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# NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

## THESIS

“CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE OF THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL NIGHT SECTION, PERIOD 2008-2010”.

Thesis work previous to obtain the Licentiate's degree in Sciences of Education. English Language Specialization.

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# CERTIFICATION

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## **CERTIFIES:**

To have directed and revised this thesis, previous to obtain the Licentiate's degree entitled: "CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE OF THE STUDENTS AT "PIO JARAMILLO ALVARADO" HIGH SCHOOL NIGHT SECTION, PERIOD 2008-2010", under the responsibility of the undergraduates students: Onofre Manuel Agila Díaz y Luis Osvaldo Japón; so that I authorize its presentation and defense.

Loja, July 2010

**DRA. BERTHA RAMÓN RODRIGUEZ**

**THESIS DIRECTOR**

# **AUTHORSHIP**

The whole criteria, analysis and concepts presented in this research work, are of their authors' absolute responsibility. They can be used as a consultant bibliographical resource.

**Onofre Manuel Agila**

**Luis Osvaldo Japón**

# **ACKNOWLEDGEMENTS**

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Next, to the English Language Careerin its coordinator and teachers, who contributed in our professional formation during ourcareer.

Finally toDra. Bertha Ramón Rodríguez Mg. Sc., who has given us all hersupport as, ourthesis director to finish this research work.

## **THE AUTHORS**

## DEDICATION

I want to dedicate this work firstly to God, next to my parents and brothers and specially to my wife Jeanneth and my son Alexis Santiago, who have supported me to finish one of my main goals.

*Onofre*

With special love and gratitude, I dedicate this work to my family who have given me their unconditional support to finish one of the academic goals.

*Oswaldo*

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# 1. INTRODUCTION

The present research work is about “Curricular planning and its influence on the development of the English Language Basic skills at Pio Jaramillo High School. Night Section. Academic Year 2009-2010”.

The lack of a good planning by part of teachers have not let improve the students’ knowledge of the English Language. We know that in most public High Schools the macro-curriculum is represented by the book “Our World Through English” which is based in our reality and includes a communicative methodology that focus on the development of competences. However there are problems with the High School students because they do not manage the English Language. There could be different kind of reasons but which have addressed us to be involved in the present research work is the lack of planning considering the meso and micro-planning inside the English teaching process.

For these reasons the problem that moved us to develop this work was: How does the curricular planning affect the development of the four basic linguistic skills of the English language of the students at “Pio Jaramillo Alvarado” High School?.Night section. School year 2009-2010.

The specific objectives that were related to the present research are:

To characterize the ways of mesoplanning that the teachers elaborate to develop the four basic linguistic skills of the English Language and to explain the relationship of the microplanning with the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

In agreement to the main problem we have stated as general hypothesis saying that the curricular planning affects the development of the four basic linguistic skills of the English Language the of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?

To reach the proposed objectives and the correspond hypothesis, we have stated the specific ones, which say that the mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language and that the microplanning does not include specific techniques for the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010

During the research work we have used different methods: the first one was the descriptive method which helped us to describe the curricular meso and micro-planning that the teachers develop with the students of the researched High School, the empiric method to get the empiric data through the instruments previously designed, the deductive one to give a logical explanation of the observed facts and to establish the main conclusions, the scientific method to develop the phases of observation, enquiry and verification of the object researched.

Among the techniques that we have used is the survey which let us know the phenomenon in a participative and experiential way and it was applied to teachers as well to students in order to know the truth.

The researching work includes four chapters distributed in the following way:

In the first part, we have the *Introduction* that presents the research report in its whole parts.

Next, it has a *Summary* that synthesizes the research work focusing on the main objective, the specific hypothesis and the most outstanding results that we got in the applied instruments.

Then, we have the *Literature Revision* which includes the main contents of the theoretical referents that have been used to support the research work since a scientific point of view.

Other aspect is the *Materials and Resources* which contains as well as the human and economic resources.

Then, we can find the *Methodology* used, where we describe the methods, techniques, procedures, instruments and the population researched that helped us to verify our hypothesis.

After that, the *Results* that we have got through the instruments applied to teachers and students in the field work. It also describes the discussion of the results where we analyze the percentages of major relevance that served to prove or deny the stated hypothesis.

## **2. SUMMARY**

The present research work entitled CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS OF THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL. ACADEMIC PERIOD 2008-2010., has been developed with the purpose of knowing if the meso and microplanning 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.

The main results of the research show that the teachers elaborate the unit plan yearly but it is not made considering the development of the English language basic skills and we also found that the teachers do not elaborate the lesson plan before their classes neither they include specific techniques to develop the language skills, which is reflected on students' learning that is placed in a regular level.

Therefore 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.

# **CHAPTER**

# **I**

### **3. REVIEW OF THE LITERATURE**

#### **3.1. WHAT IS THE CONTEXT OF CURRICULUM PLANNING?**

Planning is essential in order for effective teaching and learning to take place. In planning, the system must always remember that learner-centeredness is the key focus for what happens in the classroom. All planning must be done in the context of the school's development plans and must serve to enhance the school's teaching and learning culture.

A school that has an effective learning culture . . .

- maintaining the image of a 'professional community', similar to the fields of nursing or social work. Educators pursue a clear, shared purpose, engage in collaborative activity, and there is a collective responsibility for student learning (Newmann and Wehlage, 1995).
- has a clear school mission. Educators value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including educators. There is strong (not rigid) leadership (Deal and Peterson, 1990).
- creates an environment of inquiry; encourages educators and others to work collaboratively and collegially to seek aspects of school improvement (Burbacher, 1994).
- encourages educators to work collaboratively with each other and with the administration to teach learners so that they learn more (Fullan, 1993).
- has leadership that invests in people, decentralizes decision-making, trusts the judgment of others, facilitates participation, embraces the ethical

implications in every decision, and recognizes the complexity of contemporary society (Calabrese and Barton, 1994).

- is a place where both educators and learners learn (Rosenholtz, 1989).

Through leadership and management the system must create and support the culture that is needed to foster an attitude of effectiveness in educators, learners, parents, SGBs and other role-players in all activities that are conducted in the school. The SMT's goal in planning is to create a supportive learning environment for curriculum change.

The system engages in planning to ...

- ensure that the implementation of the curriculum is an effective and smooth process
- create a safe and empowering environment for teaching and learning
- create effective quality management and quality monitoring systems
- contextualize curriculum issues within the broader school management and governance context
- align the school's development plan with the curriculum
- make learning relevant to the context of the learners
- manage these resources optimally: fe physical site and resources human resources
- financial resources
- learner and support materials
- ensure clarity of focus
- accommodate the diversity of needs and demographics of the school
- reduce the risk of non-delivery

- prevent curriculum overload
- integrate planning vertically, across and within learning programmes
- reflect principles by modeling them in all aspects of school life.

### **3.2. WHAT ARE THE DIFFERENT LEVELS AT WHICH MANAGEMENT AND PLANNING TAKE PLACE?**

“Curriculum planning takes place across three levels at schools; namely macro, meso and micro planning. The role players who are involved in these levels include the members of the system, educators, students, the representative council of learners and parents”<sup>1</sup>.

#### **3.2.1. WHAT IS MACRO PLANNING?**

This level looks at the school as a whole and therefore involves the management level, the administrative staff, and the representative council of learners as well as the whole staff. Whole-school development thinking informs this level of planning. This includes the school development plans, curriculum goals, school policies, staff development plans, curriculum needs (including the education of learners with special educational needs (ELSEN)), multi-grade classrooms and gender issues. "

The role of national policy such as the one of the Ministry of Education is to provide the framework that informs the planning for whole-school

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<sup>1</sup> <http://college.artsci.wustl.edu/advising/sophomore/online-planner>



development and identifies the areas that the SMT must address at macro level, like timetabling, grade organization, provisioning and staffing.

### **3.2.2. WHAT IS MESO PLANNING?**

This level involves planning across learning programmes for each phase (horizontal integration), thus each of the grade educators in each phase must be involved. The meso-plan is an important tool for managing the curriculum. The focus is on the content of learning programmes and the practical issues in their implementation. Learning is planned so that it is relevant to the learners' context. Good planning and management at this level prevents curriculum overload and identifies gaps. It addresses issues of classroom management like the special management techniques in multi-grade classrooms, multi-lingual classrooms and techniques to ensure that successful inclusion takes place. Heads of department or learning areas may call meetings as part of the management process to resolve learning issues.

Collaborative planning ensures the optimal use of human and physical resources, for example, the selection and management of learner support materials. Educators in each grade need to meet regularly to discuss and plan their classroom activities, challenges and difficulties and to assess learners' work across the grade.

### 3.2.2. WHAT IS MICRO PLANNING?

Micro planning involves everything that happens in each classroom. It involves:

- the creation of a safe, empowering learning environment » the application of educators' skills as facilitators, mediators and managers of learning
- devising teaching strategies to design effective learning experiences
- the effective use of resources
- time management
- class organization (for example, group work, whole-class teaching, individual learning, co-operative learning and planning a physical organization in the classroom).

### 3.3. WHAT IS A UNIT PLAN?

“*A unit* plan is developed by the teacher and serves as a long-range plan. It contains multiple lessons that are related below you will find the *Suggested Unit Plan Format* (Tennessee Framework for Evaluation and Professional Growth) components followed by explanations of each. While all unit plans are not identical (different states may use different formats), the major components will remain the same”<sup>2</sup>.

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<sup>2</sup> <http://www.eduref.org/Virtual/Lessons/Guide.shtml>

<b>Subject area; Grade level</b>	What is subject area(s) and grade level(s) for which the unit is designed?
<b>Unit name</b>	What is the name of the unit of instruction?
<b>Unit goals</b>	Unit goals are long-range goals. What are the goals for this unit of instruction? How does this unit fit with year-long goals?
<b>Specific ways to relate goal(s) to curriculum</b>	Describe how the unit goals relate to the team/department, system and state frameworks.
<b>Characteristics of the students</b>	List the needs for the students who this unit is intended in the cognitive, social, emotional, and physical areas.
<b>Introductory procedures</b>	How will you introduce the unit and the goals to the students? List these procedures.
<b>Materials /media</b>	Identify the software, web sites, other materials and/or media needed to teach this lesson.
<b>Assessment and evaluation</b>	Identify the methods that the teacher will use to identify the student learning levels and needs.  Describe when these will be used during the unit.
<b>Assessment instruments to outcomes</b>	Relate assessment instruments to the outcomes stated in the goals.

### 3.4. LESSON PLAN

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

- ❖ The title of the lesson
- ❖ The amount of time required to complete the lesson
- ❖ a list of required materials
- ❖ A list of objectives. These may be stated as behavioral objectives (what the student is expected to be able to *do* upon completion of the lesson) or *asknowledge objectives* (what the student is expected to *know* upon completion of the lesson).
- ❖ The *set* or lead-in to the lesson. This is designed to focus students on the skill or concept about to be instructed. Common sets include showing pictures or models, asking leading questions, or reviewing previously taught lessons.
- ❖ The instructional component. This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input—what the teacher plans to do and say, and guided practice—an opportunity for students to try new skills or express new ideas with the modelling and guidance of the teacher.
- ❖ *Independent practice*. This component allows students to practice the skill or extend the knowledge on their own.

- ❖ The *summary*. This is an opportunity for the teacher to wrap up the discussion and for the students to pose unanswered questions.
- ❖ *Evaluation*. Some, but not all, lessons have an evaluative component where the teacher can check for mastery of the instructed skills or concepts. This may take the form of a set of questions to be answered or a set of instructions to be followed. The evaluation may be formative; that is to say, used to guide subsequent learning, or summative; that is to say, used to determine a grade or other achievement criterion.
- ❖ *Analysis*. Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson.
- ❖ *Continuity* - the content/ideas/theme/rules etc. from previous day are reflected upon or reviewed.

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

Nowadays the constructivist teaching style, the individual lesson plan is often inappropriate. Specific objectives and timelines may be included in the unit plan, but lesson plans are more fluid as they cater to student needs and learning styles. As students are asked to engage in problem or inquiry learning, rigid lesson planning with title, behavioural objectives, and specific outcomes within certain time constraints often no longer fit within modern effective pedagogy. Today, formal lesson plans are often required only of student teachers, who must be demonstrably

familiar with the components of a lesson, or teachers new to the field, who have not yet internalized the flow of a lesson”<sup>3</sup>.

### **3.5.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.

<b>To begin, ask yourself three basic questions:</b>
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

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<sup>3</sup> [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)

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? (please include full bibliographic citations)



What needs to be prepared in advance? (typical for science classes and cooking or baking activities).

### **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.)

### **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.

- **Introduction**

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.

### **3.6. 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. MATERIAL AND RESOURCES**

### **4.1. HUMAN**

The resources that participated in the present research work were:

Resarch Group: Manuel Onofre Agila and Luis Osvaldo Japón

English Teachers of the "Pío Jaramillo Alvarado" High School, Night section

Students of the "Pío Jaramillo Alvarado" High School, Night section

### **4.2. MATERIAL**

The material sources that we used in this research work were:

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

### **4.3. BUDGET**

Office material	200,00
Typing and printing	450,00
Copies and Reproduction	200,00
Unforeseen	100,00
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Total	950.00

### **4.4. FINANCING**

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

# **CHAPTER**

## **II**



## **5. METHODOLOGY**

### **5.1. DESIGN OF THE INVESTIGATION**

This work was a kind of **descriptive research**, because it was 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 and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

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

#### **5.2.1. 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 is in the reality and it 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.

We 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 that let the interpretation of the information easily.

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

It 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 independent variable as well the dependent one and we described all the results obtained in the field work which also served as support to draw the respective conclusions in the thesis report. This method was useful 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 given out 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 analyse the components of the meso and micro planning that the teachers developed 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 were able to prove or deny the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

We used the descriptive statistics which served to represent the data in tables, tables and graphs to get a better comprehension of the information in the thesis report.

### **5.2.2. 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 what is the students' level in the four basic skills in the English Language and what was the relation with the before mentioned variables. It was applied with a previous elaborated questionnaire, which contained different types of closed questions about the researched topic.

### **5.2.3. PROCEDURES**

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

#### **5.2.3.1. Tabulation**

Once we 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 from the reason or explanation of every question, and we contrasted the information of the teachers and students which let us get the information since two points of view which let us prove the stated hypothesis.

#### **5.2.3.2. 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 were used to support them. In this way we were able to interpret and analyse every question easily and with enough information that let its confirmation or denying.

#### **5.2.3.3. 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.

#### **5.2.3.4. Graphic Representation**

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

#### **5.2.3.5. 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.

#### **5.2.3.6. 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.

#### **5.2.3.7. 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 researching in the future.

### 5.3. POPULATION AND SAMPLE

Regards to the population the group considered convenient take all of the students since 8<sup>th</sup> year of basic education to the 3<sup>rd</sup> year of the High School curriculum, who are 153 in total, because it is quite small.

The teachers' population is also small. They are two English teachers in the high school, night section, so that we will take all the population too.

TABLE N °1

COURSES	STUDENTS' POPULATION	TEACHERS' POPULATION
8th year of basic education	39	
9th year of basic education	31	
10th year of basic education	20	
1 <sup>st</sup> year of high school curriculum	27	
2 <sup>nd</sup> year of high school curriculum	21	
3 <sup>rd</sup> year of high school curriculum	15	
<b>TOTAL</b>	<b>153</b>	<b>2</b>

**Source:** Teachers and students' survey  
**Responsible:** research group

# **CHAPTER**

## **III**

**6. RESULTS IN RELATION TO THE HYPOTHESIS ONE WITH TEACHERS' AND STUDENTS' SURVEY.**

**6.1.HYPHOTESIS No. 1**

The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?

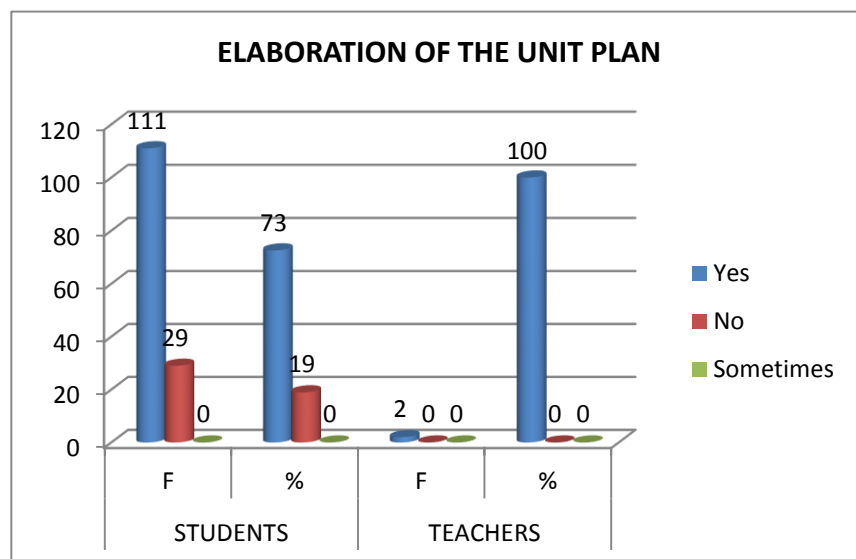
**1. Do you elaborate the Unit Plan?**

**a) Table No. 2**

ELABORATION OF THE UNIT PLAN	STUDENTS		TEACHERS	
	F	%	F	%
Yes	111	73	2	100
No	29	19	0	0
Sometimes	0	0	0	0
<b>TOTAL</b>	<b>153</b>	<b>100</b>	<b>2</b>	<b>100</b>

Source: Teachers and students' survey  
Responsible: research group

**b) Graph No. 1**





### c) Interpretation and analysis

As we can see 100% of teachers and 73% of students said that teachers elaborate the unit plan; only 19% of students indicated that teacher do not elaborate the mesoplanning.

The results show that most of teachers elaborate the didactic unit plan which guides the activities that the teacher must develop in the whole year. Planning is essential in order to get an effective teaching and learning. Inside planning, the system must always remember that this help teacher preview all resources, context, learner-needs and the mesoplanning gives the teacher the general idea of the contents that they have to cover in a school year.

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

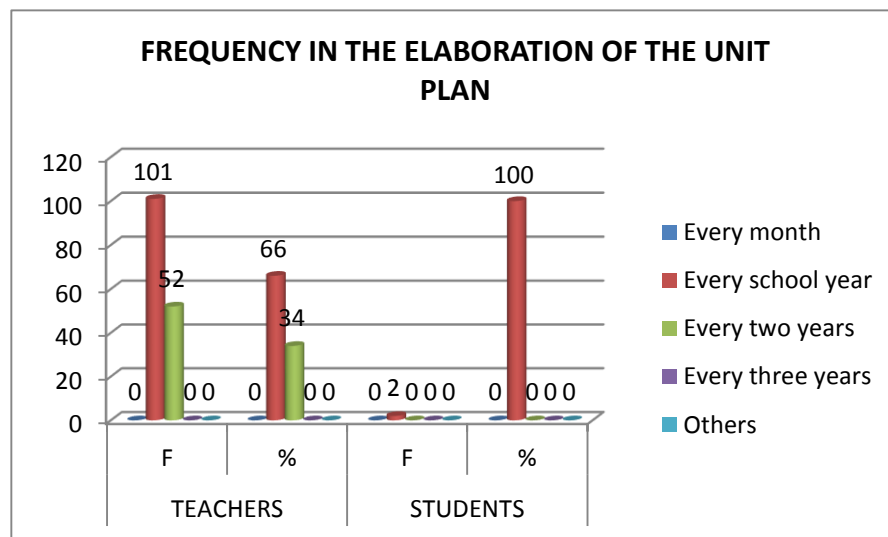
### a) Table No. 3

FREQUENCY IN THE ELABORATION OF THE UNIT PLAN	STUDENTS		TEACHERS	
	F	%	F	%
Every month	0	0	0	0
Every school year	101	66	2	100
Every two years	52	34	0	0
Every three years	0	0	0	0
Others	0	0	0	0
TOTAL	153	100	2	100

**Source:** Teachers and students' survey

**Responsible:** research group

**b) Graph No. 2**



**c) Interpretation and analysis**

The results show us that 66% of teachers and 100% of students answered that the didactic unit plan is elaborated every school year while 34% of teachers said that they make it every two school years.

As the results show most of teachers elaborate the didactic unit plan every school year which is ideal because it guides 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 but it is very important it must be redesigned considering the new trends in methodology and evaluation techniques to develop the English language skills.

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

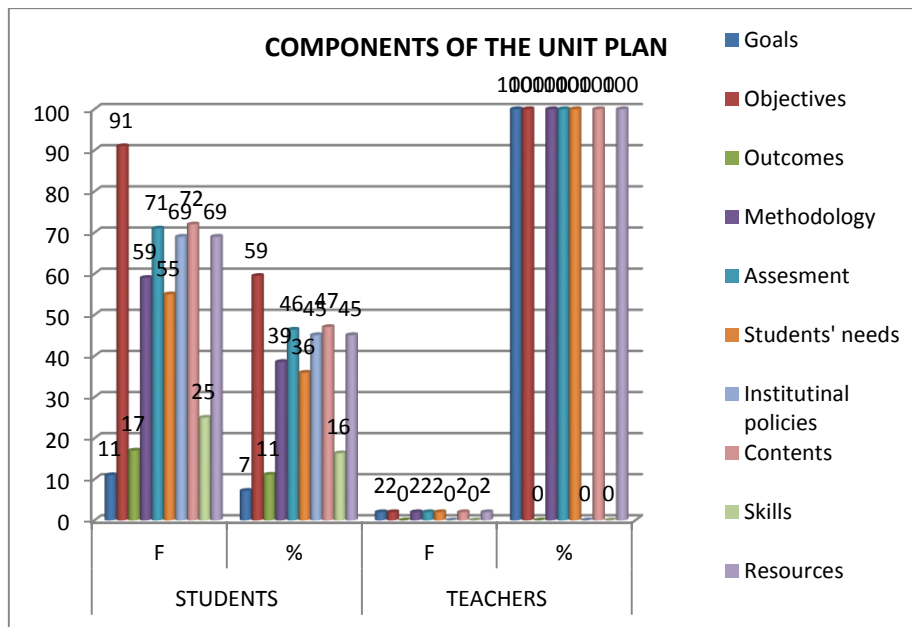
a) **Table No. 4**

COMPONENTS OF THE UNIT PLAN	STUDENTS		TEACHERS	
	F	%	F	%
Goals	11	7	2	100
Objectives	91	59	2	100
Outcomes	17	11	0	0
Methodology	59	39	2	100
Assessment	71	46	2	100
Students' needs	55	36	2	100
Institutional policies	69	45	0	0
Contents	72	47	2	100
Skills	25	16	0	0
Resources	69	45	2	100

**Source:** Teachers and students' survey

**Responsible:** research group

b) **Graph No. 3**



c) **Interpretation and analysis**

Pointing out the components of the didactic unit plan regards to students answers; they have matched the following components: 59% objectives, 47% contents, 46% assessment, 45% institutional politics and resources, 39% methodology, 36% students' needs, 16% skills, 11% outcome and 7% goals. On the other hand 100% of teachers pointed out the goals, objectives, methodology, assessment; students' needs, institutional policies, contents and resources.

These results show that even when teachers elaborate the didactic unit plan, it does not include the learning outcomes that represent the students' profiles, the institutional policies and the most important the skills that they are going to work during the school year. We know that planning by skills means taking account specific strategies that involve a grading procedure to develop a linguistic competence that is shown in the students learning outcomes which is very important as a component of the unit plan because it manages the teachers to get much better results.

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

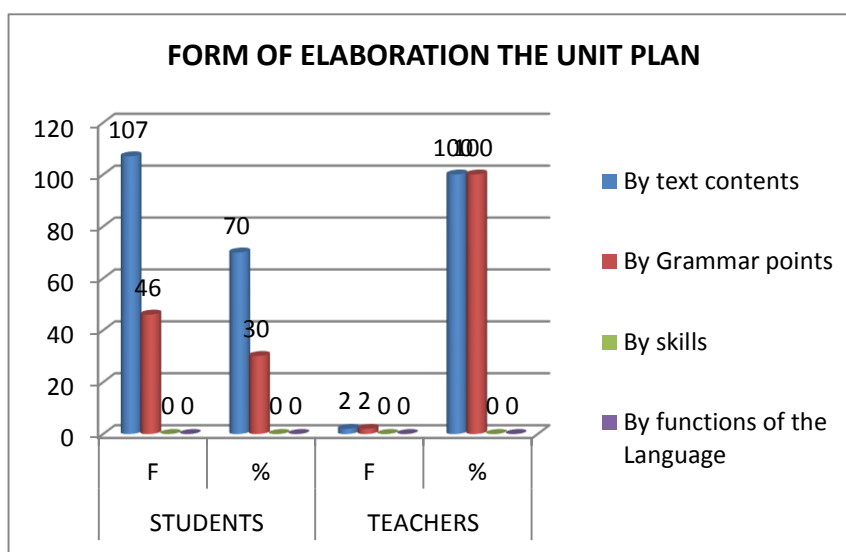
a) **Table No. 5**

FORM OF ELABORATION THE UNIT PLAN	STUDENTS		TEACHERS	
	F	%	F	%
By text contents	107	70	2	100
By Grammar points	46	30	2	100
By skills	0	0	0	0
By functions of the Language	0	0	0	0
<b>TOTAL</b>	<b>153</b>	<b>100</b>		<b>100</b>

**Source:** Teachers and students' survey

**Responsible:** research group

b) **Graph No. 4**



c) **Interpretation and analysis**

In this question 70% of students answered that teachers plan by text contents and 30% told us that they plan by grammar points. And 100% of teachers matched that they plan by contents and grammar points

As we can see there is an agreement between teachers and students because they matched those teachers elaborate the didactic unit plan but it is based on the grammar points and the book contents which means that they do not plan by skills and by functions of the language. If there is not a good outline of the competences that teachers want to reach at the end of the year they do not have a clear profile established which they would have to reach at the end.

**5. Do you design specific strategies to develop the Language Skills in the Didactic Unit Plan?**

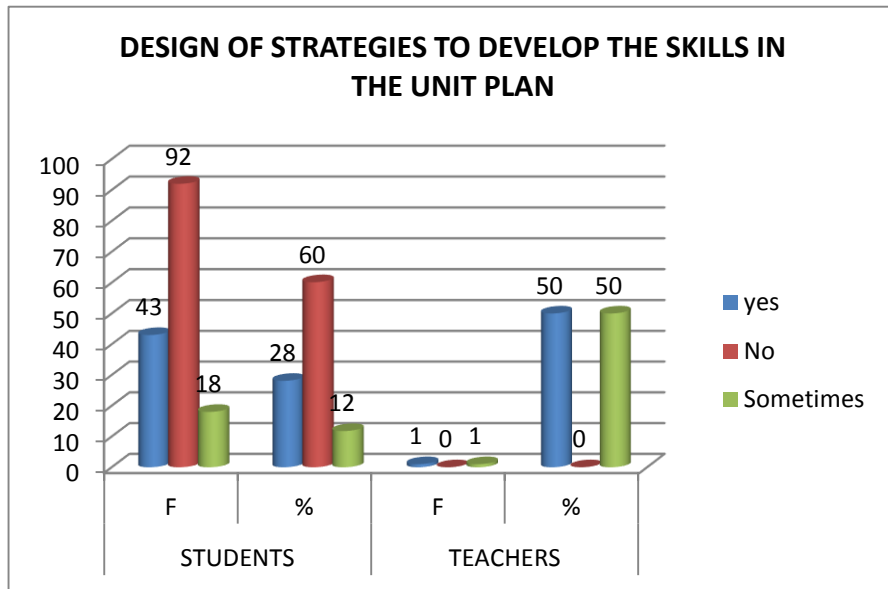
a) **Table No. 6**

DESIGN OF SPECIFIC STRATEGIES TO DEVELOP THE LANGUAGE SKILLS IN THE UNIT PLAN	STUDENTS		TEACHERS	
	F	%	F	%
yes	43	28	1	50
No	92	60	0	0
Sometimes	18	12	1	50
<b>TOTAL</b>	<b>153</b>	<b>100</b>	<b>2</b>	<b>100</b>

**Source:** Teachers and students' survey

**Responsible:** research group

b) **Graph No. 5**



c) **Interpretation and analysis**

60% of students said that teachers do not design specific strategies to develop the English language skills, 28% of them answered that teachers outline strategies in the unit plan and 12% also said that teachers just sometimes include strategies in the didactic unit plan. While 50% of teachers told us that they design strategies in the unit plan and other 50% stated that they sometimes incorporate strategies in the didactic unit plan.

Most of teachers and students recognized that the didactic unit plan does not include specific strategies to develop the English language basic skills. The development of the four linguistic skills in a target language involves a long-term process that must be planned in

advance outlining, the best strategies and techniques related to every skill and it is important to mention that it also must include the expected students' learning outcomes because this will let them know where they want to arrive and how they must do it.



## 6.2.HYPOTHESIS No. 2

The microplanning does not include specific techniques for the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

### 6. Do you elaborate the Lesson Plan?

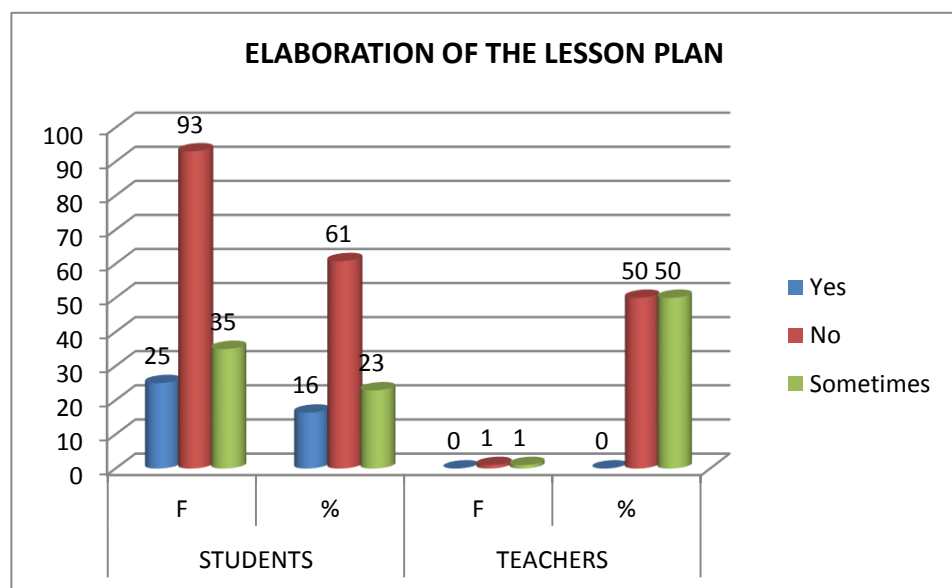
a) Table No. 7

ELABORATION OF THE LESSON PLAN	STUDENTS		TEACHERS	
	F	%	F	%
Yes	25	16	0	0
No	93	61	1	50
Sometimes	35	23	1	50
<b>TOTAL</b>	<b>153</b>	<b>100</b>	<b>2</b>	<b>100</b>

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 6



c) **Interpretation and analysis**

61% of students answered that teachers do not elaborate the lesson plan, 23% of them told us that sometimes they do it and 16% of them said that they do not make the lesson plan. Regards to teachers 50% of them underlined that they sometimes elaborate the lesson plan and the other 50% did not elaborate it.

As we can realize half of teachers do not elaborate the lesson plan because they consider that it is not necessary if they know the contents of the book that they teach; but according to the theory, it is necessary to plan an effective lesson plan, since it is the key for an effective teaching and a critical factor in achieving positive students' outcomes. Lesson Plans help teachers to familiarize with the contents and look for the best methods to use. When you are learning the craft of teaching, organizing your subject-matter content via lesson plans is fundamental.

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

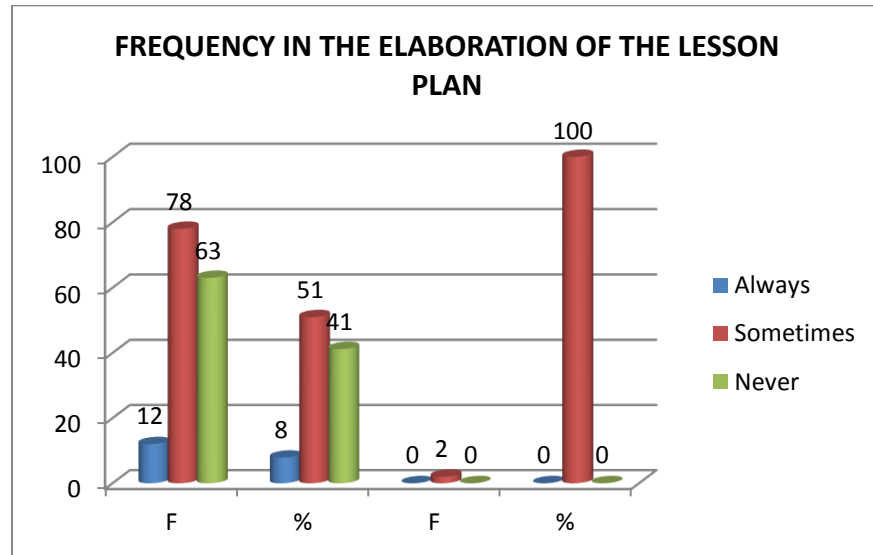
a) **Table No. 8**

FREQUENCY IN THE ELABORATION OF THE LESSON PLAN	STUDENTS'		TEACHERS	
	F	%	F	%
Always	12	8	0	0
Sometimes	78	51	2	100
Never	63	41	0	0
<b>TOTAL</b>	<b>153</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Source:** Teachers and students' survey

**Responsible:** research group

**b) Graph No. 7**



**c) Interpretation and analysis**

Referring to the frequency in the elaboration of the lesson plan 51% of students said that teachers just sometimes elaborate the lesson plan, 41% of them answered that it is never made and 8% of students said that they always do it. On the other hand 100% of teachers recognized that they just sometimes elaborate the lesson plan.

The elaboration of the lesson plan according to teachers' opinion is not important because they already know that they have to teach following the text; but a lesson plan is a teacher's detailed description about the development of an individual lesson. It guideline the teacher activities in the time available and gives a means of stating the learning objectives of the lesson to your students. It is important because students want to know what you expect them to be able to do by the end of the lesson and by

knowing the purpose and objectives that the teachers wants to achieve in a class.

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

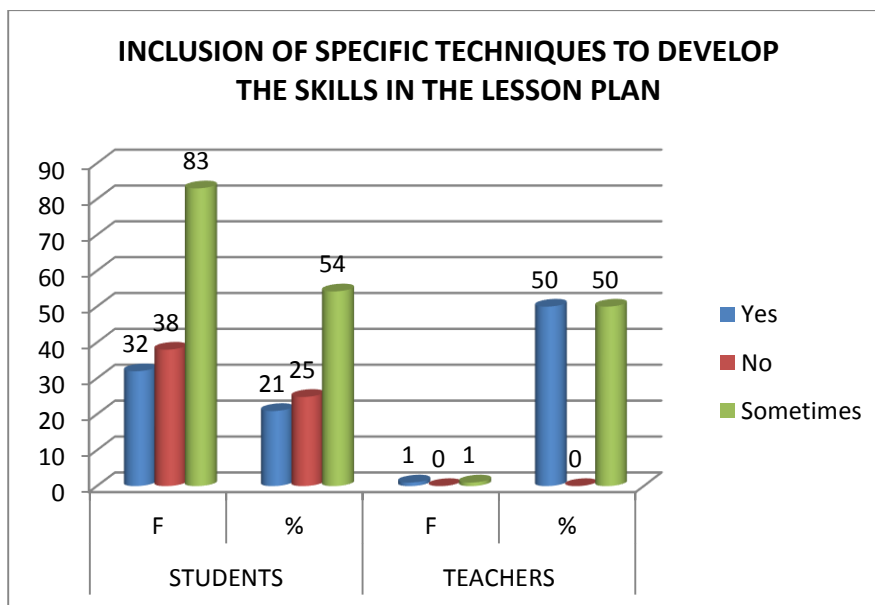
a) **Table No.9**

INCLUSION OF SPECIFIC TECHNIQUES TO DEVELOP THE LANGUAGE SKILLS IN THE LESSON PLAN	STUDENTS		TEACHERS	
	F	%	F	%
Yes	32	21	1	50
No	38	25	0	0
Sometimes	83	54	1	50
TOTAL	153	100	2	100

Source: Teachers and students' survey

Responsible: research group

b) **Graph No. 8**



**c) Interpretation and analysis**

54% of teachers answered that they just sometimes include specific techniques to develop the English language basic skills, 25% of them said that teachers do not include them and 21% of students stated that teachers include techniques to develop the language skills. On the other hand 50% of teachers said that they include techniques and the other 50% manifested that they just sometimes incorporate techniques for the development of the language skills.

Most teachers recognized that they do not elaborate the lesson plan so that there will be impossible to include specific techniques to develop the English language skills. Most of texts are designed by functions of the language and “Our World through English” is a book that has a communicative approach. However it is necessary that teachers plan the lesson where they include specific techniques and activities that they are going to develop in a class period which will assure the accomplishment of the objectives outlined and much better students’ outcomes.

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

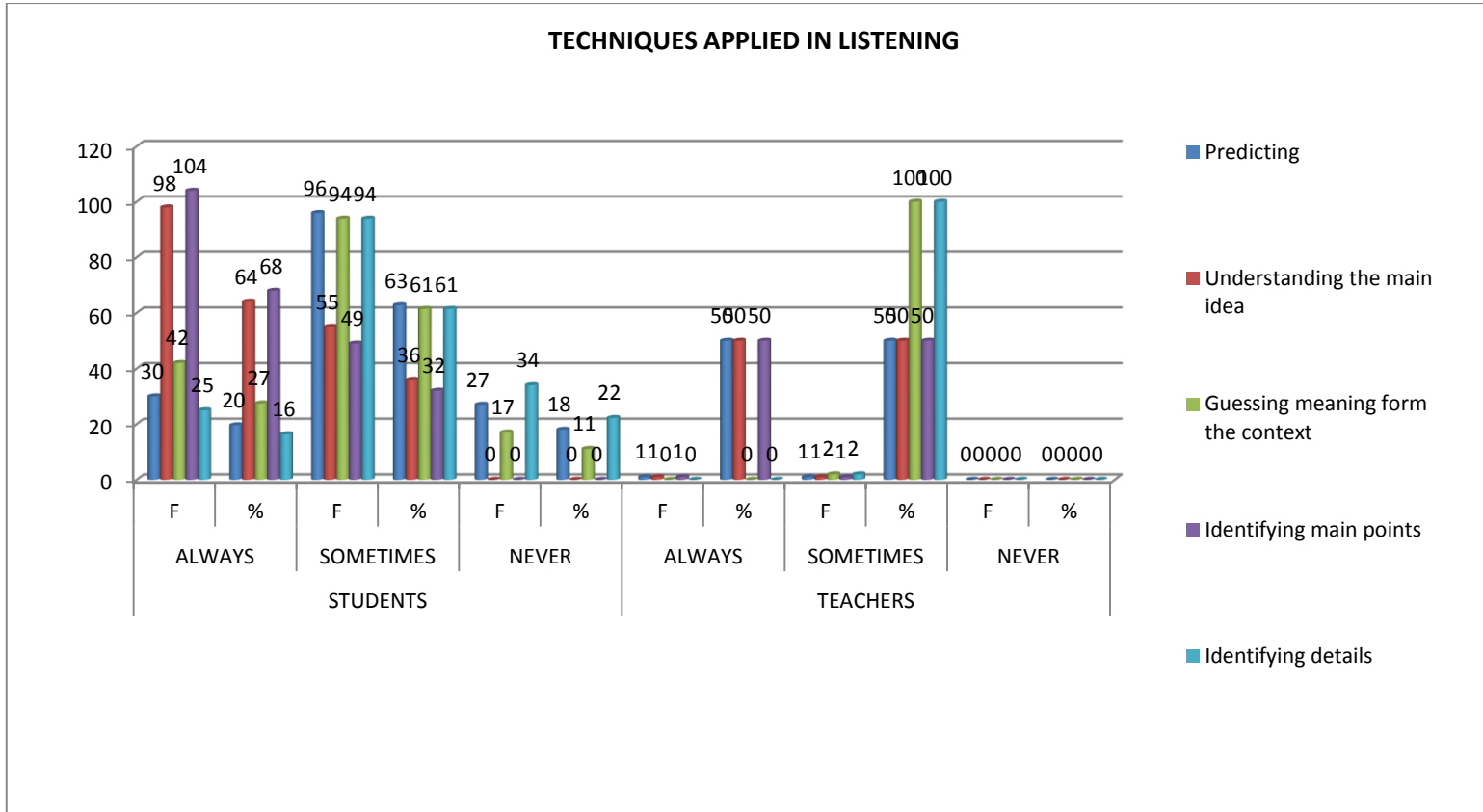
**a) Table No. 10 ( Listening)**

TECHNIQUES APPLIED IN LISTENING	STUDENTS						TEACHERS					
	ALWAYS		SOMETIMES		NEVER		ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%	F	%	F	%	F	%
Predicting	30	20	96	63	27	18	1	50	1	50	0	0
Understanding the main idea	98	64	55	36	0	0	1	50	1	50	0	0
Guessing meaning form the context	42	27	94	61	17	11	0	0	2	100	0	0
Identifying main points	104	68	49	32	0	0	1	50	1	50	0	0
Identifying details	25	16	94	61	34	22	0	0	2	100	0	0

**Source:** Teachers and students' survey

**Responsible:** research group

b) Graph No. 9



**a) Interpretation and analysis**

According to the students' given information teachers use during the English Teaching learning process different listening techniques. We can see teachers **always** use understanding the main idea 64% , identifying main points 68%, Guessing meaning from context 27%, predicting 20% and identifying details 16%. Others think that teacher **sometimes** apply predicting 63%, guessing meaning form the context and identifying details 61%, understanding the main idea 36% and identifying main points 32%. Lastly some of them said that never use: 23% identifying details, 17% predicting and guessing meaning form context 12%.

According to teachers' opinion the techniques applied to develop the listening skills in the English teaching learning process are: The teachers **always** use predicting 50%, understanding the main idea 50% and identifying main points 50%. While others use **sometimes** guessing meaning from the context and identifying details 100%, predicting, understanding the main idea and identifying main points 50%.

As the results show most teachers are confused about the application of techniques to develop the listening skills because the tendency according to the results, teachers always apply understanding the main idea and identifying main points which are the same while there is little application of predicting, guessing meaning from the context, and identifying details which also are important to develop the listening skill. Listening is a skill where students need to face authentic language where they try to



discriminate among several accents. Students learn to communicate and participate in the real world by developing skills and strategies needed to cope with authentic listening material. It is also important that students have a reason for listening. It's not motivating to be confronted by a text without something specific to focus on. To develop the listening skill when students are learning a target language involves a complex process where it is necessary the frequent application of techniques such as: predicting that is to go through the headings and pictures to get an idea what the text is about and create interest in the activity; Understanding the main idea that refers to listening for the gist to get just the core idea; Guessing meaning from the context which involves the interpretation of unknown words by using the context; and, identifying details or scanning that means listening for specific information.

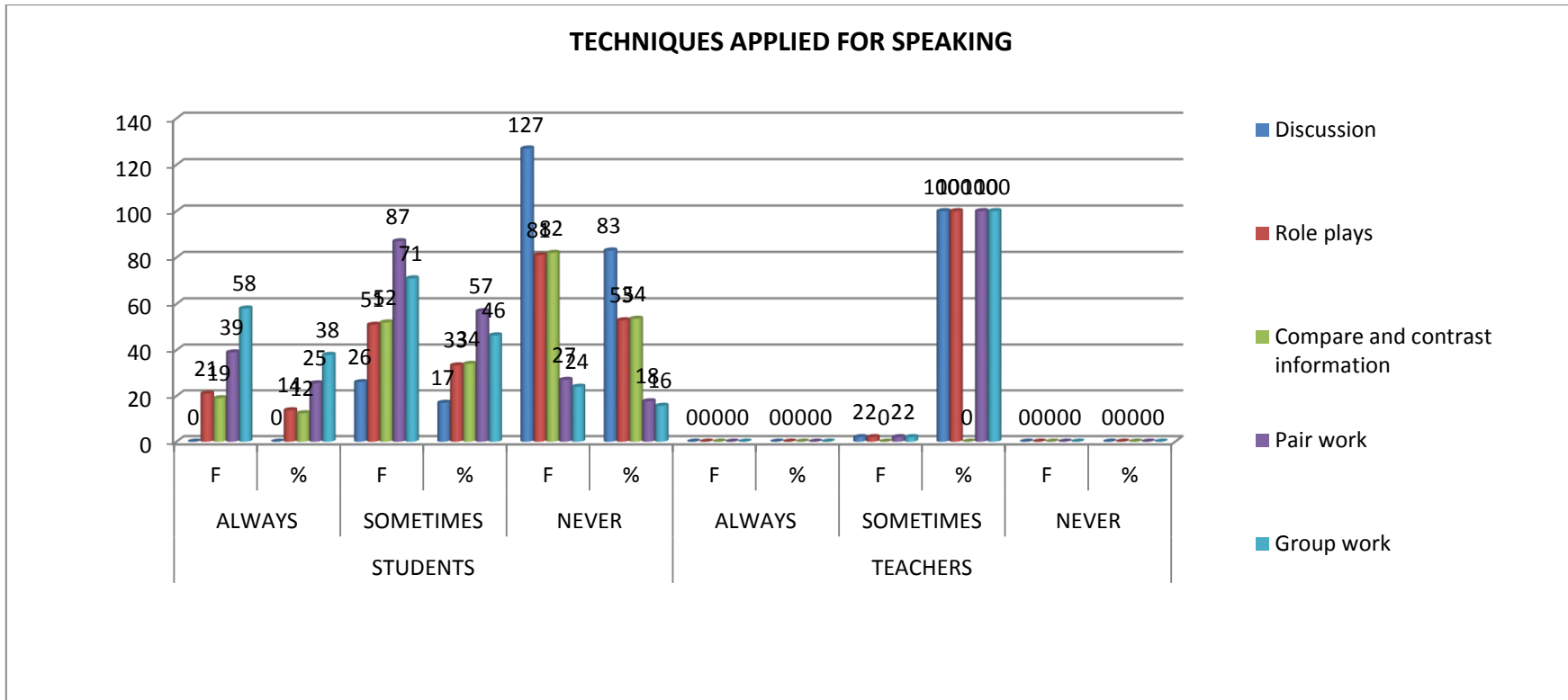
**a) Table No. 11 (Speaking)**

TECHNIQUES APPLIED IN SPEAKING	STUDENTS						TEACHERS					
	ALWAYS		SOMETI-MES		NEVER		ALWAYS		SOMETI-MES		NEVER	
	F	%	F	%	F	%	F	%	F	%	F	%
Discussion	0	0	26	17	127	83	0	0	2	100	0	0
Role plays	21	14	51	33	81	53	0	0	2	100	0	0
Compare and contrast information	19	12	52	34	82	54	0	0	0	0	0	0
Pairwork	39	25	87	57	27	18	0	0	2	100	0	0
Groupwork	58	38	71	46	24	16	0	0	2	100	0	0

**Source:** Teachers and students' survey

**Responsible:** research group

a) Graph No. 10



**b) Interpretation and analysis**

According to students' results the techniques **always** applied by the teachers to develop the speaking skill are: group work 38% and pair work 25% role plays 14%, compare and contrast information 12% . While others **sometimes** use: group work 46%, compare and contrast information 34% and role plays 33%. Finally some of them never use: discussion 83%, compare and contrast information 54%, pair work 18% and group work 16%.

The teachers' results show that 100% of them **sometimes** apply the following techniques: discussion, role plays, pair work and Group work; while compare and contrast information is never used.

As we can see the techniques to develop the speaking skill are not used very often what means that there are troubles in students to communicate in the English language. Speaking is a skill that is gained through a process where students are involved with real situations and they are not given restricted language to use. The main aim of learning a language is to speak it. 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 with the purpose to communicate, it is important that the teachers use techniques that help and motivate students to speak as for example: role plays help students to live the real language when they feel the necessity to act in a determined situation of the real life; discussions help them to argument and defend their

position in front of a problem; pair work and group work give students an important tool to get fluency and practice questioning and answering at all.

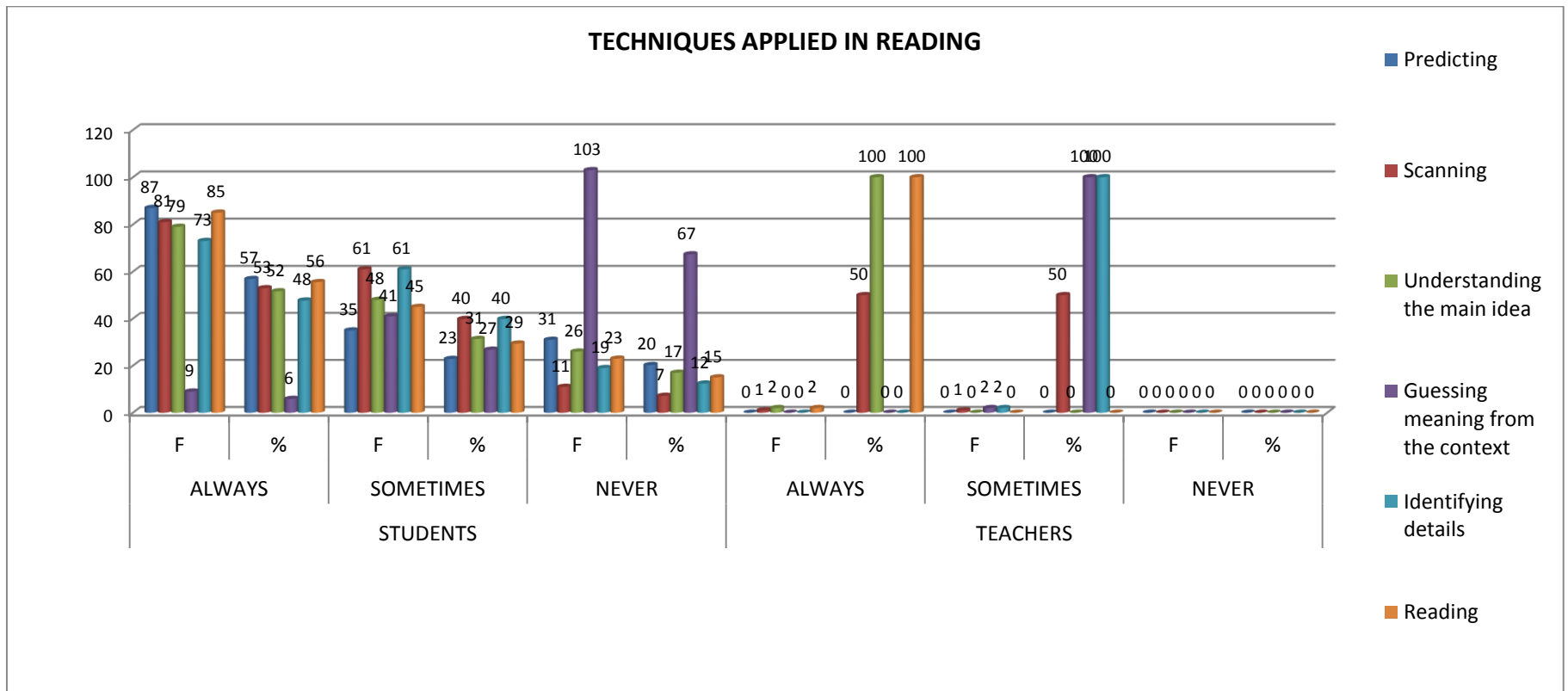
a) **Table No. 12 (Reading)**

TECHNIQUES APPLIED FOR READING	STUDENTS						TEACHERS					
	ALWAYS		SOMETI-MES		NEVER		ALWAYS		SOMETI-MES		NEVER	
	F	%	F	%	F	%	F	%	F	%	F	%
Predicting	87	57	35	23	31	20	0	0	0	0	0	0
Scanning	81	53	61	40	11	7	1	50	1	50	0	0
Understanding the main idea	79	52	48	31	26	17	2	100	0	0	0	0
Guessing meaning from the context	9	6	41	27	103	67	0	0	2	100	0	0
Identifying details	73	48	61	40	19	12	0	0	2	100	0	0
Reading	85	56	45	29	23	15	2	100	0	0	0	0

**Source:** Teachers and students' survey

**Responsible:** research group

b) Graph No.11



**c) Interpretation and analysis**

Students answered that, the techniques **always** applied to develop the reading skills are: predicting 57%, scanning 53%, reading the text 56%, understanding the main idea 52%, identifying details 48% and guessing meaning from context 6%. The techniques **sometimes** used: scanning and identifying details 40%, understanding the main idea 31%, reading 29%, guessing meaning form context 27% and predicting 23%. Finally the techniques **never** used are: Guessing meaning form the context 67%, predicting 20%, understanding the main idea 17%, reading 15% identifying details 12% and scanning 7%.

The teachers answered that they **always** apply the following techniques to work reading: Understanding the main idea 100%, reading 100% and scanning 50%. Others said that they **sometimes** apply: guessing meaning from context and identifying details and scanning 50%.

According to students' opinion, teachers always apply all techniques: predicting, scanning, understanding the main idea and reading the text.

Besides there is a contradictory point of view since students said that teachers never apply guessing meaning from context and teachers said that they apply 100%.

Reading is a receptive skill that helps students a lot, to acquire new vocabulary and learn the meaning of the words in context. It is an input for students but the development of this skill requires of the application of specialized techniques where students have the chance to develop reading task and use them flexibly

and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning. There are techniques that can be used **before** reading such as, predicting, previewing, skimming; **during** the reading such as reading for gist, underlining, highlighting, reading in silent and the techniques that help to check **reading understanding** such as: summaries, map and graphs, questions and answers, matching and so on.

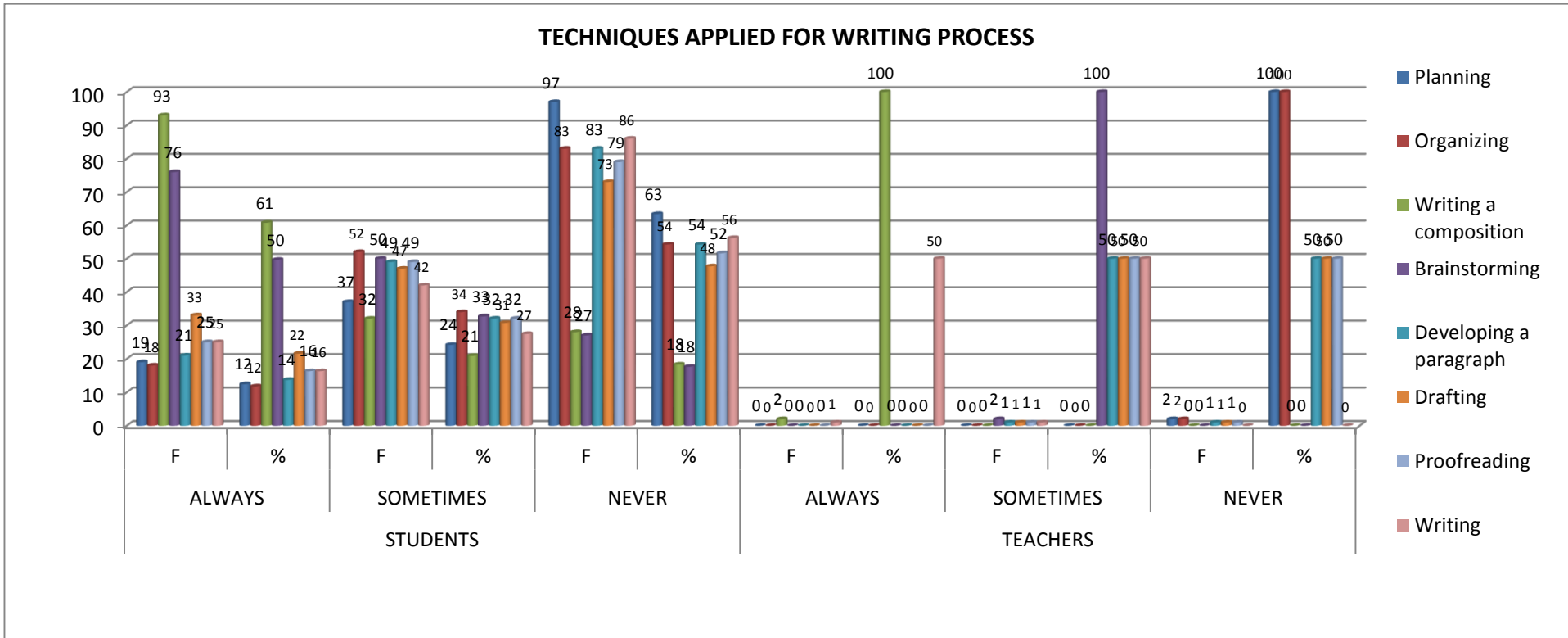
a) **Table No. 13 (Writing)**

TECHNIQUES APPLIED FOR WRITING PROCESS	STUDENTS						TEACHERS					
	ALWAYS		SOMETI-MES		NEVER		ALWAYS		SOMETI-MES		NEVER	
	F	%	F	%	F	%	F	%	F	%	F	%
Planning	19	13	37	24	97	63	0	0	0	0	2	100
Organizing	18	12	52	34	83	54	0	0	0	0	2	100
Writing a composition	93	61	32	21	28	18	2	100	0	0	0	0
Brainstorming	76	50	50	33	27	17	0	0	2	100	0	0
Developing a paragraph	21	14	49	32	83	54	0	0	1	50	1	50
Drafting	33	22	47	31	73	47	0	0	1	50	1	50
Proofreading	25	16	49	32	79	52	0	0	1	50	1	50
Writing	25	16	42	28	86	56	1	50	1	50	0	0

**Source:** Teachers and students' surveys

**Responsible:** research group

b) Graph No. 12





### c) Interpretation and analysis

The results according to students' results the techniques that are **always** used are: writing a composition 61%, brainstorming 50%, drafting 22%, proofreading and writing 16%, developing a paragraph 14% and planning 13%; Others expressed that teachers **sometimes** work with: organizing 34%, brainstorming 33%, developing a paragraph and proofreading 32%, drafting 31%, writing 28%, planning 24% and writing a composition 21%; Finally the techniques **never** used: planning 63%, writing 56%, organizing and developing a paragraph 54%, proofreading 52%, drafting 47%, writing a composition 18% and brainstorming 17%.

On the other hand teachers said that they **always** applied the following techniques to develop the writing skill are: writing a composition 100% and writing 50%; Others said that **sometimes** work with: Brainstorming and developing a paragraph 100%, drafting, proofreading and writing 50%; While other part said that they **never** apply: planning and organizing 100%, Developing a paragraph, drafting and proofreading 50%.

As we can see in the results, teachers are puzzled how to work the writing skill. They always make students write a composition which is not really a technique but it is a kind of written production and they also showed that brainstorming is always worked while most of the other techniques are just sometimes or never applied to develop the writing process. This let us comment that the teachers do not improve the writing skill which is one of the most difficult skills that need a very well planned process if we want to reach even a basic level of writing with the students. We know that writing is a skill that involves a process that begins with a good plan

before writing, continues with the brainstorming ideas, organizing them, drafting, proofreading and re-writing: But it also requires that the students already know how to develop a paragraph because they need to identify the topic sentences, the secondary ideas and adding details. On the other hand the written production not only could be a composition, but there are a lot of things the students can write and at the same time can integrate reading and writing skills.

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

a) Table No. 14

SKILL S	STUDENTS										TEACHERS															
	Excell ent (20-19)		Very good (18-17)		Good (16-15)		Regul ar (14-13)		Deficie nt (12-0)		Excel lent (20-19)		Very good (18-17)		Good (16-15)		Regul ar (14-13)		Deficie nt (12-0)							
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%						
Liste ning	0	0	1	7	3	2	4	2	7	5	9	2	29	19	0	0	0	0	0	0	2	0	1	0	0	0
Read ing	0	0	2	4	3	2	8	5	9	5	1	9	0	0	0	0	1	0	5	1	0	1	5	0	0	0
Spea king	0	0	8	5	1	2	8	8	9	6	8	4	35	23	0	0	0	0	1	0	2	0	1	0	0	0
Writi ng	0	0	5	3	2	1	7	8	8	5	7	7	34	22	0	0	0	0	1	0	1	0	5	0	0	0

Source: Teachers' survey

Responsible: research group



#### **d) Interpretation and analysis**

As we can see according to students' opinion they qualify their skills as follows: **Very good** in reading 24%, in speaking 8%, in listening 7% and in writing 5%; **Good** in reading 38%, in writing 27% in listening 22% and in speaking 12%; **Regular** in speaking 64% in reading 59%, in writing 57% and in listening 52%; Finally in **deficient** the students placed themselves in speaking 23%, in writing 22% and in listening 19%.

These results show that 50% of teachers place the speaking, reading and writing skills in a **good** level, other 50% told us that students are in a **regular** level and 100% of them placed the listening skill in a **regular** level too.

According to teachers' and students', their skills are between good and regular which means that there are some problems with the learning of the English language and as a result students are not getting a basic level of knowledge in the target language what means that teachers need to plan and use appropriate techniques to develop the English language basic skills or competencies.

## **7. DISCUSSION**

### **7.1. HYPOTHESIS ONE**

To contrast and verify the hypothesis that our group have stated in the project; we used the obtained results through a logical descriptive analysis of the information gathered as from the teachers as the students of “Pío Jaramillo Alvarado” High School, this information has let us prove if the hypothesis are accepted or denied. After that, we have been able to establish the respective conclusions and suggestions to improve the curricular planning of the English language in the mentioned institution.

#### **a) Statement**

The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2008-2010.

#### **b) Demonstration**

The first hypothesis has two variables the independent one is the mesoplanning and the independent variable is the development of the four basic linguistic skills of the English Language.

The question number **ONE**, 100% of teachers and 73% of students said that the teachers elaborate the unit planning which means that they design a guide that manage the whole units that they are going to develop during the school year.

In the question **number TWO**, 100% of the teachers and 66% of students said that teachers elaborated the unit planning every school year which is interesting because teachers review the contents, methodology, resources, evaluation and others every academic year and that helps them to redesign the planning frequently.

In the question **number THREE** about the components of the unit plan, 16% 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 and on grammar focus.

In the question **number FOUR**, 100% of the teachers answered that they planned by contents and by grammar points and 70% of students agreed matching that teachers plan by the text contents.

In the question **number FIVE**, 60% of students said that teachers do not design specific techniques to develop the English language skills and 50% of teachers also answered that they sometimes consider the skills in their planning which means that they do not establish long-term techniques that let them reach the stated students' profile through the curriculum planned for the school year.

➤ **Decision**

Based on the results and analysis done in the before questions the group considers the first hypothesis is **verified** because the mesoplanning is not elaborated by the teacher considering the development of the English basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2008-2010.



## 7.2. HYPOTHESIS TWO

### ➤ **Statement**

The microplanning does not include specific techniques for the development of the English basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2008-2010.

### ➤ **Demonstration**

In the question **number SIX**, which was about the elaboration of the lesson plan 61% of students and 50% of teachers answered that the teachers do not elaborate the lesson plan, which is the essential tool that guides the teacher and students’ activities, previews the resources and establishes the assessment instruments in order to get the stated class objectives in a class period.

In the question **number SEVEN**, was about the frequency in the elaboration of the lesson plan and 100% of the teachers and 51% of the students answered that teachers only sometimes make a lesson plan, what means that they do not plan their classes daily and just follow the book’s contents without considering techniques to develop the English Language skills.

In the question **number EIGHT** 48% of students and 50% of teachers indicated that they sometimes applied 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 NINE** 100% of teachers said that they sometimes work on listening and speaking skills, most of students indicated that discussion, role plays and compare and contrast information are never used in class. In reading 100% of teachers apply understanding main idea and reading the text which agree with the students' opinion who said that teachers always work with: skimming, scanning, understanding main idea and reading the text. And in writing teachers confuse writing a composition with a writing technique which is a kind of written production and the others techniques according to students' opinion are never applied. Therefore we can say that teachers do not elaborate the lesson plan, neither have they included specific techniques to develop the English Language basic skills.

The question number **TEN** teachers and students said that the level of the skills in the English Language is between good and regular, what means that the teachers are not considering specific techniques to develop the students' English basic linguistic skills in their daily classes.

➤ **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 “Pio Jaramillo Alvarado” High School. Night Section. School Year 2008-2010.

# **CHAPTER**

## **IV**

## 8. CONCLUSIONS

After we have analyzed the results obtained in the instruments applied to teachers as well to the students we can stated the following conclusions:

- The teachers of the researched High School elaborate the didactic unit plan but they do not include the skills as an essential component to develop students' competencies.
- Teachers elaborate the didactic unit plan every school year where they determine the objectives, contents, methodological strategies, assessment, and resources among others; but, they do not include the Language skills as a component of this plan.
- Teachers do not elaborate the lesson plan and they just follow the book activities without a guide that determines the specific activities to be developed by teachers and students during a class period and this do not let them check in what level they have reached the stated objectives in an effective class development.
- Teachers do not use specific techniques for the development of the English Language skills in a lesson plan for that reason the students' level of skill development is placed in good and regular and this explains why they have not got a basic knowledge of the English Language in High School.

## 9. RECOMMENDATIONS

- That teachers get training to plan by competencies considering that the mesoplanning must include the knowledge and the skills that they have to develop by level and school year, pointing out that these should be determined with the respective indicators to evaluate its impact; in this way they will be able to know what profile they have to fulfill in the period of time established in the didactic unit plan.
- That teachers elaborate the meso-planning determining clearly all the components of a didactic unit plan, that is to say it must be a guide that lets the teachers reflect and organize their work in the classroom keeping in mind why it is important to plan? Which are the essential elements of a plan? And how they can verify if the plan is getting the planned outcomes in the students' learning?.
- That the area coordinator check the teachers' planning every day and that teachers elaborate the micro planning that lets them specify the activities that teachers and students are going to develop in a class period. It also will let them preview the methodology and resources that they need to develop a successful English lesson.
- That, authorities of the High School get training for teachers about specific techniques that they can apply by every micro skill. This will guide them

to work strategically and get meaningful learning according to the objectives stated in the lesson plan

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## **11. ANNEXES**

# **PROJECT**

**1. THEME**

**“THE CURRICULAR PLANNING AND ITS INFLUENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE OF THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL NIGHT SECTION, SCHOOL YEAR 2008-2010.**

## **2. PROBLEM STATEMENT**

### **2.1. BACKGROUND**

The present investigation project is going to be developed in the “Pío Jaramillo Alvarado” High School of the Loja City, Night Section, which educates to female students who work during the day and for any other reason they are not able to attend class in the morning.

This High School was founded by *Pío Jaramillo Alvarado*, who was a famous Doctor in Jurisprudence was born in Loja City on May 17, 1884. Along his life he got some honors and dignities in our country and abroad. He died on July 24, 1968 in Loja, but for his constant dedication to the education, the Ministry of Education decided to create a High School with his name.

This High School began to work with the basic cycle on November 18<sup>th</sup> in 1967, after obtaining the permission by the Ministry of Education. Its education was addressed exclusively for the female sector; it was inaugurated in a big place located at Sucre between Quito and Imbabura streets.

“On October 7, 1970 the “Pío Jaramillo Alvarado” High School Night Section is authorized by the Ministry of Education to work with the then called, first course

and the High School Curriculum in Modern Humanities, Social Sciences, Physical- Mathematics, and Chemical – Biological specialties.

The authorities of the Institution with the help of the Ministry of Education, got another place to work at Bolivar and Catachocha Streets, because it became too small. Since June 22, 1994, this High School has worked there with basic cycle and the high school curriculum.

“Six years later, it offers new specialities such as: Business and Management, Computing and Accountancy. Then it implemented a new Project in order to improve the education quality, which is called: SIAT (Sistema Integrado de Teorías e Investigación). It began to work in an experimental way, starting since the year 1999 to 2000”<sup>4</sup>.

The project continued working by 5 years and it has some advantages such as:

- Changes of Curriculum
- Implementation and improvement of high school curriculum

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<sup>4</sup> REVISTA DEL COLEGIO “PIO JARAMILLO ALVARADO” Loja – Ecuador 2001. Pag. 52-64

The “Pío Jaramillo Alvarado” High School has the historical mission of the socio-humanist formation of the female students in technical and sciences High School Curriculum. It works developing academic, professional skills and aptitudes to improve different areas such as: business, management, computing and sciences.

The “Pío Jaramillo Alvarado” High School has as vision to lead processes to improve the basic education of the South Region with socio-humanistic and technical principals; the institution uses modern technological resources which help the teaching- learning process with an administrative staff and excellent teachers who are able to teach their knowledge to the students through positive and efficient processes.”<sup>5</sup>

Nowadays this Institution in Night Section has a total of 153 students from eighth year of basic education to the 3<sup>rd</sup> year of High School Curriculum; and they just have the High School Curriculum in Science. Regards to the teachers there are just two English teachers in the Night Section.

## **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

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<sup>5</sup> Informal Survey to the administrative staff of the Institution

education especially what refers the English teaching learning process, which have been facing many difficulties because to learn 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 an English Language proficiency; 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.

With the same purpose, on May 12, 1993, through the Ministerial agreement No. 2511 and resolution No. 2271, The Ministry decides to increase the English subject schedule charge to five hours per week and the mandatory adoption of the curricular net with the series “*Our World through English*” which is constituted by six books, addressed to secondary school.

The goal of the CRADLE Project is to improve and innovate the English teaching learning process with the purpose of developing in the students the communicative competence in the English Language that includes the skills of: listening, speaking, reading and writing. This project also tries to keep updated the teachers in the last trends in the teaching of a foreign language that is to say in methodology, skills development, design of didactic material to support the teaching process and so on. And in this way the project also has a system of standard indicators that let them the permanent evaluation of students’ learning and the promotion of values. However we have to face the limited knowledge of

the English Language by part of the students at the secondary school, especially in public high schools.

“Our World through English” is a series of six books that should be studied since 8<sup>th</sup> year of basic education until the 3<sup>rd</sup> year of the high school curriculum; it contains 15 units for 8<sup>th</sup> and 9<sup>th</sup> years of basic education and 12 units since 10<sup>th</sup> year of basic education to 3<sup>rd</sup> year of high school curriculum. Every unit contains five lessons which at same time includes from 3 to 5 tasks and this is forming the curricular net or macroplanning for the secondary schools in our country.

This series of book is numbered from 1 to 6, in order to be studied since 8<sup>th</sup> year of basic education until the 3<sup>rd</sup> year of high school curriculum. However we have been able to identify that most of the teachers do not finish the syllabus planned for the school year and this is a problem because in the next school year the students should study the next book without the previous basic knowledge from the before one.

The mesoplanning is the scheme that lets the teachers 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, such is the case of the “Pío Jaramillo” High School that actually the English teachers in the Night Section just study four or five units from the book in the whole school year.

The teaching is still carried out in a traditional way just following the text tasks without using 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 “OWTE” in its tasks tries to develop the listening, speaking, reading and writing skills, but most of the teachers do not have enough didactic material in order to develop every skill, even they do not have a the CD players to work the listening skill in fact the teachers try to develop the listening, reading the tape script.

The “OWTE” book was created in order to improve the level of education in the English knowledge, and it was designed with Ecuadorian topics and a

communicative methodology, which are supposed to help the students to manage the language in a better way. However, in most of the cases of the public education we have noticed that the students are not able to speak basically in English.

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. However in this high school the teachers do not elaborate this plan, which is very important to help the teacher to accomplish the planned units periodically and in this way they are able to complete the macroplanning which is the traced objective for every school year.

When the teacher develops a plan by units, they underline the time in which they will cope with whole unit, but if the teachers do not accomplish this plan, they only study the units that they can, which are seven or eight units in the whole school year, or they go through the book but that's is not enough to reach the objectives and the students should take the next book in the next year, without the before knowledge and this is a real problem in public high schools because the next teacher faces many trouble to get the students into the new more complex topic.

In what refers to the micro planning 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 teacher are going to develop, however in the researched institution most of the teachers do not elaborate the lesson plan because they do not believe it is necessary and most of the time they just follow the activities determined in the book without any planning, affecting somehow the students' learning because they are not developing a good knowledge in the English learning.

In the "Pío Jaramillo" high school there is a person who is the English area coordinator, but we have noticed that they do not demand the elaboration of the lesson planning from the teachers so that they do not consider it as a previous requirement to teach the English language and this problem is obviously reflected in the low level of knowledge that the students reach in the six years of the high school.

For that reason, we have observed that in the researched Institution the English Teachers do not accomplish the mesoplanning, because they just develop the classes with a traditional methodology that consist of reading and continuing the instructions of the book, affecting in this way the learning of the students, who at the end of the year obtain low qualifications and insufficient knowledge in this essential language.

Due to the before mentioned problems 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 FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE OF THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL?. NIGHT SECTION. SCHOOL YEAR 2009-2010.

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

#### **a) Temporal**

The present research will be carry out during the school year 2009-2010, 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 “Pío Jaramillo Alvarado” Night Section, High School, which is located in San Sebastian parish on Bolivar between Catacocha and Lourdes Streets.

**c) Observation Units**

The people who will give information in the “Pío Jaramillo Alvarado” High School are: Students of Basic Education and High School Curriculum, 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 basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado” High School? Night Section. School Year 2009-2010.

How does the microplanning is related to the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado” High School? Night Section. School Period 2009-2010.

### **3. JUSTIFICATION**

Our research project is justified if we consider that the teaching – learning process of the English language has been affected by some troubles because of the lack of a culture in the mesoplanning and microplanning to manage the curriculum in the secondary school.

The present research work is also justified due to some problems found in the low achievement in the English language of the students of Basic Education and High School Curriculum at secondary school, since the English language is the most useful and necessary tool at any level of education.

It is essential to travel, in business, at work and to communicate with foreign people, unfortunately the students are not motivated to carry out any effort to learn, because the English teachers do not develop the mesoplanning in a correct way having as consequence that students face some gaps in the English subject.

If we consider that this research will be developed with the most reliable data collection considering a representative population, since the scientific point of view it is justified because the results will be valid to present some alternatives of solution to the stated problematic.



Since the academic 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 the project is pertinent, because we have necessary material about Curricular Planning and the group of researchers also have the necessary resources to carry out, it contributes positively with a theoretical perspective to solve part of the problem of the curricular planning with the students of the Basic Education and High school Curriculum at "Pío Jaramillo Alvarado" High School.

The investigation is also 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.

Finally is justified the present research problem is justified as a suggestion that allows us, to include some recommendations based on the obtained results and in the theory, which will be feasible to improve the problematic found in the investigated institution.

## **4. OBJECTIVES**

### **4.1. GENERAL**

To determine how the curricular planning affects the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?

### **4.2. SPECIFICS**

- To characterize the ways of mesoplanning that the teachers elaborate to develop the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?
- To explain the relationship of the microplanning with the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

## **5. THEORETICAL FRAME**

### **CHAPTER I**

#### **5.1. THE CURRICULUM**

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

The term curriculum, relatively new in our environment, appears in the XVII century, in England, to refer to the group of matters or disciplines that were imparted in some students. At the beginning of the XX century, be expands its use with this sense in the Anglo-Saxon world and appeared the first systematic treaties on the curriculum, of the hand of Bobbitt, who published in 1918 "The curriculum" and in 1924 a second treaty, denominated "How to carry out the curriculum"<sup>6</sup>.

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

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<sup>6</sup> [http://www.cmu.edu/bio/undergraduate/academics/curricular\\_planning/index.shtml](http://www.cmu.edu/bio/undergraduate/academics/curricular_planning/index.shtml)

"An attempt to communicate the essential principles and features of an educational proposal, in such a form that is open to critical scrutiny and capable of effective translation put into practice". (Stenhouse 1975, 4)

According to David (Nunan 1988,10), 'Curriculum planning can be seen as the systematic attempt by educationalists and teachers to specify and study planned intervention into the educational enterprise. We can say that curriculum is the product of this systematic attempt which will lead us in making our course designs.

### **5.1.1. CURRICULUM DEVELOPMENT**

#### **What needs to be done?**

**Needs analysis:** A cyclical process - that takes place prior to, during, and after courses have been taught - that involves the collection of information that can be used to develop a profile of the needs of a group of learners in order to be able to make decisions about the goals and contents of a language curriculum (and its courses).

- Determination of who students are (e.g., educational background, prior experiences with English, attitudes toward English and English needs).
- Determination of students' language abilities (e.g., communicative abilities, pragmatic competence, strategic competence, formal knowledge of English)

- Determination of which language skills, language strategies, content, and experiences students need and for what purposes.
- Identification of gap between what students are able to do and what they need to be able to do.

Identification of perceived and present needs as well as potential and unrecognized needs

**Situation analysis:** A continual/cyclical process----that takes place prior to, during, and after courses have been taught-that involves the collection of information about the broader context in which instruction is given in order to be able to make decisions about the goals and contents of a language curriculum (and its courses).

- Identification of stakeholders (e.g., higher administration, program administrators, teachers, parents, educational and other governmental officials) and their attitudes toward English language instruction.
- Examination of societal factors in relation to language education.
- Examination of institutional factors that may facilitate or hinder change and innovation at the curricular level.

- Examination of teacher factors (e.g., language proficiency, teaching experience and skills, qualifications, morale, motivation, beliefs about language teaching and language learning)

**Specification of goals, objectives, and outcomes:** Specification of goals (general purposes of a curriculum), objectives (more specific and concrete description of purposes/goals) and learning outcomes (what students will have learned/ be able to do) based on needs and situation analyses and ideologies about language, language learning, and language teaching. The goals and objectives statements should provide guidelines for teachers, materials writers, test writers, and learners. They should provide a focus for instruction and evaluation. Goals and objectives often focus on these learning areas: Language, strategies, content, and experiences.

**Syllabus Design and course planning:** Translation of goals, objectives, and targeted outcomes into a decision about the structure of courses within the curriculum, the distribution of course content, breadth and depth of content coverage at different levels, adaptation of different syllabus frameworks (e.g., grammatical, skills-based, task based, content-based, situational) to meet goals and objectives. Course syllabi will identify what is to be taught, when it is to be taught, and how it is to be taught (thereby providing additional guidance for teachers, materials, writers, test writers, and learners).

**Materials selection and development:** Evaluation of commercial materials to determine their appropriacy to previous steps in the curriculum development process. Decisions about what commercial materials to adopt, what in-house materials should be created, and how primary materials might be adapted and/or supplemented to accomplish goals, objectives, and targeted outcomes.

**Course "piloting":** Implementation of courses, with ongoing evaluation (thereby making almost all courses pilot courses) and fine-tuning in response to evolving student needs, teacher abilities, institutional goals and objectives, etc.

**Curriculum evaluation:** Ongoing cycle of (formative and summative) evaluation of all aspects of the curriculum in order to understand how the program works, how successfully it works, and whether it, in all its complexity, is responding to students' needs, teachers' abilities, etc. from a seminar on curriculum development conducted on October 10, 2003 by Bill Snyder & Fredricka L. Stoller, Bilkent University.

To remain vibrant and responsive to the evolving needs of students, faculty, and home institutions, every language teacher and administrator needs to be engaged in the ongoing evaluation of the effectiveness of instruction and revise

accordingly. Because there are many ways in which instruction can be improved and fine tuned, every class in fact should probably be viewed as a pilot class.

### **5.1.1. WHAT IS THE CONTEXT OF CURRICULUM PLANNING?**

Planning is essential in order for effective teaching and learning to take place. In planning, the system must always remember that learner-centeredness is the key focus for what happens in the classroom. All planning must be done in the context of the school's development plans and must serve to enhance the school's teaching and learning culture.

A school that has an effective learning culture . . .

- maintaining the image of a 'professional community', similar to the fields of nursing or social work. Educators pursue a clear, shared purpose, engage in collaborative activity, and there is a collective responsibility for student learning (Newmann and Wehlage, 1995).
- has a clear school mission. Educators value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including educators. There is strong (not rigid) leadership (Deal and Peterson, 1990).
- creates an environment of inquiry; encourages educators and others to work collaboratively and collegially to seek aspects of school improvement (Burbacher, 1994).



- encourages educators to work collaboratively with each other and with the administration to teach learners so that they learn more (Fullan, 1993).
- has leadership that invests in people, decentralizes decision-making, trusts the judgment of others, facilitates participation, embraces the ethical implications in every decision, and recognizes the complexity of contemporary society (Calabrese and Barton, 1994).
- is a place where both educators and learners learn (Rosenholtz, 1989).

Through leadership and management the system must create and support the culture that is needed to foster an attitude of effectiveness in educators, learners, parents, SGBs and other role-players in all activities that are conducted in the school. The SMT's goal in planning is to create a supportive learning environment for curriculum change.

The system engages in planning to ...

- ensure that the implementation of the curriculum is an effective and smooth process
- create a safe and empowering environment for teaching and learning
- create effective quality management and quality monitoring systems
- contextualize curriculum issues within the broader school management and governance context
- align the school's development plan with the curriculum
- make learning relevant to the context of the learners

- manage these resources optimally: fe physical site and resources human resources
- financial resources
- learner and support materials
- ensure clarity of focus
- accommodate the diversity of needs and demographics of the school
- reduce the risk of non-delivery
- prevent curriculum overload
- integrate planning vertically, across and within learning programmes
- reflect OBE principles by modelling them in all aspects of school life.

### **5.1.2. WHAT ARE THE DIFFERENT LEVELS AT WHICH MANAGEMENT AND PLANNING TAKE PLACE?**

“Curriculum planning takes place across three levels at schools; namely macro, meso and micro planning. The role players who are involved in these levels include the members of the system, educators, students, the representative council of learners and parents”<sup>7</sup>.

#### **WHAT IS MACRO PLANNING?**

This level looks at the school as a whole and therefore involves the management level, the administrative staff, and the representative council of learners as well

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<sup>7</sup> <http://college.artsci.wustl.edu/advising/sophomore/online-planner>

as the whole staff. Whole-school development thinking informs this level of planning. This includes the school development plans, curriculum goals, school policies, staff development plans, curriculum needs (including the education of learners with special educational needs (ELSEN)), multi-grade classrooms and gender issues. "

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

#### **5.4. WHAT IS MESO PLANNING?**

This level involves planning across learning programmes for each phase (horizontal integration), thus each of the grade educators in each phase must be involved. The meso-plan is an important tool for managing the curriculum. The focus is on the content of learning programmes and the practical issues in their implementation. Learning is planned so that it is relevant to the learners' context. Good planning and management at this level prevents curriculum overload and identifies gaps. It addresses issues of classroom management like the special management techniques in multi-grade classrooms, multi-lingual classrooms and techniques to ensure that successful inclusion takes place. Heads of department or learning areas may call meetings as part of the management process to resolve learning issues.

<b>Subject area;</b> <b>Grade level</b>	What is subject area(s) and grade level(s) for which the unit is designed?
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Collaborative planning ensures the optimal use of human and physical resources, for example, the selection and management of learner support materials. Educators in each grade need to meet regularly to discuss and plan their classroom activities, challenges and difficulties and to assess learners' work across the grade.

### **5.5. WHAT IS MICRO PLANNING?**

Micro planning involves everything that happens in each classroom. It involves .

..

- the creation of a safe, empowering learning environment » the application of educators' skills as facilitators, mediators and managers of learning
- devising teaching strategies to design effective learning experiences .
- the effective use of resources
- time management
- class organization (for example, group work, whole-class teaching, individual learning, co-operative learning and planning a physical organization in the classroom).

<b>Unit name</b>	What is the name of the unit of instruction?
<b>Unit goals</b>	Unit goals are long-range goals. What are the goals for this unit of instruction? How does this unit fit with year-long goals?
<b>Specific ways to relate goal(s) to curriculum</b>	Describe how the unit goals relate to the team/department, system and state frameworks.
<b>Characteristics of the students</b>	List the needs for the students who this unit is intended in the cognitive, social, emotional, and physical areas.
<b>Introductory procedures</b>	How will you introduce the unit and the goals to the students? List these procedures.
<b>Materials /media</b>	Identify the software, web sites, other materials and/or media needed to teach this lesson.
<b>Assessment and evaluation</b>	Identify the methods that the teacher will use to identify the student learning levels and needs.  Describe when these will be used during the unit.
<b>Assessment instruments to outcomes</b>	Relate assessment instruments to the outcomes stated in the goals.

## CHAPTER II

### 5.2. THE MESOPLANNING

#### 5.2.1. Conception of Didactic Unit

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

#### 5.2.1. What is a Unit Plan?

“A *unit* plan is developed by the teacher and serves as a long-range plan. It contains multiple lessons that are related below you will find the *Suggested Unit Plan Format* (Tennessee Framework for Evaluation and Professional Growth) components followed by explanations of each. While all unit plans are not identical (different states may use different formats), the major components will remain the same”<sup>8</sup>.

#### 5.2.2. Components of the Didactic Unit:

##### “The objective

“It represents the modeling of the result waited for without unknown the process to arrive at this. The objectives are due to enunciate based on the student, of which

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<sup>8</sup> <http://www.eduref.org/Virtual/Lessons/Guide.shtml>

this it must be able to obtain in terms of learning, its forms to think and the formation of meaning actions. The elements that compose the objectives according to this conception are: the abilities to obtain, the knowledge, the meaning actions and the conditions in which it happens the appropriation”<sup>9</sup>.

### ***Syllabus writing***

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

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

- Types of syllabus
- Before you start to write a syllabus
- Intended learner groups
- Setting learning objectives
- Once the syllabus is written
- Conclusion

### ***Before you start to write a syllabus***

First the teaching situation and the intended learner group should be analysed

Teaching situation: What constraints are you working under that you cannot change? These might include.

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<sup>9</sup> <http://www.lessonplanspage.com/OCIMDStudySkillsNetUnitPlan6HS.htm>

- *Type of assessment*
- *Resources/ staffing available*
- *Learner geography*

### ***Books***

Does a core course book exist that the syllabus must be built round or are you writing a syllabus from scratch?

Consult with the people involved in teaching the syllabus. Teachers and heads of departments must be involved from the beginning so that they do not feel that the syllabus is being imposed on them and thus gives them a sense of ownership.

### **Once the syllabus is written**

The work isn't over when you finish writing the syllabus. You'll still need to:

- Pilot it with at least one class. Get feedback from the teachers and the learners and then adapt it.
- Make sure teachers know about it and do not think it is just another piece of paper that can be shelved.
- Make sure teachers receive training in how to use it and also training in any new methodology that has been incorporated in it. This will give the syllabus project credibility.
- Involve the teachers again. Encourage feedback so it can be changed. The first draft will never be perfect and can only be finalized once it has been



trailed and tested. Feedback should be taken on board and changes made accordingly”<sup>10</sup>.

### **5.2.3. 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>11</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?

<sup>10</sup>Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B--Instructional Planning (1977). Ohio State Univ., Columbus. National Center for Research in Vocational Education. ED149062 - An ERIC Document

<sup>11</sup><http://www.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLnggLrnngPrgrm/HowToMakeAUnitPlan.htm>

- 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.

### **PRE-ASSESSMENT/PRIOR KNOWLEDGE**

#### **LEARNERS**

- What experiences (cognitive, affective, social, psychomotor) do the learners bring to the unit?
- What level of development have they already attained relative to the targeted expectations/opportunities?
- How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way?
- What individual needs do you anticipate will need to be addressed?

**LEARNING ENVIRONMENT**

**SPACE**

- Where can this learning best occur (in the classroom, in the gym, in the immediate area surrounding the school, in the community)?
- How can the physical environment be arranged to enhance learning (desks, tables, centres, etc.)? When will these alterations be needed?
- What teaching areas do I need to reserve?

**TIME**

- How will the unit be timetabled? (For example, take into account the length of teaching periods and/or blocks of special times.)

**LEARNING ENVIRONMENT**

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.

**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 mind map 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 mind map easy to read and to understand?

## TEACHER PLANNING SHEET

LEARNING ACTIVITY	SPECIFIC EXPECTATION	TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION (Type, Strategy, Tool)	PLANNING NOTES
<ul style="list-style-type: none"> <li>• What is an appropriate <u>title</u> for your learning activity?</li> <li>• You might consider listing a key concept(s) from the Content Focus page.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind that each expectation could be adapted to reflect the specific activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the specific expectations, what teaching strategies would be most effective?</li> <li>• Looking globally at this column, is the number of whole group/small group/individual strategies balanced?</li> <li>• Do these teaching/learning strategies link to your stated specific expectations?</li> <li>• Examples of teaching strategies include M.I. strategies, brain storming, case study approach, conferencing, debating, field study, independent study approach, jigsaw approach, model building, reflection, co-operative learning strategies</li> <li>• Looking at your strategies globally, do you have a balance of teacher directed, student-centered and teacher/student focussed strategies?</li> <li>• Is the student being provided the opportunity to be an active learner?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you considered using all types of resources?</li> <li>• Are the resources current?</li> <li>• Are the resources suitable for the ages of your students?</li> <li>• Are the resources suitable for the various stages of emotional development of your students?</li> <li>• Do the resources address the various learning styles of your students?</li> <li>• Are the resources consistent with the overall expectations and the teaching/learning strategies?</li> <li>• Have you included your resources for diversity issues?</li> </ul>	<ul style="list-style-type: none"> <li>• Please write the <u>type</u> (teacher, self, peer) of evaluation strategy being incorporated with each expectation.</li> <li>• Examples of assessment/evaluation <u>strategies</u> include exhibitions, projects, presentations, demonstrations, written tests, oral tests, teacher/student conferences, logs, portfolios, contracts</li> <li>• Examples of assessment/evaluation <u>tools</u> include checklists, anecdotal comments, rating scales, grade (level of achievement), rubrics</li> <li>• Do you provide for continuous student feedback?</li> <li>• Have diversity issues been evaluated?</li> </ul>	<p>Special reminders could be included here.</p> <p>Immediate reflections for future lessons could be included here.</p>

## ACCOMMODATIONS

### SPECIAL NEEDS

Itemize the expectations, the content, the resources, the teaching/learning strategies, and/or the assessment/evaluation components that have to be changed to accommodate special needs students (communication, behavioral, intellectual, physical, multiple).

### DIVERSITY ISSUES

- Have you included content and materials that will reflect all facets of diversity? (gender, culture, race, language, religion)
- Does the environment reflect diversity?
- How will you adapt teaching strategies to accommodate the diverse learning needs of your students?
- How will you adapt evaluation strategies for these students?

### TEACHER REFLECTION ( Evaluation of the unit)

#### Perceptual Overview

What are your general perceptions of this unit? Does your unit plan reflect the Ontario Ministry of Education documents and the Ontario College of Teachers Standards of Practice?

Activities to be modified or deleted

Teaching/learning strategy changes

Materials needed/deleted

Effectiveness of people, places, and resources used

## CHAPTER III

### 5.3. WRITE A LESSON PLAN GUIDE

“Lesson planning...who needs it, or needs to know how to do it? Well, maybe you do. **Lesson planning is a special skill that is learned in much the same way as other skills.** It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the **skill** to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, *and that is a good thing.* Acquiring this skill is far more valuable than being able to use lesson plans developed by others. It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. The corollary is, of course, that there is no one "best way" to plan lesson.”<sup>12</sup>

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

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<sup>12</sup> [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)

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

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

Planning also enables you to formulate personal teaching objectives, something you want to improve in your teaching style, such as your sense of timing or a reduction in your own talking time. A good lesson plan helps to prepare appropriate techniques, materials and procedures for the achievement of the lesson's aims; it helps you work out and organize the staging and timing of the activities and anticipate student's problems so that can prepare ways for overcoming them”<sup>13</sup>.

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<sup>13</sup> <http://www.lessonplans4teachers.com/>



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

- ❖ The title of the lesson
- ❖ The amount of time required to complete the lesson
- ❖ a list of required materials
- ❖ A list of objectives. These may be stated as behavioral objectives (what the student is expected to be able to *do* upon completion of the lesson) or as *knowledge objectives* (what the student is expected to *know* upon completion of the lesson).
- ❖ The *set* or lead-in to the lesson. This is designed to focus students on the skill or concept about to be instructed. Common sets include showing pictures or models, asking leading questions, or reviewing previously taught lessons.
- ❖ The instructional component. This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input—what the teacher plans to do and say, and guided practice—an opportunity for students to try new skills or express new ideas with the modelling and guidance of the teacher.
- ❖ *Independent practice*. This component allows students to practice the skill or extend the knowledge on their own.
- ❖ The *summary*. This is an opportunity for the teacher to wrap up the discussion and for the students to pose unanswered questions.

- ❖ *Evaluation.* Some, but not all, lessons have an evaluative component where the teacher can check for mastery of the instructed skills or concepts. This may take the form of a set of questions to be answered or a set of instructions to be followed. The evaluation may be formative; that is to say, used to guide subsequent learning, or summative; that is to say, used to determine a grade or other achievement criterion.
- ❖ *Analysis.* Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson.
- ❖ *Continuity* - the content/ideas/theme/rules etc. from previous day are reflected upon or reviewed.

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

Nowadays the constructivist teaching style, the individual lesson plan is often inappropriate, but lesson plans are more fluid as they cater to student needs and learning styles. Lesson planning with title, behavioral objectives, and specific outcomes within certain time Today, formal lesson plans are often required only of student teachers, who must be derived to the field, who have not yet internalized the flow of a lesson”<sup>14</sup>.

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<sup>14</sup> [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)

### 5.3.1. 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.

<b>To begin, ask yourself three basic questions:</b>
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? (please include full bibliographic citations)

What needs to be prepared in advance? (typical for science classes and cooking or baking activities)

## **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.)

## **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.

- **Introduction**

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.

### ***3.1.3. Format of a Lesson Plan***

Making a lesson plan is easy. Creating an effective lesson plan is the key to effective teaching and a critical factor in achieving positive student outcomes. For guidance in creating lesson plans, see the tutorial on "What to Consider When Writing a Lesson Plan."<sup>15</sup>

**Directions:** Just fill in the sections below. If you would like to save your lesson plan, make sure to save it right after it has been generated.

#### **STEP 1: HEADING**

Data, Teacher's name, Grade level, and Subject

#### **STEP 2: TOPIC AND CONTENT**

Topic, Content 1,2,3,...(Subject matter, key vocabulary)

#### **STEP 3: GOALS, OBJECTIVES, MATERIALS**

Goals, Aims/Outcomes

Objectives: (performance behavioral indicators)

Materials: Audiovisual aids, technology, AV

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<sup>15</sup>BALDAUF Richard Jr., School of Education, University of Queensland, Australia. Pag. 167-172.

**STEP 4: PROCEDURES/ METHODS**

**Introduction:** Focusing Event

**Development:** Modeling, Explanation, Demonstration

**Practice:** Guided, Monitored Activity

**Independent Practice:** Assignments to measure Progress

**Accommodation:** Differentiated Instruction

**Checking for Understanding:** Assessment/Feedback

**Closure:** Grapping it up

**STEP 5: EVALUATION AND TEACHER REFLECTIONS:**

**Evaluation:** Measures of progress

**Teacher Reflections:** To be completed after lesson!

<b>Date:</b>	<b>Grade:</b>
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<b>Teacher Name:</b>	<b>Subject:</b>
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1. Topic- _____

2. Content-
<hr/>
3. Goals: Aims/Outcomes-
<hr/>
1.
2.
3.
4. Objectives-
<hr/>
1.
2.
3.
5. Materials and Aids-
<hr/>
6. Procedures/Methods-
<hr/>

<p><b>A. Introduction-</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>B. Development-</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>C. Practice-</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>D. Independent Practice-</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>E. Accommodations (Differentiated Instruction)-</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

<p><b>F. Checking for understanding-</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>G. Closure-</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<p>7. Evaluation-</p> <hr/>
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<p>8. Teacher Reflection-</p>

***3.1.4. Example of a Lesson Plan***

**The Sounds of "EA"**

An Educator's Reference Desk Lesson Plan

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**Submitted by:** Grace W. Bryant

Email: gl\_bryant@hotmail.com

**School/University/Affiliation:** Saint Patrick American School, Puntarenas, Costa Rica, Central America

**Date:** May 11, 2001

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**Grade Level:** 2, 3

**Subject(s):**

- Language Arts/Phonics
- Foreign Language/English Second Language

**Duration:** 1 hour

**Description:** In this lesson, the sounds of "ea" are dramatized in a PowerPoint presentation. Students will learn that "ea" can sound like a "long e," a "short e," a "long a," and more.

**Goals:**

1. Students will understand that the "ea" pattern has several sounds in English.
2. Students will develop confidence in differentiating the varied "ea" sounds.

**Objectives:** At the end of the lesson, students will be able to match pairs of words containing the same vowel sound.

**Materials:**

- a computer with Microsoft PowerPoint installed

- a large monitor or television with S video connection (or a computer projector can be used)
- The Sounds of "EA" - PowerPoint Presentation
- *Clicking on the link above will open the PowerPoint Presentation in a new window for previewing.*
- Download The Sounds of "EA" PowerPoint Presentation
- *Clicking on the link above will download the PowerPoint Presentation to your computer.*

**Procedure:**

Begin by asking students, "Can you think of words that contain 'ea'?" Record students' responses on the board. "Does the 'ea' in all of these words have the same sound? How many sounds do you think 'ea' makes in English? Today you will find out how many different sounds 'ea' can make."

Introduce the PowerPoint presentation and the "ea" characters. ( **Author's Note:** I often have a child assist in clicking through the presentation; this is especially helpful with an active group of children. If a large screen or a projector is available, then students can view the presentation from their seats. Otherwise, students can sit on the floor in front of the computer -- or bring their chairs up to the computer.)

Throughout the presentation, students will learn about the many different sounds "ea" can make. Graphics are used to illustrate the meanings of the vocabulary words. At times, students will view a selection of words and will be asked, "Which

word doesn't belong?" At the end of the lesson where "E" and "A" tease the children, the students can count how many sounds "E" and "A" made.

The conclusion of the presentation contains a 25-word evaluation. Students can practice matching words that contain the same "ea" sound. As an extension, teachers may want to create a word wall with "ea" words, and students can add words to the wall as they find them.

**Assessment:** Formally or informally, students will match words containing the same "ea" sound using the evaluation section of the PowerPoint presentation. Teachers should note any sounds that students are having difficulty with and then review those sounds using the PowerPoint presentation.

**Special Comments:** I have found that this approach is very successful with ESL students. I have been using it for two years in Costa Rica and have been very pleased with the results. This is a wonderful tool when materials and books are not available for groups or classes. It is my hope that someday teachers will exchange their best lessons using PowerPoint.



## CHAPTER IV

### 4.1. 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>
<b><i>Receptive</i></b>	Listening	Reading
<b><i>Productive</i></b>	Speaking	Writing

#### **4.1.1. 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>16</sup>.

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

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

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

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<sup>16</sup>BROWN H. Douglas, “Teaching by Principles” An Interactive Approach to Language Pedagogy, 2nd. Edition, 2000.Several pages.

- 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 tasks are 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.

#### **4.1.1.2. 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.*

#### 4.1.1.3. 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.

#### **4.1.1.4. Planning to Teach Listening**

##### **Theme: Acid Stomach**

##### **Purpose**

To develop an understanding of how aspirin works and how understanding its interaction with other chemicals in the body aided doctors in medical research.

##### **Context**

This lesson is intended for a high-school, introductory chemistry class or health class. To complete the lesson, students must understand acids and bases. The lesson does provide for instruction in acids and bases if it is necessary. The lesson begins with an article on the history of the development of aspirin. Students will then complete a lab that compares the reaction of regular aspirin, buffered aspirin, and enteric aspirin in neutral, acidic, and basic solutions. They will then analyze the results of the experiment to gain insight into how this information was used by researchers to solve some of the problems associated with aspirin.

##### **Planning Ahead**

Materials:

- Acid Stomach student E-Sheet  
Note: In the Going Online and Understanding What You Learned sections of the E-Sheet, students will answer questions using an online tool. As an alternative, students can answer the same questions on the printable Aspirin Article and Understanding What You Learned student sheets.
- Simulated Stomach Lab Data Sheet
- Safety goggles
- 9 plastic cups
- Aspirin, Buffered Aspirin, Enteric Aspirin
- 600 ml water
- 300 ml vinegar



- 45 g baking soda
- Stop watch or a clock with a second hand

### **Motivation**

Using the Acid Stomach student E-Sheet, students should read Product report on aspirin from the American Chemical Society site.

Discuss students' answers to these questions found on the E-Sheet:

What do willow tree bark extract, oil of wintergreen, and aspirin have in common? (What these compounds have in common is their anti-inflammatory properties and they are some of the oldest and most frequently used drugs.)

The study of the chemistry of medicinal plants began in the 1800s. Why would it have been difficult to identify the active ingredients in those plants? (Chemical techniques of the day were relatively simple. In the bark of the willow tree, there would be hundreds of different compounds. Separating them from one another and identifying their effects in the body would have been very difficult with the limited knowledge and techniques.)

What were some of the drawbacks to salicylic acid as a pain reliever? (Salicylic acid is very irritating to the stomach. It can cause severe heartburn.)

Felix Hoffman, who worked for the Bayer Company, invented aspirin in 1899. How did he make it? (By reacting acetic acid with salicylic acid to produce acetylsalicylic acid.)

What are some of the benefits of aspirin? (It relieves fever, pain, and inflammation, prevents some types of heart attacks, and inhibits clotting.)

How does aspirin work? (Aspirin stops the production of hormone-like compounds called prostaglandins. Aspirin interferes with the action on cycle oxygenize, which is the enzyme at the beginning of prostaglandin synthesis.)

What are some strategies for reducing stomach irritation caused by aspirin? (Buffered aspirin is a combination of aspirin with some other compounds to reduce acidity. Enteric aspirin is coated with a substance that allows the pill to pass through the stomach without being dissolved, thereby eliminating stomach irritation.)

What are some other medical discoveries that have been found as a result of our understanding of how aspirin works? (A specific prostaglandin that promotes coagulation of blood and another that inhibits it have been identified. A new group of prostaglandins that are related to the inflammation of asthma has also been discovered.)

Be sure that students save their answers to these questions because they will revisit them in the Assessment.

### **Development**

Review acids/bases with your students. Depending on the level of the students, you could have them read: About Acids as a review of acids/bases. This site is also very useful as a review for you if one is needed. You should use your discretion as how to best utilize this site.

After students have reviewed acids and bases, introduce the lab portion of the lesson by saying, "We will do an activity to better understand how buffered aspirins work."

Then refer students back to the E-Sheet, which will direct them to Simulated Stomach. Before they begin the lab, pass out the Simulated Stomach Lab Data Sheet and instruct them to record their observations in the data tables found there.

In doing this lab, students should find that when the three types of aspirin are dropped in water, the buffered aspirin may quickly begin to bubble and disintegrate. The enteric aspirin will eventually begin to disintegrate in the water, but it takes a very long time for the coating to dissolve and will not likely happen during a class period. In the acidic solution, the buffered aspirin very quickly begins to bubble

vigorously. The regular aspirin disintegrates in the acidic solution just the way it does in water. The enteric aspirin can soak in the acidic solution for several hours without dissolving. In the basic solution (baking soda), all three types of aspirin will dissolve relatively quickly, although the enteric aspirin still takes longer than the other two. (In these solutions, vigorous bubbling—probably more than seen in any case previously—should be seen in all cases as the acidic proton on aspirin reacts with the bicarbonate ion to produce carbonic acid, which breaks down to carbon dioxide gas and water.)

### **Assessment**

Have students answer these questions either online or on the printable student sheet, Understanding What You Learned. The first four questions are repeats of some of the questions found in the Motivation.

What were some of the drawbacks to salicylic acid as a pain reliever? (Salicylic acid is very irritating to the stomach. It can cause severe heartburn.)

What are some of the benefits of aspirin? (It relieves fever, pain, and inflammation, prevents some types of heart attacks, and inhibits clotting.)

How does aspirin work? (Aspirin stops the production of hormone-like compounds called prostaglandins. Aspirin interferes with the action of cycle oxygenase, which is the enzyme at the beginning of prostaglandin synthesis.)

What are some strategies for reducing stomach irritation caused by aspirin? (Buffered aspirin is a combination of aspirin with some other compounds to reduce acidity. Enteric aspirin is coated with a substance that allows the pill to pass through the stomach without being dissolved, thereby eliminating stomach irritation.)

How would knowledge of the way aspirin reacts in acidic, basic, and neutral (water) solutions help in solving the problem of stomach irritation? (The stomach is an acidic environment. Knowing how aspirin reacts in an acid helped doctors find

ways to reduce the acidity [Buffered Aspirin]. It also helped them to devise a way for the aspirin to not react at all in the stomach [Enteric Aspirin].)

How has the understanding of aspirin's molecular structure and its interaction with other chemicals in the body aided doctors in medical research? (Investigation of aspirin interactions led to a better understanding of the varied roles of prostaglandins. Prostaglandins are the cause of some types of inflammation.)

What differences, if any, did you observe in the tablets while in water? In vinegar? In baking soda solution? (See description of lab above.)

Enteric aspirin is designed to remain intact until it reaches the small intestine. What could you hypothesize about the pH of the small intestine? (Because enteric aspirin does not react in the acid, but very quickly dissolves in the basic solution, we might hypothesize that the pH in the small intestine is basic.)

### **Extensions**

These sites can be used to extend the ideas and concepts in this lesson:

Aspirin, from Village, which is a commercial site

Aspirin Adventures”<sup>17</sup>

### **4.1.2. 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

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<sup>17</sup>BROWN Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy, Edition, 2000, págs. 298-313.

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>18</sup>.

#### **4.1.2.1 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.

#### **4.1.2.2. 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.

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<sup>18</sup>BROWN H. Douglas, "Teaching by Principles" An Interactive Approach to Language Pedagogy, 2nd. Edition, 2000. Several pages.

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 .

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.

#### **4.1.2.2. 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.

#### **4.1.2.3. Planning to Teach Speaking**

##### *Lesson 1 - A Soldier's Lie*

##### **The Story**

Once a soldier asked his commanding officer for a day's leave to attend his sister's wedding. The officer asked him to wait outside the door for a few minutes while he considered the request.

The officer then called the soldier back in and said, "You are a liar. I've just phoned your sister and she told me she's already married." "Well, sir, you're an even bigger liar," the soldier replied, "because I don't even have a sister."

### **Vocabulary Practice**

Mark the best choice.

1. 'Leave' here means .....

  - a. going out from a place
  - b. one part of a tree
  - c. permission to be absent from work
  - d. asking a person for some money

2. To 'attend' here means to ...

  - a. take care of
  - b. pay for
  - c. be present at
  - d. look at

### **Questions for Discussion**

1. Why did the soldier tell the officer a lie?
2. Why did the officer tell the soldier a lie?
3. Can you remember telling such lies?

### **Activities**

1. Now you tell your friend(s) the story in your own words:
2. Pronounce the following words several times:
  1. Command
  2. Officer
  3. Attend
  4. Soldier
  5. Already

### **A Related Proverb**

One foot cannot stand on two boats.

#### **4.1.3. 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 difficult. It doesn't necessarily follow that a good reader is good at writing, but most students find that if they continue to practice reading ,their writes improves.

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

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

- A good writer must be sure of sentence construction, spelling and punctuation, as well as style and appropriate register.
- Writing demands successful organization of ideas and information.
- A writer has to choose an appropriate style for the subject and the reader

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

#### **4.1.3.1. 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 the key to developing a writing topic. The more powerful and creative the writer, the more advanced his or her organization skills generally are :
- Form: - Through writing, students practice various forms and styles for writing letters to stories. Students need to know these forms.
- Guided Writing. - Guided writing is writing done through the use of clues, information, or guidelines. At the beginning and intermediate levels, guided writing is a helpful way for students to build confidence in their writing ability.
- Substitution tables.- Use a substitution table. This type of table contains items that can substitute each other in a sentence.
- Model texts .- Give students a short text to read and to use as a model for connecting words in a similar way.
- Questionnaire .- A questionnaire is a useful and fun activity for both teachers and students .The student gets a chance to express his or her opinion feelings , and ideas on selected topics ,while the teacher learns more about what the student thinks and wants.

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

#### **4.1.3.2. 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.

#### 4.1.3.3. Planning to Teach Writing

- **Writing, level: Elementary**

Yothinburana School, Bangkok, Thailand.

**Materials Required:** Pictures: naresuan.GIF, donjedi\_02.JPG, donjedi\_04.JPG

**Activity Time:** four 50 minutes sessions

**Concepts Taught:** Students will increase their ability in reading skill.

- **Description:**

This reading is designed to encourage students both to develop reading skill through comprehension of story's events and to integrate History and Language Arts. It also encourages students to appreciate the greatness of the Thai King who devoted himself to regaining the independence of Thailand.

- **Objectives (s):**

**Terminal Objective:**

Students will develop reading skill through comprehension of the story's events and define the meaning of the words in the story.

**Enabling Objectives:**

By the time this lesson is completed, student will be able to:

1. read the story 'The Great King of Ayutthaya: King Naresuan' silently.
2. define the meaning of words in the story.
3. comprehend the story's events through answering the questions.
4. share ideas and participate in a classroom discussion.

- **Resources/ Materials:**

Pictures: naresuan.GIF, donjedi\_02.JPG, donjedi\_04.JPG



Dictionaries: English-Thai dictionary,

The Great King of Ayutthaya: King Naresuan; See at:

Student Information Sheet #1\* : The Great King of Ayutthaya: King Naresuan; which is written by Jiraporn Supising, M.Ed. Naresuan University, Phitsanulok, Thailand.

Student Information Sheet #2 \* Vocabularies.

Student Worksheet #1 \* Define the meaning of these words from the story.

Student Worksheet #2 \* Comprehend the story's events.

▪ **Procedures:**

1. Class is divided into small groups of five students independently. Each group selects a secretary to record notes and list the contributors in the group.
2. Student Information Sheet # 1 is distributed to the class.
3. Each group is responsible for reading silently.
4. Have them look up the meanings of all difficult words in their own English-Thai dictionaries.
5. Stimulate discussion by showing some pictures, preview each picture and ask questions (orally) relevant to the topic and the events in the story "The Great King of Ayutthaya: King Naresuan". For example:

What is the picture about?

Who is in the picture?

Who knows about King Naresuan?

When did he reign in the Ayutthaya Period?

6. Have student volunteers to answer these questions.
7. Teacher summarizes all responses.
8. Have students discuss about the story's events and share their ideas

independently.

9. Students list what they know about the topic.

10. Teacher walks around the room and observes the student's participation.

11. Teacher hands out #Student Information Sheet # 2 to each student and explains more details.

12. Have students to review to test the students' understanding.

13. Class is assigned to complete #Student Worksheet # 1 \* Comprehend the story's events and #Student Worksheet # 2 \* Define the meaning of these words from the story individually.

14. Each student completes and brings worksheets back to check and verify.

15. Teacher corrects them.

▪ **Assessment:**

1. Assessment of this story will be based primarily on oral responses from the students in terms of their ability to answer the questions from the story.

2. Assessment of the comprehension of the story's events is to answer the questions from #Student Worksheet # 1.

3. Assessment of the definition of words in this story is to choose the best meaning from #Student Worksheet # 2.

4. Students will be evaluated by their participation in sharing their personal experiences and by observing students during the independent activities and discussion about the story”<sup>19</sup>.

#### **5.4.4. TEACHING READING**

##### **5.4.4.1. GOALS AND TECHNIQUES FOR TEACHING READING**

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication

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<sup>19</sup>BROWN H. Douglas, “Teaching by Principles” An Interactive Approach to Language Pedagogy, 2nd. Edition, 2000. 345-349.

situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

#### **5.1.4.2. FOCUS: THE READING PROCESS**

To accomplish this goal, instructors focus on the process of reading rather than on its product.

- They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
- They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
- When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
- They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and

out-of-class reading assignments, and periodically review how and when to use particular strategies.

- They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

#### **5.4.4.3. INTEGRATING READING STRATEGIES**

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

**Before reading:** Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

**During and after reading:** Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

**After reading:** Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

**5.4.4.4. USING AUTHENTIC MATERIALS AND APPROACHES**

“For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

### **Reading Aloud in the Classroom**

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

- There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

- Use the "read and look up" technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

#### **5.4.4.5. STRATEGIES FOR DEVELOPING READING SKILLS**

##### **Using Reading Strategies**

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

##### **Strategies that can help students read more quickly and effectively include**

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection



- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

### **Reading to Learn**

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

#### **5.4.4.6. Developing Reading Activities**

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through prereading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

#### **Construct the reading activity around a purpose that has significance for the students**

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

#### **Define the activity's instructional goal and the appropriate type of response**

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

### **Check the level of difficulty of the text**

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

- How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.
- How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.
- Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.
- Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the

items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

### **Use pre-reading activities to prepare students for reading**

The activities you use during pre-reading may serve as preparation in several ways.

During pre-reading you may:

- Assess students' background knowledge of the topic and linguistic content of the text
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be reading and the purpose(s) for reading
- Provide opportunities for group or collaborative work and for class discussion activities

### **Sample pre-reading activities:**

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics

- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

### **Match while-reading activities to the purpose for reading**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

- When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?
- When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

- When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may
  - Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section
  - Use the comprehension questions as guides to the text, stopping to answer them as they read

#### **5.4.4.7. Planning to teach reading**

- **Reading/Writing, level: other**

**Materials Required:** Calendars, The Very Hungry Caterpillar, presentation board, cut-outs of events, Unscramble worksheet

Activity Time: 45 minutes

Concepts Taught: Comprehension

- **Lesson Introduction:**

For students to develop into successful readers, they must master a number of skills and strategies related to the area of comprehension. Students should understand that stories and plays have a sequence or order that illustrates what happens first, what happens next, and what happens last. Being able to arrange events and ideas in sequential order closely relates to the ability to comprehend a story. The awareness that events occurring in sequential order can be related to each other helps to bring meaning to a story.

**Instructional Objectives:**

When shown a calendar, the students will identify the days of the week by pointing to the correct day.



- PI: The teacher will informally assess the students by their ability to identify the days of the week.
- Given sequencing cards, the students will sequence the cards in the correct order and state the order of the cards using the ordinal numbers.
- PI: The teacher will informally assess the students by their ability to correctly sequence the cards and by their ability to use the ordinal numbers.
- After listening to the story, The Very Hungry Caterpillar, the students will sequence seven events from the story by matching the correct event with the day of the week written on the presentation board.
- PI: The teacher will informally assess the student on their ability to correctly sequence the events of the story. An informal assessment will also be done according to the ability of the students to match the food the caterpillar ate with what day it was eaten.
- After retelling the story, the students will complete a worksheet where they will unscramble the foods the caterpillar ate throughout the story.
- P.I. The teacher will assess the student's ability to correctly unscramble the letters of the food. The words used in the worksheet will be the spelling words for the week.

**Lesson Initiation:**

The teacher will show a calendar to the students. The teacher will ask the students what the days of the week are (Monday through Sunday). The teacher will ask for a volunteer. The teacher will ask the volunteer what day today is. The volunteer will point to the day of the week it is on the calendar. The teacher will ask the volunteer what days they have school. The student will take his or her seat. The teacher will point to the different days of the week on the calendar and ask the students to identify the days being pointed to. The teacher will give the students sequencing cards. By looking at the picture on the sequencing cards, the students will place the cards in the correct order. As a whole group, the teacher will informally assess the children's abilities to sequence the cards. The teacher will expose the children to ordinal numbers—first, second, third, etc. The teacher will tell the students that they will learn more about the days of the week by listening to a story about a very hungry caterpillar and his order of events during the week. The teacher will show the students the book and ask them questions about what might happen in the story.

**▪ Instructional Materials:**

One calendar for each of the students

Sequencing Cards

The book, *The Very Hungry Caterpillar* by Eric Carle

Presentation board

Pictures of the different foods that the caterpillar ate

Caterpillar and butterfly finger puppets

Pictures of a leaf and cocoon

Unscramble worksheet for homework

**▪ Instructional Activities**

After the children match the sequencing cards, the teacher will have the children move to the storytelling center. The teacher will read the book, *The*

Very Hungry Caterpillar, by Eric Carle. The teacher will recite the book using a caterpillar and butterfly finger puppets. The teacher will also have cut outs of two different events of the book, the leaf with the caterpillar egg on in and the cocoon the caterpillar makes. While telling the book, the teacher will also have pictures of the food the caterpillar ate. When the food is mentioned, the teacher will hold up the picture of the food and have the caterpillar finger puppet pretend to "eat" the food. When the caterpillar weaves the cocoon at the end of the story, the teacher will hold the picture of the cocoon over the caterpillar. When the butterfly finally emerges from the cocoon, the teacher will have the butterfly finger puppet on her hand. When the teacher is finished with the book, she will ask the students questions about the book. The questions will pertain to the order of the events in the book. The teacher may ask questions such as; What happened first in the story? Or what was the reason the caterpillar got fat? When the discussion about the book is completed, the teacher will have the students work in groups of two and match the food the caterpillar ate with the day of the week he ate it. The students match the food with the day of the week on a presentation board. Cut outs of the different food the caterpillar ate will have Velcro on the back and the students will stick the food on the correct day of the week on the presentation board.

- **Lesson Summary**

When the students have completed the matching the food with the day of the week, they will retell the story to their neighbor, using the presentation board. After the students are finished retelling their own hungry caterpillar story, the teacher will pass out worksheets to the students. The worksheets will be completed for homework. The students will be expected to unscramble the different types of food that the caterpillar ate. The days of the week will be written on the worksheet. There will also be pictures of the types of food the caterpillar ate. Whenever the teacher is finished informing the students of the directions for homework and after all the worksheets are

passed out, the lesson will end with the teacher telling the students that sometimes we use time to help us schedule the order of events during the day. The teacher will tell the students that they will be talking about time tomorrow using the book, *The Very Grouchy Ladybug*, by Eric Carle. The lesson for the next day will be an extension of this lesson.

- **Lesson Evaluation**

The teacher will informally assess the students throughout the lesson. The teacher will assess the students on their ability to correctly match the food the caterpillar ate with what day it was eaten on. The teacher will observe how well the students can retell the story as well. The unscramble worksheet will also be used in the assessment. The teacher will look at the ability of the students to correctly spell the food the caterpillar ate. The words on the unscramble worksheet will be used as the spelling works for that week<sup>20</sup>.

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<sup>20</sup>BROWN H. Douglas, "Teaching by Principles" *An Interactive Approach to Language Pedagogy*, 2nd. Edition, 2000. 369-380.

## **6. HYPOTHESIS**

### **6.1. GENERAL**

The curricular planning affects the development of the four basic linguistic skills of the English Language in the students of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

### **6.2. SPECIFICS**

The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

The microplanning does not include specific techniques for the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.

## **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 and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

### **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, analytic-synthetic 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 results obtained in the field work which also serve as support to draw the respective conclusions in the thesis report. This method will be useful 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.

We will use the descriptive statistics which will serve to represent the data in tables, tables and graphs to get a better comprehension of the information in the thesis report.

### **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

Regard to the population the group has considered convenient take all of the students since 8<sup>th</sup> year of basic education to the 3<sup>rd</sup> year of the high school curriculum, who are 153 in total, because it is quite small.

The teachers' population is also small. They are two English teachers in the high school, night section, so that we will take all the population too.

CHART N °1

<b>COURSES</b>	<b>STUDENTS' POPULATION</b>
8th year of basic education	39
9th year of basic education	31
10th year of basic education	20
1 <sup>st</sup> year of high school curriculum	27
2 <sup>nd</sup> year of high school curriculum	21
3 <sup>rd</sup> year of high school curriculum	15
<b>TOTAL</b>	<b>153</b>
Teachers	2

## **8. ORGANIZATION AND MANAGEMENT OF THE RESOURCES**

### **8.1. HUMAN**

Resarch Group: Manuel Onofre Agila and Luis Osvaldo Japón

English Teachers of the "Pío Jaramillo Alvarado" High School, Night section

Students of the "Pío Jaramillo Alvarado" High School, Night section

### **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	200,00
Typing and printing	450,00
Copies and Reproduction	200.00
Unforeseen	100.00
	-----
Total	950.00

### **8.4. FINANCING**

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

### 9.TIMETABLE

ACTIVITIES	MONTHS																											
	Nov				Dec				Jan				Feb				Mar				Apr				Jun			
	1	2	3	4	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																						
Approving of the project									x	x																		
Application of the research instruments										x	x	x																
Processing of the research											x	x																
Elaboration of the thesis													x	x														
Checking the first draft															x	x												
Private qualification of the thesis																	x	x										
Writing the recommendations																		x	x	x								
Public sustentation																									x	x		

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# 11. ANNEXES

## ANNEXE 1

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

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

Yes ( ) No ( ) Sometimes ( )

Why:.....

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

Every month ( )

Every School year ( )

Every two years ( )

Every three years ( )

Others ( )

Why: .....

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

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

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

By text contents ( )

By Grammar points ( )

By skills ( )

BY functions of the Language ( )

**5. Do you design specific strategies to develop the Language Skills in the Didactic Unit Plan?**

Yes ( ) No ( ) Sometimes ( )

Why: .....

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

Yes ( ) No ( ) Sometimes ( )

Why: .....

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

Always ( )

Sometimes ( )

Never ( )

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

Yes ( ) No ( ) Sometimes ( )

Why: .....

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

<b>Listening</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Predicting	( )	( )	( )
• Understanding the main idea	( )	( )	( )
• Guessing meaning from the			



context	( )	( )	( )
• Identifying main points	( )	( )	( )
• Identifying details	( )	( )	( )

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

<b>Reading</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Predicting	( )	( )	( )
• Scanning	( )	( )	( )
• Skimming	( )	( )	( )
• Understanding the main idea	( )	( )	( )
• Guessing meaning from the context	( )	( )	( )
• Identifying details	( )	( )	( )
• Reading the text	( )	( )	( )

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

**10. Which are the skills of the students in the English language?**

<b>SKILLS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Regular</b>	<b>Insufficient</b>
Listening					
Speaking					
Reading					
Writing					

ANNEXE 2

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

STUDENT'S SURVEY

**1. How does your teacher work the contents of the English Language?**

a) By units ( ) b) by lesson ( ) c) by Tasks ( )

Explain:.....

**2. Does your teacher fulfill the Unit Plan?**

Yes ( )

No ( )

Why: .....

**3. What aspects do you think must the teachers consider when they plan the Didactic Unit?**

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

**4. Does the Didactic Unit Plan (Units of the Book) contain specific strategies (listening, speaking, reading and writing) to develop the Language Skills?**

Always ( )

Sometimes ( )

Never ( )

Why:.....

**5. Is there evidence that your teacher plan the class?**

Yes ( )                      No ( )                      Sometimes ( )

Why: .....

**6. Do you believe that your teacher plan the contents?**

a) Daily ( )

b) Once a week ( )

c) Once a month ( )

Explain:.....

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

Yes ( )                      No ( )                      Sometimes ( )

Why: .....

**8. Which of the following techniques does the teacher include in the lesson plan?**

<b>Listening</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Predicting	( )	( )	( )
• Understanding the main idea	( )	( )	( )
• Guessing meaning from the context	( )	( )	( )
• Identifying main points	( )	( )	( )
• Identifying details	( )	( )	( )

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

<b>Reading</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Predicting	( )	( )	( )
• Scanning	( )	( )	( )
• Skimming	( )	( )	( )
• Understanding the main idea	( )	( )	( )
• Guessing meaning from the context	( )	( )	( )
• Identifying details	( )	( )	( )
• Reading the text	( )	( )	( )

<b>Writing</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
• Planning	( )	( )	( )
• Organizing	( )	( )	( )
• Writing a composition	( )	( )	( )

• Brainstorming	( )	( )	( )
• Developing a paragraph	( )	( )	( )
• Drafting	( )	( )	( )
• Proofreading	( )	( )	( )
• Writing	( )	( )	( )

THANKS

**THEME: THE CURRICULAR PLANNING AND ITS INFLUENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE OF THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL NIGHT SECTION, PERIOD 2009-2010.**

<b>PROBLEMS</b>	<b>OBJECTIVES</b>	<b>HYPOTHESIS</b>	<b>VARIABLES</b>	<b>INDICATORS</b>
How does the curricular planning affects the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night School Year 2009-2010?	To determine how the curricular planning affects the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night School Year 2009-2010.	The curricular planning affects the development of the four basic linguistic skills of the English Language in the students of the students at “Pío Jaramillo Alvarado”, High School Night School Year 2009-2010?	<ul style="list-style-type: none"> <li>• Curricular planning</li> <li>• Models to design a curricular planning</li> </ul>	
<b>Subproblems</b>  What ways of mesoplanning are the teachers elaborating to develop the four basic linguistic skills	<b>Specifics</b>  To characterize the ways of mesoplanning that the teachers elaborate to develop the four basic linguistic skills of the	<b>Specifics</b>  The mesoplanning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English	<ul style="list-style-type: none"> <li>• Themes planning</li> <li>• Four Basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Component s: contents, objectives, skills, methodology</li> <li>• Skills:</li> </ul>

<p>of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?</p> <p>How does the microplanning is related to the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010?</p>	<p>English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.</p> <p>To explain the relationship of the microplanning with the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.</p>	<p>Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.</p> <p>The microplanning does not include specific techniques for the development of the four basic linguistic skills of the English Language of the students at “Pío Jaramillo Alvarado”, High School Night Section. School Year 2009-2010.</p>	<ul style="list-style-type: none"> <li>• Themicroplanning</li> <li>• Techniques to develop the four basic linguistic skills of the English Language</li> </ul>	<p>listening, speaking, reading and writing</p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Components</li> <li>• Techniques for listening and reading</li> <li>• Techniques for speaking and writing</li> </ul>
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