



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

**THESIS**

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT MILITARY HIGH SCHOOL "TCRN. LAURO GUERRERO". ACADEMIC PERIOD 2008-2010.

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# **CERTIFICATION**

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## **C E R T I F I E S:**

That the work: CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT MILITARY HIGH SCHOOL “TCRN. LAURO GUERRERO”. ACADEMIC PERIOD 2008-2010., under the responsibility of the undergraduates: Manuel Rengel Tillaguando y Jhony Iván Carrión, has been directed and corrected in all its parts. Therefore, I authorize its presentation, sustentation and defence.

**Loja, October 2009**

Mg. Sc. Bertha Ramón Rodríguez

**DIRECTOR**

# **AUTHORSHIP**

The results of the research work, the criteria, analysis and conclusions and the recommendations exposed in the present thesis, are of the authors' exclusive responsibility. They can be used as a resource for any kind of research.

Manuel Rengel Tillaguando

Jhony Iván Carrión

# ACKNOWLEDGMENTS

The group wants to give our sincere thanks, first to the National University of Loja, next to the English Language Career, its coordinator and teachers who gave us the opportunity to study and finish our studies, We also left our truthful gratitude to Dra. Mg. Sc. Bertha Ramón R., Who has given us all her support as a Director of Thesis so that we have been able to finish this research work.

**The authors**

# DEDICATION

Fist I dedicate this work to my parents because they have given me all their support to finish this work. Next to my family, who have been with me in the moments that I needed more to finish one of the main goals in my life.

JHONY

I want to start giving my thanks to God, because he has given me the opportunity to become better. I also dedicate this work to my wife and my family who gave me the strength and the necessary support to conclude my career.

MANUEL

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# SUMMARY

The present research work titled: CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT MILITARY HIGH SCHOOL “TCRN. LAURO GUERRERO”. ACADEMIC PERIOD 2008-2010., has been developed with the purpose of knowing if the meso and microplaning are elaborated considering the development of the English basic linguistic skills.

One of the methods used during the development of the present research work was the scientific method, which has helped us to find the true about the researched object. But we have also used the descriptive, analytical-synthetic and explicative methods and they have served to develop every part of the research process.

To collect the data inside the researching process we have used the survey as the main instrument that was applied to the teachers and students in order to determine how the curricular planning affects the development of the English basic linguistic skills.

Among the main results of the investigation we found that the teachers elaborate the unit planning without including the English language skills that must be reflected in the students' knowledge as outcomes of the development of the units planned. And we also found that the teachers elaborate the lesson plan weekly and they do not include specific techniques to develop the English language skills.

Consequently we have been able to determine that the curricular planning affects the development of the English basic linguistic skills in the students of the researched High School, because the teachers are not planning including the English language basic skills.



# INTRODUCTION

The curricular planning in the educational institutions has a high degree of complexity; it is so difficult to study it deeply; even when there are many focuses that guide the main theoretical and operative fundamentals to develop a good curricular planning in the educative institutions.

Planning is essential in order to reach an effective and efficient learning. We plan every activity in our lives. The curricular planning gives the guidelines in the teaching and helps the educative institutions to establish clear policies that let the development of the whole formation of the students. It also encourages the teachers to work collaboratively and to accomplish the goals effectively.

We know that there are several levels of planning and in this way we talk about macroplanning, mesoplanning and microplanning. The first one takes place in the institutional planning, the second refers the plan for the whole year in each class and the third one carried out by the teacher inside the class.

To teach the English Language the public schools counts with the macro-curricular established by the Ministry of education and Culture through the “Our World through English” program that was specially designed in order to improve the learning of this Language in the High Schools. However, we notice that there have been many troubles regarding to the meso and microplanning because in most of the schools, the teachers do not plan considering the development of the basic language

skills and this was the main reason that encouraged us to carry out this research work.

The main problem that oriented this work was: How does the curricular planning affects the development of the English basic linguistic skills; and the specific ones that say: What ways of mesoplaning are the teachers elaborating to develop the four English basic linguistic skills and how does the microplanning is related to the development of the four English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

The specific objectives that guided this work were: to characterize the ways of mesoplaning that the teachers elaborate and to explain the relationship between the m and the development of the English basic linguistic skills and in the students of 8th, 9th, and 10th years of Basic Education at “Tern. Lauro Guerrero”, Military High School.

The general hypothesis states that the curricular planning affects the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Tern. Lauro Guerrero”, Military High School. The curricular planning is the basis in the development of the English Language skills.

The main method used in this work was the scientific one because it let us to develop a set of procedures oriented to discover, demonstrate and verify the stated hypothesis contrasting the theory with the real found problems. As particular also used the

descriptive, analytic-synthetic and explicative methods and We used the descriptive statistics as a tool to represent the information in tables and graphs.

Among the main contents of this work we describe as follows:

Chapter I, describes the methodology used to develop the field research, and all the investigative work, the way the analysis of the obtained data was carried out and how we arrived to the conclusions and recommendations. Besides it contains the techniques and instruments and the population researched.

Chapter II, includes the exposition, discussion of the results with the respective statistics tables and graphs which are representing the obtained data in percentages to facilitate its comprehension. It's important to mention that in the first place we developed the teacher's survey and next the students' one. This chapter also has the interpretation of each question and the critical analysis of them according to the obtained results. This chapter also contains the analysis of the questions with most relevant information which were contrasting and served us to verify the stated hypothesis through a descriptive analysis of the data.

Chapter III, includes the conclusions which we got after have made the respective analysis of each question in the surveys, the same that served as base to formulate the respective recommendations or possible solutions to the problematic about the meso and microplanning in the researched institution.



# **CHAPTER I**

# 1. METHODOLOGY

## 1.1. DESIGN OF THE INVESTIGATION

This work is a kind of **descriptive research**, because it shows a problem related to education so it was developed observing the facts in the reality. The researchers did not have the chance to manipulate the variables of the work. We applied a survey to the teachers and students in order to get information and we also studied some documents which helped us with the research process.

## 1.2. METHODS

As a general method we used the scientific one, which let us develop a set of procedures oriented to discover, demonstrate and verify the stated hypothesis contrasting the theory with the real found problem. Through this method we developed the phases of observation and questioning about the problem in the same way as it was in the reality and this was used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents. It also was useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods we used the **descriptive, analytic-synthetic and explicative** methods and it is important to mention that we used the descriptive statistics as a tool to represent the information in tables and graphs that let us the interpretation of the information easily.

The **descriptive method** was used to collect the information, describe the field data, obtained in the applied instruments and it let us organize the information according

to the hypothesis and the indicators that were stated for each one of the variables included in the research work.

It also let us get enough information to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we described all the obtained results in the field work which also served as support to draw the respective conclusions in the thesis report. This method was used to describe how the teachers are carrying out the meso and microplanning inside the English teaching learning process.

We used the **analytic-synthetic** method, which was used to analyze the empiric information data obtained in the applied instruments and therefore we could derive the respective conclusions according to the tendencies of the results in the field work. It also was used to analyze the components of the meso and micro planning that the teachers develop in the researched institution.

The **explicative method** was also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we was able to prove or deny the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

### **1.3. TECHNIQUES, INSTRUMENTS AND PROCEDURES**

### 1.3.1. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information, we applied a survey to the teachers as well to the students of the researched high school, and this let us obtain enough data about the meso and microplanning process and also we were able to know the students' level in the four basic skills in the English Language and the relation with the before mentioned variables. It was applied with a previous elaborated questionnaire, as instrument, which contained different types of closed questions about the researched topic.

### 1.3.2. PROCEDURES

In order to develop the research process the group carried out the following steps:

#### 1.3.2.1. Tabulation

Once we have applied the survey, we tabulated the obtained information in the field research where we used the descriptive statistics to interpret the closed questions and an specific criteria with the reasons or

explanations of every question, and we contrasted the information of the teachers and students which will let us get the information since two points of view and this served to prove the stated hypothesis.

#### **1.3.2.2. Organization**

Next we organized the empiric information classifying the questions that served to prove the first hypothesis and the ones we used to prove the second hypothesis, keeping in mind the variables and the indicators that used to support them. In this way we were able to interpret and analyse each question easily and with enough information that let us its confirmation or denying.

#### **1.3.2.3. Description**

Then we described the information in statistic tables where we showed the obtained data from teachers and students which also included the frequency and the percentage of the obtained indicators in the applied instruments and this facilitated the interpretation of the information.

#### **1.3.2.4. Graphic Representation**

After we described the data, we represented it graphically, so it facilitated the interpretation and consequently the critical analysis of every question. We used the bars diagram to show this information.



#### **1.3.2.5. Interpretation and analysis**

Once we presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

#### **1.3.2.6. Hypothesis verification**

The hypothesis were verified or denied through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.

#### **1.3.2.7. Formulation of Conclusions and Elaboration of the Report**

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally the elaboration of the final report was designed through chapters that let the understanding of the theory and of the results that we obtained in the present research which can be used to develop other researches in the future.

### **1.4. POPULATION AND SAMPLE**

The population of students is constituted by 8th, 9th and 10th years of basic education that are 236 students; so that, the group considered

to take a sample using the following  
formula:

$$n = \frac{PQ \times N}{E^2 \left( (N-1) \frac{K^2}{4} + 1 \right)}$$

PQ = First quartile (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of sample (10%, 0,1)

$$n = \frac{0,25 \times 236}{(0,1)^2 \left( (235) \frac{(2)^2}{4} + 1 \right)}$$

$$n = \frac{59}{2,1}$$

$$n = \frac{59}{0,53}$$

$$n = 111$$

Therefore we applied the surveys to 111 students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education showed in the table below. To do the sample distribution we applied the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,47$$

CHART N °1

<b><i>COURSES</i></b>	<b><i>STUDENT'S POPULATION</i></b>	<b><i>Parallels</i></b>	<b><i>Sample by Parallel</i></b>	<b><i>SAMPLE TOTAL</i></b>
<b><i>8<sup>th</sup> Year of Basic Education</i></b>	<b><i>96</i></b>	<b><i>A</i></b>	<b><i>15</i></b>	<b><i>45</i></b>
		<b><i>B</i></b>	<b><i>15</i></b>	
		<b><i>C</i></b>	<b><i>15</i></b>	
<b><i>9<sup>th</sup> Year of Basic Education</i></b>	<b><i>69</i></b>	<b><i>A</i></b>	<b><i>10</i></b>	<b><i>32</i></b>
		<b><i>B</i></b>	<b><i>11</i></b>	
		<b><i>C</i></b>	<b><i>11</i></b>	
<b><i>10<sup>th</sup> Year of Basic Education</i></b>	<b><i>71</i></b>	<b><i>A</i></b>	<b><i>11</i></b>	<b><i>34</i></b>
		<b><i>B</i></b>	<b><i>11</i></b>	
		<b><i>C</i></b>	<b><i>12</i></b>	
<b><i>TOTAL</i></b>				<b><i>111</i></b>

Regard to the population of the teachers we took into account to all of them who are 5 in total, which is considered as a small population.



# **CHAPTER II**

## 2. EXPOSITION AND DISCUSSION OF RESULTS AND VERIFICATION OF THE HYPHOTESIS

### 2.1. SURVEY APPLIED TO THE TEACHERS

#### 1. Do you elaborate the Unit Plan?

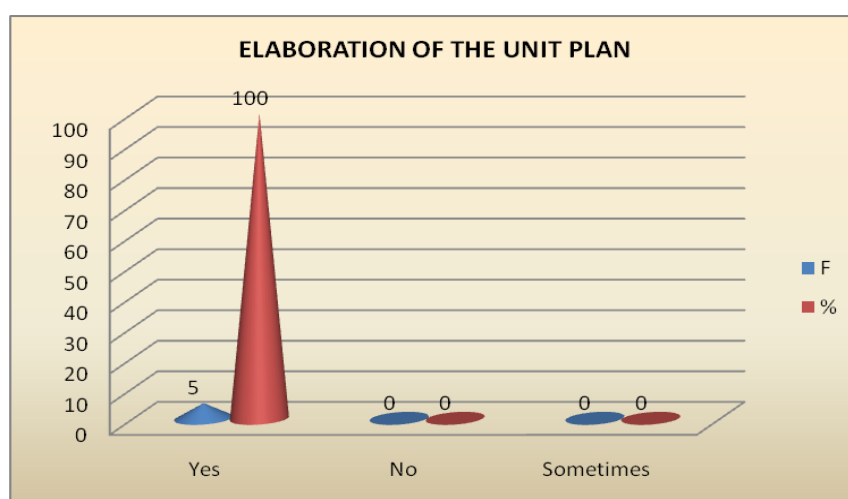
##### a) Table No. 1

ELABORATION OF THE UNIT PLAN	F	%
Yes	5	100
No	0	0
Sometimes	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

##### b) Graphic Representation



##### c) Interpretation and analysis

As we can see 100% of surveyed teachers said that they elaborate the unit plan what means that they accomplish with the mesoplanning.

We know that any teacher must design a didactic plan which must be developed in the whole year and it will guide all the activities for each class and the time that it was determined and what is the most important it must include specific strategies and techniques to promote the development of the English Language skills.

## 2. How often do you elaborate the Unit Plan?

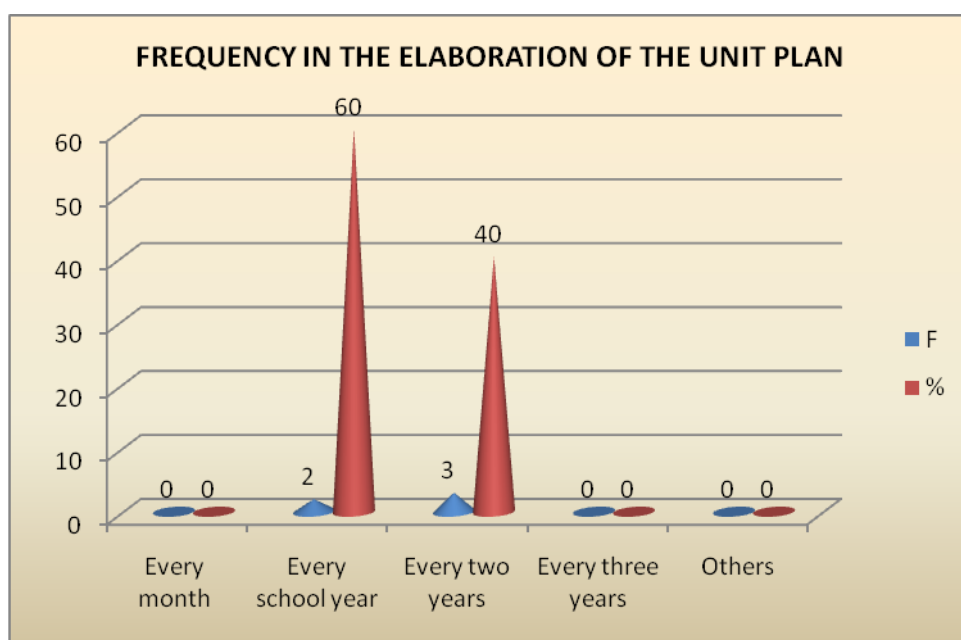
### a) Table No. 2

<b>FREQUENCY IN THE ELABORATION OF THE UNIT PLAN</b>	<b>F</b>	<b>%</b>
Every month	0	0
Every school year	2	60
Every two years	3	40
Every three years	0	0
Others	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

### b) Graphic Representation



### c) Interpretation and analysis

The table describes that 60% of the teachers indicated that they design a unit plan every school year and 40% manifested that they plan every two years.

The theoretical referents confirm that the teacher must design a unit plan every school year because many didactic units include a clear temporalization of sessions and activities that must be achieved in order to get the main goal which is the development of the English Language skills. And it is also to update the didactic plan because the students' needs and personal characteristics are different from one year to the next one so that it is important to design a specific unit plan considering the students' rhythm in the development of their skills.

### 3. Tick the Components that you include in the Unit Planning

#### a) Table No. 3

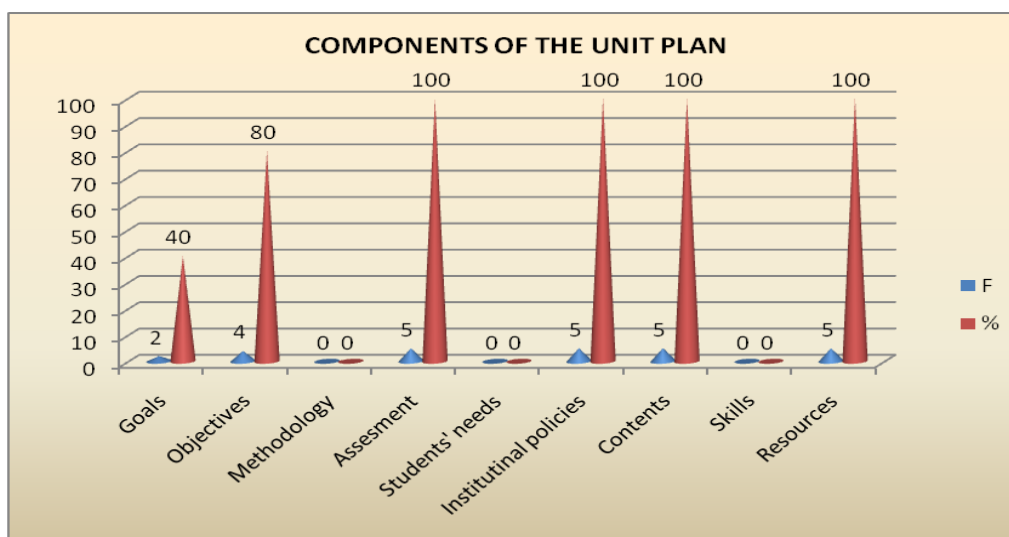
COMPONENTS OF THE UNIT PLAN	F	%
-----------------------------	---	---

Goals	2	40
Objectives	4	80
Methodology	0	0
Assesment	5	100
Students' needs	0	0
Institutinal policies	5	100
Contents	5	100
Skills	0	0
Resources	5	100

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

The results describe that 100% included in the unit planning the assessment, institutional policies, the contents and resources, the 80% pointed out the



objectives and 40% indicated that they integrated the goals in the unit planning.

A didactic unit is a teaching planning that includes a sequence of activities or tasks with a final goal and common contents, objectives, methodology and assessment. Some teachers design many of the didactic units around certain topics (food, clothes, hobbies, etc) but we know that the real use of a foreign language involves much more than the knowledge of some lexical fields. For this reason we have to analyze the knowledge and skills that the students will achieve, in order to perform that final goal.

#### 4. How do you Plan the Didactic Unit?

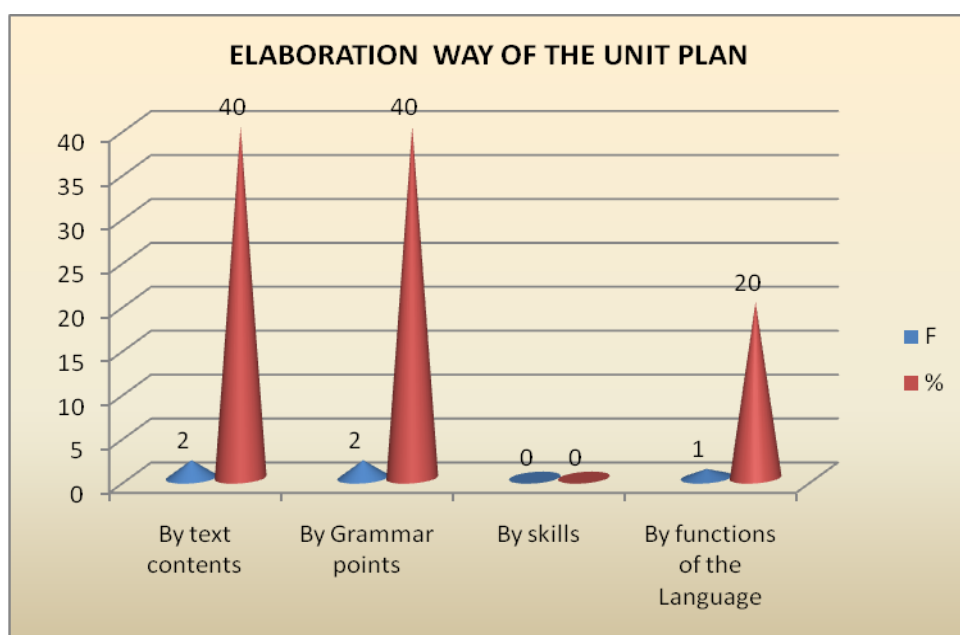
##### a) Table No. 4

<b>WAY OF THE ELABORATION OF THE UNIT PLAN</b>	<b>F</b>	<b>%</b>
By text contents	2	40
By grammar points	2	40
By skills	0	0
By functions of the language	1	20
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

##### b) Graphic Representation



### c) Interpretation and analysis

The results evidence that 40% of the surveyed teachers manifested that they plan the didactic unit by the text contents and by the grammar points and 20% of them said that they plan a didactic unit by functions of the language.

The teachers must plan considering the main goal of the English language teaching what is to promote the learning and acquisition through a process that is evidenced form the comprehension to production and this is reflected in the management of the four basic linguistic skills. However the language skills are not taken into account as a component of the teachers' unit planning so that the teaching of the English language is not focused on our students' needs and personal characteristics.

**5. How do you catalogue the techniques that you use to develop the language skills?**

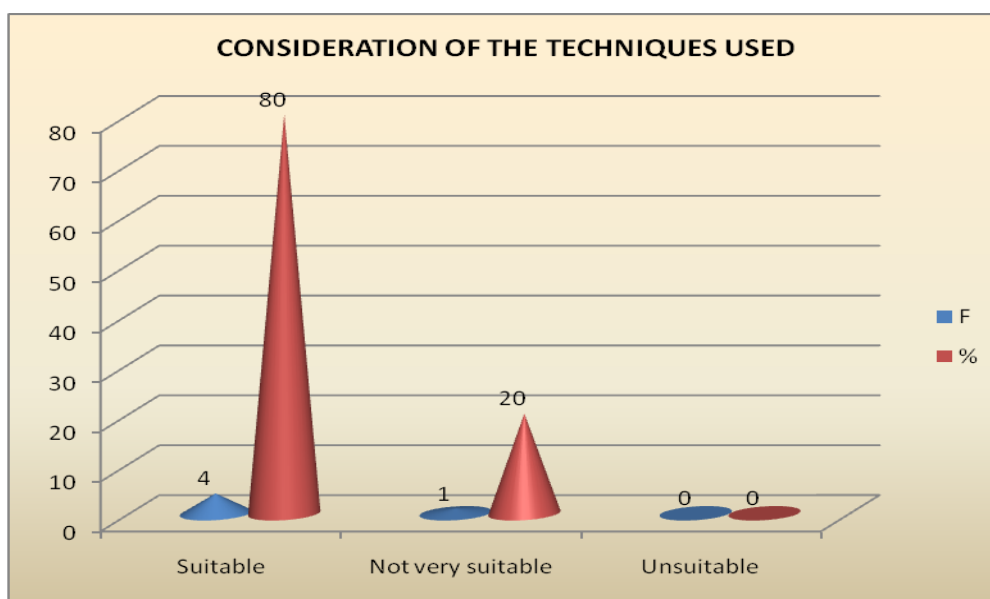
**a) Table No. 5**

<b>CONSIDERATION OF THE TECHNIQUES USED</b>	<b>F</b>	<b>%</b>
Suitable	4	80
Not very suitable	1	20
Unsuitable	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

**b) Graphic Representation**



**c) Interpretation and analysis**

As we can see 80% of the teachers said that the techniques that they use to develop the English language skills are suitable and 20% indicated that these are not very suitable.

The techniques and strategies to achieve the main goal are also part of the didactic unit plan and they are always chosen, taking into account the objectives and contents but the most important aspect, is that the teacher will have a clear idea of the knowledge and skills that the students will need to perform successfully at the end of the school year; for this reason it is necessary to plan specific activities that will permit to improve the language skills in the English learning.

## 6. Do you elaborate the Lesson Plan?

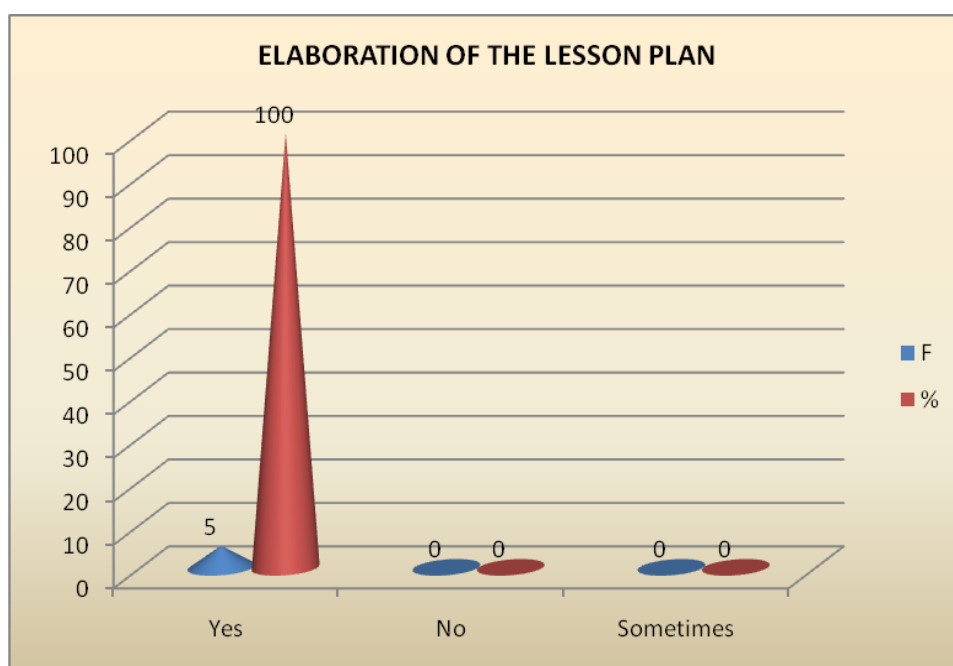
### a) Table No. 6

<b>ELABORATION OF THE LESSON PLAN</b>	<b>F</b>	<b>%</b>
Yes	5	100
No	0	0
Sometimes	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

### b) Graphic Representation



### c) Interpretation and analysis

100% of the surveyed teachers pointed out that they elaborate the lesson plan because it is mandatory in their High school.

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 and specific activities that focus on what your students will do to acquire further knowledge and skills. For this reason, it is very necessary that the teacher plan the class previously in order to identify the genuine needs and available resources to get a successful lesson.

## 7. How often do you elaborate the Lesson Plan in your High School?

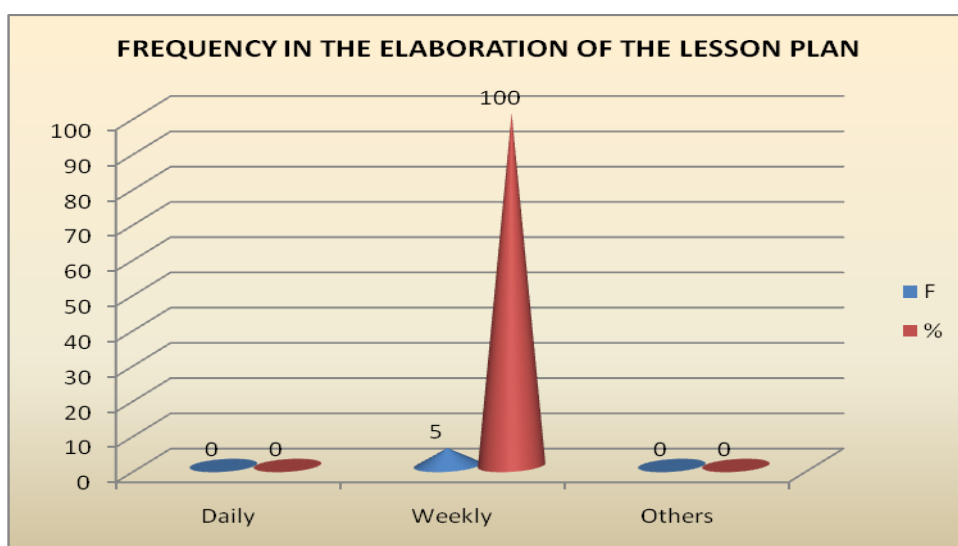
### a) Table No. 7

<b>FREQUENCY IN THE ELABORATION OF THE LESSON PLAN</b>	<b>F</b>	<b>%</b>
Daily	0	0
Weekly	5	100
Others	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

In this question 100% of the teachers manifested that they plan weekly and they also mentioned that it is checked by the English Area coordinator.

This was termed as “planning at the grass roots level”. Planning at micro level means; a) the participation of the beneficiaries, the local people in identifying needs b) generating available resources in terms of i) material inputs ii) cooperative action iii) creation of more resources through supportive efforts and c) preparation of village plan, keeping in view the available resources. Therefore a

lesson must be planned daily for each class because this is the teachers' guide for the development of the lesson but if the teachers draw their plan weekly it is impossible to anticipate all the requirements previous a class.

**8. Do you use your lesson plan to guide the development of your class?**

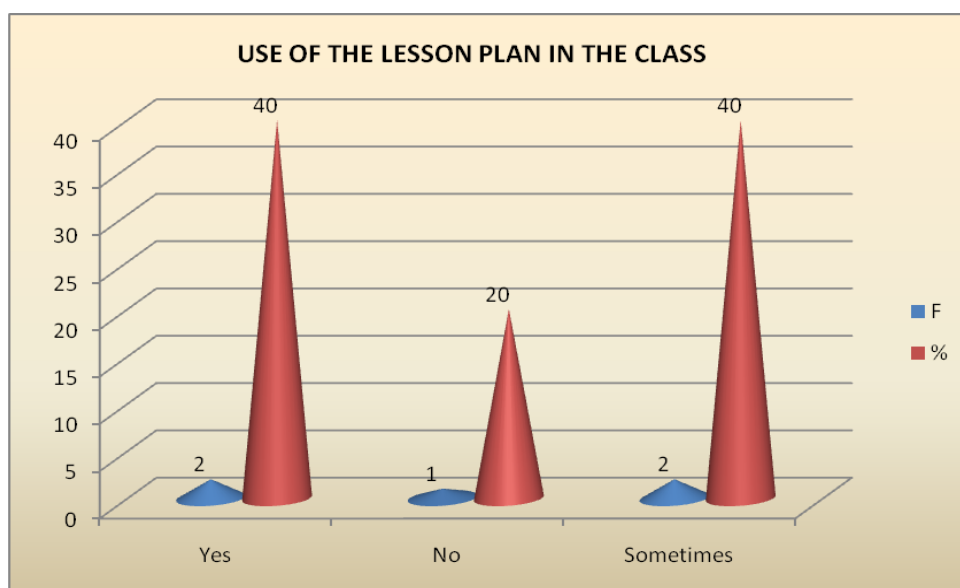
**a) Table No. 8**

<b>USE OF THE LESSON PLAN IN THE CLASS</b>	<b>F</b>	<b>%</b>
Yes	2	40
No	1	20
Sometimes	2	40
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

According to the data 40% of the teacher pointed out that they use the lesson plan to guide the development to the class, 40% of them said that they just sometimes use their plan during the class and 20% of the teachers indicated that they do not really use the lesson plan in their class.

The lesson plan includes all the steps that the teacher should follow to catch the students eye, the role of the teacher and students in the process of how are the students going?, the goals that teacher and students must achieve at the end of the class and how the teacher is going to assess and get an evidence of the students' micro skills that will let them to reach a real competence in the English Language. But if the teachers do not use the lesson plan we can interpret that most of them just elaborate it as mandatory in their institution but they do not plan the real activities that they are going to develop in the class.



**9. How often do you include specific techniques to develop the English Language Skills in your lesson plan?**

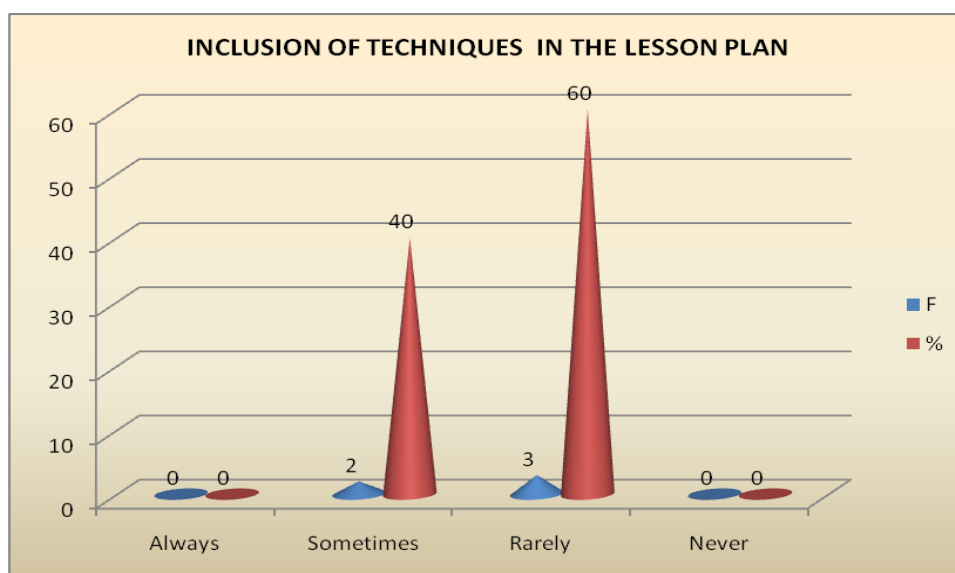
**a) Table No. 9**

<b>INCLUSION OF TECHNIQUES TO DEVELOP THE LANGUAGE SKILLS</b>	<b>F</b>	<b>%</b>
Always	0	0
Sometimes	2	40
Rarely	3	60
Never	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**Source:** Teachers' survey

**Elaboration:** Research team

**b) Graphic Representation**



**c) Interpretation and analysis**

In the table before 60% of the teachers said that they never include techniques to develop the Language skills and 40% of them told us that they sometimes include specific techniques to improve the students' language skills.

The development of the basic skills which are: listening, reading, speaking and writing involves a process that includes the planning of many specific techniques that are addressed to improve several microskills such as: fluency, rhythm, intonation, use of reduced forms, organization, using a correct grammar system, spelling and others; all of them requires a set of very well planned activities that must focus on the management of a skill and the progress that the students have got in every class. However, we consider that if most of the teachers do not plan daily, they do not elaborate the lesson plan neither they include specific techniques to improve the students' skill development.

#### 10. Which of the following techniques does your lesson plan include?

##### a) Table No. 10.1

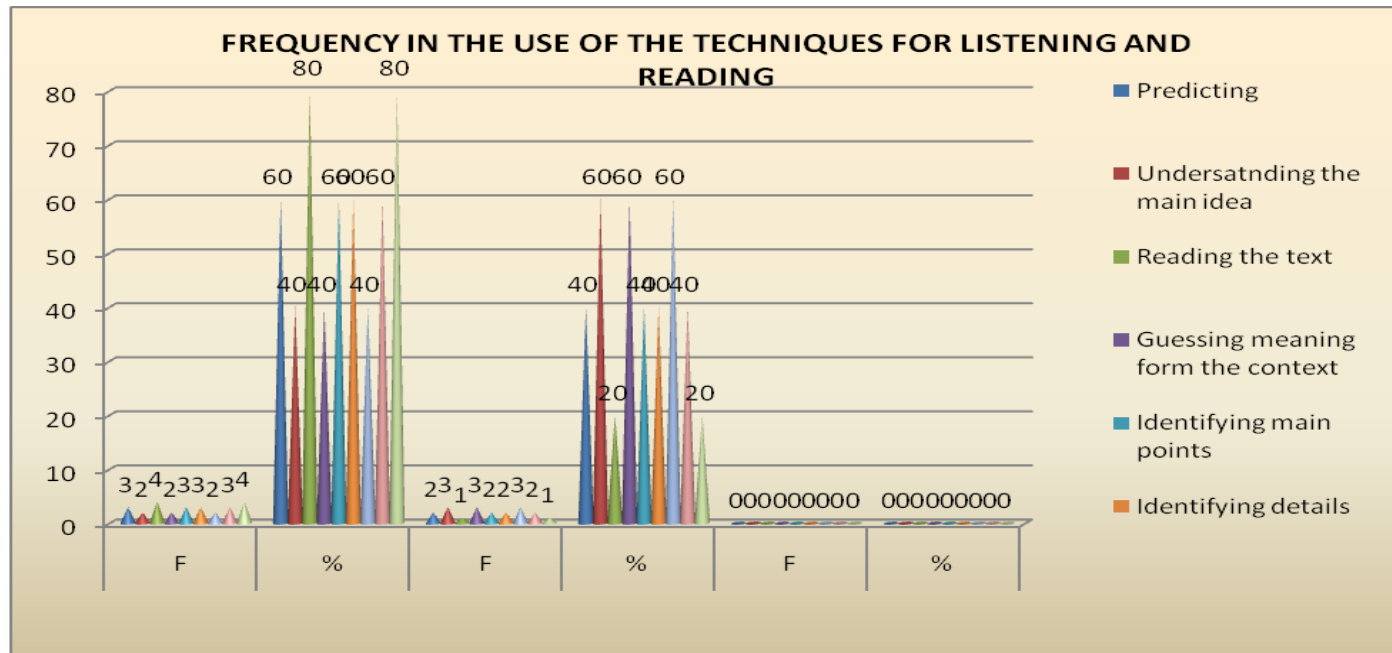
FREQUENCY IN THE USE OF THE TECHNIQUES FOR SPEAKING	ALWAYS		SOMETI MES		NEVER	
	F	%	F	%	F	%
Predicting	3	60	2	40	0	0
Undersatnding the main idea	2	40	3	60	0	0
Reading the text	4	80	1	20	0	0
Guessing meaning form the context	2	40	3	60	0	0
Identifying main points	3	60	2	40	0	0

Identifying details	3	60	2	40	0	0
Scanning	2	40	3	60	0	0
Skimming	3	60	2	40	0	0
Listening the typescript by the teacher	4	80	1	20	0	0

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



### c) Interpretation and analysis

According to the results we can see that 80% of teachers **always** include reading the text and listening the typescript by the teacher, 60% of teachers manifested that they **always** plan predicting, identifying the main points, identifying details and skimming and 40% pointed out that they **always** built up understanding the main idea, guessing meaning form the context and scanning.

By the other hand 60% of them also said that they **sometimes** develop understanding the main idea, guessing meaning form the context and scanning, 40% of them showed that they **sometimes** worked with predicting, identifying the main points, identifying details and skimming and the 20% described that they also **sometimes** use reading the text and listening the typescript by the teachers.

As you can identify most of the teachers always make their students to read the text and typescript to improve the listening skills, what means that they are not really developing the reading and listening microskills which involves identifying real native accents.

It is also necessary to mention that most of the teachers are confused about the specific techniques that they must use to develop each skill because many of them pointed out that they used understanding the main idea and identifying the main points which are the same and it also happen with identifying details and scanning that are the synonyms.

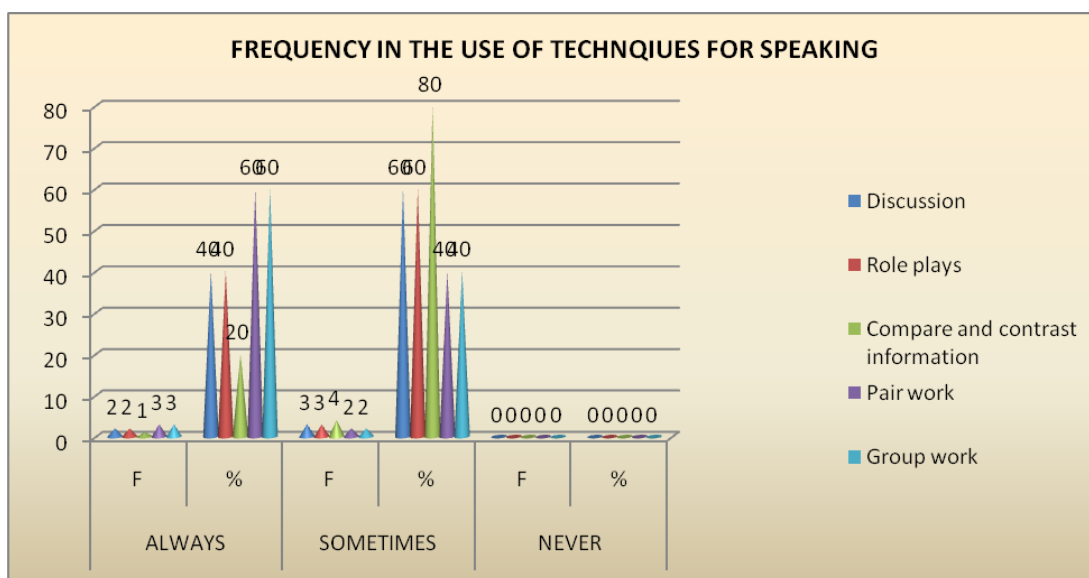
### a) Table No. 10.2

FREQUENCY IN THE USE OF THE TECHNIQUES FOR SPEAKING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Discussion	2	40	3	60	0	0
Role plays	2	40	3	60	0	0
Compare and contrast information	1	20	4	80	0	0
Pair work	3	60	2	40	0	0
Group work	3	60	2	40	0	0

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

These table shows that 60% of the teachers use **sometimes** discussions and roleplays while 40% of them pointed that they always use these techniques,

80% of them manifested that they **sometimes** worked with comparing and contrasting information while 20% indicated that they just **always** used this technique. Finally 60% of them told us that they **always** applied pair and group work while 40% of them said that they just **sometimes** worked with these techniques.

The most useful techniques to improve the speaking skills are discussions and role plays, but these are the less used by the teachers in the researched institution and this is because, the lack of elaboration of a lesson plan that guide the activities of the teachers and students during a class period.

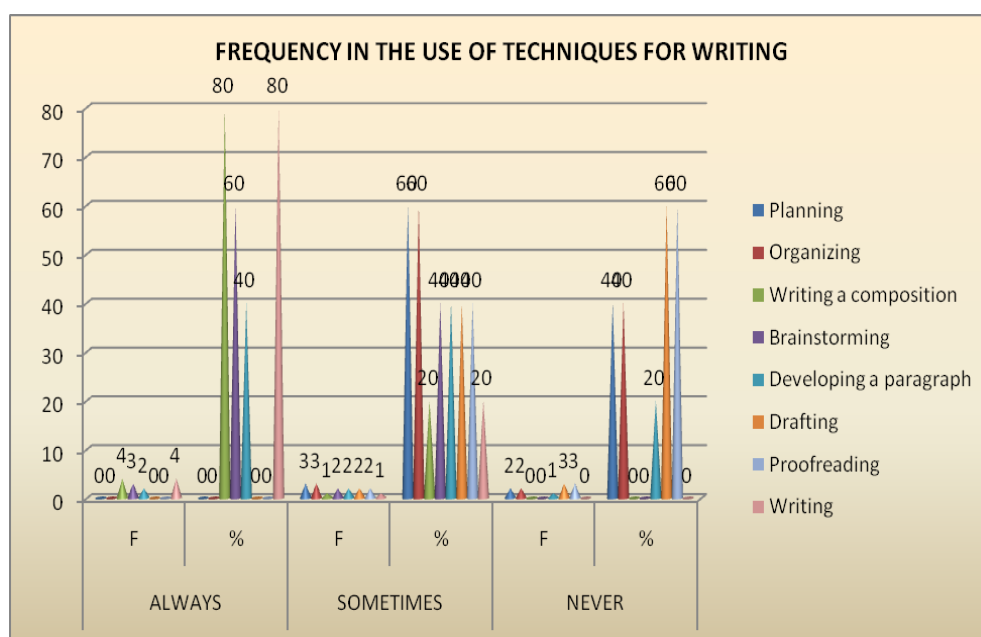
**a) Table No. 10.3**

FREQUENCY IN THE USE OF THE TECHNIQUES FOR WRITING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Planning	0	0	3	60	2	40
Organizing	0	0	3	60	2	40
Writing a composition	4	80	1	20	0	0
Brainstorming	3	60	2	40	0	0
Developing a paragraph	2	40	2	40	1	20
Drafting	0	0	2	40	3	60
Proofreading	0	0	2	40	3	60
Writing	4	80	1	20	0	0

**Source:** Teachers' survey

**Elaboration:** Research team

**b) Graphic Representation**



### c) Interpretation and analysis

Regards to the techniques used to develop the writing skill: writing a composition and writing itself: 80% of teachers pointed out **always** and 20% **sometimes** used them. Brainstorming: 60% matched **always** and 40% **sometimes** applied it. Developing a paragraph 40% answered always, 40% sometimes and 20% never used it. Planning and organizing 60% said that sometimes and 40% never used it. Finally drafting and proofreading: 40% sometimes and 60% never used it.

The results let us interpret that the teacher do not plan specific techniques to develop the writing skill because the most applied techniques are writing a composition and just writing without a specific purpose to write. We could identify that the teachers do not work very often to improve the writing skill which is one of the most difficult skills that need a very well planned process to reach an acceptable level of writing with the students.



**11. How do you place the level of the students' skills in the English Language?**

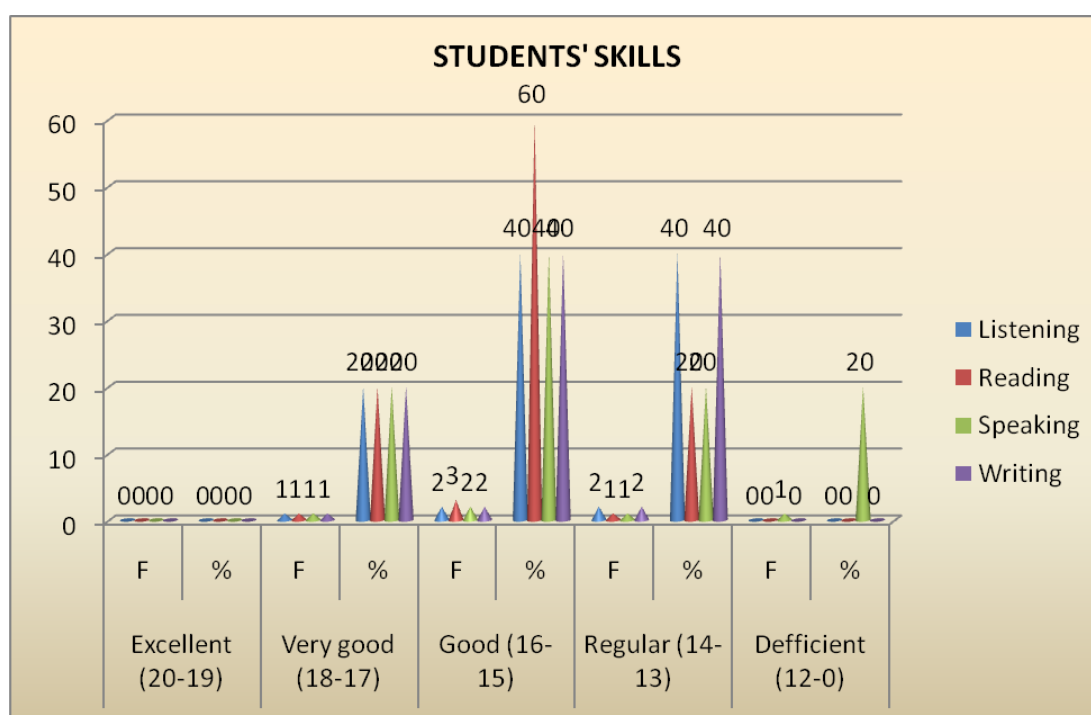
**a) Statistics Table**

SKILLS	Excellent (20-19)		Very good (18-17)		Good (16-15)		Regular (14-13)		Defficient (12-0)	
	F	%	F	%	F	%	F	%	F	%
Listening	0	0	1	20	2	40	2	40	0	0
Reading	0	0	1	20	3	60	1	20	0	0
Speaking	0	0	1	20	2	40	1	20	1	20
Writing	0	0	1	20	2	40	2	40	0	0

**Source:** Teachers' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

20% of the teachers placed the skills reached by the students in very good, 60 and 40% of them set the students' skill in good, 40% and 20% of them placed the skills in regular and 20% of teachers placed the speaking skill in deficient.

As we can see most of the teachers placed the students' skills between good and regular, what means that there have been some difficulties that among other aspects the lack of inclusion of the linguistic basic skills in the meso and microplanning could be a cause.

## 2.2. STUDENT'S SURVEY

### i. Does your teacher elaborate the Unit Plan?

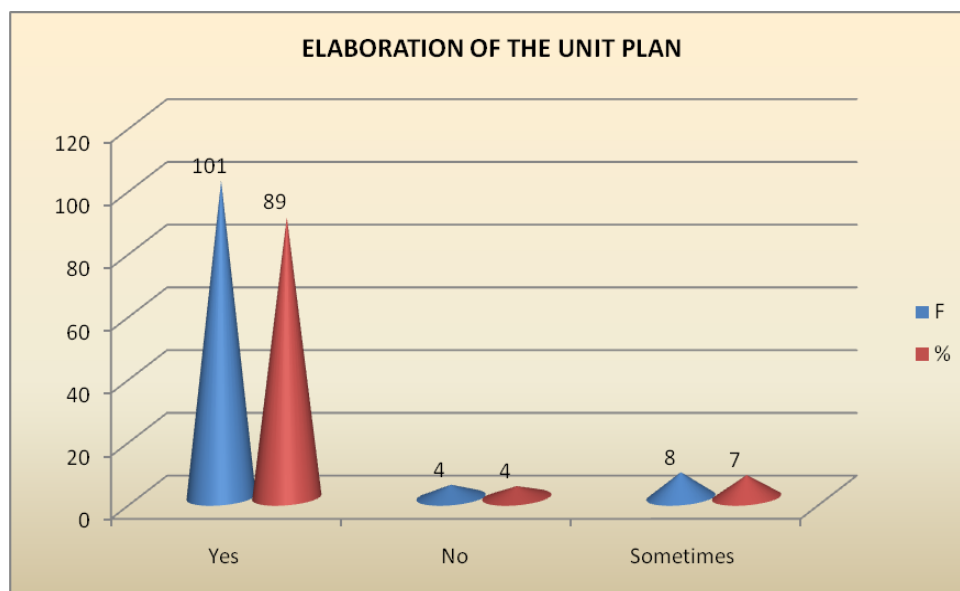
#### a) Table No. 1

ELABORATION OF THE UNIT PLAN	F	%
Yes	101	89
No	4	4
Sometimes	8	7
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

#### b) Graphic Representation



#### c) Interpretation

According to the students' opinion 89% of teachers elaborate the didactic unit planning, 7% of students pointed that the teachers just sometimes do the unit plan and 4% of them indicated that the teachers do not elaborate it.

These results make us believe that the teachers really elaborate the unit plan because according to the students' opinion in this institution it is mandatory that the teachers plan all the contents of the book that they study and they must accomplish all the planned units because it is monthly controlled by the area coordinator without caring if they really reach the stated knowledge and skills.

**ii. How often does your Teacher elaborate the Unit Plan?**

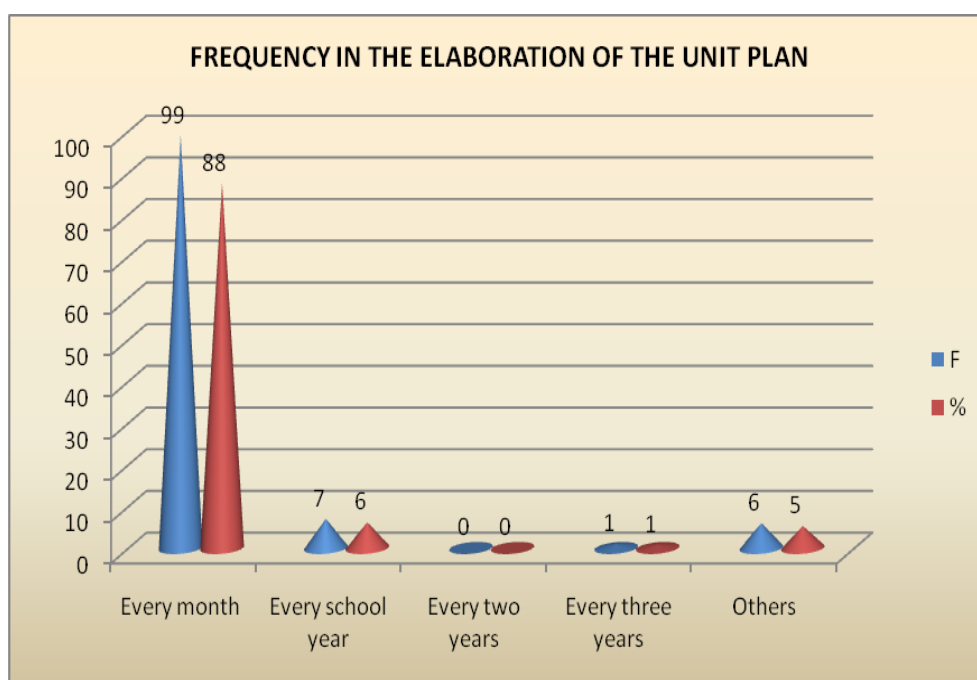
**a) Table No. 2**

<b>FREQUENCY IN THE ELABORATION OF THE UNIT PLAN</b>	<b>F</b>	<b>%</b>
Every month	99	88
Every school year	7	6
Every two years	0	0
Every three years	1	1
Others	6	5
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

**b) Graphic Representation**



### c) Interpretation and analysis

88% of surveyed students said that teacher plan the units monthly, 6% of them pointed that the teachers elaborate the unit plan every school year, 5% also indicated that the teachers plan the unit in other way and 1% showed that they do it every three years.

The students interpreted that their teachers elaborate the unit planning monthly because they study one unit per month while the teachers indicated that they elaborate the didactic unit planning every school year according to the book contents that they have to follow, which is imposed by the Doctrine and Educational Command and it is mandatory to accomplish this plan.

## 3. Tick the Components that your teacher include in the Unit Planning

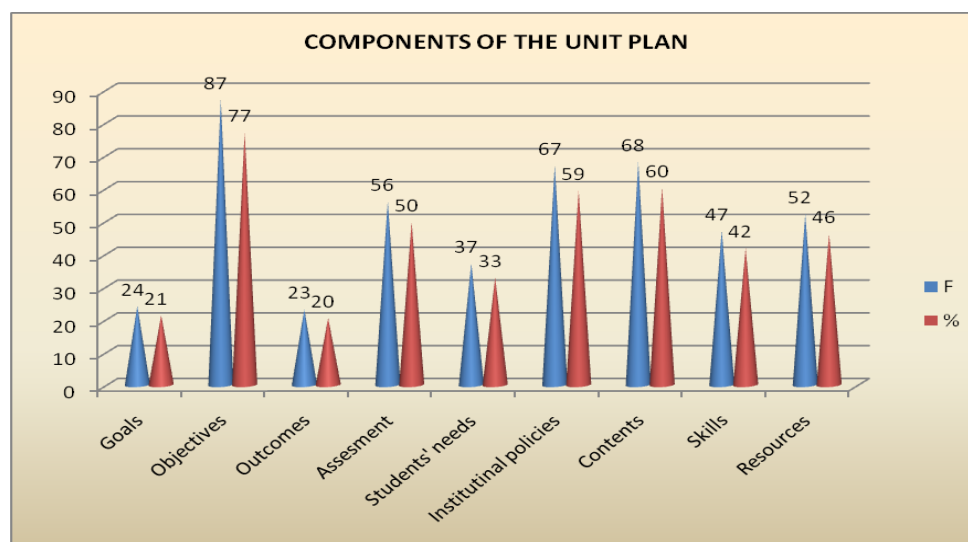
### a) Table No. 3

COMPONENTS OF THE UNIT PLAN	F	%
Goals	24	21
Objectives	87	77
Outcomes	23	20
Assesment	56	50
Students' needs	37	33
Institutinal policies	67	59
Contents	68	60
Skills	47	42
Resources	52	46

**Source:** Students' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

The results show that 77% of surveyed students pointed that the teachers include the objectives in the unit planning, 60% pointed the contents, 59%

said that the teachers also include the institutional policies, 50% told us that the teachers put the assessment as part of the unit plan, 46% inclined by the resources, 42 by the skills, 33% pointed the students' needs, 21% the goals and 20% mentioned the outcomes.

A didactic unit include many important components which are: a goal that sets up the final outcomes, the necessary contents to achieve the main goal; the objectives which are based on the contents that are going to be developed in the whole school year, the skills that show the recognition that language is a developmental process and that students within a class will be operating at different levels of learning; the plan also has the methodology that points how students are going to achieve the objectives; the assessment that evidence the student's learning; the resources provide full details of book and electronic resources needed for the unit; and it is important that there are other components of the unit planning and they are: title, level, length, time and the teachers' name who will be in charge of it.

#### 4. How does your teacher Plan the Didactic Unit?

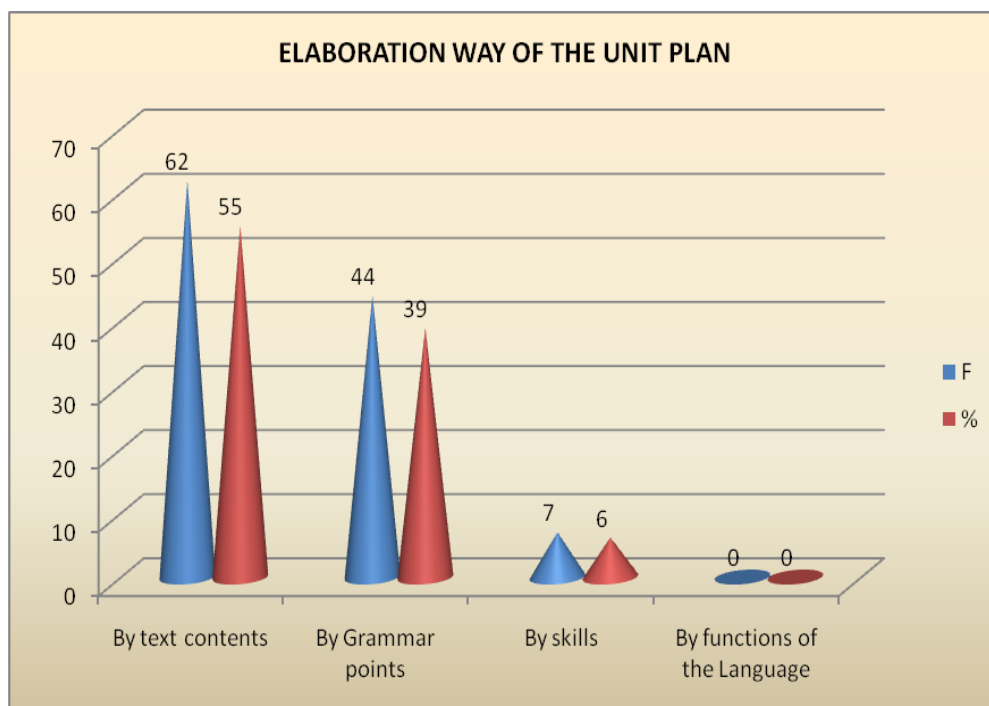
a) Table No. 4

ELABORATION WAY OF THE UNIT PLAN	F	%
By text contents	62	55
By Grammar points	44	39
By skills	7	6
By functions of the Language	0	0
<b>TOTAL</b>	<b>113</b>	<b>100</b>

Source: Students' survey

Elaboration: Research team

#### c) Graphic Representation



#### d) Interpretation and analysis



55% of students said that the teachers planned by the text contents, 39% of them pointed that teachers planned by the grammar points and only 6% of them manifested that they planned by skills.

The skills are the most important aspect that the unit planning should emphasize, they under the process of the oral language (speaking and listening), written language (reading and writing), visual language (viewing and presenting). Although they are set out altogether if the teacher wants to reach a real communicative competence.

**5. How do you consider the strategies that the teacher uses to develop the Language skills in the Didactic Unit Plan?**

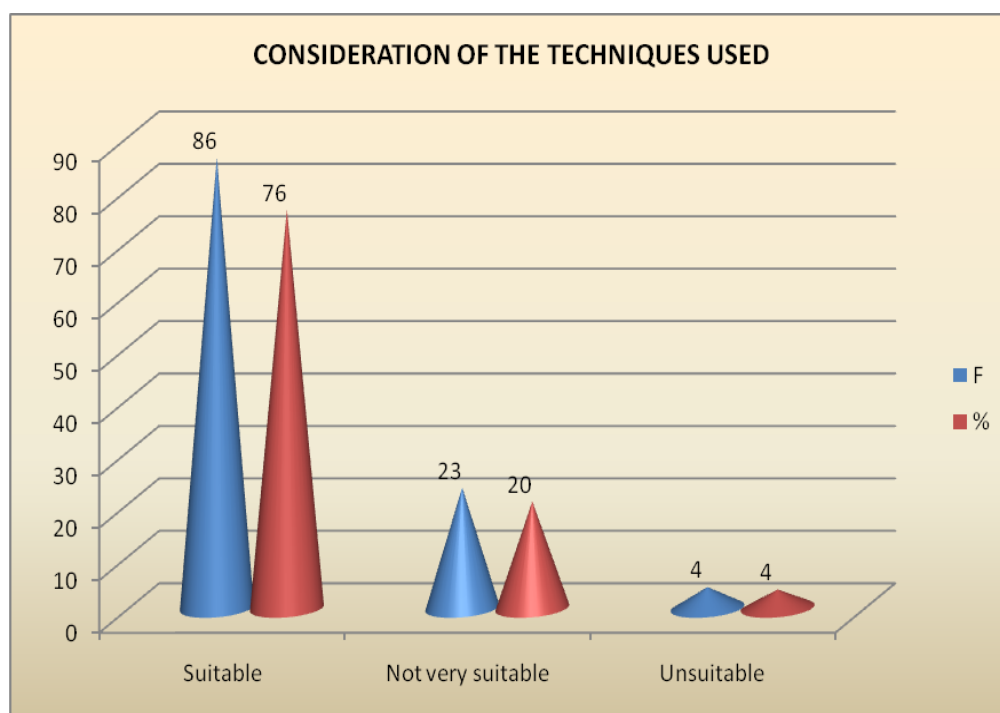
**a) Table No. 5**

<b>CONSIDERATION OF THE TECHNIQUES USED</b>	<b>F</b>	<b>%</b>
Suitable	86	76
Not very suitable	23	20
Unsuitable	4	4
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

As we can see 76% of students pointed that the strategies that the teachers use to develop the skills are suitable, 20% of them said that these are not very suitable and 4% manifested that the strategies applied by the teachers are unsuitable.

The methodology is also a special component of the unit planning because it matches the process, that is to say the strategies and techniques that the teacher must use in all the teaching of the language as a developmental process that involves the skills and competences that the students will be able to demonstrate as a result of this unit. But if the teachers do not plan by skills is obviously that they do not take into account the process which is necessary to accomplish the objectives of the planning.

## 6. Does your teacher elaborate the Lesson Plan?

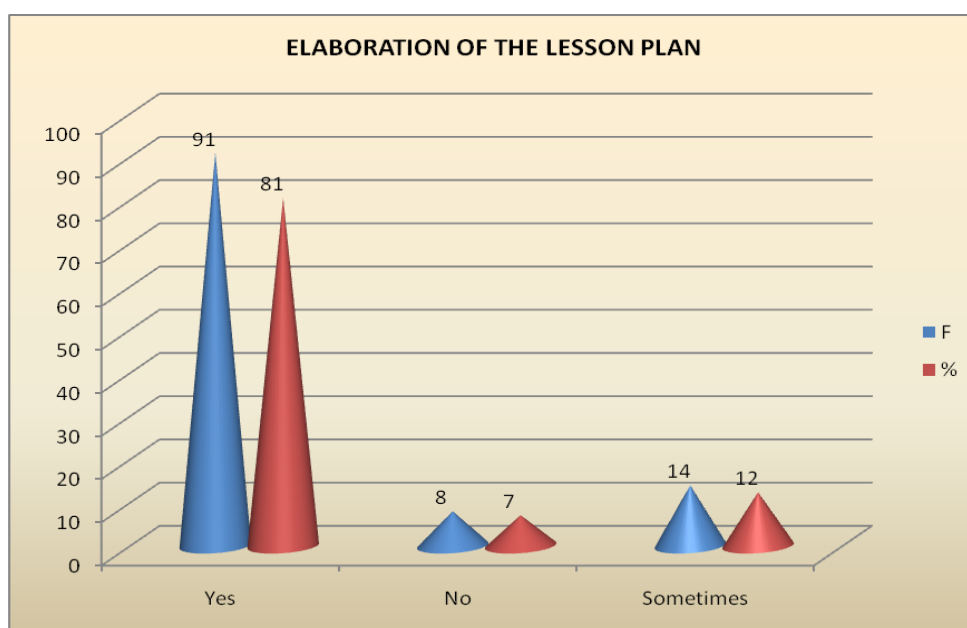
a) **Table No. 6**

<b>ELABORATION OF THE LESSON PLAN</b>	<b>F</b>	<b>%</b>
Yes	91	81
No	8	7
Sometimes	14	12
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

b) **Graphic Representation**



c) **Interpretation and analysis**

81% of students mentioned that the teachers elaborate the lesson plan, 12% of them pointed out that they sometimes make it and 7% mentioned that the teachers do not build up this plan.

We know that the lesson plan is the scheme that guides the teachers' activities inside a time period of class and it specifies the outcomes that the students will be able to perform at the end of the lesson which is evidenced through the assessment. The outcomes are represented by the skills that the students have developed so that the elaboration of the lesson plan is an essential tool for the teachers.

## 7. How often does your teacher elaborate the Lesson Plan in your High School?

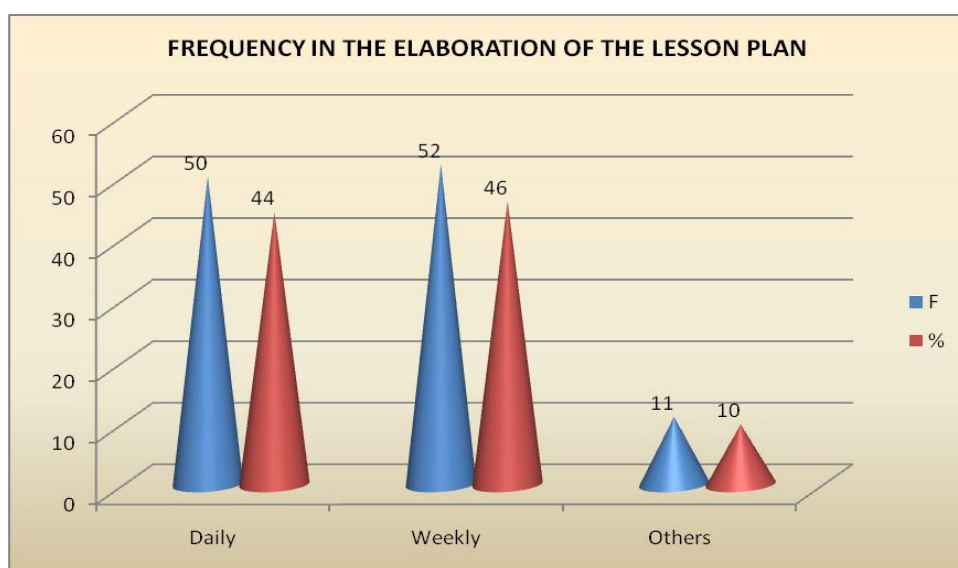
### a) Table No. 7

<b>FREQUENCY IN THE ELABORATION OF THE LESSON PLAN</b>	<b>F</b>	<b>%</b>
Daily	50	44
Weekly	52	46
Others	11	10
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

### b) Graphic Representation



### c) Interpretation and analysis

46% of the surveyed students answered that the teachers elaborate the lesson plan weekly, 44% of them said that the teachers plan daily and 10% pointed out that they planned in other ways.

The lesson plan is precisely elaborated for each lesson because it draws the activities to be developed in the class step by step but if it elaborated weekly it is impossible to include all the components that it includes so that we think that it is not performing its role neither it is being used to develop the English language skills through the designed activities on it.

## 8. Does your Teacher use the lesson plan to guide the development of his/her class?

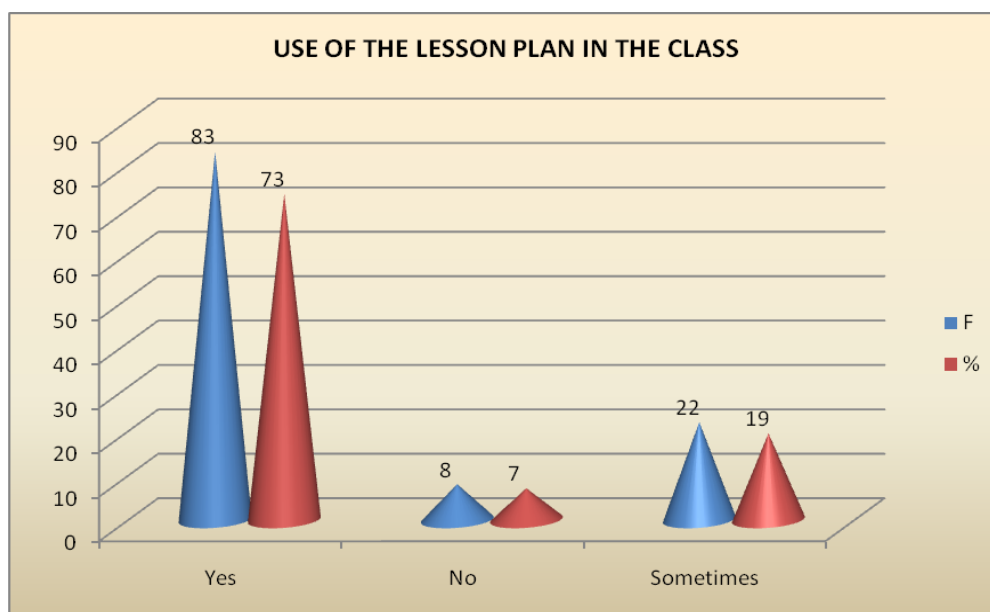
### a) Table No. 8

<b>USE OF THE LESSON PLAN IN THE CLASS</b>	<b>F</b>	<b>%</b>
Yes	83	73
No	8	7
Sometimes	22	19
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

## b) Graphic Representation



**c) Interpretation and analysis**

73% of students said that the teachers use their lesson plan in the development of the class, 19% of students pointed out that the teachers just sometimes use the lesson plan during the class and 7% of them mentioned that the teachers do not use it in their classes.

The role of the lesson plan is to integrate all the activities that the teacher must do during a class period, it clarifies the goal for the end of the class and it obviously it is main tool that preview all the necessary resources that the teacher will use. However even when most of the students think that the teachers use their lesson plan to develop the class we think that, if it is elaborated weekly, it does not contain all the components neither it considers the skills which will the teacher work out during the class period.

**9. How often does your teacher include specific techniques to develop the English Language Skills in your lesson plan?**

**a) Table No. 9**

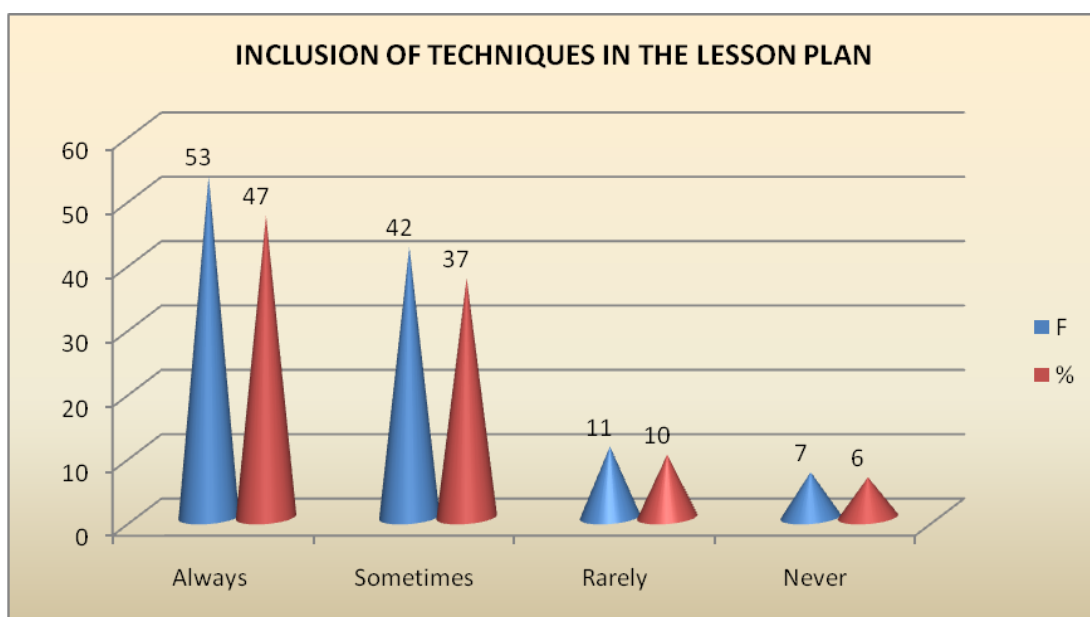
<b>INCLUSION OF TECHNIQUES IN THE LESSON PLAN</b>	<b>F</b>	<b>%</b>
Always	53	47
Sometimes	42	37
Rarely	11	10

Never	7	6
<b>TOTAL</b>	<b>113</b>	<b>100</b>

**Source:** Students' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

According to the students' opinion 47% said that the teachers always use specific techniques and strategies to develop the language skills, 37% of students answered that the teachers sometimes use techniques, 10% told us that they rarely use them and 6% mentioned that the teacher never uses techniques to develop the language skills.

The development of the English language skills is a process and it involves the planning of specific techniques or strategies that must be included in the lesson plan according to the contents and the resources available. The



speaking and writing for example are productive skills and the teacher must work through role plays, discussions, problem solving, prewriting, writing among others; listening and reading are receptive skills and these should be developed with techniques such as: predicting, reading, listening, skimming, scanning, graphic organizers and others. If the teachers elaborate the lesson plan weekly we think that it is not possible to include many specific techniques to develop the English language skills.

**10. Which of the following techniques does your teacher include in the lesson?**

**a) Table No. 10**

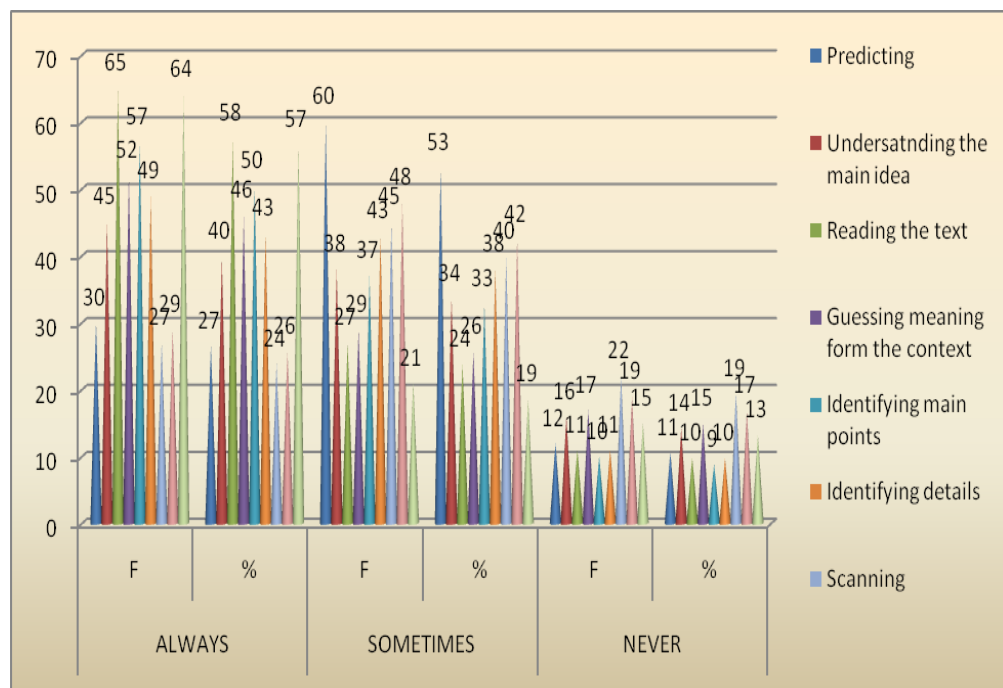
LISTENING AND READING TECHNIQUES	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Predicting	30	27	60	53	12	11
Understanding the main idea	45	40	38	34	16	14
Reading the text	65	58	27	24	11	10
Guessing meaning from the context	52	46	29	26	17	15
Identifying main points	57	50	37	33	10	9
Identifying details	49	43	43	38	11	10
Scanning	27	24	45	40	22	19
Skimming	29	26	48	42	19	17
Listening the typescript by the	64	57	21	19	15	13

teacher						
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**Source:** Students' survey

**Elaboration:** Research team

## b) Graphic Representation



## c) Interpretation and analysis

The techniques that the teacher includes in the lesson according to the students are: Predicting: 27% **always**, 53% **sometimes**, and 11% **never use it**. Understanding the main idea: 40% **always**, 34% **sometimes** and 14% **never** apply it. Reading the text: 58% **always**, 24% **sometimes** and 10% **never** used it. Guessing meaning from the context: 46% **always**, 26% **sometimes** and 15% **never** applied it. Identifying the main point: 50% **always** 33% **sometimes** and 9% **never** applied it. Identifying details: 43% **always**, 38% **sometimes** and 10% **never** used it in class.

Scanning 24% **always**, 40% **sometimes** and 19% **never** use it. Skimming 26% **always**, 42% **sometimes** and 17% **never** use this technique. Listening the typescripts by the teacher: 57% **always**, 19% **sometimes** and 13% **never** used it.

As we can see there is a confusion regards to the techniques used to develop the reading and listening skills because most of the students pointed out that identifying the main points and identifying details which are the same that understanding the main idea and scanning. And we observe that there is a high percentage in the use of the technique reading the typescript by the teacher which really is not a technique but we notice that most of the teachers do it. Skimming and scanning by the other side are sometimes used and these techniques are very important to develop the both skills listening and reading.

**a) Table No. 10.1**

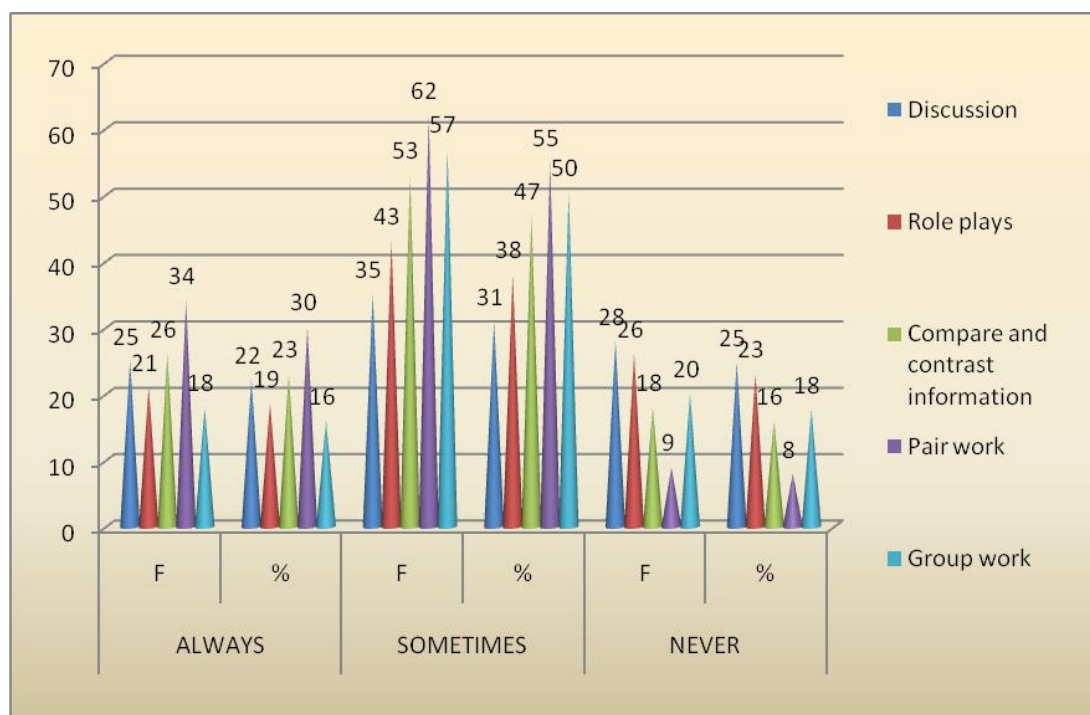
SPEAKING TECHNIQUES	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Discussion	25	22	35	31	28	25
Role plays	21	19	43	38	26	23
Compare and contrast information	26	23	53	47	18	16
Pair work	34	30	62	55	9	8

Group work	18	16	57	50	20	18
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Source: Students' survey

Elaboration: Research team

## b) Graphic Representation



## c) Interpretation and analysis

The techniques used with the speaking skill are: The discussion: 22% matched **always**, 31% **sometimes** and 25% **never** are used by the teacher. Role plays 19% answered **always**, 38% **sometimes** and 23% **never** is used in class. Compare and contrast information 23% pointed out **always**, 47% **sometimes** and 16% **never** used by the teachers. Pair work 30% said **always**, 55% **sometimes** and 8% **never** used in class. Group work 16% manifested **always**, 57% **sometimes** and 18% **never** used by the teachers.

The results show us that most of the techniques which are effective to develop the speaking skills are just sometimes used by the teachers in class; which really corroborates that the teachers do not plan specific techniques to develop the English Language skills with the students in every class period.

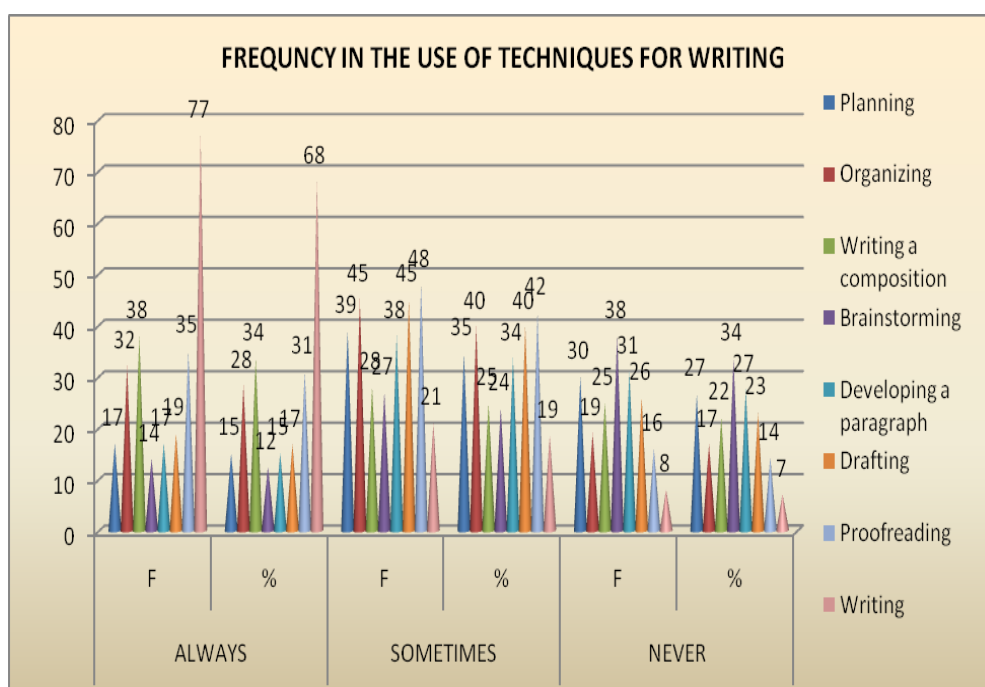
**a) Table No. 10.2**

<b>WRITING TECHNIQUES</b>	<b>ALWAYS</b>		<b>SOMETIMES</b>		<b>NEVER</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Planning	17	15	39	35	30	27
Organizing	32	28	45	40	19	17
Writing a composition	38	34	28	25	25	22
Brainstorming	14	12	27	24	38	34
Developing a paragraph	17	15	38	34	31	27
Drafting	19	17	45	40	26	23
Proofreading	35	31	48	42	16	14
Writing	77	68	21	19	8	7

**Source:** Students' survey

**Elaboration:** Research team

**b) Graphic Representation**



### c) Interpretation and analysis

The results show us that the techniques used in the writing skills are: planning 15% indicated **always**, 35% **sometimes** and 27% **never** used by the teacher in class. Organizing 28% answered **always**, 40% **sometimes** and 17% **never** used by the teachers. Writing a composition 34% pointed out **always**, 25% **sometimes** and 22% **never** use it. Brainstorming 12% indicated **always**, 24% **sometimes** applied and 34% **never** use it. Developing a paragraph 15% explained **always**, 34% **sometimes** and 27% **never** used in class. Drafting 17% indicated **always**, 40% **sometimes** and 23% **never** used in class. Proofreading 31% **always**, 42% **sometimes** and 14% **never** used in class. Writing 68% answered that **always**, 19% **sometimes** and 7% **never** use it in class.

As we can observe the only the writing technique as itself is always used while most of the techniques are sometimes used by the teachers. It means

that the teachers are not applying effective strategies or techniques to improve the written production.

## 11. How do you place the level of your skills in the English Language?

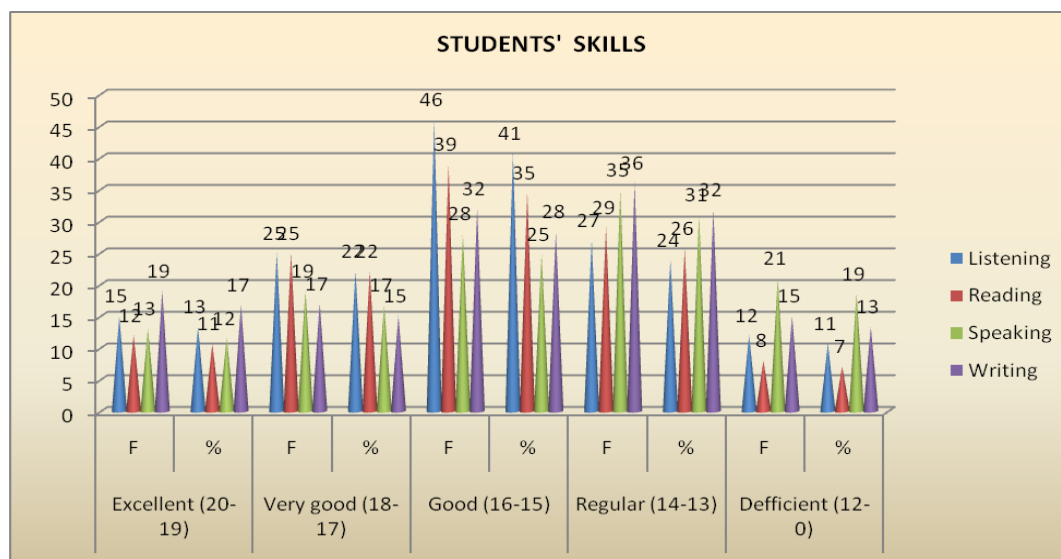
### a) Table No. 11

Source: Students' survey

SKILLS	Excellent (20-19)		Very good (18-17)		Good (16-15)		Regular (14-13)		Defficient (12-0)	
	F	%	F	%	F	%	F	%	F	%
Listening	15	13	25	22	46	41	27	24	12	11
Reading	12	11	25	22	39	35	29	26	8	7
Speaking	13	12	19	17	28	25	35	31	21	19
Writing	19	17	17	15	32	28	36	32	15	13

Elaboration: Research team

### b) Graphic Representation



### c) Interpretation and analysis

The results show that between 13% and 17% placed their skills in an excellent level, between 15% and 22% put the skills level in very good, 28% and 41% of the students placed their skills development in a good level and

between 24% and 32% abdicated them in regular level, between 7 and 19% put the skills in a deficient level.

The students' skills are placed between a good and a regular level and only a little percentage were placed in an excellent and very good level. Therefore we can say that the development of the English basic linguistic skills has not been taken into account by the teachers inside the meso and microplanning.



## 2.3. CONTRASTATION AND VERIFICATION OF THE HYPOTHESIS

### 2.3.1. HYPOTHESIS ONE

#### ➤ STATEMENT

The mesoplanning is not elaborated by the teacher considering the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

#### ➤ DEMONSTRATION

The question **number one** 100% of teachers and 9% of students said that the teachers elaborate the unit planning which is very productive because this plan includes the knowledge and skills that the students must have developed in the school year.

In the question **number two**, 60% of the teachers said that they elaborated the unit planning every school year but 88% of the students indicated that it is elaborated every month. We think that they are confused because they study a unit per month for that reason they answered in that way.

In the question **number three** about the components of the unit plan, even when 42% of the students matched the skills as part of the unit planning; we have to notice that none teacher pointed out the skills as component of the unit planning. So that we can say that most of the teachers do not put the

skills as an essential element of the school plan because they plan based on the contents of the book.

In the question **number four** 40% of the teachers answered that they planned by contents and 40% by grammar points and 55% of the students answered that the teachers planned by contents of the book. As we can see if the teachers plan by contents they are not considering the skills in their didactic unit plan.

In the question **number five**, 80% of the teachers and 76% of the students consider that the techniques that the teachers apply are suitable. However when they are asked about the specific techniques they made a mistake because they pointed out the same technique with different nominalization

#### ➤ **DECISION**

Based on the results and analysis done in the before questions the group considers the first hypothesis is **verified** because the mesoplaning is not elaborated by the teacher considering the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Tcrn. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

### **2.3.2. HYPOTHESIS TWO**

➤ **STATEMENT**

The microplanning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

➤ **DEMONSTRATION**

In the question **number six**, which was about the elaboration of the lesson plan 100% of the teachers and 81% of the students answered that the teachers elaborate the lesson plan, which is the essential tool for the teachers work in class.

In the question **number seven**, that was about the frequency in the elaboration of the lesson plan 100% of the teachers and 46% of the students answered that it was elaborated weekly, which is contradictory with the “lesson plan” because it is supposed that it must be made for every class and not for a whole week. For this reason the group considers that it does not include specific techniques to develop the English language basic skills.

In the question **number eight** which described the use of the lesson plan during the class, 40% of teachers mentioned that they just sometimes used it, and even 20% of them said they did not used it. Considering that the lesson plan is elaborated weekly we think that it is not useful as a tool that facilitates the development of the class activities efficiently.

In the question **number nine** about the inclusion of specific techniques to develop the English language skills in the lesson plan, 60% of teachers indicated that they include few specific techniques to develop the skills because according to their opinion the book already gives them the necessary techniques to work the contents.

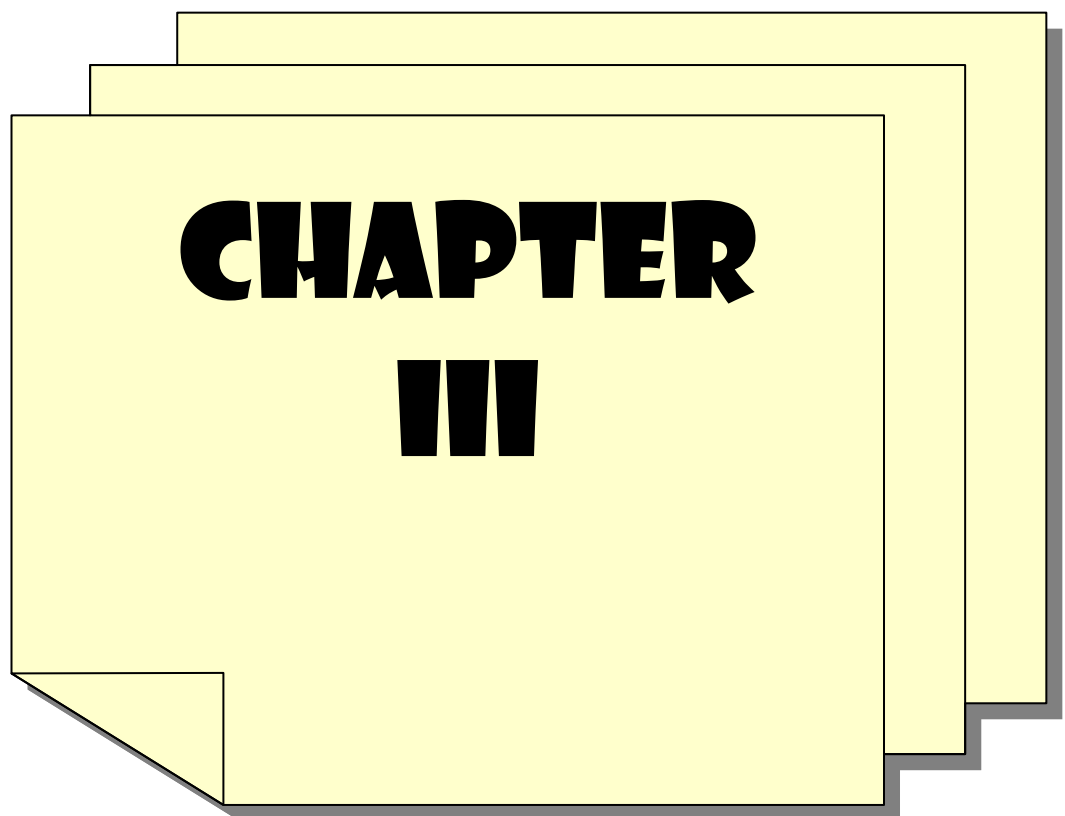
The question **number ten** was done to verify the use of specific techniques by every skill and most of the teachers and students were confused in the techniques for listening and reading because they pointed out one technique twice because they were with different name; and we can say that 60% of students matched the techniques for speaking and writing as used just sometimes, because they do not plan for each class and they just follow the book activities.

The question number **eleven** was done to verify the level of the students' linguistic skills in the English Language, which was placed between good and regular level, what means that the teachers are not considering specific techniques to develop the students' English basic linguistic skills in the meso and microplanning.

#### ➤ **DECISION**

All these results drive us to **accept** the second hypothesis which says that the

microplanning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.



### **3. CONCLUSIONS AND RECOMMENDATIONS**

#### **3.1. CONCLUSIONS**

- ✓ The mesoplanning is elaborated annually but it does not include the English Language basic skills as an important component of the planning because the teachers plan by contents and by grammar points.
  
- ✓ The Unit Planning is elaborated for every school year but it is not checked it out considering the final outcomes which are represented in the knowledge and manage of the four basic linguistic skills of the English Language.
  
- ✓ The lesson plan is elaborated by the teachers because it is mandatory in the institution but not because it must preview the techniques, resources and specially the skill which the teacher will work on.
  
- ✓ The teachers do not use the lesson plan during the class because it is elaborated weekly and it is not considered as a useful tool that guides the development of a class period.
  
- ✓ The lesson plan does not specify strategies or techniques to develop the English language basic skills for that reason most of the teachers just follow the activities that the book gives without a previous planning of them.

- ✓ The English language basic skills of the students at Military High School are placed between good and regular which could be consequence of the lack of elaboration of good lesson plan by part of the teachers.

### **3.2. RECOMMENDATIONS**

- ✓ That the teachers elaborate a systematic curriculum planning because it can generate the anticipated outcomes including the enhancement of students' skills and the development of the language arts curriculum.
- ✓ That the authorities must get specific training for the English language teachers about the planning by competences and skills which can serve for improving the students' language skills in the English subject.
- ✓ That the teachers check out the mesoplanning every school year but considering what to achieve, how to get there, what possible problems or obstacles to tackle and how to overcome them, which must be evaluated in order to know if the knowledge and skills in the English language that the students have reached agree with the primary unit goal.
- ✓ That the teachers of the researched High School elaborate the lesson plan for every class, which will determine what competencies to address in a class session how to structure a meaningful activities that integrate vocabulary and



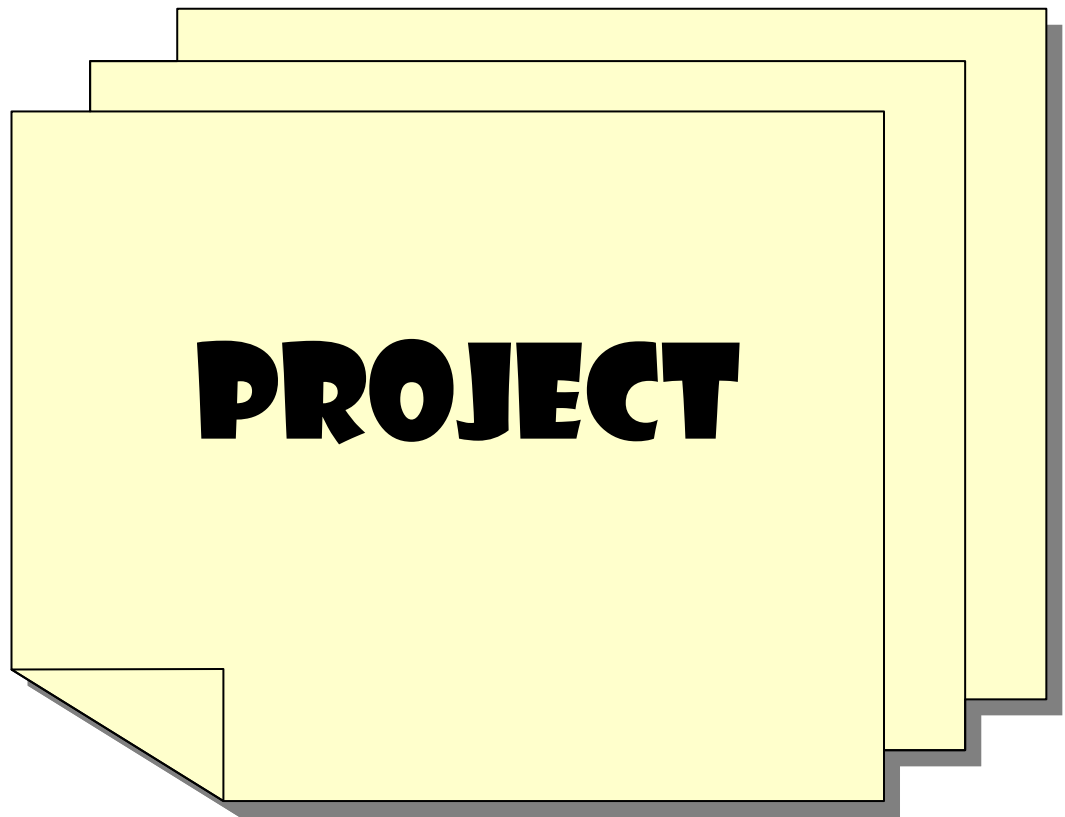
grammar practice with the listening, speaking, reading, and writing skills; and how to evaluate students' mastery of the lesson objectives.

- ✓ That the authorities of the High School look for training for the teachers of the English language about specific strategies and techniques to develop every linguistic skill so that the teachers are able to include them in the lesson plan.
  
- ✓ That the teachers of the English language consider the English basic linguistic skills as a prior component of the meso and microplanning so that they must worry about the improvement of these skills with their students that are essential in the language manage.

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## 6. ANEXES





**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**PROJECT**

**CURRICULAR PLANNING AND ITS INFLUENCE ON THE  
DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC  
SKILLS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup>  
YEARS OF BASIC EDUCATION AT MILITARY HIGH  
SCHOOL "TCRN. LAURO GUERRERO". ACADEMIC  
PERIOD 2008-2010.**

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**Loja – Ecuador**

**2009-2010**

# **1. THEME**

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS WITH THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup> AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION at MILITARY HIGH SCHOOL “TCRN. LAURO GUERRERO”. ACADEMIC PERIOD 2008-2010.

## 2. PROBLEM STATEMENT

### 2.1. BACKGROUND

The Military High School "Tcrn. Lauro Guerrero" had its beginning in the 90s, when the Architect Sixto Durán Ballén's government, through the Ministerial Agreement No. 359, which was published in the general order No. 10 of may 13<sup>th</sup>, 1994, authorized the creation of "Tcrn. Lauro Guerrero" Military High School in Loja City, with the main objective of offering an integral education to our youth of south of the country.

According to the then Minister of National Defense, Gral. José Gallardo Román, the creation of this high school pointed to the philosophic mission, vision, policies and objective of the DEFT, (Dirección de Educación de la Fuerza Terrestre), which nowadays is named CED (Comando de Educación y Doctrina).

Its mission is "to offer an integral education to children and youth from Loja, in the levels of kindergarden, basic and high school curriculum, in order to form high curriculum students in science who will contribute to the development of the society through an alternative pedagogical model, all inside a context of loyalty to the institution, discipline and practicing of values".

Its mission is “to become the best institutional educative center that offers to childhood and youth from Loja a co-education: integral, scientific, technical and humanistic which form creative, critic, generous and well engaged in the social field people, with an authentic value by the national, pluricultural and pluriethnic identity, that develop, and strengthens civic, ethic and moral values; supporting the consolidation of a democracy which is identified by the equity between the genders and the social justice”.<sup>1</sup>

Nowadays this Institution offers Nursery, Kindergarden, the ten years of Basic Education and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of high school curriculum, in Basic Sciences according to the rules and demands of the Education, Cultural and Sports Ministry and their own regulation organism CET, and it has a population of 342 students in the first and elementary levels and 502 in the high school level.

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<sup>1</sup> [www.comil-5.edu.ec](http://www.comil-5.edu.ec).

## **2.2. CURRENT SITUATION OF THE RESEARCH OBJECT**

The Education is one of the core aspects that help to the development of a country, so that, its main function is to serve as an engine that makes a country to produce everywhere. Therefore we believe that the government should support the education especially what refers to English teaching learning process, which have been facing many difficulties because even when to learning a foreign language is a requirement nowadays, it is not a mandatory subject in elementary schools.

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

If we consider the importance of the English language as one of the most spoken languages in the world; it is an important tool in the formation of the students in the high school or whatever level of education we have. However we have to assume that there are many difficulties in the learning of this language not only in the high school, but at elementary school and at college too.

The language in some cases is being taught since elementary school, high school and at college. However the students do not get a proficiency level in



the English Language; so that it is important to search the causes that are involved in this problem.

There are several factors that intervene in this problem. In fact we could speak about methodology, planning, evaluation process and others. But the curricular planning plays an important role in the Teaching-learning process of the English Language.

Planning is essential in order to reach an effective and efficient learning. We plan every activity in our lives. The curricular planning gives the guidelines in the teaching and helps the educative institution to establish clear policies that let the development of the whole formation of the students. It also encourages the teachers to work collaboratively and to accomplish the goals effectively.

We can distinguish three different levels of planning: the macroplanning which involves the school development plans, curriculum goals, school policies, staff development plans and curriculum needs of the whole educative institution; the mesoplaning that involves the planning across learning programmes for each grade. It helps to manage the curriculum through didactic units that must be developed in a certain time. The focus is on the content of learning programmes and the practical issues in their implementation; and, finally the microplanning that involves everything that

happens in each classroom. The three levels are interrelated and every one is the complement of the other, in sequence.

The first level of the curriculum or macroplanning for the English Subject in our country is designed by the Ministry of Education and Culture which is based on the series of book called “*Our World through English*” which was introduced by the Ministerial agreement No. 2511 and Resolution No. 2543 and which was also elaborated in agreement with the British Government under the support of the CRADLE project, and with the aim of improving the Teaching Learning Process of the English Language in the high schools of Ecuador. However in the case of the Military High School “Tern. Lauro Guerrero”, The CED, (Education and Doctrine Command) is what establishes the macrocurricular planning. It is based on the textbook, NEWSNAPSHOT that includes British language and comes up by levels which are: starter, elementary, pre-intermediate and intermediate.

The Military High School “Tern. Lauro Guerero” has a schedule charge of 10 hours per week in basic education and in the case of the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education receives the English subject by levels. So that in these grades they have the levels of: starter, elementary, pre-intermediate and intermediate. Even when they have a good schedule charge, we have to face the limited knowledge of the English Language from the part of some students.

According to the precepts of the Education and Educative Command all the Military high schools must finish the curricular net in the whole year. However some teachers do not accomplish the whole units of the books which are 20 units in every book.

The **mesoplanning** is the scheme that lets the teachers to have a guide of the sequence of the contents that must be studied in every school year, and this is represented in the ICP “Institutional Curricular Planning” which also includes the objectives, methodology, evaluation and didactic resources and it is the tool for managing the curriculum. However we have observed that there are some critical factors which can cause some trouble in the teaching of the English Language, as is the case of the “Tern. Lauro Guerrero” Military High School where actually the English teachers elaborate the PUD (Didactic Unit Plan) it does not determine specific techniques to develop the basic linguistic skills of the English Language.

The teaching is still carried out in a traditional way just following the text tasks without care about the best strategies that help the students to develop the four skills of the English Language. Neither they establish the skills that they are going to work in the mesoplanning; so that, they do not count with the guidelines to get a certain level of development of these skills with the students and this is reflected in their low knowledge of the language.

The book is based on communicative methodology, but the teachers most of the time just plan to teach emphasizing the grammar and vocabulary points forgetting the importance in the development of the listening, speaking, reading and writing skills.

The mesoplanning is represented by the didactic unit plan, which is designed in order to guide the syllabus that must be studied by didactic units; it also describes the objectives, methodology, evaluation and didactic resources that can help to study every unit. Even when in this high school the teachers do elaborate this plan, there are some teachers who do not complete the contents in the whole year neither they plan the strategies to teach considering the language skills.

In what refers to the **microplanning** or lesson plan, which is a scheme that guides the teachers step by step in the whole activities during a period of class. It is very important because it also establishes the objectives and the skills that the teachers are going to develop. Therefore even when the teachers elaborate their lesson plan, it does not determine the specific techniques which will help the students to develop the basic linguistic skills.

In the “Tern. Lauro Guerrero” Military High School there is a person who is the English area coordinator, and she is in charge of checking the teachers daily plan but we have noticed that the teachers do not use it during their classes and most of the time they just elaborate it because it is mandatory in

this institution and this problem is obviously reflected in the low level of knowledge that the students reach in the six years of the high school.

Due to the problems before mentioned in this Institution in the Teaching Learning process of the English Language, we have believed convenient to carry out a research work with the following investigation problem:

### **2.3. RESEARCH PROBLEM**

HOW DOES THE CURRICULAR PLANNING AFFECTS THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS OF THE STUDENTS OF 8<sup>TH</sup>, 9<sup>TH</sup>, AND 10<sup>TH</sup> YEARS OF BASIC EDUCATION AT “TCRN. LAURO GUERRERO” MILITARY HIGH SCHOOL. ACADEMIC PERIOD 2008-2010?.

### **2.4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal**

The present research will be carry out during the period 2008-2010, which starts with the development of the project since the present date until the group finishes with the thesis report.

#### **b) Spatial**

The research will be developed at “Tcrn. Lauro Guerrero” Military High School, which is located in south site of the City of Loja.

**c) Observation Units**

The people who will give information in the “Tern. Lauro Guerrero” Military High School are: Students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education, English Teachers and English Area Coordinator.

**d) Sub problems**

From the general problem in order to facilitate the researched work we have derived the following subproblems:

What ways of mesoplanning are the teachers elaborating to develop the four English basic linguistic skills with the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010?

How does the microplanning is related to the development of the four English basic linguistic skills with the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010?

### **3. JUSTIFICATION**

This project is justified because we have identified a lot of difficulties into the Teaching Learning Process of the English Language due to the deficiencies in the elaboration of the mesoplanning and microplaning because the skills of the English Language are not taking into account. So that most of the teachers just follow the texts activities which really have affected the learning of the target language of the students whose average is low even when they studied it for six years during the high school.

The mesoplanning is an important tool that the teachers use to draw the specific objectives that integrate the skills which the lesson is going to develop. So the group consider that it is also important to develop a research to establish how the didactic unit plan and lesson plan are elaborated and which of its objectives are accomplished by the teachers.

Since the social point of view the present research work is also justified due to the fact that it is necessary to identify the main problems that are affecting the English Teaching Learning process regards to the meso and microplanning because through this process we will be able to determine the specific causes, and based on the found results will let us, to state some alternatives of solution to this educative problem.

Since the social point of view this project is important because will help the society to improve the curricular planning, which is a society problem that need a possible solution.

Meanwhile since the educative point of view, it is very necessary to carry out the project due to, that Curricular Planning is a useful tool inside the Teaching Learning Process, since the present investigation will be used to improve the education in the social context of the investigated institution.

We consider that this project is pertinent because there are enough bibliographical resources which could be used to look for the best alternatives that could contribute in the solution of the found trouble. It is also justified because it is an innovative theme that has not been researched before and as undergraduates of the English Language Career, we are able to develop because we count with the necessary knowledge to do it.

Finally it is justified because we are undergraduates of the English Language Career of the National University of Loja and the elaboration of a research work is a previous requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Teaching. And it will also be carried out in the established period according to the timetable of the project.



## **4. OBJECTIVES**

### **4.1. GENERAL**

To determine how the curricular planning affects the development of the English basic linguistic skills with the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010?

### **4.2. SPECIFIC**

To characterize the ways of mesoplaning that the teachers elaborate to develop the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

To explain the relationship of the microplanning with the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

## **5. THEORETICAL FRAME**

### **CHAPTER I**

#### **I. CURRICULUM PLANNING**

The fundamental purpose of School Development Planning is to ensure that all students experience a quality education appropriate to their needs in a changing world. Its key focus is the enhancement of student learning. Curriculum may be defined as the full range of learning experiences encountered by the students. Clearly, then, curriculum planning is central to School Development Planning.

#### **5.1. CURRICULAR PLANNING**

##### **5.1.1. Changing Needs: Planning Challenges**

“The desired outcome...[of School Development Planning] is the provision of an enhanced education service, relevant to pupils’ needs, through the promotion of high quality teaching and learning, the professional empowerment of teachers, and the effective management of innovation and change”<sup>2</sup>.

In order for planning to be effective, the school plan must address the school’s needs as articulated by the teachers and their school partners. School Development Planning works on developing an awareness of these needs, not only in terms of managing the local world of the school but also in terms of the wider needs of the students as members of society.

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<sup>2</sup> An Introduction for Second Level Schools, p. 9

two recent Irish reports have highlighted the planning challenges that arise because of the changing needs of society:

“Increasingly, society is requiring educators to re-think and re-vision the kinds of learning environments that will produce creative, generative and critical thinkers who have the ability to develop and grow in tandem with the growth of society”<sup>3</sup>.

“The changing and increasingly complex nature of societal, community and school settings... makes particular demands on teachers’ knowledge, personal and pedagogical skills, powers of adaptability and decision-making ability”<sup>4</sup>.

These challenges have informed thinking on school and curriculum planning and have influenced the development of curriculum planning materials. Specific challenges confronting the development of curriculum in Irish schools include:

1. The culture of individualism among teachers
2. The absence of a tradition of professional dialogue
3. The domination of examination results
4. The changing and increasing demands on schools

Curriculum Planning within a whole-school context addresses those challenges by offering opportunities for teachers to:

1. collaborate

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<sup>3</sup> Multiple Intelligences – Final Report, Anne Rath, UCC, April 2000

<sup>4</sup> Report of the Steering Committee on the Establishment of a Teaching Council, June 1998

2. engage in debate and reflection
3. become empowered as educators

### **5.1.2. Curriculum Planning Framework**

The basis of an approach to Curriculum Planning is outlined in *School Development Planning: An Introduction for Second Level Schools* (pages 46-48), where it is suggested that four general aspects of curriculum should be reviewed as part of the planning process:

1. Curriculum Provision
2. Curriculum Planning and Coordination
3. Curriculum Implementation: Teaching and Learning Processes
4. Curriculum Outcomes: Student Progress and Attainment

#### **1. Curriculum Provision**

Areas of Curriculum Provision which may usefully be reviewed include:

1. Subjects, Programmes, Courses, Levels
2. Time allocations, Options structures
3. Provision for Students with Special Needs
4. Breadth and Balance ? Relevance and Differentiation

## 5. Co-curricular Activities

“In the context of such a review, it is noteworthy that two significant Irish reports—*Do Schools Differ?* (Emer Smyth, ESRI, 1999) and *From Junior to Leaving Certificate: A Longitudinal Study of 1994 Junior Certificate Candidates who took the Leaving Certificate in 1997* (NCCA, 1999)—have highlighted how a school’s curriculum policies and implementation procedures can determine the subject choice and the subject level choice of the student and ultimately affect the outcomes attained by the student.

The booklet, *School Development Planning: Curriculum Review at Junior Cycle* (NCCA/SDPI, 2001) offers a set of curriculum review instruments to assist schools in reviewing their junior cycle curriculum provision in order to plan for its development”<sup>5</sup>.

## 2. Curriculum Planning and Coordination

It is important for the school to look at its arrangements for **Planning and Coordinating the Curriculum**. A review of this aspect of curriculum would explore:

1. Structures for Planning
2. Procedures for Collaboration
3. Programme Coordination

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<sup>5</sup> JOSHUA Jenny, “National Curriculum Statement” First Edition 2001, Several pages

#### 4. Cross-Curricular Issues

Schools may need to ask such questions as ‘What structures would help?’ or ‘How can teachers work together?’

The introduction of new curriculum programmes, such as the Transition Year, Leaving Certificate Applied and Leaving Certificate Vocational Programmes, has led to the development of structured approaches to programme coordination.

Cross-curricular work is also being undertaken within these programmes, with varying degrees of success.

A review of arrangements for curriculum planning and coordination may enable the school to identify creative approaches within the new programmes that could fruitfully be applied in other areas

### **3. Curriculum Implementation: Teaching and Learning Processes**

The basic purpose of curriculum planning is to ensure effective learning that is relevant to the full range of students’ educational needs. In pursuing this purpose, the school may find it helpful to:

1. Review its current situation with regard to:
  - the grouping of students for learning (streaming/banding/mixed ability grouping)
  - teaching methodologies
  - classroom environment

- classroom practice
2. explore the impact of these aspects of school life on student learning
  3. consider whether classroom processes are serving the aims and objectives of the curriculum and promoting the development of students as effective and responsible learners

There is much excellent practice by teachers in Irish schools, but traditionally there have been relatively few opportunities for teachers to express or analyze, to share, discuss, refine, develop or disseminate good practice in the wider school or among peers. A collaborative approach to curriculum planning fosters the sharing of good practice.

#### **4. Curriculum Outcomes: Students' Progress and Attainment**

In reviewing curriculum outcomes, the school may usefully examine:

1. Its current methods of assessing student progress and attainment
2. How students' levels of attainment compare with their standards of attainment on entry to the school. How students' levels of attainment compare with national standards of attainment
3. What students have actually learnt, in terms of both holistic development and academic achievement, on completing any given programme or course in the school

To draw these strands together, this unit provides materials to help the school to adopt the subject department as a focus for curriculum review. This will enable the school to:

1. Promote collaboration
2. Establish common purpose
3. Develop communication
4. Foster the sharing of good practice
5. Provide support
6. Encourage interdependence and mutual responsibility

It would be important for the school to provide a structured programme of staff development to support collaborative curriculum planning at whole-school level.

Such a programme might address whole-school curriculum issues such as the following:

1. Homework Policy
2. Thinking and Learning
3. Multiple Intelligences
4. Effective Methodologies
5. Special Needs and Learning Support
6. Assessment and Reporting
7. Team Development



Clearly the individual school will identify many more.

## **II. STRUCTURES FOR CURRICULUM PLANNING**

This section:

1. outlines the rationale for introducing subject departments
2. suggests a range of possible structures which may be helpful in organising the subject department
3. provides materials to promote reflection on the introduction of subject departments and on how the subject department might best operate in the individual school.

### **5.2.1. A Rationale for the Establishment of a Subject Department**

“The Subject Department may be seen as an ideal vehicle for curriculum planning in the school as it affords the opportunity for teachers of the same subject to collaborate and to support each other in sharing good practice”<sup>6</sup>.

The Subject Department offers an opportunity for teachers and the school to:

1. Establish common purpose and direction in teaching the subject
2. Develop communication among subject colleagues
3. Promote collaboration with subject colleagues in order to :
  - Share good practice

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<sup>6</sup> JOSHUA Jenny, “National Curriculum Statement” First Edition 2001.

- Provide mutual support
  - Review subject needs
4. Decide on matters of policy and procedure for the subject (within the whole-school framework)
  5. Coordinate assessment practices
  6. Manage subject resources effectively
  7. Enhance continuity and progression in student learning through coordinated subject planning and subject development
  8. Create a useful and convenient forum for communication and consultation with other school personnel and structures

### **Subject Department Activities**

The range of possible activities which might be undertaken by the subject department includes:

1. Liaison with the Principal and other colleagues, e.g. Career Guidance teachers, Exam Secretary, Learning Support teachers, other subject departments
2. Organising subject resources and accommodation
3. Communicating with book companies and resource providers
4. Convening meetings, preparing agendas, negotiating times etc.

This list of possible activities is not exhaustive and will depend on the traditions and structures in the school. Each subject department will operate within the framework of the whole-school approach to such issues

### **Helpful Structures in Organising the Subject Department**

The decision on structures will depend on such matters as school size, school tradition and culture, the number of teachers in the subject department, etc. The issues to be addressed by the school and the subject department will include:

#### **a) Approaches to Coordination**

- Team of subject teachers with a coordinator who has a Post of Responsibility, or acts in a voluntary capacity
- Team of subject teachers with the role of coordinator rotating between members
- Faculty grouping of similar subjects (effective where there may be only one teacher of a subject)
- Cluster planning with teachers of same subjects from other local schools (Whatever coordination structures are adopted must be on the basis of teamwork where ideas and associated tasks are shared among the team – collaboration and involvement are key words)

#### **b) Infrastructural Supports that will be provided in terms of :**

- a. Meeting Times
- b. Venues for meetings

- c. Planning Materials, e.g. subject syllabus and guidelines

**c) The procedures to be followed in relation to**

- a. communication
- b. consultation

**d) Planning Resources Required for the Subject Department**

“Each subject department will be planning in the context of the prescribed syllabuses for the subject and in the specific context of the school. A copy of each of the following documents should be provided, therefore, for each member of the subject department”<sup>7</sup>:

1. Statement of School Mission, Vision and Aims
2. Subject syllabuses
3. Teacher Guidelines related to the syllabuses
4. Relevant subject association material
5. Developmental priorities which may have been identified in earlier phases of the planning process

**Approaches to Establishing a Subject Department**

In schools where subject departments have not been developed, the activities outlined below may be used to structure reflection on the introduction of such

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<sup>7</sup> NEUSTUPNÝ J. and J. NEKVAPIL (2003). Language Management in the Czech Republic. *Current Issues in Language Planning* 4(2&3), in press

structures and how they might operate in the school. These activities may involve the whole staff or may be undertaken by one or more individual subject departments.

Initially the teachers may consider a number of questions such as :

1. Why have a subject department ?
2. What could a subject department do for the partners (Teachers, Students, Parents) and for the school ?
3. How would the subject department best operate ?

When the teachers of a subject reach consensus on the desirability of establishing a department, they may then consider a number of questions focused more closely on how their subject department should operate:

1. What approaches to coordination would be most helpful for this subject department in this school?
2. What activities will be undertaken by the subject department?
3. What procedures should be followed?
4. What supports will be required?

Before decisions are finalised on how a department for their subject should operate, consultation with the Principal and / or the Senior Management Team as appropriate must take place. This will ensure that the organisation of the subject department is

consistent with other school structures and operates within the parameters of whole-school policy.

### **Developing the Subject Department**

In developing the subject department, the school may consider arranging training in the following areas:

1. School Development Planning
2. Group Facilitation
3. Team Development
4. Policy Writing
5. Methodology Development
6. Assessment Procedures
7. Parameters of operation within whole-school planning

This training may be provided concurrently with the subject department planning process and either on a whole-school basis or for individual subject departments.

## **III. APPROACHES TO CURRICULUM PLANNING**

“There are many ways of setting about curriculum planning. Each school will decide on the approach that is best suited to its own particular needs and circumstances.

### **5.3.1. EARLY ACTION PLANNING MODEL**

In the Early Action Planning Model, the first priority is to identify issues of concern and to develop plans to address them. Matters relating to values, aims, policies and procedures are dealt with as they arise in the course of the planning cycle (review, design, implementation, evaluation) and not in accordance with a pre-ordained sequence. This approach ensures that planning is seen to focus on evident needs and to involve action. The early achievement of relevant targets strengthens commitment to the collaborative process and supports the development of more complex planning structures.

In this model, curriculum planning begins with a review (either by the whole staff or by curriculum, programme or subject teams) and proceeds to the development of action plans to address immediate concerns. In the context of this unit, a subject department following this route would review the current situation with regard to their subject, identify immediate needs (such as the need to prepare for the introduction of a new syllabus), and develop plans to address them.

### **5.3.2. FOUNDATIONAL MODEL**

This model is based on the premise that development planning operates more effectively when the school's fundamental purpose and values have been clarified so that they can serve as a frame of reference, and when the necessary enabling structures are in place.

In this model, the first phase of planning involves formulating the statement of mission, vision and aims and whole school policies. The identification of development priorities comes later. Curriculum planning from its inception is explicitly related to the school's mission, vision, aims and policies, and focuses in the early stages on the formulation of curriculum aims and objectives and the establishment of curriculum-related policies and procedures.

Section IV of this unit shows how these two routes can be applied to the process of collaborative subject department planning”<sup>8</sup>.

#### **IV. COLLABORATIVE CURRICULUM PLANNING PROCESS**

##### **5.4.1. OUTLINE OF THE PLANNING PROCESS**

This section of the Curriculum Planning Unit outlines a range of collaborative planning activities which the subject department may undertake:

1. Review of the subject
2. Planning for the subject
3. Monitoring and Evaluating the subject

It outlines two routes through the activities:

1. Initially, the subject teachers may reflect on the current operation of the subject within the school to identify any matters that need to be addressed in order to enhance that operation.

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<sup>8</sup> KIRKPATRICK, A. (2002) Asian cultures and models: Implications for ELT curriculum and for teacher selection. I, *Power and Curriculum* (pp. 213-224).



2. The subject department may then move directly to devise curriculum action plans to address those matters.

This may be called the **Early Action Planning Route**.

Alternatively the subject teachers may focus first on articulating the aims and objectives of the subject department (in the context of the school's mission, vision and aims) and on formulating subject department policies and procedures, and then proceed through the planning process as outlined.

This may be called the **Foundational Route**.

Schools may combine aspects of both routes in devising a process to suit their own individual circumstances.

Part 3 of the section deals with **Monitoring and Evaluation**.

#### a) **Early Action Planning Route**

#### **Review of the Subject**

Review is the first stage of the planning process. It focuses on identifying the needs that must be addressed through planning. The subject department's review may involve a number of different strands:

- i. An initial review may be carried out by using either the **Diagnostic Window**, which focuses on 'What is already working well? / What is not yet working well?' or the **SCOT Analysis** to identify Strengths, Challenges, Opportunities

and Threats. These instruments may be particularly helpful in identifying areas for development.

- ii. The subject department must also keep in mind such contextual issues as national developments, e.g. syllabus changes over which the school has no control
- iii. In order to consider the wider impact of the subject, the teachers then may consider how the subject contributes to the **holistic development** of students in the context of the school's mission vision and aims statement
- iv. The subject department may then choose to use the **Subject Department Policy Checklist** to assist in identifying any policy or policy implementation needs.

Arising from this combined process of needs identification, the subject department may then proceed to prioritise the needs to be addressed at the planning stage.

## b) **Action Planning**

If the school is following the early action-planning route, then action plans may be devised at this stage to address the prioritised needs.

## **2. Foundational Route**

### **Planning for the Subject**

This section outlines the process of planning in a logical sequence, commencing with agreement on the **aims and objectives** for teaching the subject.

In the interest of developing collaboration and sharing good practice, planning materials are provided to explore and discuss **effective methodologies** which may be used in teaching this subject.

The process then moves to considering the issue of **supporting students** who may experience difficulty in the classroom and devising strategies to meet their needs in the context of whole-school policies and structures for supporting students.

A range of issues is then proposed for which the subject department may decide to agree a common approach or **policy**.

Planning materials are provided to record agreements on **course content** for specific year groups.

It is likely that several stages of this planning process may highlight the need for staff development or training. Materials are provided for recording these **staff development** needs.

### **i. Aims and Objectives**

Some schools may address these at an early stage immediately after the establishment of the subject department or even following the completion of the statement of the school's Mission, Vision and Aims Statement.

Other schools may prefer to proceed with the formalisation of the Aims and Objectives for teaching the subject at a later stage in the planning cycle when some collaborative planning has already been successfully undertaken.

### ***Aims***

In the context of the relevant planning resources (see list below), the subject department teachers agree the principal aims of the subjects. The aims are broadly phrased statements of educational intent, they are aspirational, they express the desired intentions of the subject.

- e.g. *“The teaching of English in this school aims to .....”*  
*“The English curriculum in this school aims to .... ”*

Relevant planning resources to inform the clarification of aims include:

1. Statement of School Mission, Vision and Aims
2. Subject syllabuses
3. Teacher Guidelines related to the syllabuses
4. Relevant subject association material
5. Developmental priorities which may have been identified in earlier phases of the planning process

### ***Objectives***

Arising from the agreed aims of the subject, the teachers outline the objectives of the subject. Objectives are observable, measurable and assessable **statements of**

**intended learner outcomes / behaviour**, usually expressed in terms of specified levels of achievement. “It can be useful to sort objectives into three categories: attitudes, skills and knowledge. In stating active learning outcomes precisely, active verbs can be especially helpful.” *Writing the Transition Year Programme*.

- e.g. “The student will be able to ....”

## **ii. Methodologies Development**

Initially the teachers review and discuss the methodologies which they find effective.

They then consider what methodologies might be introduced or emphasised to meet the subject needs in the light of the subject syllabus, the teacher guidelines, the aims and objectives agreed by the subject department, and the differentiated needs of students. A list of **key learning skills** and of **effective teaching strategies** is provided to prompt this consideration.

The teachers may then select three or more teaching and learning strategies which the subject department agrees to adopt as a means of meeting the needs of the specified groups of students

Finally the teachers identify what will be required in order to implement these methodologies in terms of:

1. timetabling
2. resources

3. provision for differentiation
4. in-service needs
5. modifications in assessment practices

**i. Support for Students**

In the context of whole-school policy, the Subject Department teachers

1. Agree a strategy for supporting students who may experience difficulty with the subject or in the classroom
2. Agree a strategy for liaising with the Learning Support, Guidance and Pastoral Care personnel in the school.
3. Agree a strategy for liaising and communicating with parents

**iii. Policies and Procedures**

Having identified from the list below the issues which are relevant to the teaching of the subject and to the school, the teachers discuss, formulate and agree the department policy and procedures. This process is carried out in the context of whole-school policies, the subject's aims and objectives, and the consensus reached on teaching and learning.

Policy Issues may include:

1. Class organisation and allocation of students to classes
2. Textbooks and course materials
3. Homework

4. Assessment, formal and informal
5. Record-keeping
6. Reporting
7. Resources and accommodation
8. Cross-curricular links
9. Health and Safety considerations
10. Associated activities, field trips etc.
11. Subject development, i.e. measures to assist the promotion of the subject in and out of school

There may be other significant issues which the subject department may also wish to address in terms of policy formulation.

#### **v. Course Content**

The teachers outline the course content for each year group, listing content, specifying depth and key concepts to be taught.

The teachers plan and record the agreed outline programme of work for each year group, terms 1, 2, and 3, with guidelines on time framework.

In view of the demands of this undertaking, it is recommended that this work would be carried out on a phased basis, taking, for example, one senior and one junior year group each year.

## **vi. Staff Development**

The Subject Department is asked:

1. to identify the needs for professional training/development which have emerged in the course of the planning process
2. to prioritise these needs and indicate the numbers of staff and timeframe involved
3. to recommend, where possible, potential courses or inservice providers, including colleagues who may have developed expertise in the identified areas
4. to communicate these needs to the Staff Development Task Group or Principal as appropriate

## **3. Monitoring and Evaluation**

“The subject teachers consider procedures for monitoring student attainment and progress in this subject, in the context of its aims and objectives and within a designated timeframe. Student progress and attainment may be considered in terms of academic achievement and holistic development”<sup>9</sup>.

### **Academic Attainment**

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<sup>9</sup> School Development Planning: Curriculum Review at Junior Cycle (NCCA/SDPI, 2001)



Students' levels of attainment may be compared with their standards of attainment on entry to the school. Results attained in state examinations may be used.

The percentage of students taking each level of examination may be considered.

Where the subject is optional, the level of take-up of the subject could be reviewed. This, however, may be influenced by the composition of optional subject choices in the school.

These patterns within the school may be compared with current national norms, but it is essential first to consider the range of ability in the cohort of students. This information is often available from standardised ability tests administered on students' entry to school.

### **Holistic Development**

In order to evaluate how the subject contributes to the holistic development of the student, the subject teachers could examine:

1. how it contributes to the fulfilment of the school's Mission, Vision and Aims
2. How it helps to promote the moral, spiritual, social and personal development of the student. [The Education Act (1998) confers on the school the function of promoting "the moral, spiritual, personal, social development of students"]

3. how it contributes to the Eight Areas of Experience proposed by the NCCA as a Curriculum Framework

## **V. Curriculum Planning Process: Activities**

The school with the Facilitator must consider and select the approach to subject department planning which will best suit the school's unique circumstances and planning experience. An outline of various approaches is provided in Sections III and IV of this unit. Further detail on these options is available in **Unit 2**.

Materials are provided in this section to cater for several options and approaches.

## **V. MODELS OF SCHOOL DEVELOPMENT PLANNING**

### **1. THE FOUNDATIONAL MODEL**

“As the name suggests, the Foundational Model focuses first on laying the foundations for development planning and on developing an appropriate planning infrastructure, before addressing full-scale development planning per se. It envisages the completion of key sections of Part 1 of the School Plan: Relatively Permanent Features of the School, before work commences in earnest on Part 2: Development Section.

(See, *School Development Planning: An Introduction for Second Level Schools*) It is based on the premise that development planning operates more effectively when the school's

fundamental purpose and values have been clarified so that they can serve as a frame of reference, and when the necessary enabling structures are in place”<sup>10</sup>.

The model could comprise the following sequence of activities:

1. Establish/review structures for collaboration and consultation in the preparation of Part 1 of the School Plan
2. Formulate/update the statement of Mission, Vision and Aims
3. Formulate/update Whole School Policies in relation to key areas of school life, such as discipline, pastoral care, health and safety
4. Formulate/update policies and procedures in relation to the co-ordinated planning of teaching and learning by individual teachers, subject departments, cross-curricular programme teams
5. Review/revise policies and procedures in relation to school budgeting and the specification and allocation of resources
6. Design or adapt a development-planning model for the preparation of Part 2 of the School Plan
7. Devise general structures and systematic procedures for the basic operations of development planning: review, design, monitored implementation, and evaluation

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<sup>10</sup> [School Development Planning: Curriculum Review at Junior Cycle](#) (NCCA/SDPI, 2001. Several pages

8. Activate the development-planning model
9. Following evaluation, return to step 1 and repeat the process

When the school is undertaking formalised whole school planning for the first time, steps 1 to 5 above may constitute a lead-in process that could take up to 18 months to complete.

When the school has moved beyond the first cycle of development planning, steps 1 to 5 could be accomplished within a very short time, as they might involve no more than minor amendments to what is already in place. They should not be ignored, however.

The model may be represented diagrammatically as follows:

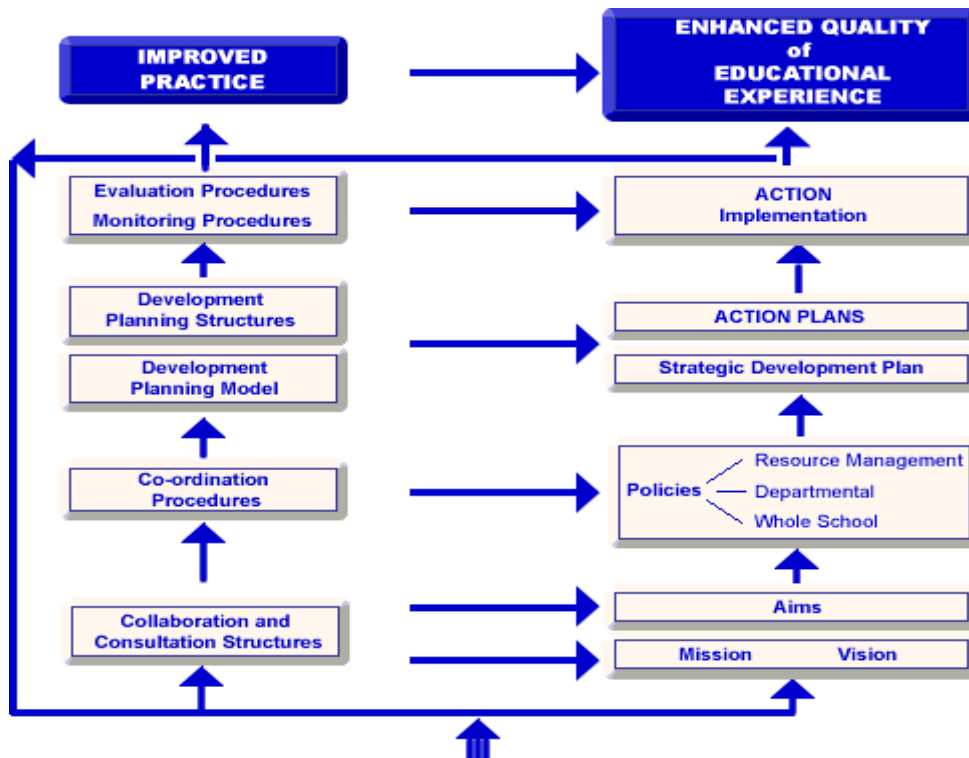


Fig. 2 The Foundational Model of School Development Planning

## **2. The Early Action Planning Model**

“The Early Action Planning Model focuses first on the rapid identification of a small number of immediate priorities and the initiation of action planning to address them. It is based on the premise that the best way of promoting the acceptance and embedding of School Development Planning is to ensure plenty of early action and achievement as positive reinforcement for the participants in the process. The early experience of success offers confirmation of the benefits of school development planning. Thus, it serves to counteract any tendency to complain that "We talk and talk, but nothing ever happens and nothing ever changes". It strengthens commitment to the process and provides an incentive for involvement in more complex planning procedures”<sup>11</sup>.

The model could comprise the following phases of activity:

1. Early Action Planning
2. Reflection
3. Elaborated Planning

### **Early Action Planning**

1. Conduct an Initial Review to establish areas of immediate concern

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<sup>11</sup> AGER, D. (2005) Prestige and image planning. In E. Hinkel (Ed.) *Handbook of Research in Second Language Teaching and Learning* (Chapt 56).

2. Identify a small number of priorities that can be addressed in the short term (within a school year, for example)
3. In relation to each priority, establish a Task Group to devise an Action Plan by a specified date
4. Establish a Steering Group to co-ordinate the process and to ensure that each Task Group adopts effective communication and consultation procedures
5. On the specified date, present completed Action Plans for consideration/revision/adoption
6. Following approval by the Board of Management, implement the Action Plans, monitoring carefully to maximise prospects of success
7. Evaluate the success of each Action Plan in attaining its targets, the appropriateness of the targets in addressing the priorities, and the effectiveness of the process itself.

### **Elaborated Planning**

9. Drawing on these insights, conduct a more wide-ranging Review, incorporating a focus on context factors that govern how the school wants and needs to be
10. Identify medium and long-term priorities, related to the reflection on mission, vision and aims

11. Identify short-term targets that will signify progress towards addressing the priorities, including priorities relating to the formulation or updating of mission, vision, aims or policies
12. Proceed with Action Planning, Implementation, Monitoring and Evaluation, as above

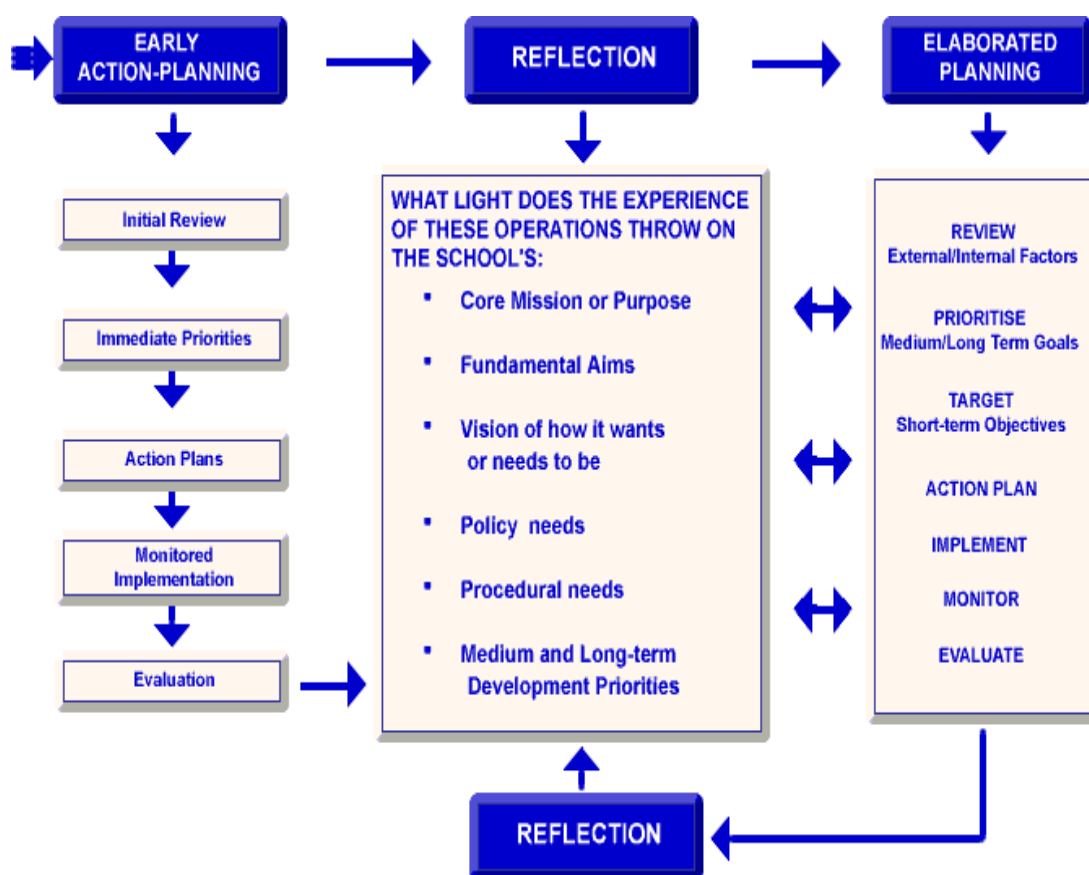


Fig. 3 The Early Action-Planning Model of School Development Planning

### 3. The Three-Strand Concurrent Model

The Three-Strand Concurrent Model focuses on the issue of the planning time frame. It recognises that school development has a long-term, a medium-term and a

short-term dimension. It is based on the premise that these three time dimensions must be addressed concurrently by schools if they are to respond effectively to the needs of a dynamic environment. It proposes a framework of three interlinked but distinct strands of planning activity that enables schools to cope with the complexity and unpredictability of change.

The model comprises the following strands:

- I. **Futures Thinking** to address the long-term dimension of school planning (5-15 years)
- II. **Strategic Intent and Strategic Planning** to address the medium-term dimension (3-5 years)
- III. **Operational Planning** to address the short-term dimension (1-3 years)

I. **Futures Thinking**

**Purpose:** The purpose of this strand is to enable the school to develop a long-term perspective. In times of rapid and unpredictable change, detailed long-term planning is not possible. Accordingly, the model proposes the scanning of trends that have long-term implications in order to foster the development of an outward- and forward-looking mindset. This long-term scanning does not in itself produce goals, though it may imply goals for the other strands of the model.

**Focus:** The strand focuses on two basic questions:



- What sort of educational experience will learners need over the next ten years and beyond?
- How will we plan to operate in this environment?

**Operations:** The model proposes the following operations:

- Identify and monitor the broad national and international trends (economic, social and educational) that are likely to influence the nature of learning and schooling over the next ten to fifteen years
- Build a capability or mindset to interpret the significance of these trends for the school by considering their potential impact on the school and envisaging the school's possible response
- Foster the development of the school as a reflective learning community with the learning skills to adapt to any challenge that emerges and to grasp and shape any opportunities that arise

**Structures:** The model envisages the establishment within the school of a Futures Group to consider the impact of possible future scenarios on the school. The composition of the group should be such as to include a broad cross-range of experience.

**Outcome:** The outcome of this strand is the development of a futures perspective that informs the strategic thinking of strand two. The environment is being

constantly scanned in order to ensure that no valuable opportunities or shifts in direction are missed.

## **II. Strategic Thinking**

**Purpose:** In times of rapid change, some aspects of a school's activities are quite determinable in the medium term, while others are less predictable. The purpose of this strand is to enable the school to address both the possible and the predictable aspects of its medium-term development.

**Focus:** The strand focuses on two kinds of strategic thinking:

- **Strategic Planning**, which is appropriate for the determinable aspects of medium-term planning, for example, aspects of refurbishment or building, where achievable goals can be clearly defined
- **Strategic Intent**, which is appropriate for the less predictable aspects of medium-term development, where precise goals cannot be clearly defined, but where the school needs to build a capability until the required course of action becomes clearer and more attainable.

**Operations:** The model proposes the following operations:

- **Strategic Analysis**, to collect data on the key factors that will influence the school's development in the medium-term, to integrate the data into a strategic view of the school, and to identify development needs and opportunities

- **Prioritisation**, to screen the list of possibilities for development in terms of

1. their importance to the future of the school, in the light of the strategic analysis,
2. their acceptability to the school community, and
3. their feasibility

in order to choose the development options to be pursued in the medium term

The list of chosen options should be screened for overall manageability and balance before it is adopted

- **Classification of Chosen Development Options** as appropriate for either **Strategic Planning** or **Strategic Intent**

## 1. STRATEGIC PLANNING

### **Creation of a Strategic Planning Framework**

**Categorisation** of options for strategic planning under broad strategic themes, to facilitate overview and monitoring

**Creation of a Strategic Plan** for each option, specifying Precise, achievable goals

### **Time-frame**

Person with overall responsibility Costs

The person with overall responsibility for each project will then work with others to plan the detail of its implementation year by year and incorporate these details into the Action Plans of the Operational Planning strand

## 1. **Strategic Intent**

**Creation of a Strategic Intent Framework** comprising three elements:

**Description of the strategic intent** in a key area where detail is not possible

**Outline of capability-building measures** (such as training, research, team-building, investigation of potential sources of funding) establishing a time-period and review date for the measures

Provision for a review of outcomes of capability-building measures to ascertain whether

Capability has been established, so the school can proceed to strategic planning in relation to the key area, **OR**

Capability has not been established, so the school needs to engage in additional or refocused capability-building measures.

## **III. Operational Planning**

**Purpose:** The purpose of this strand is to address the short-term dimension of school development

**Focus:** The strand focuses on action planning: the design of highly detailed courses of action for the attainment of precise measurable targets that are relevant to or derived from the broad strategic themes and strategic goals of strand two

**Operations:** The model proposes the following operations:

- Definition of targets or objectives
- Specification of tasks
- Specification of resource requirements
- Assignment of responsibilities
- Establishment of time-scale
- Specification of success criteria
- Specification of monitoring and evaluation process

The Three-Strand Concurrent Model may be represented diagrammatically as follows:



Fig. 4 The Three-Strand Concurrent Model of School Development Planning

### The Three-Strand Concurrent Model and the School Plan

The Development Section of a School Plan produced in accordance with this model could be organised as follows:

#### 1. Summary of Factors governing the School's Development Needs:

- **Outline of the school's futures perspective:**
  - Possible future scenarios
  - Possible responses by the school
- **Outline of the main findings of the strategic analysis:**
  - The challenges presented by internal factors

- The opportunities and threats presented by external factors

## **2. List of School's Chosen Development Priorities:**

- **Strategic Intent Framework**

- Framework of prioritised capability-building measures

- **Strategic Planning Framework**

- Framework of prioritised strategic goals

## **3. Set of Action Plans:**

- **Operational Planning Framework**

- Framework of defined objectives, specifying tasks, resources, responsibilities, time-frames, success criteria, and monitoring and evaluation procedures.

The Strategic Thinking strand will determine the time frame of the overall School Plan. Because of the different time-dimensions, the school may produce a second and even a third set of Action Plans within the time frame of the overall School Plan. For example, if a five-year dimension is adopted for the Strategic Thinking strand, the school might decide to produce two sets of two-year Action Plans, and to

allocate the remaining time within the five years to consolidation, evaluation, and replanning.

### **Models of School Development Planning: Concluding Remarks**

The purpose of this section has been to show ways in which the basic framework of the school development planning process might be adapted to suit different circumstances. The models outlined here are offered not as constricting blueprints but as aids to creative customisation. The fundamental principle remains: each school must design or adapt its own planning system to suit its own unique characteristics

### **Dressing Educational Disadvantage**

#### **Context:**

In 1980 the *White Paper on Educational Development* addressed in some detail the needs of the educationally disadvantaged and particularly those living in deprived areas:

Few people doubt that many children who grow up in such areas are at a disadvantage. The conclusion that special provision would have to be made for those children led to the identification of the principle that equality of educational opportunity implied unequal treatment of children within an educational system.



One of the objectives set out in the Education Act 1998 is:" to promote equality of access to and participation in education and to promote the means whereby students may benefit from education".

There has been a commitment to reducing and preventing educational disadvantage and, in particular, early school leaving within the Irish education system in recent years. A substantial number of initiatives have been introduced and developed throughout the 1990s to address the problem of educational disadvantage in Ireland.

School Development Planning is a valuable process for every school. However, because of the variety and multiplicity of factors which impinge on the day to day teaching and learning environment in schools serving disadvantaged communities, school development planning can be particularly useful in providing a cohesive whole school approach-establishing priorities for the school and setting realistic targets.

**Purpose:**

The purpose of these guidelines is to provide schools with:

1. a greater understanding of the complex nature of educational disadvantage  
(Section I)
2. guidance on co-operative planning within the context of educational disadvantage (Sections 2 and 3)
3. a comprehensive list of references (Section 4)

## **I. Complex Nature of Educational Disadvantage**

### **Defining Educational Disadvantage**

Critical to effective school planning in this context is that all those involved have some understanding of what is meant by the term "educational disadvantage". Trying to define educational disadvantage is both complex and problematic. One has to take account of the particular conditions and interrelated factors which determine its nature. The definition should be neither so broad as to have little meaningful and practical application for teachers, nor so narrow as to exclude people or conditions that can validly be included under its umbrella.

In *Disadvantage, Learning and Young People* (Crooks, T. and Stokes, D., eds. 1987), a number of contributors offer definitions of the term educational disadvantage:

Hannan suggests that: "educational disadvantage is leaving school early, without any qualifications or...having failed the junior cycle examinations, or ...with disabling educational problems and minimal chances of employment" (pp.47-48).

Corcoran defines it as: "leaving the education system with few or no qualifications" (p.54).

Crooks says that: "Disadvantage can be seen as inability to take advantage of opportunities and services and in an educational sense young people are considered disadvantaged who leave school at or near minimum school-leaving age (15) with no 'effective' formal qualifications" (p.66).

According to Mortimore and Blackstone (*Disadvantage and Education*, 1982):

"Educational disadvantage means the denial of equal access to educational opportunities, the tendency to leave education at the first opportunity, and the hindrance of achievement by social and environmental factors".

This last definition is the most inclusive of all. It implies that students in all educational settings may experience educational disadvantage. Disadvantage may arise from a number of issues and there are a number of contributing and inter-related factors in dealing with it.

**Academic Issues:**

1. Giftedness
2. Special needs
3. Literacy and numeracy difficulties
4. Underachievement

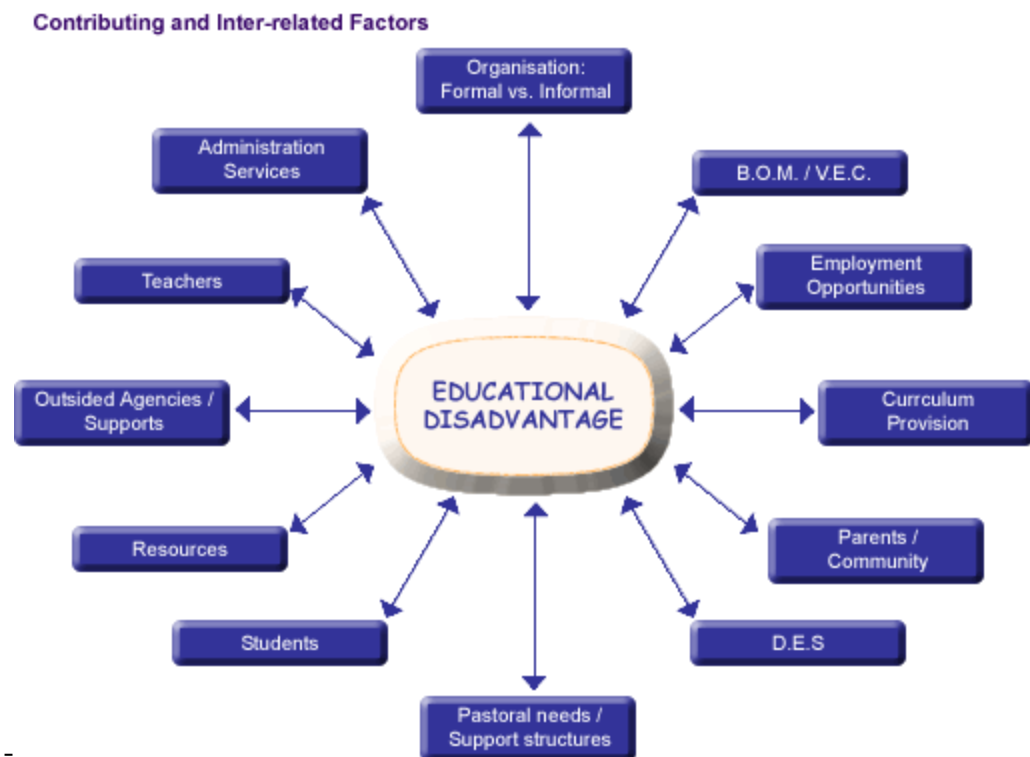
**Social/Environmental/Personal Issues:**

1. Poverty, Housing, Health, Unemployment, Dysfunctional families
2. Issues affecting minority groupings including refugees, asylum seekers and other non-nationals for whom English is not the mother tongue
3. Substance abuse, pregnancy

4. Unsupportive home back-grounds-dysfunctional families
5. Single parent families

**Psychological/Behavioural Issues:**

1. Child sexual abuse
2. Non-attendance
3. Bereavement
4. Behavioural and emotional difficulties



Social disadvantage both limits access to educational opportunities and reduces the ability of children to benefit from the schooling they do get. It is not confined to inner cities, but is also present in suburbs, smaller towns and rural areas. What must be recognised is that teaching in schools serving socially disadvantaged communities requires a particular set of attitudes, competencies and skills. Teachers' attention needs to be drawn to the complex nature of disadvantage, so the school development plan in a disadvantaged setting needs to be drawn up with appropriate attention to the needs of both staff and students. A school is a complex organisation. When change is being effected through the planning process, it is necessary to consider the impact of a change on all parts of the organisation. Each part is dependent upon all others and all parts react to changes in any other part.

While schools have a crucial role to play in dealing with the problems of educational disadvantage, it must now be recognised that other institutions and agencies, both statutory and voluntary, are equally important in addressing this issue, as the diagram on the previous page seeks to indicate.

### **School Culture**

We can view schools in two dimensions:

1. Formal Dimension: which includes aspects such as policies and rules, and school size.
2. Informal Dimension: which is traditionally known as the hidden curriculum.

Culture embraces both these dimensions. It is one of the most complex and important concepts in education. It includes attitudes and beliefs, school norms and relationships, both within the school and between the school and community. Culture describes how things are and it helps to define a reality for those within a social organisation. It can be described as:

1. "difficult to define but ... best thought of as procedures, values and expectations that guide people's behaviour within an organisation" (Hargreaves and Hopkins, *The Empowered School*, 1991)
2. having "a major influence on the quality of opportunities that the school provides for each child" (Dalin, *Changing the School Culture*, 1993).
3. most clearly "seen" in the way people relate to and work together; the management of the schools' structures, systems and physical environment; and the extent to which there is a learning focus for both pupils and adults (Prosser, *School Culture*, 1999).
4. "an abstraction used to label a variety of appearances, intensities and effects in a group. It develops around tasks, challenges and issues" (Tuohy, *The Inner World of Teaching*, 1999).

The National Anti-Poverty Strategy working group states:

“Educational disadvantage is considered to result from discontinuities between the school and non-school experiences of children. This discontinuity makes the initial transition from home to school difficult and leads, throughout the school years, to a

situation in which the academic performance of disadvantaged children is consistently lower than that of other children. Such discontinuity occurs for cultural and socio-economic reasons and involves not only the child's inability to cope with school but also the school's inability to cope with the needs of the disadvantaged child.

The culture of a school is influenced by its own history, context, the people working in it, and the many pupils in the school and their social class background. Thrupp (1997) cited in Prosser (School Culture, 1999) states that the social mix of the school plays a major role in how it functions, in large part because of the cumulative effect of the reference group processes of the pupils. In essence, the very pupils who attend the school, flavour it in a particular way, through their own pupil culture. Smyth (Do Schools Differ, 1999) suggests that the social context of the school has an additional effect on pupil outcomes, over and above a pupil's background.

Educational disadvantage is rooted in the social and economic factors that characterise the communities and families in which children reside. The conditions which define the day-to-day experience of young people influence the knowledge, skills and attitudes which they develop”<sup>12</sup>.

### **Implications**

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<sup>12</sup> AGER, D. (2001)*Motivation in Language Planning and Policy*. Clevedon: Multilingual Matters

1. To maximise the chances of a successful outcome, and promote a better planning process, it is necessary that a certain level of cultural understanding is in place or is capable of being put in place.
2. Within the planning process, how a school listens to the community it serves can be crucial in helping a school define its role, its goals and its needs.
3. Key to planning to address educational disadvantage is that all staff understand the factors contributing to educational disadvantage, are familiar with the current educational context, and are aware of the increasing number of partners available to support them



## CHAPTER II

### 5.2. MESOPLANNING

“A didactic unit is a teaching planning that includes a sequence of activities or tasks with a final goal and common contents, objectives, methodology and evaluation.

Many of the didactic units that we can find are designed around certain topics (food, clothes, hobbies, etc) but we know that the real use of a foreign language involves much more than the knowledge of some lexical fields. For this reason I support the task-based approach: a didactic unit is a sequence of activities or tasks that make possible the achievement of a final task”<sup>13</sup>

One example:

We choose the final task: to write an e-mail to a key-pal in English language. (It is an activity in which the students have to use the foreign language in a real situation with a specific purpose).

We have to analyze the knowledge and skills that the students will need in order to perform that final task: conventional expressions, introducing oneself, organization of ideas, textual cohesion and coherence, cultural references, etc.

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<sup>13</sup><http://www.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLnggLrnngPrgrm/HowToMakeAUnitPlan.htm>

Then we have to design the activities that will promote all those learning and acquisitions. Those activities must be sequenced in a way that allows our students' learning process: from comprehension to production, from clearly structured activities to real language use.

There is another idea that we have to take into account: many didactic units include a clear temporalization of sessions and activities. Well, surely most of us have heard about "learner-centered curriculum", and we are eager to teach English focusing on our students' needs and personal characteristics. One of the main ideas of the "learner-centered curriculum" is to follow our students' learning rhythm, and we don't know if they will need one or five sessions to achieve the objectives of the unit. Therefore, this idea is not compatible with clearly temporalized didactic units. What is the use of a planning that doesn't follow our students rhythm?

Bearing all this in mind, I propose to make didactic units following this model:

1. Choose a final task that involves real use of English language. This task must be chosen taking into account the objectives and contents of the course.
2. Analyse the final task and find the knowledge and skills that the students will need to perform it successfully.

3. Establish the steps that the students will have to follow. In the previous example the steps could be: 1- Read and distinguish various types of e-mails (friendly, formal, commercial, etc).

2- Find the general idea of an e-mail 3- Extract specific information

### **Planning an English Unit**

This advice for unit planning was provided for contract teachers on the English Online Professional Development Programme.

**Title of Unit:** Think of a short snappy title for your unit. You can also give extra context information if necessary in the blurb for your unit.

**Year:** The year level (1 - 13) of the class the unit is designed for.

**Level:** The English Curriculum level you are aiming the unit at.

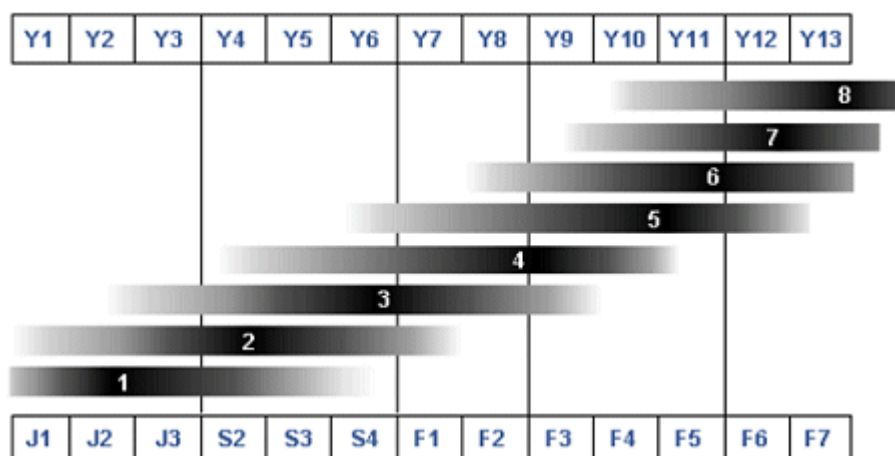
### **Achievement Objective**

The English curriculum consists of three strands: oral language (speaking and listening), written language (reading and writing), visual language (viewing and presenting). Although the strands are set out separately, in practice they will be interwoven.

Achievement Objectives: These objectives are of two types, **language functions** (what students are expected to be able to do) and **processes** (how students are going to achieve the objectives). The processes underpin the language functions and are crucial for students' language development.

The achievement objectives provide the basis for planning programmes and for assessing a student's language development. However the process objectives will not be directly assessed.

The achievement objectives are based on the recognition that language is a developmental process and that students within a class will be operating at different levels of learning.



Supporting Achievement Objectives: Other English curriculum objectives included within the unit to support teaching and learning. These achievement objectives do not have to be formally assessed.

### Learning Outcomes.

### Integrated Units.

A truly integrated unit will assess sets of learning outcomes from each of the relevant learning areas, not just one. Teaching, learning and formative assessment will focus on all sets of learning outcomes selected for summative assessment.

Teachers planning integrated units need to unpack the achievement objective from each curriculum area, writing explicit learning outcomes and clearly linked assessment activities.

### **Teaching and Learning Activities**

The teaching and learning activities are the core of the unit and contain the activities the students will do to help them achieve the learning outcomes.

### **Assessment**

How evidence of achievement will be collected.

### **Resources**

Provide full details of book and electronic resources needed for the unit.

- Maori Media Models

### **Follow Up**

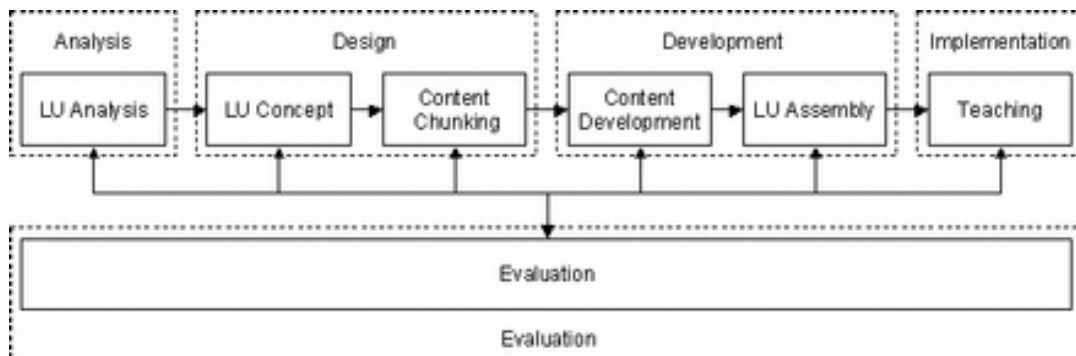
eg. Future learning needs which have become apparent as a result of formal and informal assessments, certificates for high achievers, request for resources, etc.

### **Learning Unit Development Guidelines**

Learning objects are a new way of thinking about learning content. Authors of learning resources may need guidance to adapt their thinking about learning material, which traditionally had been whole courses or lecture notes, with respect to modularized contents.

Primarily, the *Learning Unit Development Guidelines* aim to provide a *content chunking method* which supports content authors to divide learning contents into self-contained Content Elements which are defined by the dLCMS Component Model. In particular, the guidelines should assist authors to create Content Elements which, as a standard granularity level, represent single *didactic content types*.

In order to clearly support the process of chunking learning contents into Content Elements and assembling Content Elements into Learning Units, the *design* and the *development* phase of the general ISD model are extended. The design phase is divided into a *Learning Unit Concept* and a *Content Chunking* phase. The development phase contains a *Content Development* and a *Learning Unit Assembly* phase. Thus, our learning content development process consists of seven phases: *Learning Unit Analysis*, *Learning Unit Concept*, *Content Chunking*, *Content Development*, *Learning Unit Assembly*, *Teaching*, and *Evaluation*:



### *Phases of the Learning Unit Development Guidelines*

1. *Learning Unit Analysis*: The analysis phase includes an analysis of the subject to be taught, the major learning objective, the learner profile and the organizational environment.

2. *Learning Unit Concept:* The specification of detailed learning objectives, the selection of learning content, didactic strategies and methods to be used are specified in this phase.
3. *Content Chunking:* In this step, the contents are chunked into small, modular Content Elements which represent didactic content types.
4. *Content Development:* This phase involves the production of the specified Content Elements, including the media which is integrated into the Content Elements, e.g. images, animations, videos, etc.
5. *Assembly of Content Elements:* The modularized Content Elements are assembled into the final Learning Unit.
6. *Teaching:* Teaching refers to the deployment and the actual delivery of the final Learning Unit to students. This phase was named “teaching” instead of “implementation” because programmers often use the term “implementation” for the process of writing software code, which is analogous to the Content Development phase specified here.
7. *Evaluation:* The evaluation guides all phases in parallel.

#### **5.2.1. UNIT PLAN FORMAT**

**TITLE OF THIS UNIT:** \_\_\_\_\_ **GRADE (S)**

**LEVEL:** \_\_\_\_\_

**LENGTH OF UNIT (# of hours or # of weeks):** \_\_\_\_\_

**AUTHOR:** \_\_\_\_\_

“All components of the unit plan are essential. Although presented in a linear fashion, the components may be completed in any order. This unit plan has been developed in conjunction with the Ontario Ministry of Education Unit Planner (July 1999) and the Ontario College of Teachers Standards of Practice (1999)”<sup>14</sup>.

### **RATIONALE - WHY AM I TEACHING THIS UNIT?**

- Why is this unit appropriate at this time? How is the unit plan content developmentally appropriate?
- How does this unit fit into the total curriculum?
- What knowledge, skills and attitudes does the unit address?
- How does the content meet the needs of the learners (intellectual, social, emotional and/or physical)?
- How does your unit plan reflect the abilities and the diversities of students?
- How will this unit interest your learners? (Take into account their age/maturity level, current trends, recent classroom events, the content, the teaching/learning strategies, resources, etc.).

### **OVERALL EXPECTATIONS**

Please refer to applicable/relevant Ontario Ministry of Education curriculum documents.

### **DEMONSTRATION STATEMENTS/CULMINATING ACTIVITY**

- What will the students do to demonstrate their learning?
- For whom will they do it? (e.g. classmates, parents, teacher)
- If you have access to the Ontario Ministry of Education Curriculum Planner (CD format), you might want to mouse click on “Demonstration statement” for further assistance.

<sup>14</sup><http://www.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLnggLrnngPrgrm/HowToMakeAUnitPlan.htm>



<b>PRE-ASSESSMENT/PRIOR KNOWLEDGE</b>	
<b>LEARNERS</b> <ul style="list-style-type: none"> <li>• What experiences (cognitive, affective, social, psychomotor) do the learners bring to the unit?</li> <li>• What level of development have they already attained relative to the targeted expectations/opportunities?</li> <li>• How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way?</li> <li>• What individual needs do you anticipate will need to be addressed?</li> </ul>	
<b>LEARNING ENVIRONMENT</b>	
<b>SPACE</b> <ul style="list-style-type: none"> <li>• Where can this learning best occur (in the classroom, in the gym, in the immediate area surrounding the school, in the community)?</li> <li>• How can the physical environment be arranged to enhance learning (desks, tables, centres, etc.)? When will these alterations be needed?</li> <li>• What teaching areas do I need to reserve?</li> </ul>	<b>TIME</b> <ul style="list-style-type: none"> <li>• How will the unit be timetabled? (For example, take into account the length of teaching periods and/or blocks of special times.)</li> </ul>
<b>LEARNING ENVIRONMENT</b>	
<p>If you have access to the Ontario Ministry of Education Curriculum Planner (CD format), you might want to mouse click on “Demonstration statement” for further assistance.</p>	

## **SPECIFIC EXPECTATIONS**

- How will students demonstrate each expectation?
- Have you considered using a variety of the levels of complexity (e.g. Bloom, Krathwohl, Simpson, Harrow) as you select your specific expectations?
- Are the expectations realistic in the levels of complexity to meet the abilities and developmental levels of your students?

brainstorming web or mindmap is a visual tool used to generate and link ideas.

- Have you placed the key word(s) or an image in the centre block?
- Have you generated many ideas which extend from the keyword?
- Have you looked for linkages between/among ideas?
- Have you used graphics such as arrows, symbols, shapes, etc.?

Have you used colour as a key to making your mindmap easy to read and to understand?

## **CHAPTER III**

### **5.3. MICRO-PLANNING**

“Lack of people’s participation in the planning and implementation has been one of the reasons for unsuccessful implementation of different development schemes. Since the inception of the Five Year Plan, it has been emphasized that the plans should be prepared and implemented in close collaboration with the people. It was assumed that without the active cooperation and support of the local people, identification of genuine needs and available resources at the local level would not be possible. This was termed as “planning at the grass roots level” or “microplanning”. Planning at micro level means; a) the participation of the beneficiaries, the local people, in identifying needs b) generating available resources in terms of i) material inputs ii) co-operative action iii) creation of more resources through supportive efforts and c) preparation of village plan, keeping in view the available resources.

In the EGS/AIE scheme, it has been envisaged that the plan proposals have to be based on actual assessment of educational need for each habitation. This need assessment can be based on information collected through house to house survey, covering each child, his or her educational status and if s/he is out of school then enumeration of the reasons for the same. Along with this, survey of educational

facilities available within the habitation or in the nearest vicinity, also has to be undertaken”<sup>15</sup>.

### **Objectives of micro-planning**

The micro-planning under EGS and AIE, will have the following objectives:

- a) Preparing a need based plan with people’s participation.
- b) Creating a core team from within the community who will actively participate in planning and implementation of the scheme and ensuring participation of the entire community in the programme.
- c) Ensuring enrolment and regular attendance of all children in the school / centre.
- d) Extending all necessary support to teachers in running the school properly.

### **Steps of Microplanning**

Microplanning process will include following steps.

1. Formation of Core Team.
2. Orientation / training of Core team.
3. House to house survey.
4. Survey of educational facilities.
5. Compilation of information.
6. Sharing information with the community.
7. Preparation of plan based on norms; supported by necessary information.
8. Finalization of the education plan.

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<sup>15</sup> Curriculum Development Council. (1999). *Syllabuses for secondary schools. English Language (Secondary 1-5)*.

9. Preparation of Village Education Register.

10. Monitoring of children's progress at definite intervals through VER **Formation of Core Team**

For conducting micro planning exercise a core team of 5-7 persons at habitation level who would have undergone proper orientation, will be required. These persons will be selected from the local community through the Gram Sabha. One teacher, if the school exist, should also be part of the core team.

### 1) **Training**

Micro Planning is a complex exercise. Core Team members will require 4-5 days training / orientation which will include;

- a. role of the core team
- b. process and steps of conducting school survey and house to house survey,
- c. compilation of data
- d. importance of involving the members of the community, specially those who are from the deprived sections and
- e. Preparation of plan supported by necessary data in identifying core teams care need to be taken to ensure participation of women and members of the weaker sections of the community.

### 3) **Child – Wise House to House Survey**

The first step in the micro planning exercise will be to collect child wise information in consultation with the members of every household. Information about all the children from a family in the sequence of their age has to be collected

on the prescribed format. The same sheet of a particular family can get included in the VER.

#### **4) School Survey**

Survey of educational facilities is the next step. Format II will become the basis for collecting information regarding availability of schooling facilities in the habitation. This information has to be collected with the help of school teacher.

#### **5) Consolidation of household survey**

The entire family wise information, need to be consolidated to have an integrated view of the situation, on format III. This is a simple exercise of transferring information from household survey sheets to a consolidation sheet. From the sheet total no of children in the school going age, total no going to schools, what no not going to schools (it can be categorized on the basis of reason for not going to school) etc. can be calculated. This along with the other information will become the basis for planning.

#### **6) Sharing information with the community**

This entire categorized information should be with the entire community. The community generally has some idea about the problems of education in the some idea about the problems of education in the village but very often this systematic categorized information is revelation for them also. They become aware of the problems of the education of their village. Discussion on probable strategies based on norms also can be initiated at this stage.

#### **7) Preparation of Education Plan**

Based on norms, education plan for the village can be prepared by the core team in consultation with the community. This plan will be sent to the CRC (wherever exist) through panchayats where all the habitation plans will be consolidated, scrutinized and sent to the block level committee.

#### **8) Monitoring on the Basis of VER**

On the basis of family wise survey format, a Village Education Register can be prepared which will include family wise, educational status of each child. This VER will become the tool for monitoring of children's progress as well as intervention by the community. Monitoring will be done at the intervals of six months. Those 2 periods can be decided based on the academic session of schools in a particular state.

### **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:**

Where are your students going?

How are they going to get there?

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.

#### **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.

What are the broader objectives, aims, or goals of the unit plan/curriculum?

What are your goals for this unit?

What do you expect students to be able to do by the end of this unit?

### **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.

What will students be able to do during this lesson?

Under what conditions will students' performance be accomplished?

What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged?

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

### **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?

### **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?

### **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.)”<sup>16</sup>

### **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”<sup>17</sup>.

- **Introduction**

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<sup>16</sup> NUNAN, D., (1991). *The Learner-centred curriculum: a study in second language teaching*. UK: Cambridge University Press

<sup>17</sup> [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)

How will you introduce the ideas and objectives of this lesson?

How will you get students' attention and motivate them in order to hold their attention?

How can you tie lesson objectives with student interests and past classroom activities?

What will be expected of students?

- 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?

### **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, without providing 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.

**5.3.3. MODEL OF A LESSON PLAN**

**The Gift of Gatsby**

***A Reading Comprehension Quiz on an Article About The Great Gatsby in Urban Classrooms***

**Author(s)**

Annisia Hambouz, The New York Times Learning Network Javaid Khan, The Bank Street College of Education in New York City

**Grades:** 6-8, 9-12

**Subjects:** Geography, Language Arts, Teaching with The New York Times  
Interdisciplinary Connections

**“Overview of Lesson Plan:** In this lesson, students learn about the appeal of F. Scott Fitzgerald’s 1925 novel, *The Great Gatsby*, in the contemporary American high school English curriculum. They take a reading comprehension quiz based on the New York Times article they have read, discuss several key *Gatsby* themes today’s students find relevant, and then write reflective pieces for homework”<sup>18</sup>.

**Suggested Time Allowance:**1 hour

**Objectives:**

Students will:

1. Consider the concept of the “American dream” as it applies to different groups.
2. Learn about the contemporary popularity of the 1925 F. Scott Fitzgerald novel, “*The Great Gatsby*,” among urban high school students by reading and discussing the article, “*Gatsby’s Green Light Beckons a New Set of Strivers*.”
3. Take a reading comprehension quiz based on today’s New York Times article.
4. Write about one of their life goals in a reflective essay for homework.

**Resources / Materials:**

- student journals
- pens/pencils
- paper
- classroom board
- copies of “*Gatsby’s Green Light Beckons a New Set of Strivers*,”

**Activities / Procedures:**

1. WARM-UP / DO-NOW: Students respond to the following prompt, written on the board prior to class, “What does the expression ‘the American dream’ mean to

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<sup>18</sup> [http://ebooks.adelaide.edu.au/f/fitzgerald/f\\_scott/gatsby/](http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/)

you? Can you think of any examples, whether from your own life, or from books you have read, or movies you have seen, about someone pursuing the American dream?"

Allow students several minutes to write, and then ask volunteers to share their responses with the class. Are most students in agreement about the meaning of the American dream? Why or why not? In what ways, if any, might a person born and raised in the United States have a different understanding of the American dream than someone from another country, a naturalized citizen, or a first-generation American? Why?

Before continuing with today's assignment, announce to students that they will be reading about several Boston area high school students who have found particular relevance in the theme of the American dream in the 1925 F. Scott Fitzgerald novel, "The Great Gatsby."

2. Distribute copies of the article "Gatsby's Green Light Beckons a New Set of Strivers" (allow students several minutes to read the article individually, and then have them take the accompanying reading comprehension quiz).

3. After students have finished the quiz, go over the responses as a class. Discuss any specific questions students might have. Then have students revisit the article and briefly discuss some of The Great Gatsby themes mentioned, such as professional success, materialism, idealized love, and the American dream. Divide students into groups of three or four, and present them with the following quotations (copied onto a handout for easier access):

- “They all understand what it is to strive for something, to want to be something you’re not, to want to achieve something that’s just beyond reach...”
- “My goal is to make my parents proud of me.”
- “For me the American dream is working hard for something you want. It’s not about having money.”

“Getting rich seems so far out of the picture. Everybody thinks about it, but the older you get, the less possible it seems.” Once groups have received the quotations, ask them to discuss them and select one that they can relate to the most. Do most students agree? Why or why not? Call on several groups to share their thoughts.

**4. WRAP-UP/HOMEWORK:** Even if students are not familiar with the novel, they should be able to explain the meaning of the “green light” in “The Great Gatsby” after reading the article, taking the quiz, and discussing the above quotations. Have students consider Jinzhou Wang’s “green light,” to help her home country of China. Then ask students to explore their own “green lights,” by writing one of their current life goals in their journals before the end of the period.

For homework, students discuss the “green light” they individually noted in their journals in a reflective essay. Have their life goals changed over time and if so how? In what ways do they think that background, family, friends, culture, and other factors might affect their current life goals? Do they agree with Jinzhou Wang that, “The journey toward the dream is the most important thing”? Why or why not?



**Evaluation / Assessment:**

Students will be evaluated based on participation in the initial exercise, completion of the reading comprehension quiz, thoughtful participation in class discussion, and reflective essay for homework.

**Vocabulary:**

Aspiration resonates, striving, ascend, obscurity, crystallizes, materialism, stratified, lavish, compelling, cautionary, accumulation, consignment, rigorous, alumni, thoracic, ideals

## CHAPTER IV

### 5.4. THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE.

Language educators have long used the concepts of four basic language skills:

- 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:

	<b>Oral</b>	<b>Written</b>
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

### **5.4.1. TEACHING 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. 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”<sup>19</sup>.

### **How to Teach Listening.**

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<sup>19</sup> BROWN H. Douglas, “Teaching by Principles” An Interactive Approach to Language Pedagogy, 2nd. Edition, 2000. Several pages.

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.
- 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 prepare 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 task is do-able, students are more likely to be successful, which in turn builds their confidence.

- 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.

Generally there are four 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.

### **Preparing Listening Task.**

When creating listening tasks, it is important that listening skills are being practiced or tested. However, 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.*

### **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 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.**

“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:

- 1.- Eliciting.
- 2.- Restricted oral practice.
- 3.- 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.

**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”<sup>20</sup>.

### **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.

### **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.

Echo 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 .

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<sup>20</sup> BROWN H. Douglas, “Teaching by Principles” An Interactive Approach to Language. Pedagogy, 2nd. Edition, 2000. Several pages.

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.
- 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, 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 video of the discussion speaking activities. A recording gives useful feedback for the correction of common errors.

### **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.

### **5.4.3. 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 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 isolated 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.

### **Reasons for Teaching Writing.**

- Writing is necessary for some kinds of communication.
- Writing helps in learning the language.

- Writing helps the memory.
- School exams are mainly written tests
- 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 they key to developing a writing topic. The more powerful and creative the writer, the more advance his or her organization skills generally are :
- Form: - Trough 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 .

### **Tasks by Levels.**

#### **1. *Beginning and high/beginning level***

- Copying.
- Filling in forms.
- Dictation.
- Short descriptions.
- Writing messages.
- Combining sentences.
- Substitution table.

## 2. *Intermediate level.*

- Letter writing.
- Instructions.
- Writing a review
- Note-taking
- Biography writing

## 3. *Advanced level.*

- Writing letters.
- Biography writing.
- Group writing projects.
- Future job or profession.
- Note taking.

## 5.4.4. **READING SKILL**

“Reading comprehension can be defined as the level of understanding of a passage or text. For normal [reading rates](#) (around 200-220 words per minute) an acceptable level of comprehension is above 75%”.<sup>21</sup>

Reading comprehension can be improved by: Training the ability to self assess comprehension, actively test comprehension using [questionnaires](#), and by improving [metacognition](#). Teaching conceptual and [linguistic](#) knowledge is also advantageous.

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<sup>21</sup> WIKIPEDIA, Internet.

Comprehension testing is very useful in improving reading comprehension. Not only because it gives the [teacher](#) a measure of progress, but it supplements the reader's perception of their own ability. Learning readers commonly fail to accurately assess their own comprehension. A comprehension test can accelerate their ability to self assess their own comprehension levels as they progress.

However, a poorly constructed reading comprehension test can deceive the learner and disturb progress. Indeed, it has been found that poorly constructed tests often train the reader to mis-assess their own reading performance.

Reading comprehension is best tested using carefully constructed questions which quiz natural, or non-concocted passages of text. The questions themselves can be requests to summarize, open ended questions, [Cloze](#) formats, and carefully constructed multiple choice questions.

The multiple choice format must use questions that quiz the overall meanings of the text, the details and the most important meaning of the words. The background of the reader must be taken into account. For example, if an answer is general knowledge, then it will not measure the comprehension of the passage, but the memory of that knowledge. Likewise, the questions should not give clues to the answers of other questions. In this way it makes the multiple choice format hard to devise. [Speed reading](#) courses and books generally design their comprehension tests using the antithesis of these factors in order to mislead the reader into believing that their reading comprehension has improved with increased speed.

Reading is the process of retrieving and comprehending some form of stored information or ideas. These ideas are usually some sort of representation of language], as symbols to be examined by sight, or by touch (for example Braille. Other types of reading may not be language-based, such as music notation or pictograms. By analogy, in computer science, reading is acquiring of [data](#) from some sort of computer storage.

Reading by humans is mostly done from paper with ink, e.g. a book, magazine, newspaper, [leaflet](#), [notebook](#). [Handwritten](#) text may also consist of [graphite](#) from a [pencil](#).

More recently one can read from [computer displays](#), [television](#), and other displays, e.g. those in devices such as mobile phones.

Short texts may be written or [painted](#) on an object. Often the text relates to the object, such as an address on an envelope, product info on packaging, some text on a [traffic sign](#), street, etc. A [slogan](#) may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road, etc.

A requirement for (convenient) reading is a good [contrast](#) between letters and background (depending on colors of letters and background, any pattern or image in the background, and on [lighting](#)) and a suitable font size. In the case of a computer screen, not having to scroll horizontally is important.

Human reading appears to be performed as a series of [word recognition](#) steps with [saccades](#) between them. In normal reading, humans do not actually "read" every word, but rather scan many words, filling in many words by what would logically

appear there in context. This is possible because human languages show certain predictable patterns.

The process of recording information to be read later is **writing**. In the case of computer and **microfiche** storage there is the separate step of displaying the written text. For humans reading is usually faster and easier than writing.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of **intrapersonal communication**. Reading to young children is a recommended way to instill language, expression, and to promote comprehension of text. Before the reintroduction of separated text (i.e. before the late Middle Ages), the ability to read silently was considered rather remarkable.<sup>22</sup>

### **Strategies to Improve Reading Comprehension**

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies:

#### **a) Identify the purpose in reading**

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

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<sup>22</sup> MAGUEL, Alberto (1996) *A History of Reading*. New York: Viking.

Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

**b) Use graphemic rule and patterns to aid in bottom-up decoding**

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. They may need hints and explanations about certain English orthographic rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult. Consider how you might provide hints and pointers on such patterns as these:

- a. Short vowel sound in VC patterns (bat, him, leg wish etc.)
- b. Long vowel sound in VC (final silent e) patterns (late, time, bite, etc)
- c. Long vowel sound in VV patterns (seat, coat etc.)

These and multitude of other phonics approaches to reading can prove useful for learners at the beginning level and especially useful for teaching children and non-literate adults.

**c) Use efficient silent reading techniques for relatively rapid comprehension**

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and

grammatical patterns. Your intermediate-to-advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

- ❖ You don't need to pronounce each word to yourself
- ❖ Try to visually perceive more than one word at a time, preferably phrases.
- ❖ Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context

#### **d) Skim the text for main ideas**

The two most valuable reading techniques are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. You can train students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their book, and then tell you what they learned.

#### **e) Scan the text for specific information**

The second most valuable reading category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading the whole text.

#### **f) Guess the meaning from context**

The readers should know that it doesn't matter if they don't know the meaning of a word, because they can understand it from the context, so they shouldn't stop the reading by this reason.

### **Types Of Reading**

#### **Oral And Silent Reading**

Occasionally, you will have reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can:

- ❖ Serve as an evaluative check on bottom-up processing skills
- ❖ Double as a pronunciation check, and
- ❖ Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage

For advanced levels, usually only advantage letter c can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:



- ❖ Oral reading is not a very authentic language activity
- ❖ While one student is reading, others can easily lose attention
- ❖ It may have the outward appearance of student participation when in reality it is mere recitation

### **Intensive and Extensive Reading**

Silent reading may be subcategorized into **intensive** and **extensive** reading. Intensive reading, analogous to intensive listening is usually is classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like<sup>23</sup>.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article or essays etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. By stimulating reading for enjoyment or reading where concepts, names, dates and other details need not be retained, students gain an appreciation for the affective and cognitive window of reading.

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<sup>23</sup> www. Wikipedia, Internet

## **5. HYPOTHESIS**

### **6.1. GENERAL**

The curricular planning affects the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

### **6.2. SPECIFIC**

The mesoplanning is not elaborated by the teacher considering the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

The microplanning does not include specific techniques for the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.

## **7. METHODOLOGY**

### **7.1. DESIGN OF THE INVESTIGATION**

This work is a kind of **descriptive research**, because it is a problem related to education so it will be developed observing the facts in the reality. The researchers will not have the chance to manipulate the variables of the work. We will apply a survey to the teachers and students in order to get information and we also will study some documents which can help us with the research process.

### **7.2. METHODS, TECHNIQUES AND PROCEDURES**

#### **7.2.1. METHODS**

As a general method we will use the scientific one, which will let to develop a set of procedures oriented to discover, demonstrate and verify the stated hypothesis contrasting the theory with the real found problem. Through this method we will develop the phases of observation and questioning about the problem in the same way as it is in the reality and this will be used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents. It also will be useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

We will also use the descriptive, analitic-sinthetic and explicative methods and We will use the descriptive statistics as a tool to represent the information in tables and graphs that will let the interpretation of the information easily.

The **descriptive method** will be used to collect the information, describe the field obtained results in the applied instruments and it will let us organize the information according to the hypothesis and the indicators that we will state for each one of the variables included in the research work.

It will also let us get enough support to demonstrate the meaning of the investigation, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we will describe all the obtained results in the field work which also serve as support to draw the respective conclusions in the thesis report. This method will be used to describe how the teachers are carrying out the meso and microplanning inside the English teaching learning process.

We will use the **analytic-synthetic** method, which will be given out to analyze the empiric information data obtained in the applied instruments and therefore we can derive the respective conclusions according to the tendencies of the results in the field work. It will also be used to analyse the components of the meso and micro planning that the teachers develop in the researched institution.

The **explicative method** will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be able to prove or deny the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

### **7.2.2. TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information, we will apply a **survey** to the teachers as well to the students of the researched high school, and this will let us obtain enough data about the meso and microplanning process and also we will be able to know what is the students' level in the four basic skills in the English Language and what's its relation with the before mentioned variables. It will be applied with a previous elaborated questionnaire, which will contain different types of closed questions about the topic researched.

### **7.2.3. PROCEDURES**

In order to develop the research process the groups will carry out the following steps:

#### **7.2.3.1. Tabulation**

Once we have applied the survey, we will tabulate the obtained information in the field research where we will use the descriptive statistics to interpret the closed questions and an specific criteria from the reason or explanation of every question, and we will contrast the information of the teachers and students which will let us to get the information since two points of view which will let to prove the stated hypothesis.

#### **7.2.3.2. Organization**

Next we will organize the empiric information classifying the questions that will serve to prove the first hypothesis and the ones we will use to prove the second hypothesis, keeping in mind the variables and the indicators that will be used to support them. In this way we will be able to interpret and analyse every question easily and with enough information that will let its confirmation or denying.

#### **7.2.3.3. Description**

Then we will describe the information in statistic tables where we will show the obtained data from teachers and students which will also include the frequency and the percentage of the obtained indicators in the applied instruments and this will facilitate the interpretation of the information.

#### **7.2.3.4. Graphic Representation**

After we have described the data, we will represent the data graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. We will use the bars diagram to show this information.

#### **7.2.3.5. Interpretation and analysis**

Once we have presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

#### **7.2.3.6. Hypothesis verification**

The hypothesis will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.

#### **7.2.3.7. Formulation of conclusions and elaboration of the report**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally the elaboration of the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in the present research which can be used to develop other researching in the future.

### **7.3. POPULATION AND SAMPLE**

The population of students is conformed by 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education that are 236 students; so that, the group has considered convenient to take a sample using the following formula:

$$n = \frac{PQ \times N}{E^2} - 0,25$$
$$(N-1) \frac{K^2}{K^2}$$

PQ = First quartil (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of sample (10%, 0,1)

$$n = \frac{0,25 \times 236}{(0,1)^2} - 0,25$$
$$n = \frac{59}{2,1} - 0,25$$
$$n = \frac{28}{4}$$

$$n = \frac{59}{0,53}$$

$$n = 111$$

Therefore we will apply the surveys to 111 students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education who we show below. To do the sample distribution we will apply the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,47$$

.



CHART N °1

<i><b>COURSES</b></i>	<i><b>STUDENT'S POPULATION</b></i>	<i><b>Parallels</b></i>	<i><b>Sample by Parallel</b></i>	<i><b>SAMPLE TOTAL</b></i>
<i><b>8<sup>th</sup> Year of Basic Education</b></i>	<i><b>96</b></i>	<i><b>A</b></i>	<i><b>15</b></i>	<i><b>45</b></i>
		<i><b>B</b></i>	<i><b>15</b></i>	
		<i><b>C</b></i>	<i><b>15</b></i>	
<i><b>9<sup>th</sup> Year of Basic Education</b></i>	<i><b>69</b></i>	<i><b>A</b></i>	<i><b>10</b></i>	<i><b>32</b></i>
		<i><b>B</b></i>	<i><b>11</b></i>	
		<i><b>C</b></i>	<i><b>11</b></i>	
<i><b>10<sup>th</sup> Year of Basic Education</b></i>	<i><b>71</b></i>	<i><b>A</b></i>	<i><b>11</b></i>	<i><b>34</b></i>
		<i><b>B</b></i>	<i><b>11</b></i>	
		<i><b>C</b></i>	<i><b>12</b></i>	
<i><b>TOTAL</b></i>				<i><b>111</b></i>

Regard to the population of the teachers we will take into account to all of them who are 5 in total, which is considered as a small population.

## **8. RESOURCES**

### **8.1. HUMAN**

Research Group: Manuel Rengel and Jhony Carrión

English Teachers of the “Tern. Lauro Guerrero” High School

Students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education

### **8.2. MATERIAL**

The material sources that we will use in this research work are:

Office material, books, copies, computer, printer, paper, folders and paper clips

### **8.3. BUDGET**

Office material	250,00
Typing and printing	400,00
Copies and Reproduction	150.00
Unforeseen	100.00
	-----
Total	900.00

### **8.4. FINANCING**

The expenses derived from the present work will be assumed by the research group.

## 9. TIMETABLE

<div> <div>MONTHS</div> <div>ACTIVITIES</div> </div>	Feb				Mar				Abr				May				Jun				Jul			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			x	x																				
Write the recommendations to the project				x	x																			
Checking and redesign of the research instruments						x																		
Application of the research instruments							x	x																
Processing of the research									x	x	x													
Drawing conclusions												x	x											
Elaboration of the report													x	x										
Private qualification of the thesis															x	x								
Writing the recommendations																	x	x						
Public sustentation and Graduation																				x	x			

## 10. BIBLIOGRAPHICAL REFERENCES

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## 11. ANEXES

### ANEXO 1

**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**TEACHER'S SURVEY**

**8. Do you elaborate the Unit Plan?**

Yes    (   )                      No    (   )                      Sometimes    (   )

Why:.....

**9. How often do you elaborate the Unit Plan?**

Every month                      (   )

Every School year                      (   )

Every two years                      (   )

Every three years                      (   )

Others                      (   )

Why: .....

**10. Tick the Components that you include in the Unit Planning**

- |                   |       |                        |       |
|-------------------|-------|------------------------|-------|
| • Goals           | (   ) | Institutional policies | (   ) |
| • Objectives      | (   ) | Contents               | (   ) |
| • Outcomes        | (   ) | Skills                 | (   ) |
| • Assessment      | (   ) | Resources              | (   ) |
| • Student's Needs | (   ) |                        |       |

**11. How do you Plan the Didactic Unit?**

By text contents                      (   )

By Grammar points                      (   )

By skills                      (   )

By functions of the Language                      (   )

**12. How do you catalogue the techniques that you use to develop the language skills?**

Suitable ( )                      not very suitable ( )                      Unsuitable ( )

Why: .....

**13. Do you elaborate the Lesson Plan?**

Yes ( )                      No ( )                      Sometimes ( )

Why: .....

**14. How often do you elaborate the Lesson Plan in your High School?**

a) Daily ( )

b) Weekly ( )

c) Others ( )

Why: .....

**15. Do you use your lesson plan to guide the development of your class?**

Yes ( )                      No ( )                      Sometimes ( )

Why: .....

**16. Do you include specific techniques to develop the English Language Skills in your lesson plan?**

• a) Many ( )

• b) Not many ( )

• c) Few ( )

• d) Very few ( )

Why: .....

**10. Which of the following techniques does your lesson plan include?**

Listening and Reading			
	Always	Sometimes	Never
• Predicting	( )	( )	( )

• Understanding the main idea	( )	( )	( )
• Reading the text	( )	( )	( )
• Guessing meaning from the context	( )	( )	( )
• Identifying main points	( )	( )	( )
• Identifying details	( )	( )	( )
• Scanning	( )	( )	( )
• Skimming	( )	( )	( )
• Listening the reading typescript by the teacher	( )	( )	( )

<b>Speaking</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Discussion	( )	( )	( )
• Role plays	( )	( )	( )
• Compare and contrast information	( )	( )	( )
• Pair work	( )	( )	( )
• Group work	( )	( )	( )

<b>Writing</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Planning	( )	( )	( )
• Organizing	( )	( )	( )
• Writing a composition	( )	( )	( )
• Brainstorming	( )	( )	( )
• Developing a paragraph	( )	( )	( )
• Drafting	( )	( )	( )
• Proofreading	( )	( )	( )
• Writing	( )	( )	( )

**11. How do you place the level of the students' skills in the English Language?**

<b>SKILLS</b>	<b>Excellent (20-19)</b>	<b>Very Good (18-17)</b>	<b>Good (16-15)</b>	<b>Regular (14-13)</b>	<b>Deficient (12-0)</b>
<b>Listening</b>					
<b>Reading</b>					
<b>Speaking</b>					
<b>Writing</b>					

**THANKS**

**ANEXO 2**

**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCATION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**STUDENT' S SURVEY**

**1. Does your teacher elaborate the Unit Plan?**

Yes ( ) No ( ) Sometimes ( )

Why:.....

**2. How often does your Teacher elaborate the Unit Plan?**

Every month ( )

Every School year ( )

Every two years ( )

Every three years ( )

Others ( )

Why: .....

**3. Tick the Components that your teacher include in the Unit Planning**

★ Goals ( ) Institutional policies ( )



- |                   |     |           |     |
|-------------------|-----|-----------|-----|
| ★ Objectives      | ( ) | Contents  | ( ) |
| ★ Outcomes        | ( ) | Skills    | ( ) |
| ★ Assessment      | ( ) | Resources | ( ) |
| ★ Student's Needs | ( ) |           |     |

**4. How does your teacher Plan the Didactic Unit?**

- a) By text contents ( )
- b) By Grammar points ( )
- c) By skills ( )
- d) By functions of the Language ( )

**5. How do you consider the strategies that the teacher uses to develop the Language Skills in the Didactic Unit Plan?**

Suitable ( ) not very suitable ( ) Unsuitable ( )

Why: .....

**6. Does your elaborate the Lesson Plan?**

Yes ( ) No ( ) Sometimes ( )

Why: .....

**6. How often does your teacher elaborate the Lesson Plan in your High School?**

- a) Daily ( )
- b) Weekly ( )
- c) Others ( )

Why: .....

**7. Does your Teacher use the lesson plan to guide the development of his/her class?**

Yes ( ) No ( ) Sometimes ( )

Why: .....

**9. Does your teacher include specific techniques to develop the English Language Skills in your lesson plan?**

a) Many ( )

b) Not many ( )

c) Few ( )

d) Very few ( )

Why: .....

**10. Which of the following techniques does your lesson plan include?**

<b>Listening and Reading</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Predicting	( )	( )	( )
• Understanding the main idea	( )	( )	( )
• Reading the text	( )	( )	( )
• Guessing meaning from the context	( )	( )	( )
• Identifying main points	( )	( )	( )
• Identifying details	( )	( )	( )
• Scanning	( )	( )	( )
• Skimming	( )	( )	( )
• Listening the reading typescript by the teacher	( )	( )	( )

<b>Speaking</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Discussion	( )	( )	( )
• Role plays	( )	( )	( )
• Compare and contrast information	( )	( )	( )
• Pair work	( )	( )	( )
• Group work	( )	( )	( )

<b>Writing</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>

• Planning	( )	( )	( )
• Organizing	( )	( )	( )
• Writing a composition	( )	( )	( )
• Brainstorming	( )	( )	( )
• Developing a paragraph	( )	( )	( )
• Drafting	( )	( )	( )
• Proofreading	( )	( )	( )
• Writing	( )	( )	( )

**12. How do you place the level of your skills in the English Language?**

<b>SKILLS</b>	<b>Excellent (20-19)</b>	<b>Very Good (18-17)</b>	<b>Good (16-15)</b>	<b>Regular (14-13)</b>	<b>Deficient (12-0)</b>
<b>Listening</b>					
<b>Reading</b>					
<b>Speaking</b>					
<b>Writing</b>					

THANKS

## CONSISTENCY MATRIX

**THEME:** THE CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE “MANUEL CABRERA LOZANO” HIGH SCHOOL. PERIOD 2009-2010.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
¿How does the curricular planning affects the development of the English basic linguistic skills of the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of basic education at “Tern. Lauro guerrero” military high school. Academic period 2008-2010?.	To determine how the curricular planning affects the development of the English basic linguistic skills with the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010?	The curricular planning affects the development of the English basic linguistic skills in the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.	<ul style="list-style-type: none"> <li>Curricular planning</li> </ul>	
<b>Subproblems</b> What ways of mesoplanning are the teachers elaborating to develop the four English basic linguistic skills with the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic	<b>Specific</b> To characterize the ways of mesoplanning that the teachers elaborate to develop the English basic linguistic skills of the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic	<b>Specific</b> The mesoplanning is not elaborated by the teacher considering the development of the English basic linguistic skills of the students of 8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School.	<ul style="list-style-type: none"> <li>The mesoplanning</li> </ul>	Elaboration Contents Resources Skills Assessment Student’s needs Objectives

<p>Period 2008-2010?</p> <p>How does the microplanning is related to the development of the four English basic linguistic skills with the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010?</p>	<p>Period 2008-2010.</p> <p>To explain the relationship of the microplanning with the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.</p>	<p>Academic Period 2008-2010.</p> <p>The microplanning does not include specific techniques for the development of the English basic linguistic skills in the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of Basic Education at “Tern. Lauro Guerrero”, Military High School. Academic Period 2008-2010.</p>	<ul style="list-style-type: none"> <li>• The microplanning</li> <li>• The basic linguistic skills of the English Language</li> </ul>	<p>Elaboration Components Use Techniques to develop reading and writing Techniques to develop listening and speaking</p>
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