph

5.2.2.4. The selection of didactic strategies

It is directed to obtain that the performance standards of the teacher in the classroom are effective for the profit of or the proposed objectives. Within the didactic strategies four elements are different: the methodological directions, the education sequence, and the activities of education and the means of learning.

The methodological expositions present the functions that the professor and the students in the education process carry out learning. In the nucleus of these expositions they are the theories and beliefs that the professor sustains around the nature of science, the nature of this process and the function of the educative system.

Once defined these criteria the education sequence considers knowing as we are going to take to the classroom the methodological expositions. In the sequence the phases or stages including in their development are due to stand out. Independently of the number of phases it is necessary to distribute the content. Depending on the magnitude and complexity of the Didactic Unit it can be necessary that its development requires more than an education sequence or that reiterative phases are included.

The development of the unit passes through a set of activities of education or educational tasks between which the exposition and resolution of problems are included, the work of bibliographical

consultation, the resolution of questions in equipment, the explanation of the professor, the independent work, among others.

These types of tasks frame within the didactic procedures developer. These procedures favour the conception of educational tasks that put to the student in the necessity to interact with increasing levels of depth of the knowledge. The analysis of the content, the diagnosis and the objectives drawn up will indicate to us that activities we must always select considering the protagonist that must have the student at the different moments from the learning activity. The intentionality of the activities will come determined by the phase from the education sequence to that it is destined.

The design of the education activities is a key step within the planning of the Didactic Unit because it orients to us towards "how making" so important for the teaching staff. It is in the educational task where the actions and operations take shape to make by the tie students to the search and knowledge acquisition and to the development of abilities and attitudes

5.2.2.4.1. The selection of evaluation strategies

It is the last task of the unit. So that the evaluation is formative¹⁰ must be used like means that provide information, as much to cause a feedback adapted to the students like improving the education of the professor. It is for that reason that the evaluation becomes an instrument for the pursuit of the learning of the students and for the improvement of the unit the classroom.

In relation to the learning of the students they must be contained of the evaluation: the state of fulfilment of the objectives valuing specially the fulfilment of the formative intention and the progresses in the assimilation of the acquired contents. The valuation of these aspects is due to make previously with respect to criteria of coherent learning with the selection of made objectives.

In relation to the Didactic Unit the aspects are many that can be valued. For the valuation of the activities he motivation and interest that they generate in the students, the complexity of the execution, the adjustment to the anticipated time, the profit of the objectives and others can be used like criteria

5.2.3. Setting general and specific objectives

¹⁰ www.teachingengli.sorg.uk

Nunan,D and Lamb (1996) ¹¹have distinguished the terms and objectives, but both share something in common, which is, that they all describe what learners should be able to do as a result of instruction. They believe that all language programs should take their form of departure from the goals and objectives that have been derived from an analysis of learner needs.

¹²Valetta,(1996) Have also distinguished goals which are generally stated from the teacher's perspective and provide direction for the teaching and learning, and objectives which spell out what learners will actually be able to do. A good syllabus then is designed after needs assessment has been done to set out the learning objectives which will guide the teacher.

5.2.3.1. Ways of grouping learners

We would like to discuss the contents, methodology, and evaluation sections of the syllabus by grouping learners according to the results of the needs assessment, which will show the language profile or the learners' learning strategies that they use and the learning purpose (Nunan,D and Lamb 1996). Once the information of learners' needs has been collected, the teacher can modify the existing syllabus. Under language proficiency, for instance, students will be grouped with those having oral skills but with little or no literacy skills; with those with specific affective language and

¹¹ Nunan,D & Lamb C (1996) The Self-Directed Teacher: Managing the Learning Process; 17

¹² VALETTE, Rebeca (1996) Classroom Techniques.Foreign Languages and English as a Second Language; 32

communication needs; or with those who are approximating native- like proficiency.

Needs assessment can also show the learning strategies used by students. Adapting grouping, there are those who are concrete learners: those who like using games, pictures, films, video, cassettes; talking in pairs, and practising English outside the class.

There are analytical learners: those who like to study grammar, and English books, and read newspapers, and who like to study alone, find their own mistakes, and work on problems set by the teacher. Others are communicative learners who learn by watching, listening to native speakers, talking to friends in English, and watching television in English.

They also learn new words by hearing them and by conversing. Others are authority-oriented learners who prefer that the teacher explain everything, and who write everything in notebooks, study grammar, learn by reading, and learn new words by seeing them. This group can be made independent by providing a parallel study skills course, hopefully weaning them away from teacher-cantered learning.

The learning purpose can also be taken from the needs analysis so the learners can be grouped according to the purpose of using English for further study or for professional employment (Nunan,D and Lamb 1996)¹³.

¹³ Nunan,D & Lamb C (1996) The Self-Directed Teacher: Managing the Learning Process; 18-19

Reinforce the importance of a needs analysis to ensure success for EFL/ESL learners. The needs assessment helps in the analysis of the learning styles, skill levels, and specific learning objectives. Teachers can use a variety of techniques, grouping strategies, and materials to help learners become successful, comfortable, and productive.

For instance, in grouping strategies, needs analysis can help teachers learn about a learners' age, social background, educational background, and language ability. Some learners might not be comfortable working with others of higher status. Some might not want women as leaders. In these cases, teachers can encourage learners to try new activities, but be sensitive to potential difficulties arising from group work or pair work.

In addition, whole group activities are appropriate initially for beginning new classes during daily warm-up time. The teacher can focus the entire group on a theme that later involves various individuals and small group tasks. The teacher may also use small group activities which provide opportunities for students to use their language skills in a less intimidating atmosphere. These groupings can help the teacher with the selection, sequencing and grading of content, methodology task selection and sequence, and assessment and evaluation.

5.2.3.2. Content and technique

In planning the units for the semester course, the teacher first determines the theme or area of interest, the unit objectives, and the contents that are necessary or desirable to carry out the final tasks. The teacher also plans the process, like determining the communication and enabling tasks that will lead to the final tasks.

The teacher selects, adapts or produces appropriate materials for the learners, structures these materials, and sequences them to fit into the time allotments. Finally, the evaluation instruments and procedures are planned. All these are the results of the needs analysis which can be modified during the course, if not before the course begins.

For example, if the function or theme taught or learned is to describe people or describe physical characteristics, then the specific objectives for this unit might be to write a simple description of a person, give information orally describing a person, ask questions to find out the physical description of a person, or understand a simple written or spoken description, of a person.

The activities can consist of the task in pairs or groups of asking and answering questions describing a person. The teacher can also use songs or videos to generate ideas. Linguistic forms can be vocabulary and grammar. Evaluation may be in written or spoken form, like describing the person. Questions can be written after which another student answers

the questions based on a song which has been heard or a video which has been seen by the whole class.

Holt (1995) ¹⁴suggests techniques involving beginning level learners as active participants in selecting topics, language, and materials. One technique is to build on the experiences and language of learners by inviting them to discuss their experiences, and by providing activities that will allow them to generate language they have already developed. Teachers can also use learners as resources by letting them share their knowledge and expertise with others in the class. Enabling skills can be taught which can be applied to other content areas. A variety of techniques appealing to diverse learning styles can be included if a needs analysis has been done.

5.2.4. Syllabus Writing

Writing or developing an English language syllabus is a difficult task. Don't let anyone tell you otherwise.

Regardless of who the syllabus is for, writing a syllabus will still follow certain guidelines and involve similar considerations.

- ✓ Types of syllabus
- ✓ Before you start to write a syllabus
- ✓ Intended learner groups

¹⁴ Holt N.(1995) Writing Research Books for Teachers;pg48

- ✓ Setting learning objectives
- ✓ Once the syllabus is written
- ✓ Conclusion

5.2.5. Second Language Teaching Methods¹⁵

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language.

- Grammar Translation Approach
- Direct Approach
- Reading Approach
- Audio-lingual Method
- Community Language Learning
- The Silent Way
- Communicative Approach-Functional-Notional
- Sugestopedia

¹⁵ module 5, English career, 2003-2004; pag 28-82

➤ Total Physical Response

➤ The Natural Approach

5.2.5.1. The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided.

Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

5.2.5.2. The Direct Approach

¹⁶This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language.

Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

5.2.5.3. The Reading Approach

This approach is selected for practical and academic reasons. For specific use of the language in graduate and scientific studies. The approach is for

¹⁶ module 5, English career, 2003-2004; pag 28-82

people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

5.2.5.4. The Audio-lingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.

Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.

Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

5.2.5.5. Community Language Learning

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically.

Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client

5.2.5.6. The Silent Way

This method begins by using a set of colored rods and verbal commands in order to achieve the following

- ✓ To create simple linguistic situations that remains under the complete control of the teacher To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- ✓ To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are

implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

- ✓ To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.
- ✓ To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- ✓ To provide duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

5.2.5.7. Functional-notional Approach

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

✓ **Situation.** Situation may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. Situation includes the following elements:

- The persons taking part in the speech act
- The place where the conversation occurs
- The time the speech act is taking place
- The topic or activity that is being discussed

5.2.5.8. Sugestopedia

In the late 70s, a Bulgarian psychologist by the name of George Lozanov introduced the contention that students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn.

Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning.

Based on psychological research on extrasensory perception,

Lozanov began to develop a language learning method that focused on "decongestions" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Sugestopedia (but also - rather confusingly - Desuggestopedia) - the name reflecting the application of the power of "(desuggestion" to the field of pedagogy. One of the unique characteristics of the method was the use of soft Baroque music during the learning process. Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozanov believed it created a level of relaxed concentration that facilitated the intake and retention of huge quantities of material.

This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music.

5.2.5.9. Total Physical Response

James J. Asher ¹⁷ defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. James J. Asher is combination of skills allows the student to assimilate information and skills at a rapid rate. As

¹⁷ James J. Asher (1988) **Learning Another Language Through Actions** ;pg 3-.5

a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

5.3. MICROPLANING

Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others.

It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. The corollary is, of course, that there is no one "best way" to plan lesson."

Lesson plans also help new or inexperienced teachers organize content, materials, and methods. When you are learning the craft of teaching, organizing your subject-matter content via lesson plans is fundamental. Like most skills, you'll get better at it the more you do it and think of ways of improving your planning and teaching based on feedback from your

students, their parents, and other teachers. Developing your own lesson plans also helps you "own" the subject matter content you are teaching and that is central to everything good teachers do.

While some teachers prepare written lesson plans to guide their teaching activities, others do not. Why do teachers need to spend time on documenting their lesson plans? There are several good reasons. One of reasons is that it helps them consider very important elements and questions before the actual instruction, and thus enhance the probability of successful teaching activities.

Many lesson-planning tools have been developed in order to help teachers increase their productivity. The tools appearances are all different and the included elements in the lesson planning tools are similar in some ways and different in other ways. There is no best lesson-planning tool. It all depends on the situation and the users.

5.3.1. Lesson planning procedures

One of the primary roles that you will perform as a teacher is that of designer and ¹⁸implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of

¹⁸ [www.linguisticsbyu.edu/lesson planning07](http://www.linguisticsbyu.edu/lesson_planning07).

discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.

The effective teacher also needs to develop a plan to provide direction toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Several lesson plan outlines will be presented. You as a teacher will probably begin by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once you are in the classroom with your own set of learners, have developed your own instructional resources, and have experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation.

5.3.1.1. Stage 1:

5.3.1.1.1. Pre-Lesson Preparation

- Goals
- Content
- Student entry level.

5.3.1.2 Stage 2:

5.3.1.2.1 Lesson Planning and Implementation

- Unit title
- Instructional goals
- Objectives
- Rationale
- Content
- Instructional procedures
- Evaluation procedures
- Materials

5.3.1.3. Stage 3:

5.3.1.3.1 Post-Lesson Activities

- **Lesson evaluation and revision**

Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

The elements of your lesson plan should be thought of as guiding principles to be applied as aids, but not blueprints, to systematic

instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

It's simple; effective lesson plans communicate, ineffective ones don't. Teachers create lesson plans to communicate their instructional activities regarding specific subject-matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however, usually find detailed lesson plans to be indispensable.

A plan gives structure and shape to your lesson; it clarifies what you can do in the time available and gives a means of stating the learning objectives of the lesson to your students. Students want to know what you expect them to be able to do by the end of the lesson, and by knowing the purpose and objectives of what you're doing, students will feel that you are a well-prepared teacher.

Planning also enables you to formulate personal teaching objectives, something you want to improve in your teaching style, such as your sense of timing or a reduction in your own talking time.

A good lesson plan helps to prepare appropriate techniques, materials and procedures for the achievement of the lesson's aims; it helps you work out and organize the staging and timing of the activities and anticipate student's problems so that can prepare ways for overcoming them.

A lesson plan is a teacher's detailed description of the course of instruction for an . While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

The title of the lesson

- The amount of time required to complete the lesson
- a list of required materials
- A list of objectives

These may be stated as behavioural objectives (what the student is expected to be able to do upon completion of the lesson) or as knowledge objectives (what the student is expected to know upon completion of the lesson).

- The set or lead-in to the lesson. This is designed to focus students on the skill or concept about to be instructed. Common sets include

showing pictures or models, asking leading questions, or reviewing previously taught lessons.

- The instructional component. This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input what the teacher plans to do and say, and guided practice an opportunity for students to try new skills or express new ideas with the modelling and guidance of the teacher.
- Independent practice. This component allows students to practice the skill or extend the knowledge on their own.
- The summary. This is an opportunity for the teacher to wrap up the discussion and for the students to pose unanswered questions.
- Evaluation. Some, but not all, lessons have an evaluative component where the teacher can check for mastery of the instructed skills or concepts. This may take the form of a set of questions to be answered or a set of instructions to be followed. The evaluation may be formative; that is to say, used to guide subsequent learning, or summative; that is to say, used to determine a grade or other achievement criterion.
- Analysis. Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson.¹⁹

¹⁹ linguistics.byu.edu/faculty/henrichsen/lessonplanning/lpo7.html.

- Continuity - the content/ideas/theme/rules etc. from previous day are reflected upon or reviewed.

The exact format chosen for a lesson plan will be driven by school requirements and s of the teacher, in that order. Unit plans follow much the same format, but are intended to cover an entire unit of work, which may be delivered over several days or weeks.

Nowadays the constructivist teaching style, the individual lesson plan is often inappropriate. Specific objectives and timelines may be included in the unit plan, but lesson plans are more fluid as they cater to student needs and learning styles

As students are asked to engage in problem or inquiry learning, rigid lesson planning with title, behavioural objectives, and specific outcomes within certain time constraints often no longer fit within modern effective pedagogy. Today, formal lesson plans are often required only of student teachers, who must be demonstrably familiar with the components of a lesson, or teachers new to the field, who have not yet internalized the flow of a lesson

The micro planning involves everything that happens in each classroom, It involves:

- The creation of a safe, empowering learning environment

- The applications of educators' skill as facilitators, mediators and managers of learning
- Devising teaching strategies to design effective learning experiences
- The effective use of resources
- Time management

Class organization (for example group work, whole class teaching, individual learning)

5.3.2. How to Develop a Lesson Plan We have received several questions regarding how to write a good lesson plan.

- We went ahead and asked our experts, did some research, and have included some tips and guidelines below.

To begin, ask yourself three basic questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they've arrived?

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

5.3.2.1 Goals

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition.

The goals are typically written as broad educational or unit goals adhering to State or National curriculum standards.

1. What are the broader objectives, aims, or goals of the unit plan/curriculum?
2. What are your goals for this unit?
3. What do you expect students to be able to do by the end of this unit?

5.3.2.2 Objectives

This section focuses on what your students will do to acquire further knowledge and skills. The objectives for the daily lesson plan are drawn from the broader aims of the unit plan but are achieved over a well defined time period.

1. What will students be able to do during this lesson?
2. Under what conditions will students' performance be accomplished?
3. What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged?

4. How will students demonstrate that they have learned and understood the objectives of the lesson?

5.3.2.3 Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you, and other teachers replicating your lesson plan, to factor in necessary prep activities to make sure that students can meet the lesson objectives.

What must students already be able to do before this lesson?

What concepts have to be mastered in advance to accomplish the lesson objectives?

5.3.2.4 Materials

This section has two functions: it helps other teachers quickly determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or story books used, worksheets, and any other special considerations are most useful.

What materials will be needed?

What textbooks or story books are needed?

What needs to be prepared in advance?

5.3.2.5 Lesson Description

This section provides an opportunity for the author of the lesson to share some thoughts, experience, and advice with other teachers. It also provides a general overview of the lesson in terms of topic focus, activities, and purpose.

What is unique about this lesson?

How did your students like it?

What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation.)

5.3.2.6 Lesson Procedure

This section provides a detailed, step-by-step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have students do during the lesson. This section is basically divided into several components: an introduction, a main activity, and closure. There are several elaborations on this. We have linked to some [sample](#) lesson plans to guide you through this stage of planning.

- **Introducción**

1. How will you introduce the ideas and objectives of this lesson?
2. How will you get students' attention and motivate them in order to hold their attention?
3. How can you tie lesson objectives with student interests and past classroom activities?

Main Activity

What is the focus of the lesson?

How would you describe the flow of the lesson to another teacher who will replicate it?

What does the teacher do to facilitate learning and manage the various activities?

What are some good and bad examples to illustrate what you are presenting to students?

How can this material be presented to ensure each student will benefit from the learning experience?

Rule of Thumb # 1:

Take into consideration what students are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude, or a value).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

Demonstration ==> list in detail and sequence of the steps to be performed

Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion

- **Closure/Conclusion**

What will you use to draw the ideas together for students at the end?

How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

- **Follow up Lessons / Activities**

What activities might you suggest for enrichment and remediation?

What lessons might follow as a result of this lesson?

5.3.2.7 Assessment/Evaluation

This section focuses on ensuring that your students have arrived at their intended destination.

You will need to gather some evidence that they did. This usually is done by gathering students' work and assessing this work using some kind of grading rubric that is based on lesson objectives.

You could also replicate some of the activities practiced as part of the lesson, using the same level of guidance as during the lesson. You could always quiz students on various concepts and problems as well.

How will you evaluate the objectives that were identified?

Have students practiced what you are asking them to do for evaluation?

Rule of Thumb # 2:

Be sure to provide students with the opportunity to practice what you will be assessing them on. You should never introduce new material during this activity. Also, avoid asking higher level thinking questions if students have not yet engaged in such practice during the lesson. For example, if you expect students to apply knowledge and skills, they should first be provided with the opportunity to practice application.

5.4. THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE

The main area of communication focuses on using the English language to²⁰communicate. Communication is achieved through listening, reading, writing, prepared oral production and spontaneous oral interaction, including the use of appropriate communication strategies. It also includes participation in various social areas, where it is important to train to master an increasing number of genres and forms of expression. Good communication requires knowledge and skills in using vocabulary and idiomatic structures, pronunciation, intonation, spelling, grammar and syntax of sentences and texts.

The four basic linguistic skills are the followings

- Listening
- Speaking
- Reading
- Writing

The four basic skills are related to each other by two parameters:

- the mode of communication: oral or written.
- the direction of communication: receiving or producing the message

We may represent the relationships among the skills in the following chart:

²⁰ www.teachingEnglish.com/methodologyplanning1.

	ORAL	WRITTEN
Receptive	Listening	Reading
Productive	Speaking	Writing

In

learning a second language, one would think that reading, writing, speaking, and listening happen at the same time. But actually, learning a second language is not that different from learning the first. Listening precedes speaking, and reading

Precedes writing. Why is that?

Listening and Reading – Listening and reading are both receptive skills. Students are passively receiving and processing information.

Speaking and Writing – Speaking and writing are productive skills; that is, some “ product” is expected. For example, a student’s receptive vocabulary is going to be much larger than his/her productive vocabulary. The same goes for reading. A student will be able to understand a well-written essay but be unable to produce one. Luckily all skills improve with time and for some students very quickly indeed.

5.4.1. LISTENING

Listening, which means paying attention to and understanding what you hear, is ²¹an essential skill for communication .Teachers and students often

²¹ ²¹ [www. teaching English/ methodologyplanning2](http://www.teaching English/ methodologyplanning2)

underrate the importance of listening because the more obvious goal of a language course is to learn how to speak the language ,however ,you cannot converse with someone without understanding what you hear.

Listening is in some ways more difficult than speaking .after all, you can control what you say; you cannot normally control what is said to you.

Successful listening depends on our ability to understand sounds in particular context and circumstances. The setting or social situation (the listening context) plays an important role in helping us to work out the meaning and interpret what we hear.

The listening context determines the listening strategy that one uses. The way we listen, therefore, varies according to our listening purpose. For example, we will probably listen more closely to a dramatic dialogue in a television show than to the commercial that follows; our purpose is to watch the show, not the commercials. As a teacher, we need to realize that students do not really listen unless they have a purpose a reason to do so.

Expressing our wants, feelings, thoughts and opinions clearly and effectively is only half of the communication process needed for interpersonal effectiveness. The other half is listening and understanding what others communicate to us. When a person decides to communicate with another person, he/she does so to fulfill a need. The person wants something, feels discomfort, and/or has feelings or thoughts about something. In deciding to communicate, the person selects the method or

code which he/she believes will effectively deliver the message to the other person. The code used to send the message can be either verbal or nonverbal. When the other person receives the coded message, they go through the process of decoding or interpreting it into understanding and meaning. Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.

5.4.1.1. The Three Basic Listening Modes

- **Competitive or Combative Listening** happens when we are more interested in promoting our own point of view than in understanding or exploring someone else's view. We either listen for openings to take the floor, or for flaws or weak points we can attack. As we pretend to pay attention we are impatiently waiting for an opening, or internally formulating our rebuttal and planning our devastating comeback that will destroy their argument and make us the victory.
- **In Passive or Attentive Listening** we are genuinely interested in hearing and understanding the other person's point of view. We are attentive and passively listen. We assume that we heard and understand correctly. But stay passive and do not verify it.
- **Active or Reflective Listening** is the single most useful and important listening skill. In active listening we are also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking

out our understanding before we respond with our own new message. We restate or paraphrase our understanding of their message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

5.4.1.2. How to teach listening

Following are tips and advice for helping you develop listening activities and tasks:

- Help, don't test: there is a difference between helping learners to develop listening skills and testing their listening ability (their ability to understand what they hear). The purposes of listening tasks should not be primarily to test the learners or to set traps for the learners to fall into. Learners need to reduce their fear of not being able to understand a listening task. To help learners feel more confident about the listening task on hand, keep in mind the following :
- Introduce listening material with a simple global understanding question like, "Is the dialogue about a football game or a tennis match?" This is a simple and effective way to help reduce students' fear.
- Assure students that they will hear the tape more than once. This tends to help them relax and listen openly with less stress.

- A Place learner in pairs or small groups' .this enables them to share their individual difficulties in finding the answer.
- Check and reconfirm students' answer and ideas, if tasks are unchecked and answer not confirmed as acceptable, students feel insecurity and wonder why they were asked to listen in the first place.
- Be aware of different listening strategies. It's worth reiterating that people use different strategies to deal with differences in content.
- Select appropriate material. There are many listening materials available for creating listening tasks. It's important to understand the difference between authentic listening material and materials that are specially prepared for the language learner. The latter are easier to cope with; they are usually graded for particular levels and include both audiotapes and corresponding textbooks. Authentic materials are more challenging. They require special attention and the development of well-prepared tasks in order to be successful.

However, the aim of listening tasks should be to prepared students for interaction in the real world, not in the classroom. Students learn to communicate and participate in the real world by developing skills and strategies needed to cope with authentic listening material. Hence, authentic language must be presented in the classroom, even though it may be more difficult to understand .The authentic text

cannot be altered, but it can be shortened. In addition, the tasks can be made simple and within the students' competence. If the tasks is do-able, students are more likely to be successful, which in turn builds their confidence.²²

- Have a listening purpose: - The students need reasons for listening. It's not motivating to be confronted by a text without something specific to focus on. Listening a foreign language is daunting enough ; often learners try to understand every word ,which usually means they don't achieve a global understanding .They don't realize what is unimportant and what is important .To avoid this, always give students specific reasons for listening and specific information to listen . Anxiety is reduced when the students feel assured that they are not expected, nor do they need, to understand every word in the listening text.

5.4.1.3. Purposes for listening:

1. - listening for gist (or global understanding)
2. - listening for specific information.
3. - listening to establish a context.
4. - listening to provide information for later discussion.

5.4.1.4.Preparing listening task

²² <http://www.epcc.edu/facultypages/newfaculty/modules/esl/skills.html>.

When creating listening tasks, it is important that listening skills are being practiced waver, what students have learned from a listening tasks can form a listening tasks can form the basis for the practice of another skill, such as role-playing.

Remember that the main functions of a listening task should be

- ✓ To help learners gain confidence in their listening ability
- ✓ To build strategies that help learners make sense of what they hear.
- ✓ The success of a listening task also depends on your attitude
- ✓ To be positive towards the learners `attempts to carry out the task, Make sure your tasks are clear, focused, and not too difficult.

The following tasks are designed to help you when creating a listening skill lesson, they highlight two important points: staging the activities and clarifying the purposes of the stages. ²³

Types of listening tasks

- Predicting through vocabulary:- To motivate students to listen and to create interest in the topic or theme of the recorded text ,give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about. This task actually pre-teaches

²³ <http://www.drnadig.com/listening.htm>.

vocabulary used in the listening material while preparing learners for the semantic field.

- Students-generated questions: - This kind of mental preparation works well as a first listening task.
- Listening for specific information: - Students must listen the dialogue and check off the items that are mentioned.
- Putting events/items in the right order: - this kind of tasks is very useful for the students, could be written on separate slips of paper so that students can physically manipulate their order.
- True/false statements: - Task formats like true/false statements work well because they require a maximum of listening and a minimum of writing.
- Opened-ended questions: - Select details from the written text or tape. Form questions about the details, and then tell students to use short answers.
- Multiple-choice questions:- As multiple-choice questions restrict the options and therefore make the task of finding an answer easier, This task type is suitable for the beginning levels.

- Note taking: - Focus students' listening by introducing several topics. The first four listening task types may be done before or while the students are listening to the dialogue for the first time. True/false statements and multiple-choice questions are more appropriate after students have had two or more chances to listen. Note-taking almost always requires several "listening".
- Authentic listening:- It's based on a situation in which students might find the answers by themselves.

5.4.2. TEACHING SPEAKING

For one to develop good public speaking abilities, speaking skills have to be learned, practiced and evaluated over a period of time. The first rule of thumb to be able to speak effectively is planning what to say. What is the main idea of what you are trying to convey? Organize your thoughts so they lead to the main idea of the message you are trying to send across. Once you have arrived at your main idea, take a short brief and ask your audience if they are following you. By doing so, you know if you are off tangent on what you are saying or still on the right path. Ask your listeners if they understood what you were saying so that you are both on the right page. Make sure you keep your conversation focused and direct to the

point.²⁴ Another point, when developing your communication skills, is to take note of the style you use when speaking and expressing yourself. The speaking style you use has a large impact on the audience you are speaking to especially if you want to be convincing. When speaking, strive to be warm and enthusiastic. Doing this, your audience will be responsive and perfect interaction can be formed.

It is normal to expect questions during a conversation and always be prepared to answer them. When answering, take your time by paraphrasing the question to be certain of what it means. In situations where you do not know the answer to the question, do not make up an answer, instead, say you do not know the answer.

The main aim of learning English is to speak the language. After all, When we say ,”I speak a language,” it means that we know the language well enough to be able to communicate easily in speech and hold a conversation in the language, but the achievements of speaking skills depends largely on being able to listen and understand what is said to us. A learner will have difficulty speaking English if he or she doesn’t receive the proper training and organized practice in both listening and speaking.

This chapter introduces speaking through three stages:

❖ **Eliciting.**

❖ **Restricted oral practice.**

²⁴ HARMER, Jeremy. How to teach English. Edit Longman.. First Published 1998.

❖ **Developing oral fluency.**

The first stage is designed to help you develop the teaching skill of not talking too much. this is the beginning of the development of fluency; It's not the time to concentrate on accuracy and highlight errors.

In the second stage, you should focus on accuracy through restricted oral practice .This type of practice used to be called drilling. This stage is basically an enabling phase; controlled practice is essential in learning any skill.

The third stage, developing oral fluency, is the most interesting for you and your students .In this stage, you should be able to introduce topics that are stimulating, controversial and relevant to students' lives and aims.

Remember that a conversation lesson can't be done successful without preparation and planning .you may cause embarrassment and frustration for yourself and your students if you expect them to speak on subjects or topics they cannot cope .If you introduced speaking in stages and with planning and preparation, students will enjoy the speaking lesson.

5.4.2.1. Eliciting.

A teacher who can elicit or draw out appropriate verbal language from students rather than tell them what to say gets students more actively involved, increase their motivation, and enhance their learning satisfaction .When eliciting functional language. It's important that learners sound right. Students need to learn to use appropriate word

stress and intonation. It's also useful to teach and elicit suitable responses:

Eliciting can be done in the following ways:

- ✓ Ask questions.
- ✓ Give instructions that require verbal interaction.
- ✓ Use real objects.
- ✓ Use visual aids.
- ✓ Give definitions.
- ✓ Use synonyms and antonyms.
- ✓ Use gestures and mime.
- ✓ Use prompts, cues and questions in social situations.
- ✓ Fill in gaps in tables, scales or diagrams.
- ✓ Review key vocabulary.
- ✓ Use translation

When eliciting responses, remember that you can only elicit what students know and remember; you can't elicit what students don't know or can't remember. Make it clear who is to speak if you want individual students to contribute, and give feedback to confirm whether responses are okay or not. A response like "yes" or "thank you" is simple and effective. Once the correct form has been established, it's useful to elicit it one more time.

5.4.2.2. Restricted oral practice

Learning a specific language structure requires intensive practice. It's better to think of this practice as restricted oral practice rather than drilling. Drills tend to become mechanical and meaningless. Eliciting responses in short periods (3-5 MINUTES) is one way to make certain that the language structure being practiced means something to the students.

5.4.2.2.1. Types of restricted oral practice.

- ✓ **Repetition:** - This kind of oral practice is useful to beginners and is not boring if it's done with attention to detail. It can be used to help learners improve their pronunciations as well as to correct common faults.
- ✓ **Each question:** - Make statements that have to be transformed into questions by a change in intonation. This practice is useful because learners may often hear statements that they don't understand questions and answers.
- ✓ **Simple substitution:** -Substitution practice requires more careful listening by the students. It substitution can gradually be made more difficult. a more demanding type of substitution practice requires students to make their own response based on pattern already taught. Keep in mind that the practice should be related to a certain situation or topic.

- ✓ **Combining sentences** :- This exercise is useful practice in using relative pronouns(who, whose, sentences) Note that the exercise can only be done successfully after the students have learned how to use relative pronouns in sentences. Combining sentences involves using language artificially, So It's important to make drills as meaningful as possible by using context.
- ✓ **Chaining:** - This technique can be used when a phrase or sentence causes difficulty because of its pronunciations or length .Chaining can be done backwards just as effectively, and with backward build-up there is less chance of distorting the intonation .It's advisable to divide the sentence into sense-groups and not odd words to make for easier pronunciations and to help the students' memory. Teachers, therefore, need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities. First of all, decide whether the speaking activity promotes fluency or accuracy. You cannot expect to develop learners' fluency if you are monitoring things like accurate grammatical use, precise and appropriate vocabulary choices, or correct pronunciations. To encourage learners to communicate, you must adopt an attitude that encourages fluency development. Conversation lesson can be disastrous unless they are adequately prepared. To avoid

disastrous lessons, keep in mind the following when preparing free-speaking activities to develop fluency:

- ✓ **Choose high-interest topics:-** Choosing topics of interest to the learners is a crucial first step in achieving successful ,motivated participation in free-speaking activities.²⁵
- ✓ **Pre-teach:-** Introduce and explain essential vocabulary items, structures, and functions.
- ✓ **Stimulate interest.-** this can be done in one of the following ways:

Use visuals (pictures, flash cards, short videotape clips, and cartoon drawings) Display newspapers headlines and ask students to write details to fit the headlines. Established an” anticipatory set” through a warm up with questions and opinions .Set the scene for discussion .Give students time to think and prepare:- Students need time to decide what they want to express.
- ✓ **Make a participation plan:-** This plan should ensure that all students in the class participate in the discussion.
- ✓ **Organize the time:-** Make sure that one activity does not take up too much time.
- ✓ **Make a recording:** - If possible, make a recording on audio-cassette or video0 of the discussion speaking activities. A

²⁵ HARMER, Jeremy. How to teach English. Edit Longman. First Published 1998.

recording gives useful feedback for the correction of common errors.

5.4.2.3. Types of fluency activities

The following are activity ideas for helping students develop oral fluency.

- ✓ **Information-gap activities:** - The communication takes place naturally when one person has information, ideas or opinions that someone else doesn't have. The need to exchange information, ideas or opinions has to exist or be created. In the classroom, information-gap activities are a successful way to motivate students to talk to one another and exchange what they know.
- ✓ **Find out information:** - The students must find out the information that they need to answer the questions.

5.4.2.4. Speak Situation

There are three kinds of speaking situations in which we find ourselves

- Interactive,
- Partially interactive
- Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and

speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

5.4.3. TEACHING READING

Reading is an important means of communication .Readers and writers interact through the reading of a text. Reading also offers additional exposure to the language, an exposure that can often be stimulating, interesting. However learning to read in another language can be frustrating experience for the learner if the reading material is too difficult.

5.4.3.1. Reading strategies

The English curriculum requires teachers to give students explicit instruction in reading strategies that will teach them to be more skillful and strategic readers. Students become better readers when they know why they are reading. Teach them to recognize when they are reading to be informed, reading for literary experience, or reading to perform a

task, and help them name, select, and apply strategies appropriate for each intent.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for a particular word. To get detailed information, you might use a technique. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.²⁶

Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

There are three main strategies that readers use.

²⁶ <http://www.helpinhand.co.uk/articles/communication.htm>.

Reading for detail.- Reading all of a particular text to find out specific information. It is an important part of strengthening overall reading comprehension. This quick tip may help you or your child learn to look for details in stories and make note of them.

Skimming.- Reading quickly to get a general idea of what the text is about. This strategy is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word; instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning.- Reading quickly in order to find a specific point or item. Also it is a technique you often use when looking up a word in the

telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer.

Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

5.4.3.2. Intensive reading

We read intensively when we are concerned about detail. The text may have particular interest for us because it contains needed information. We may need to know exactly what the writer means. This knowledge helps us answer questions like; where is this taking place.

The Intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered.

One may have good comprehension while reading line-by-line, but remembering is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying technique of planning your purpose, and others.

5.4.3.2.1. Principals of intensive reading

Overview, purpose, questions, reading, summarize, test, and understanding are the seven procedures that cover the method, for very effective reading for detailed comprehension and long retention.

OVERVIEW: We have two methods to obtain an overview -- surveying or skimming. Both are concerned with reading only the more important parts. With either we would start with the summary, if one existed. We would next read the headings. When headings are missing or inadequate, or where unfamiliar material demands a more complete overview, we would resort to skimming with its greater attention to topic and summary sentences, and other cues within the paragraphs. As you get an overview of a long section, you may only survey part and skim the sections that are hard to understand. From this you should get the general theme and main ideas and the important topics and questions discussed, and the major conclusions. The principle to guide you is to spend the least amount of time and effort required to secure these elements and only these elements.

PLANNING PURPOSE: Planning your purpose means, to take a few seconds before you begin your reading to formalize or clearly state to yourself what you wish to get from the reading. This will give us the most useful "mental set" for getting the information we need.

we need to know: What information we need, how detailed the comprehension should be; and whether the emphasis should be placed on ideas. How long we need to retain this information, sequence, specific facts, etc.

QUESTIONS: A good time to record questions is after your overview and planning purpose. The questions should be in the same sequence as they appear in the material, if possible. This does not prevent adding new questions, but it does prevent forgetting about an important question that occurs to you during the overview. Ideally, the headings can be converted into questions which will provide a suitable outline of the important information in the selection. When this is not the case, the basic interrogatives of who, what, when, why and how, frequently supply aid in suggesting important concepts in almost all reading selections.

READING: The most familiar technique and the heart of intensive reading is to read carefully and thoughtfully. Reading here means not only the familiar line-by-line reading, but reading that is guided by our

purpose and questions. Also be sure and read the material you covered while obtaining an overview.

SUMMARIZING: An important part of summarizing is organizing the ideas and supporting points. This organizing should begin in the reading but should be finalized and expressed in the notes. Generally, each paragraph will have one or two ideas. It is important to state in your own words, aloud, the points you wish to remember. The most effective type of summarizing, which lends itself to both organizing and testing, is an outline of questions reflecting major ideas and concepts. The sub points are indented to show clearly that they are related to the main point in a supporting role. By using questions as headings, the outline can be started before reading on the basis of the overview. It allows the answers to the questions to guide the reading, rather than be automatically summarized as a few brief points. A topic that does not lend itself to the question style can be included as a statement.

There are other techniques you may use. One is underlining. However, its faults tend to outweigh its value. If you must underline, restrict yourself to clear, concise definitions or statements. Another technique is marginal notes and questions. You may (with practice and discretion) elaborate, raise questions, and relate and organize certain important concepts or points in this manner.

TESTING: The next step is testing yourself. It is vital that you recall rather just recognize the answers. This means that you test yourself with an essay or a fill-in-the-blank type of test. This simply means you must "produce" the answer; just as you often have to in class. This testing seems to "set" or "fix" the information more firmly in your mind so that you will retain it better. Re-reading and other forms of recognition do not produce as high a level of retention. This testing may occur after paragraphs, or after sections, or at the end of the selection. The rule to follow is to deal with closely related thoughts that are not too many for you to consider at one time.

UNDERSTANDING: The end product of the steps in intensive reading is to be sure that you understand every important question. If you omit a point, or answer a question incorrectly, you should go back and review that point immediately. You may do this by reviewing your summarizing notes, or by re-reading parts of the selection that are not clear, or where the information is scattered, by scanning to locate the forgotten parts.

5.4.3.3. Extensive reading

Teachers tend to ask students to read quickly for a general understanding. This method of reading is called "extensive reading" and is very helpful in getting students to deal with large chunks of

information. However, at times students do need to understand details and this is when "intensive reading" is appropriate.

5.4.3.3.1. Three Golden Rules for Extensive Reading Most English teachers

Put too much emphasis on looking up difficult words in English-dictionaries, and ask students to translate every sentence into Spanish. However, excessive use of dictionaries puts too much stress on students and hinders them from learning English.

As an alternative to this, the idea of the SSS (Start with Simple Stories) program was first introduced by Sakai Unhide, a professor at the University of Electro-Communications, who advocated the Three Golden Rules:

- 1) No dictionaries while reading
- 2) Skip over difficult words
- 3) Stop reading when it is boring or too difficult.

In other words, read easy books that you can understand without dictionaries, don't try to understand the content completely and change to a book which seems more interesting to you, if necessary. Through this program, many students at high schools,

universities and language schools. They Shown significant progress in their language skills

5.4.3.3.2. What type of ER Program should you select?

It is widely believed that students should learn English from English teachers that they should read books not in the class, but at home.

Therefore, the students perform the ER program as homework or as an extra curricular activity. But in our experience, we have found that carrying out the ER program in the class has many advantages.

- ✓ Teachers can observe the students reading their books. They can give specific advice to each student.
- ✓ Students have little time to read at home, as they are busy with homework from other subjects. Some students even cheat in their reading log when they do not have time to read at home. Reading in class ensures all students meet the program's requirements and do not fall behind other students.
- ✓ Students can talk about books they have read and share the joy of reading.

Many teachers who adapt the SSS ER methods share the joy of improved English ability with their students.

The Characteristics of an Extensive Reading Approach

- ✓ Students read as much as possible, perhaps in and definitely out of the classroom.
- ✓ A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- ✓ Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- ✓ The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student.
- ✓ Reading is its own reward. There are few or no follow-up exercises after reading.
- ✓ Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- ✓ Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- ✓ Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- ✓ Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

- ✓ The teacher is a role model of a reader for the students -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

5.4.4. TEACHING WRITING

Writing, the visual representation of a language is invaluable for helping students communicate and understand how the parts of language go together. Many students actually learn and remember more through the written word. This section takes a close look at writing skill and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent. Generally speaking, the students who read with ease and reads widely finds writing easier than the student who doesn't read much and/or reads with difficulty. It doesn't necessarily follow that a good reader is good at writing, but most students find that if they continue to practice reading their writing improves.

Why can writing be difficult? Teachers who are quick learners of other languages themselves that writing in a foreign language is a formidable task. Many native speakers find that expressing themselves in writing in their own language is more difficult than speaking. This could be for many reasons:

- To many people, writing seems artificial, whereas speaking seems natural.
- When writing, you are usually isolate from the feedback of another person and you can't use gestures, facial expression , or intonation to facilitate communication.

A good writer must be sure of sentence construction, spelling and punctuation, as Well as style and appropriate register.

- Writing demands successful organization of ideas and information.
- A writer has to choose an appropriate style for the subject and the reader

You need to remember these obstacles when preparing students for written work.

5.4.4.1. Reasons for teaching writing

1. Writing is necessary for some kinds of communication.
2. Writing helps in learning the language.
3. Writing helps the memory.
4. School exams are mainly written tests
5. Students need to take notes.

When preparing a writing task, you not only need to focus on why you are teaching writing ,but you need to focus on what students need to practice in order to improve their writing skills.

Writing tasks should help students practice the following activities:

Transitions: - writing helps students connect the language and make transitions between words. Students learn to write smoother sentences by combining sentences using words like and, but, although, if, when, so, and others.

Punctuation: - To write well, one must be able to use punctuation correctly. The basic rules of punctuation may or may not be the same in the students' native language and English.

Spelling: - writing is one of the routes to improving spelling. Dictation is useful for drawing attention to English spelling and pronunciation.

Organization: - Organization is the key to developing a writing topic. The more powerful and creative the writer

Form: - Through writing, students practice various forms and styles for writing letters to stories. Students need to know these forms.

Guided Writing.- Guided writing is writing done through the use of clues, information, or guidelines. At the beginning and intermediate

levels, guided writing is a helpful way for students to build confidence in their writing ability.

Substitution tables.- Use a substitution table. This type of table contains items that can substitute each other in a sentence.

Model texts .- Give students a short text to read and to use as a model for connecting words in a similar way.

Questionnaire .- A questionnaire is a useful and fun activity for both teachers and students .The student gets a chance to express his or her opinion feelings , and ideas on selected topics ,while the teacher learns more about what the student thinks and wants.

Narratives. - Ask students to write a simple narrative based on a sequence of pictures or a cartoon strip.

5.4.4.2. Build your Writing Skills

Here are some ways you can strengthen your writing skills:

1. Read and write frequently. Read as much as you can from a variety of sources, including plays, essays, fiction, poetry, news stories, business writing and magazine features.
2. Practice writing in different formats and in as many real situations as possible. Write letters to the editor or letters to a company requesting

information. Writing emails is good practice, but realize that writing for school and business is usually more formal than an email to a friend.

3. Share your writing with others and get feedback. Feedback helps you anticipate how readers might interpret your writing and what types of questions they might have. This can help you anticipate what a reader might want to know.
4. Become familiar with current issues in society and develop your own opinions on the issues. Think of arguments you would use to convince someone of your opinion. Taking speech and debate classes can help you think through issues and communicate them to others.
5. Try some extracurricular writing. School newspapers, yearbooks, and creative writing clubs offer opportunities to express ideas in writing.
6. Learn to see writing as a process brainstorming, planning, writing and then editing. This applies to all writing activities.
7. Listen to the advice your English teacher gives you about your writing.
8. Strive for your writing to be well developed and well organized, using precise, clear and concise language.
9. Remember that everyone can improve writing skills. You might think others are more talented, but you know more than you think.

6. HYPOTHESES

6.1.General Hypotheses

- ✓ The curricular planning influence on the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama.” Academic Year 2009-2010.

6.2.Specifics Hypothesis

- ✓ The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical High School. Gonzanama “Academic Year 2009-2010.
- ✓ The microplanning does not take into account the development of the four basic linguistic skills of the English Language on the student “of the National agricultural Technical High School Gonzanama”. Academic Year 2009-2010.

7. METHODOLOGY

7.1. DESIGN OF THE RESEARCH

When a research is developed at any case its necessary to mention the way that it will be developed so that the group has considered that the according to the nature of the theme it will be a non-experimental research because the group will not manipulate the variables in the group of students and teachers who will participate in this project.

In a non-experimental work the process is developed in descriptive way. The researchers make no attempt to insolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning and use

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. METHODS

Descriptive Method

This method will permit us to guide the identification and the exactly delimitation of the problem, the formulation of objectives and hypothesis, the collection and organization of data, until get the conclusions and finally to present a proposal like a solution for the problem detected.

To get the selection of the investigation problem we will start from the direct and indirect observation techniques, from a critical analysis about the

problem of achievement of the students, which will let to face the reality to justify the elaboration of the Project and It was complemented with the objectives of the research.

The fundamentation of the referential and empirical theories determined the structure of the hypothesis and its correspond variables, indicators and indices, to later be put into a matrix that will make possible the elaboration of the instruments of recollection of the empirical information like the survey apply to the teachers and students.

The Scientific Method

During the development of this thesis, we will help with the scientific method due which is the most appropriate method that serves us to join the theory and the practice proportioning ourselves to adjust, adapt, supply, provide, rulers, ways and norms followed in the process of investigation, specifically in the proposed problem .

This method facilitates us as the formulation of the general objectives as Specific objectives based in the hypothetical answers to the problem. Moreover this method gives us the possibility to choose the methodology that we will follow with, respect to the definition of variables, the selection of the model, analysis of data and verification of the hypothesis which will let to establish conclusions and recommendations according to the results findings.

Analytic- Synthetic Methods

We will use the analytic synthetic method to analyze the results that we will obtain in the field work and to establish conclusions about curricular planning and its influence in the development of the for linguistic basic skills of the English.

Deductive Method

This method will use in order to give a logical explanation based in the observed facts and the hypothesis to reach theoretical conclusions. It will let the observation of the phenomenon, which will carry out to the real interpretation and analysis to describe and explain, through deductive logic, the facts and data.

Afterwards, we will proceed with the elaboration and application of the instruments in the investigated schools and turn to the analytical- synthetic method to process the information obtained and interpreted appropriately. The obtained data will serve us as the proof of the hypothesis.

7.2. 2 TECHNIQUES AND INSTRUMENTS

Bibliographic study.- An important and significant technique, that will use to obtain bibliographic information from books and specialized texts according to the variables found *in* the hypothesis.

A **Survey** will design and apply to obtain exact information about the curricular planning and the four linguistics skills into the English teaching learning process it will apply to teachers and students with the instruments of a questionnaire which contained different kind of questions about the topic that we research.

7.2.3. PROCEDURES

After we apply the research technique we process the data through the information. Then we will organize the empiric information keeping in mind the specific hypothesis of the research work. The obtained information was represented in statistics tables and graphic bars.

So that it will possible to interpret the empiric information contrasting it with the theoretical references; and finally we will draw the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process

The hypothesis were demonstrated in a descriptive way through a process of logical analysis of the results, considering the most representative ones in relation to the stated variables

7.3. POPULATION AND SAMPLE

The population is constituted by the students and English teachers of eight Technical agricultural Gonzanama high school “whose students population is 105 and whose English teachers population is 3. In the case of the population of students will take the sample by applying the statistical formula, while in

the case of teachers will take into account all for being a small population.

COURSES	PARALLELS		TOTAL
	A	B	
EIGHT YEAR	18	16	34
NINE YEAR	17	20	37
TEN YEAR	17	17	34
TOTAL	52	53	105
TEACHERS			3

Formula

$$n = \frac{FQ \times N}{E^2 + \frac{(N-1)}{K^2} + PQ}$$

FQ = First quartile (0,25)

N= Population

n = Sample

K = Constant of proportionality (2)

E = Sampling error (10%, 0,1)

$$n = \frac{0,25(105)}{(104)\frac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{26,25}{104(0.0025)+0,25}$$

$$n = \frac{26,25}{0,51}$$

$$n = 51,4$$

$$n = 51$$

Sample

COURSES	PARALLELS		TOTAL	SAMPLE
	A	B		
EIGHT YEAR	18	16	34	17
NINE YEAR	17	20	37	17
TEN YEAR	17	17	34	17
TOTAL	52	53	105	51
TEACHERS			3	3

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1.RESOURCES

8.1.1. HUMAN

- ✓ Nubia Elizabeth Abad Jiménez
- ✓ Lastenia Elizabeth Reyes Reyes
- ✓ English Teachers and Students of the 8Th 9th and 10th years basic education of the National Agricultural Technical Gonzanama High School

8.1.2. INSTITUCIONAL RESOURCES:

- ✓ National University of Loja. Education, Art and Communication Area. English Language Career
- ✓ National Agricultural Technical Gonzanama High School.

8.1.3. MATERIAL RESOURCES:

- ✓ Paper
- ✓ Computer
- ✓ Books

9. BUDGET

Office supplies	400.00
Transport	50.00
Typewritten of project and Thesis	160..00
Thesis reproduction	160.00
Bookbinding	60.00
Unforeseen	200.00
TOTAL	1030.00

9.1. FINANCING

The financing of the expenses derived from the present work will assumed completely by the research group.

10. CHONOGRAM

Time Activities	2009							2010							
	JAN	FEB	MAR	APR	MAY	JUN	JUL	APR	MAY	JUN	JUL	SEP	OCT	NOV	DEC
PRESENTATION OF THE PROJECT	X														
CORRECTION OF THE PROJECT		X	X	X	X	X									
APPROVAL OF THE PROJECT.							X								
PRESENTACIÓN AND DESIGNATION								X							
APPLICATION OF THE INSTRUMENT									X						
DEVELOPMENT OF THE THESIS										X					
PRESENTTION OF THE THESIS												X			
THESIS APPROVAL													X		
CORRECTIONS														X	
GRADUATION															X

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- [www./exchanges.state.gov/forum/vols/vol37/no1/p30.htm](http://www.exchanges.state.gov/forum/vols/vol37/no1/p30.htm)
- www.teachingenglish.org.uk/think/methodology/planning1.shtml
- www.linguistics.byu.edu/faculty/henrichsen/LessonPlanning/lp_07.html

12. ANNEXES

NATIONAL UNIVERSITY OF LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH AREA

INQUIRY STUDENTS

Mrs. Students

Who carry out the present investigation, graduated of the English Career of the Education, Art and Communication Area. We request you in the most obliging way to consider the following questionnaire to gather information, referred to aspects of Curricular Planning of the English Subject of their Educational Institution. Of their answer, the success of the present work will depend and therefore it will serve like instrument for the institutional improvement.

DATOS INFORMATIVOS

Institution

Year..... Parallel Age

1. Do you like to receive English class?

Yes () No ()

Why?

2. How many periods do you receive English class per week? match with an (x)

One two three

Four five six.....

.

3. Do you know if your teacher elaborates the lesson plan?

Yes () No ()

4. Do you know if your teacher introduces a warm up before beginning the class?

Yes ()

No ()

5. Match the materials that your teacher use in the English class

English book ()

tape recorder ()

Pamphlets ()

TV ()

Flash cards ()

Pictures ()

Copies ()

Others.

6. How many units of the book do you study in the academic year?

Nine ()

eleven ()

twelve ()

Others

7. Which of these skills do you understand more? Tick one of them.

VERY MUCH

MUCH

A LITTLE

Speaking () () ()

Listening () () ()

Reading () () ()

Writing () () ()

8. Point (x) in the skill that you have more problems to understand the English Language.

Speaking ()

Listening ()

Writing ()

Reading. ()

9. How do you consider in the English Language usage?

- | | |
|-----------|-----|
| Excellent | () |
| Very good | () |
| Good | () |
| Regular | () |
| Deficient | () |

TANKS FOR YOU COLABORATION

13. ANNEXES

NATIONAL UNIVERSITY OF LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH AREA

INQUIRY TEACHERS

Mrs. Teachers

Who carry out the present investigation, graduated of the English Career of the Education, Art and Communication Area. We request you in the most obliging way to consider the following questionnaire to gather information, referred to aspects of Curricular Planning of the English Subject of their Educational Institution. Of their answer, the success of the present work will depend and therefore it will serve like instrument for the institutional improvement.

Informative Data.

Academic titles:

- Ms. ()
- Dr. ()
- Lic. ()

Educational Experience:

- | Levels | Years |
|--------------|-------|
| • Elementary | |
| • Secondary | |
| • Superior | |

1. Do you elaborate the mesoplanning during the academic year?

Yes ()

No ()

Explain.....

2. What elements do you apply for elaborating the mesoplanning? Choose them

- | | |
|-------------------|-----|
| Skills | () |
| Contents | () |
| Objectives | () |
| Students | () |
| Methodology | () |
| Didactic material | () |
| Competences | () |
| Evaluations | () |

3. Who participate in the mesoplanning of the institution? Point out with an (x)

- | | |
|----------------|-------|
| Authorities | |
| Teachers | |
| Students | |
| Family Parents | |

4. How many didactic units do you plan for the school year?

- | | |
|-------------|-----|
| Eight units | () |
| Nine units | () |
| Ten units | () |
| Others..... | |

5. How many English periods per week are there?

- | | |
|-----------------------|-----|
| Two period per week | () |
| Three period per week | () |
| Five Period per week | () |

6. Do you elaborate the lesson plan or micro planning?

Yes () No ()

Why?

7. Underline. What do you understand as microplanning or lesson plan?

- a. - Lesson plans helps teachers to organize content, materials, and methods.
- b.- Is a form to plan the education process learning around a content.

8. Point the elements of the lesson plan?

Skill	()
Methodology	()
Goal	()
Objectives	()
Time	()
Material	()
Procedure / activities	()
Evaluation	()
Informative Data	()

9. Which skills do your students understand more? Tick one of them.

	VERY MUCH	MUCH	A LITTLE
Speaking	()	()	()
Listening	()	()	()
Reading	()	()	()
Writing	()	()	()

10. What activities do you apply to develop the four basic skills?

- a. Writing a composition
- b. Listening for specific information
- c. Discussion

- d. Reading for detail
- e. Matching
- f. Reading the specific information
- Others.....

THANKS FOR YOUR COLLABORATION

14. CONSISTENCY MATRIX

THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE “NATIONAL AGRICULTURAL TECHNICAL HIGH SCHOOL GONZANAMA, ACADEMIC YEAR 2009- 2010

PROBLEMS	OBJECTIVES	HYPOTHESIS
How the curricular planning influence in the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama. Academic year 2009- 2010	To determine how the curricular planning influence in the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama, Academic year 2009- 2010.	The curricular planning influence in the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama, Academic year,2009- 2010
<p>Sub problems</p> <p>What ways of mesoplanning are the teachers elaborating to develop the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama? Academic year, 2009-2010.</p> <p>How does the microplanning influence the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama AcademicYear,2009- 2010</p>	<p>Specifics</p> <p>To characterize the mesoplanning that the teachers elaborate to develop the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama. Academic year, 2009-2010</p> <p>To explain the influence of the microplanning in the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama Academic Year,2009-2010.</p>	<p>Specifics</p> <p>The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama. Academic year,2009- 2010</p> <p>The microplanning does not take into account the development of the four basic linguistic skills of the English Language on the students of the “National Agricultural Technical high school Gonzanama Academic Year, 2009– 2010</p>

VARIABLES	INDICATORS
5.1. Curriculum	<ol style="list-style-type: none"> Elements of the Curriculum <ul style="list-style-type: none"> Collection of information Content Selection Methodology Evaluation Learned –Centered Curriculum Theory-based models of curriculum development Forms of curricula Organization <ul style="list-style-type: none"> Curricular Organization For subjects. Curricular Organization for Areas of the Knowledge Curricular Organization for Modules
5.2 The mesoplanning	<ul style="list-style-type: none"> Conception of Didactic Unit Components of the Didactic Unit: Second Language Teaching Methods The Grammar-Translation Approach The Direct Approach The Reading Approach The Audio-lingual Method Community Language Learning The Silent Way Functional-notional Approach Sugestopedia Total Physical Response Natural Approach
5.3 The microplanning	<p>Lesson planning procedures</p> <ul style="list-style-type: none"> Stage 1 Pre-Lesson Preparation Stage 2: Lesson Planning and Implementation Stage 3 Post-Lesson Activities <p>. How to Develop a Lesson Plan Goals</p> <ul style="list-style-type: none"> Objectives Prerequisites Materials Lesson Description Lesson procedure Assessment/Evaluation
5.4 The four basic linguistic skills of the English Language	<ol style="list-style-type: none"> TEACHING LISTENING The Three Basic Listening Modes <p>*How to teach listening</p> <p>*Purposes for listening:</p>

	<p>*Preparing listening task</p> <p>2. TEACHING SPEAKING</p> <ul style="list-style-type: none"> • Eliciting • Restricted oral practice <p>*Types of restricted oral practice</p> <ul style="list-style-type: none"> • Types of fluency activities • Speak Situation <p>3. TEACHING READING</p> <ul style="list-style-type: none"> • Readings strategies • Intensive reading • Principals of intensive reading • Extensive reading <p>*The Three Golden Rules for Extensive Reading</p> <p>*What type of ER Program should you select?</p> <p>4. TEACHING WRITING</p> <ul style="list-style-type: none"> • Reasons for teaching writing • Build your Writing Skills
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