UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

"MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014"

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Director: Lic. Mg. Sc. María Agusta Reyes Vélez

Loja – Ecuador
2015

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Lic. Mg. Sc. María Agusta Reyes Vélez
PROFESSOR OF THE LANGUAGE CAREER
UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

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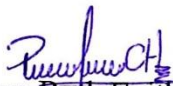
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ACKNOWLEDGMENTS

DEDICATION

I dedicate this work to God. To my parents, for teaching me that everything is possible with effort and perseverance. To my sister and my uncle who have given me all their unconditional support to fulfill my goals, also it is for a person who died, she was my example, because she told me all the time "when you want something, you have to do all of them things" I never forgot my grandmother. Finally, to my teachers who helped me all the time solving any difficult during this process.

Ruth Enith

MATRIZ DE AMBITO GEOGRÁFICO

BIBLIOTECA: Área de la Educación el Arte y la Comunicación

TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO					OTRAS DESAGREGACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA		
TESIS	GUAYANAY CHINCHAY RUTH ENITH. "MICRO-CURRICULAR PLANNING AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014"	UNL	2015	ECUADOR	ZONE 7	LOJA	LOJA	EL SAGRARIO	DC	Licenciada Ciencias de la Educación, mención Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS

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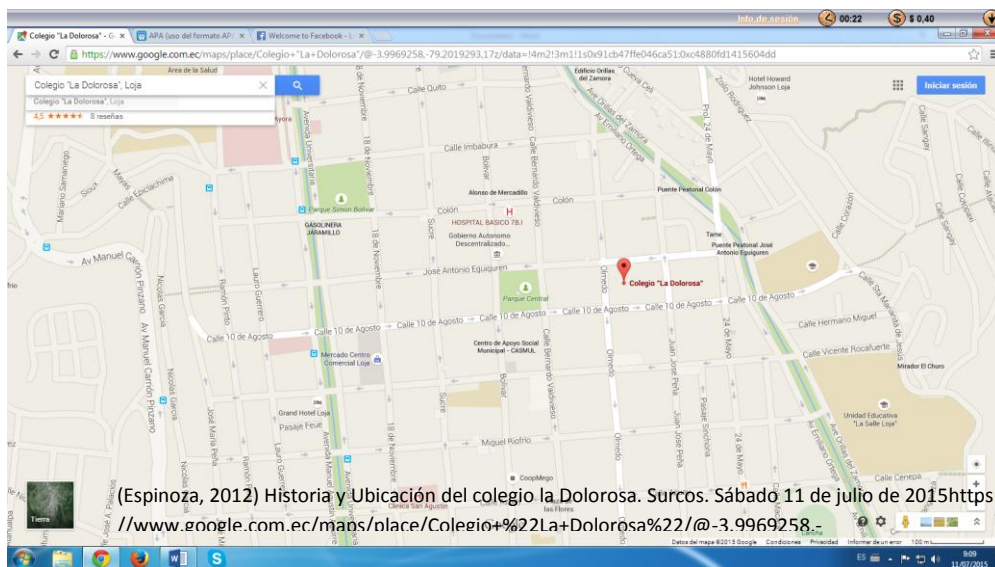
THESIS SCHEME

i. COVER PAGE

ii. CERTIFICATION

iii. AUTORÍA

iv. CARTA DE AUTORIZACIÓN

v. ACKNOWLEGEMENT

vi. DEDICATION

vii. MATRIZ DE AMBITO GEOGRÁFICO

viii. MAPA GEOGRÁFICO Y CROQUIS

ix. THESIS SCHEME

a. TITLE

b. RESUMEN

c. INTRODUCTION

d. REVIEW OF THE LITERATURE

e. MATERIAL AND METHODS

f. RESULTS

g. DISCUSSION

h. CONCLUSIONS

i. RECOMMENDATIONS

j. BIBLIOGRAPHY

k. ANNEXES

INDEX

a. TITLE:

"THE MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014"

b. RESUMEN

Esta tesis titulada "LA PLANIFICACIÓN DIARIA Y EL DESARROLLO DE LAS DESTREZAS BÁSICAS DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DE 8VO, 9NO AND 10MO AÑO DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" SECCIÓN DIURNA. PERIODO 2013-2014", permite contribuir a preparación de futuros docentes de la Carrera de Idioma Inglés de la universidad Nacional de Loja.

El propósito principal es conocer acerca de la planificación diaria y el desarrollo de las destrezas básicas del Idioma Inglés con los estudiantes de la unidad educativa "Vicente Anda Aguirre" Sección diurna.

En este trabajo de investigación, el método científico juega un papel muy importante, también se utilizó el método descriptivo, analítico-sintético y el uso de técnicas como observación y encuetas, las mismas que ayudaron a determinar los diferentes resultados cuando se aplica la micro planificación.

La conclusión más importante es que se determinó que el uso de la planificación diaria es la parte fundamental para el proceso de enseñanza – aprendizaje para desarrollar las destrezas básicas del idioma Inglés.

ABSTRACT

This thesis theme: "THE MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014", allows to contribute with the students training of the English Career of the Universidad Nacional de Loja.

The main purpose is to kwon about the micro-curricular planning and the development of English language basic skills with the students at "Vicente Anda Aguirre" morning session.

In this research work, the scientific method has been developed as a particular method, the research has used the descriptive, analytic-synthetic methods, and the use of techniques as class observation and surveys, which helped the researcher to determine the different results when using micro planning.

The most important conclusion is that the use of Micro Curricular Planning is the fundamental part into the teaching learning process, and it helps to the students to develop the English language skills.

c. INTRODUCTION

In Education, it is very important that all the members implied in the process of learning-teaching be aware of the importance of having a nice environment during this process.

The present work is about "**THE MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014",** and it was developed with the purpose of knowing about how the micro planning contribute to improve the English Language basic skills.

This present research work was developed at "Vicente Anda Aguirre Morning Session" high school, to determine how does the lack of application of micro curricular planning affect to the development of English Language Basic Skills with students of 8th, 9th, and 10th years of basic education at the educative unit "Vicente Anda Aguirre" Morning Session. Academic year 2013-2014.

The specific objectives were to determine the contribution of micro planning to the development of English Basic Skills and to recognize the inconvenience of the lesson improvisation for the development of English Language Basic Skills with students of 8th, 9th, and 10th years of basic education at the educative unit "Vicente Anda Aguirre" morning session. Academic year 2013-2014.

In the agreement to the main problem, the general hypothesis says: The incorporation of micro- curricular planning to the teaching learning process supports the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014.

The sub-problems derived from the general problem were the teachers actually apply a micro-curricular planning in the development of their lessons and how improvising lessons reduce the attainment of the English Language Basic Skills at Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014.

This research work has some important elements like:

The review of literature which consists on the most relevant aspects of our theoretical frame that helped the researcher to value how the use of recreational activities in class helps to improve the environment of an English class.

In the methodology, there is an analysis of the different techniques and methods used in this research, and then we have an analysis of the obtained data to get the respective conclusions.

The results obtained are explained in the exposition of results with the respective statistic chart and graphs, after that, we have the analysis of the hypothesis.

It also refers, to the conclusions which have been possible to draw after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it included the recommendations or possible solutions to the problematic found which worth the whole process of this research. They can be used to improve the institutional weaknesses regarding to the strategies that teachers use to develop the productive skills.

d. LITERATURE REVIEW

Motivating Students

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student is motivation. We may have heard the utterance, *"my students are so unmotivated!"* and the good news is that there's a lot that we can do to change that (Chesebro, 2001).

Excerpts from this chapter:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.

- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.

- Help students find personal meaning and value in the material.

- Create an atmosphere that is open and positive.

- Help students feel that they are valued members of a learning community.

Planning Benefits

If teachers do plan well: In what ways was this lesson presentation better than the previous one? What did the teacher do right this time?

Lessons that are well planned are more likely to help students and teachers. Avoid frustrations and unpleasant surprises, stay on track, and achieve their objectives. Lesson planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success. A well done lesson plan can also "save" your class if for some reason they can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher.

Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future. In addition, this record will save them time in the future. When they teach similar lessons she/he can refer back to your old lesson plan (kept on file) and "recycle" the successful elements (instead of starting "from scratch"). (Herbert, 1891)

THE IMPORTANCE OF MICRO CURRICULAR PLANNING

"It's the **pedagogy**, not the technology, that's the key. New technologies are unreliable, expensive, and something new that both teachers and students have to learn to use. **Only when a technology allows use to reach a hitherto inaccessible educational goal, or to reach an existing goal more effectively, should we consider employing it.**

"It is a mistake to put technology center-stage as we plan and execute educational reforms. Technology should hover shyly in the wings, ready to lend its power, but only as needed." (Browse, 2000)

PLANNING GOALS

Teachers must typically have a solid idea of where their courses are headed in order to teach them effectively. A curriculum plan is one of the best ways for teachers to look objectively at what needs to be taught over the course of a semester or year, then organize an effective way to get from beginning to end.

Most of the time, teachers are not working in isolation — that is, they are usually teaching alongside many others who are covering similar ground. A large elementary school is likely to have four or five third grade classrooms, for instance. Schools typically want to make sure that all third graders are learning the same things, no matter the teacher in charge. This is where institutional curriculum planning comes in. Schools use curriculum plans to set overarching

goals and basic requirements that teachers must follow to ensure at least some degree of uniformity. (Gorham, 1988)

STAGES OF PLANNING

In management theory, it is usual to consider that there are three basic levels of planning, though in practice there may be more than three levels of management and to an extent, there will be some overlapping of planning operations. The threee levels of planning are discussed below: **Top level planning:** also known as overall or strategic planning, top level planning is done by the top management, i.e., board of directors or governing body. It encompasses the long-range objectives and policies or organisation and is concerned with corporate results rather than sectional objectives. Top level planning is entirely long-range and inextricably linked with long-term objectives. It might be called the 'what' of planning. **Second level planning:** also known as tactical planning, it is done by middle level managers or departmental heads. It is concerned with 'how' of planning. It deals with development of resources to the best advantage. It is concerned mainly, not exclusively, with long-range planning, but its nature is such that the time spans are usually shorter than those of strategic planning. This is because its attentions are usually devoted to the step-by-step attainment of the organisation's main objective. It is, in fact, oriented to functions and departments rather than to the organization as a whole. **Third level planning:** also known as operational or activity planning, it is the concern of departmental managers and supervisors. It is confined to putting into effect the tactical or departmental plans. It is usually for a short-term and may be revised quite often to be in tune with the tactical planning. (Sowell, 2000)

STEPS/STAGES OF PLANNING

Planning is a process consisting many steps, which may differ from one plan to another. But following are the common steps:

Setting organizational objectives: planning is total based on the objectives, which an organization wants to achieve by way of planning. In other words first of all objectives will be fixed and then we will make plan regarding how to gets success in achievement of such predetermine objective. While making plan and setting objectives management should make analysis of internal resources available with the business and arrangement of external resources, external environments and corrective measures to face with the environment.

List of alternatives to achieve the objective: there may be so many ways available with the business to achieve the objective. So business should prepare a list of such ways by considering the merits and demerits of each for whichever is better should be adopted. **E.g.** target of increasing profitability may be achieved by increasing sale, decreasing cost, introducing new product of better technology, rise in process etc. which of these alternatives is beneficial for business be adopted. Considering the merits and demerits of each alternative is also termed as development of premises of each alternative.

Choose the best alternative: after considering the list of alternatives and merits of each management has to decide which of these alternatives will be the best in consideration with the human and nonhuman resources available with the business.

Formulation of supporting plans: supporting plans are those plans, which provide support to the main plan. **E.g.** if the business wants to produce according to objective there may be many supporting plans like planning of purchase of raw material, planning of recruitment and training of the man power etc.

Put the plans into action: after that plan formulated is ready to be put into action and so function should be started according to the plan all supporting plans should effort to help the main plan in reaching the objective and so in this all process is done in any effective manner we will get desired results of the plan. (Browse, 2000)

THE THREE ELEMENTS OF PLANNING.

Macro planning. Is a Long-term planning for a subject happens in the context of a school's overall curriculum plan (the long-term planned program of work in all subjects covering every year group in a school).

Meso-planning. Is a planned sequence of work for a subject for a period of weeks, such as a half term or term, or for a number of lessons. Medium-term planning focuses on organizing coherent units of work.

Micro-planning. Is a short-term plan is a set of activities for a week, a day, or a lesson. Short-term planning is based on the needs of individual schools and teachers. (Christophel, 1990)

IMPROVISATIONS

Improvisations are not role-plays or simulations (although many of them can be adapted as such). The objective here is total spontaneity and improvisation. Students have no time to prepare. Their roles and situations are given to them on the spot and they have to react immediately. Generally, the less details that are given to students, the better. This allows their own imaginations to construct situations and ensures richer dynamics.

Teachers are sometimes afraid that students may not be able to cope with improvisation. In reality, it is surprising just how imaginative students will be (subject to level, of course). They can usually be relied on to give more than they are asked for. But if, on the odd occasion, an improvisation does not work, flogging a dead horse is a sure-fire way to prolong the agony.

It is often helpful to give students conflicting objectives to ensure a more difficult resolution. For example, in the case of The Hypochondriac, the Doctor should not know his patient is a hypochondriac and the patient should not know that he is consulting a particularly tight-fisted doctor. (Whether the other students themselves know of this is a decision for the teacher.)

PLANNING VERSUS IMPROVISATION

Why versatility and flexibility may sometimes win out over rigid adherence to a carefully prepared lesson plan.

Anyone who has done any kind of formal training in ESL (CELTA etc) will know that lesson planning **is absolutely essential in every lesson**, and anyone who does not write out a proper plan is a terrible teacher with no thought whatsoever for his/her poor students, who of course will learn nothing.

The main advantage of lesson planning in the research's view is that during the process of planning teachers think through what they want to achieve and how they can do this. The stages of the lesson are carefully structured and aim to achieve the very objectives that they have chosen while planning. They disagree that the lesson plan should be based on a template such as the ones used in most TEFL courses and classroom observations, usually PPP methodology (although this may have changed in recent years), primarily because they believe that the process of planning is useful for the teacher while it is being done, therefore the paper itself on which the plan is written is not essential to the teaching of the lesson. By this she/he mean that each teacher should make a plan in whichever way it suits him/her. The plan does not have to follow a specific structure; neither does it has to be produced with pen and paper. The important thing is that the teacher has clear in his/her head what is going to happen in the classroom and why. If they have made a clear plan, there is probably no need to even take this plan into the classroom with them since they will already have internalized all the stages of your lesson.

Having discussed lesson planning, they now come to improvisation. Every teacher has improvised at some time or other and in fact, improvisation can be a good thing – there is little point sticking to your lesson plan just because they have written it, if the lesson is a complete failure! As teachers we need to be flexible to our students' wants and needs. This obviously does not mean giving in to all their

demands, but if we see that something is not working, we should not be afraid to abandon the activity.

In conclusion, planning is an important stage in the teaching process, but it should not be overestimated, the way it often is in teaching courses. The teacher is the one who needs to decide how much he/she wants to plan for each particular class and lesson. Teachers would like to end with a nice quote which gives a fairly accurate description of how they feel about improvising at times: the work can wait while they show the child the rainbow but the rainbow won't wait while you do the work. (Browse, 2000)

FOUR SKILLS IN 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:

	Oral	**Written**
Receptive	Listening	Reading
Productive	Speaking	Writing

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language.

Listening, one of the means of language communication, is used most widely in people's daily lives. In addition, teaching the learners a lot of listening activities is

a good way of enlargening their vocabulary. On the other hand, it also helps the learners improve their listening comprehension

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech.

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time. So learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits.

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. So he should begin his writing with sentences.

e. MATERIAL AND METHODS

DESIGN OF THE RESEARCH

This work was framed into the non-experimental research type since its variables were not manipulated. During the development of it, different methods and techniques were applied in order to have a proper view of the micro-curricular planning and the development of English language basic skills with the students of 8th, 9th and 10th years of basic educational at the educative unit "Vicente Anda Aguirre" morning session. Academic Year 2012-2013.

METHODS

Scientific Method

It was used to analyze all the sources of bibliography information required in this work. It incorporated a group of logical procedures that the researcher used to discover and enrich the process of the thesis.

Descriptive Method

The descriptive method permitted the data collection, tabulation and interpretation of the surveys that were applied to teachers and students in order to describe the micro-curricular planning and the development of English language basic skills with the students of 8th, 9th and 10th years of basic educational at the educative unit "Vicente Anda Aguirre" morning session. Academic Year 2012-2013.

Hypothetic – deductive Method

It was essential in this research work since the study cases were proposed through the hypotheses and verified using an intensive research of the real situation at ""Vicente Anda Aguirre" Morning Session.

Analytic – Synthetic Method

This method helped to process the gotten information through the analysis and the synthesis of the collected data with the use of different sources, also it was helpful to write down the theoretical references.

TECHNIQUES AND INSTRUMENTS

The survey

The survey was designed and applied to teachers and students at "Vicente Anda Aguirre" Morning Session. Academic Year 2012-2013

PROCEDURES

To process the information obtained through the surveys, the researcher tabulated the numerical data. These results were contrasted with the data acquired in the classroom observation. The collected information was organized by ordering it in tables and after, representing them with bar graphics. Next, a logical analysis was performed regarding the graphic representation taking into account the numerical statistics and possible comments that may appear in the survey. This was essential to verify the hypothesis in a positive or negative way based on the real facts that were shown to give validity and reliability to the research work. To state the conclusions and recommendations, the researcher needed to summarize the analysis that was carried out previously. Once all the ahead mentioned steps were completed, the researcher elaborated the final report.

Population and Sample

STUDENTS AND TEACHERS POPULATION AT "VICENTE ANDA AGUIRRE" MORNING SESSION.

COURSES	POPULATION	SAMPLE
Students of 8th	63	37
Students of 9th	67	41
Students of 10th	62	35
Total	192	114
Teacher population	8	8

f. RESULTS

TEACHERS' SURVEY

HYPOTHESIS ONE:

Micro-curricular planning used by teachers contribute substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

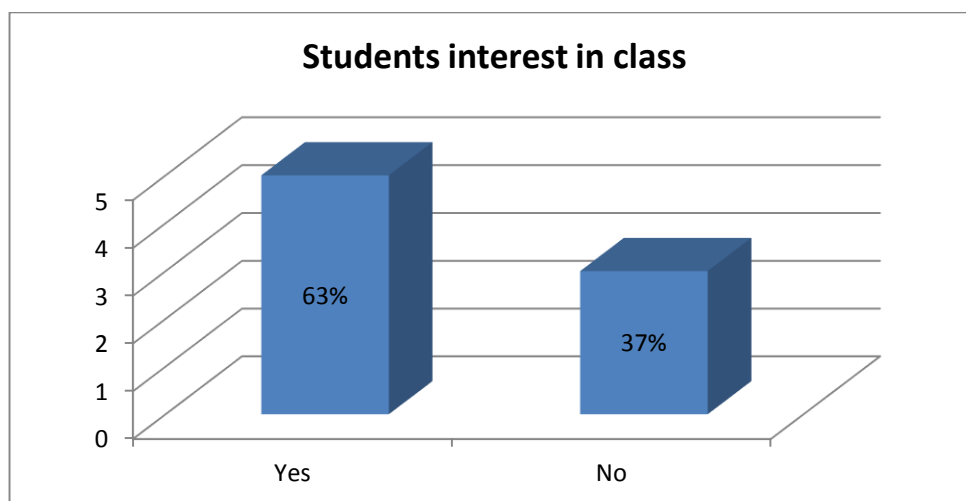**1.   Do your students show interest in your class?**

Chart 1

Students interest in class	f	%
Yes	5	63
No	3	37
TOTAL	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay.

Graphic 1

Logical Analysis:

According to the teachers surveys more than half of their students show interest in their classes while several do not. (Sowell, 2000) Says that it is important that teachers encourage their students through a lead in, it helps

to create interest in towards the new topic. If the teachers apply it, students will feel self-confident during to teaching learning process.

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation. We may have heard the utterance, *"my students are so unmotivated!"* and the good news is that there's a lot that we can do to change that.

2. **Match the corresponding expressions about the types of planning**

    a.   Macro-Planning   ____ Daily Plans

    b.   Meso-Planning   ____ Annual Plans

    c.   Micro-Planning   ____ Month Plans

Chart 2

Types of planning	f	%
Good Answer	3	37.5
Wrong Answer	4	50
No Answer	1	12.5
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 2
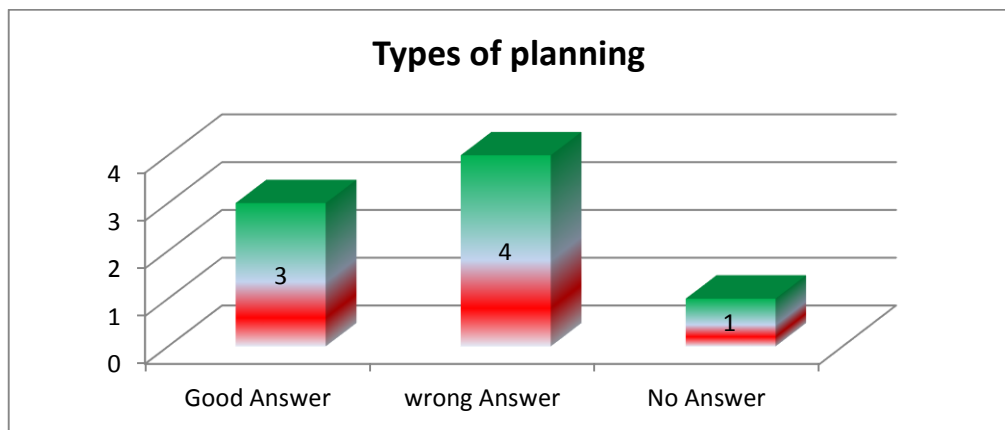
Types of planning

Logical Analysis:

Several teachers have a good answer about types of planning, however, half teachers lack knowledge about it, and they are confused when matching the answers, and, even a few teachers avoid answering the question.

One of the most important (principles of good teaching) is the need for planning. Far from compromising spontaneity, planning provides a structure and context for, teacher and students, as well as a framework for reflection and evaluation (Spencer, 2003)

According to (Tessa, 2001) is fundamental that the teacher have a good knowledge of the three types of planning (Macro, Meso and Micro) because it help them to develop the best way a lesson plan to apply during the teaching- learning process and they can get successful classes.

3. **Which of the following definitions of Micro-Curricular Planning do you agree with?**

Chart 3

Definition of Micro-Curricular Planning	f	%
a) Lesson planning also allows the teacher to visualize it increases teacher success.	2	25
b) Lessons that are well planned are more likely to help students.	5	62.5
c) Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching.	1	12.5
Total	8	100

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 3

Defintion of Micro-Curricular Planning

(Bar chart showing values: a) Lesson planning allows to visualize = 2; b) Lessons planning help students. = 5; c) Lesson plans provide reflective teachers = 1; y-axis ranges from 0 to 5 in increments of 0,5)
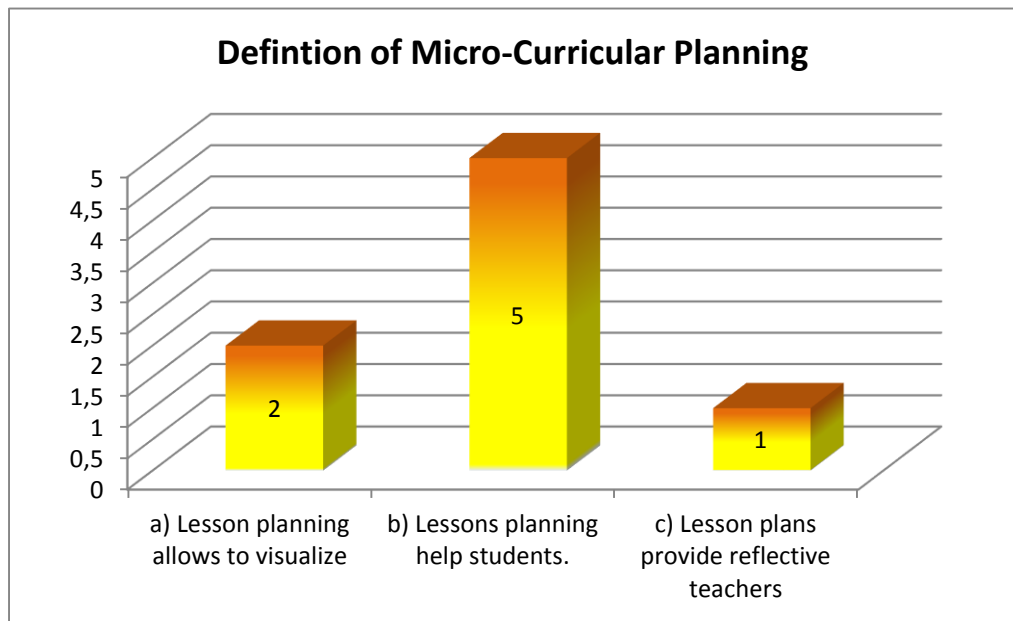
Logical Analysis:

More than half of the teachers think that lesson planning allows them to visualize the whole scene increasing their success; moreover, not many of them express that if the lessons are well planned are more likely to help students; and, a few consider that the lesson plans also provide a record that allows good, reflective teachers to go back, and analyze their own teaching.

Nonetheless some authors like (Francisco, 2010) and Purgason (1991) say that Micro curriculum-planning involves a serie of organizational methods that are focused on achieving optimal student comprehension. This comprehension is typically demonstrated in terms of what the students have learned and how they can apply that knowledge. Instructors might structure their micro curriculum around daily lesson plans, certain units within a class, or an entire educational program, and lesson plans also help to provide a record that allows good, reflective teachers to go back, analyze their own teaching.

4. How does micro-curricular planning contribute to the development of the basic skills in English in your students?
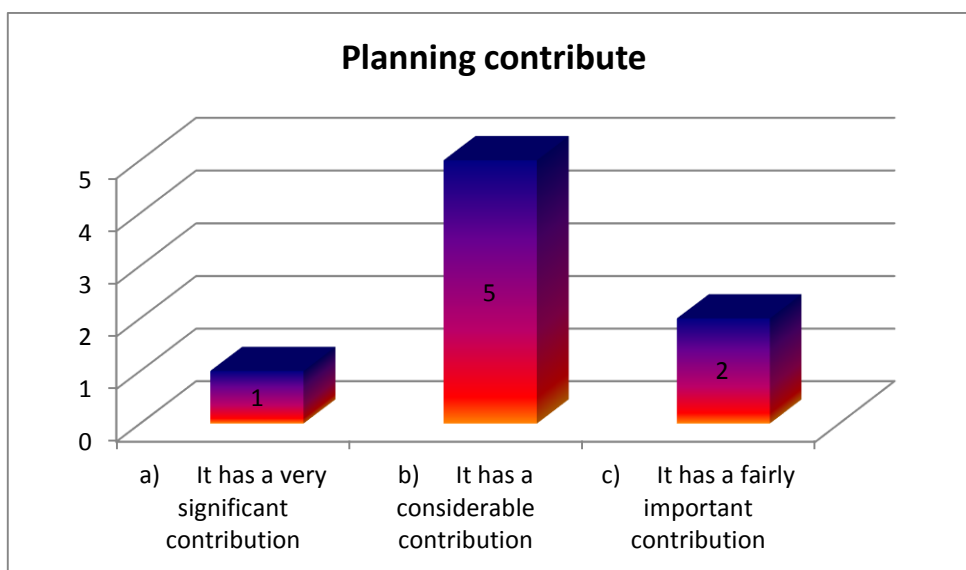
Chart 4

Planning contribute to the basic skills in English	f	%
a) It has a very significant contribution	1	12.5
b) It has a considerable contribution	5	62.5
c) It has a fairly important contribution	2	25
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 4

Logical Analysis:

A few teachers say that the micro curricular planning has a very significant contribution in the development of English Basic skills with their students; nevertheless, more than half of teachers believe, it has a considerable contribution; and, not many teachers consider that micro curricular planning has a fairly important contribution to development skills.

(Francisco, 2010) Allows visualizing those teachers must typically have a solid idea of where their classroom is headed in order to teach them effectively. A micro curricular plan is one of the best ways for teachers to look objectively at what needs to be taught over the classes, semester or year, then organize an effective way to get from beginning to end, if the teacher applies it correctly the can development the basic skills.

5. **Tick the propositions regarding the importance of micro-planning?**

   Chart 5

Importance of micro-planning	f	%
It is a compulsory requisite of the high school.	0	0
It gives you confidence to teach your class.	1	12.5
It helps you to accomplish the purpose of the lesson.	1	12.5
It supports you to define your own style.	4	50
It somewhat helps you to establish controlled classroom conditions.	2	25
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 5
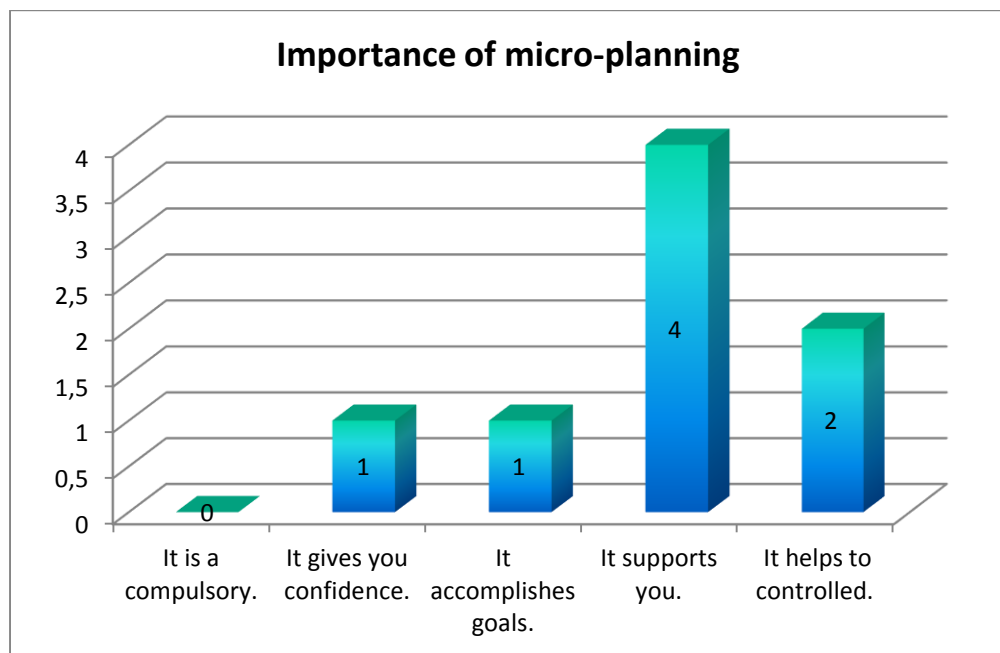
Logical Analysis:

According to the teachers' answers, a few think that the micro-planning gives teachers confidence to teach their lessons, though, few teachers express that it helps them to accomplish the purpose of the lesson; however, half of them say it supports them to define their own style though, not many say that it somewhat helps them to establish controlled classroom conditions.

According Trusler (2012), some benefits of micro lesson planning include classes that run smoothly and students won't get bored. Lesson planning ensures that teachers will be prepared for every class and that they will have a variety of activities on hand for whatever situation may arise.

6. **Which proposition do you agree with?**

   Chart 6

Lesson Plan Implementation	f	%
a) It is necessary to stick rigorously to the plan to teach the lessons.	0	0
b) It is necessary to be flexible in the application of the lesson plan.	6	75
c) It is necessary to develop the lessons according to the students´ necessities.	2	25
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 6

22
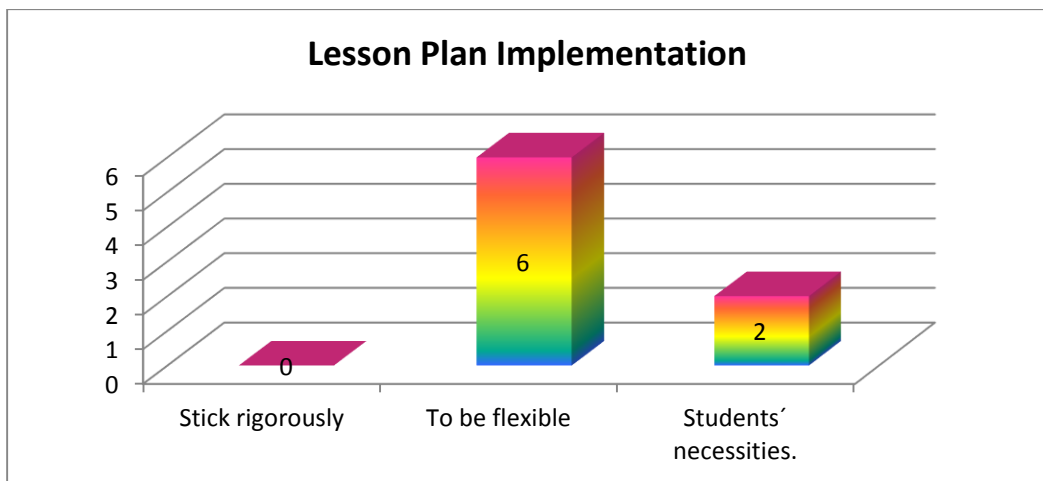
Logical Analysis:

Many teachers explain that it is necessary to be flexible in the implementation of the lesson plan while, not many teachers think it is necessary to develop the lessons according to the students´ necessities.

Anyone who has done any kind of formal training in ESL will know that lesson planning is absolutely essential in every lesson, and anyone who does not write out a proper plan is a terrible teacher with no thought whatsoever for his/her poor students, who of course will learn nothing.

With respect to this issue, Browse (2000), claims " regarding the importance of lesson planning and whether or not it is entirely necessary, I am sure there are many novice (and not so novice) teachers out there who have terrible feelings of guilt whenever they have just bagged their way through a lesson, hoping that no colleagues will have realized that they have committed such an abomination"

HYPOTHESIS TWO:

Lesson improvisation affects the attainment of the English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

7.   **Do you think that improvising classes helps the students to discover their abilities?**
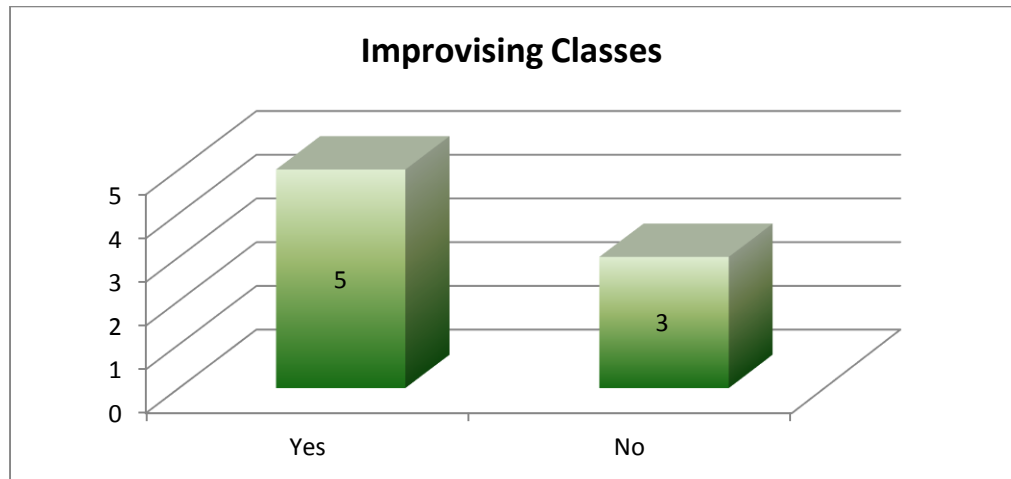
     Chart 7

Improvising classes helps the students	f	%
Yes	5	62.5
No	3	37.5
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 7

Improvising Classes

(Bar chart: Yes = 5, No = 3)

Logical Analysis:

More than half teachers express that improvisation helps their students to discover their abilities, however, several of them do not agree with it; they think that only planning helps to develop the students' skills.

Improvisations are not role-plays or simulations (although many of them can be adapted as such). The objective here is total spontaneity and improvisation. Students have no time to prepare. Their roles and situations are given to them on the spot and they have to react immediately. Generally, the less details given to students, the better. This allows their own imaginations to construct situations and ensures richer dynamics.

Teachers are sometimes afraid that students may not be able to cope with improvisation. In reality, it is surprising just how imaginative students will be (subjected to level, of course). They can usually rely on to give more than what they are asked for. But if, on the odd occasion, an improvisation does not work, flogging a dead horse is a sure-fire way to prolong the agony. (Shank (1995))

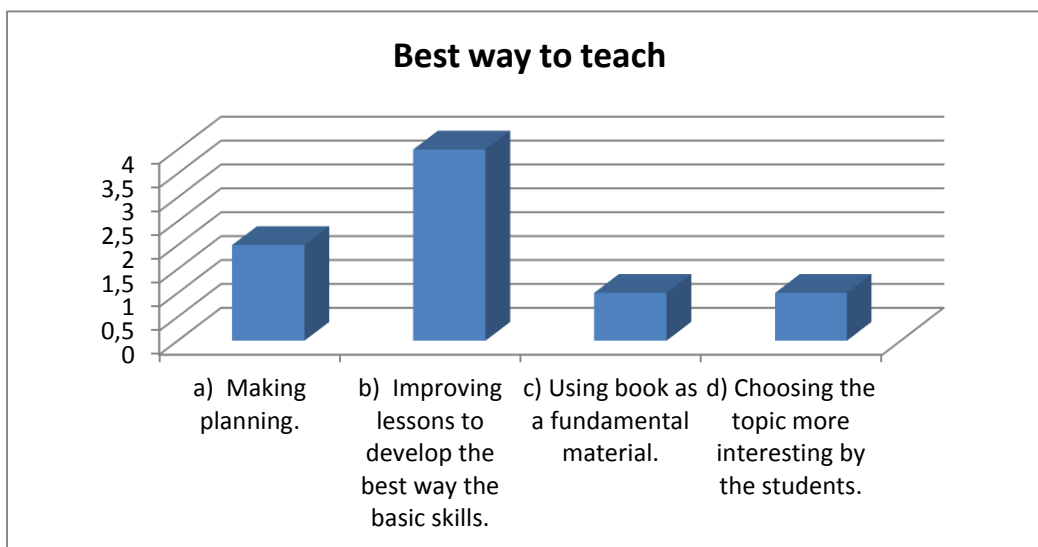**8.**   **What is the best way to teach during the teaching–learning process?**

Chart 8

Best way to teach	f	%
a) Making planning.	2	25
b) Improving lessons to develop the basic skills in the best way.	4	50
c) Using the textbook as a fundamental material.	1	12.5
d) Choosing the topic more interesting by the students.	1	12.5
Total	**8**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 8

Logical Analysis:

Not many teachers say that the best way to teach during the teaching-learning process is planning; nevertheless, half of them think the best way to teach is improvising lessons to develop the basic skills in the way. A few teachers express the book is a fundamental material to use during this

process, but, few think they have to choose the most interesting topic for their students.

According to Tessa (2001), good lesson planning is essential to the process of teaching and learning. A teacher who is well prepared on his/her way to a successful instructional experience. Kizlik (2005) "The development of interesting lessons takes a great deal of time and effort. Successful teachers are invariably good planners and thinkers. They didn't get that way overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and classroom behavior. Planning lessons is a fundamental skill all teachers must develop and done" As a new teacher you must be committed to spending the necessary time in this endeavor.

STUDENTS' SURVEY

HYPOTHESIS ONE:

Micro-curricular planning used by teachers contribute substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

1. **How do you like your English class?**

   Chart 1

Like the English class	f	%
I like it very much	39	34.2
Sometimes it is fun	60	52.6
It is boring	5	4.4
I do not like it	10	8.8
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 1

Like the English Class

	I like it very much	Sometimes is fun	It is boring	I do not like it
Value	39	60	5	10
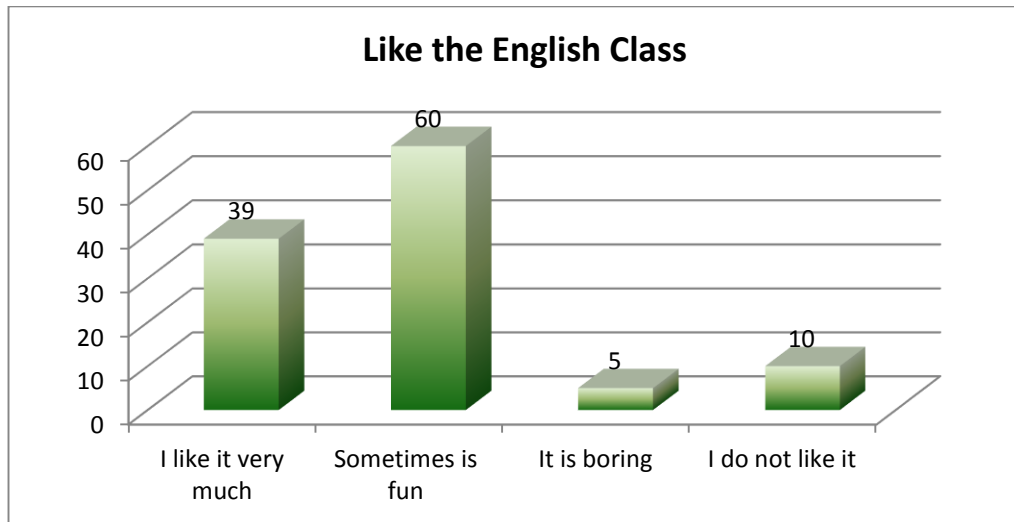
Logical Analysis:

According to the students survey, several like the English class, but, more than half say sometimes, it is fun, few students express, it is boring; nevertheless, few of them do not like the English class.

According David Cross (1992) "if you do not plan your lesson properly, you may fall into several traps: Your teaching may wonder aimlessly without ever achieving its objective and you and your students may never achieve the objectives of the course. Or you may show up to teach and find that you did not bring the necessary materials or equipment. Also, what you teach may not relate to what you taught earlier and it may not lead to what you will teach later.
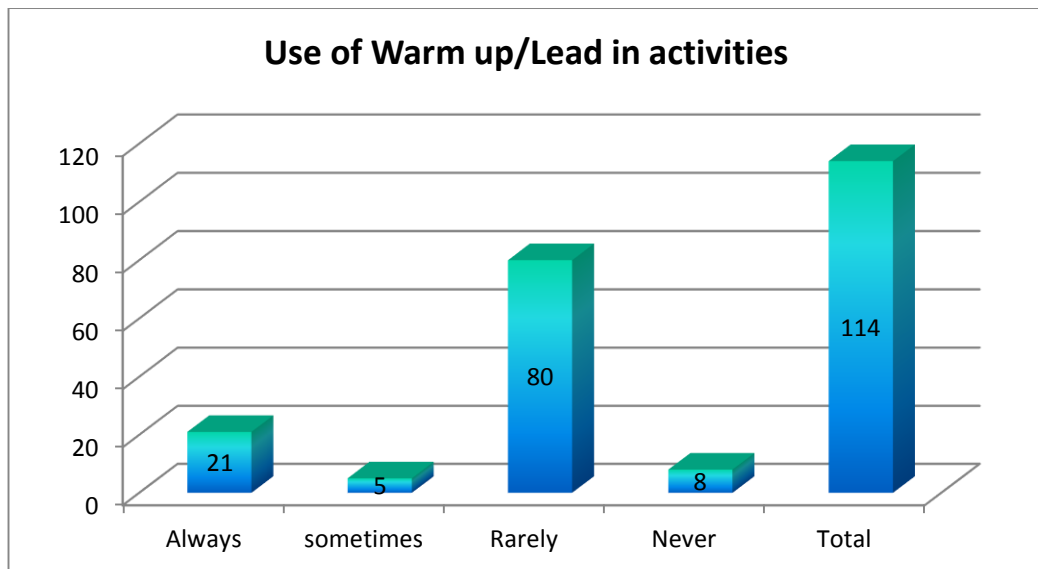
2. **At the beginning of the class, does your teacher get you develop an activity that predisposes you to pay attention to him/her and feel interested in the lesson?**

Chart 2

Use of Warm up/Lead in activities	f	%
Always	21	18.4
sometimes	5	4.4
Rarely	80	70.2
Never	8	7
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 2

Logical Analysis:

A few students say the teachers always develop an activity at the beginning of the class that predisposes them to pay attention to them and feel interested in the lesson, though, few students manifest that the teachers do not do these kind of activities at the beginning of the class, however, many of them tell, that their teachers rarely do the activities to make them feel interest in the lesson; and still, a few students express that the teachers never do it.

Sowell, say the students are so important to make an activity before to start to the class, because, it helps the students create more interest in the topic, and, David cross considers as a fundamental part into the lesson plan to make a warp map, if the teachers apply it during their teaching learning process they can have a satisfactory lessons. The purpose of a warm-up is to help students get in the mood for class. A warm-up may be necessary to "wake them up," make them happy to be there, or to set the tone for what will follows.
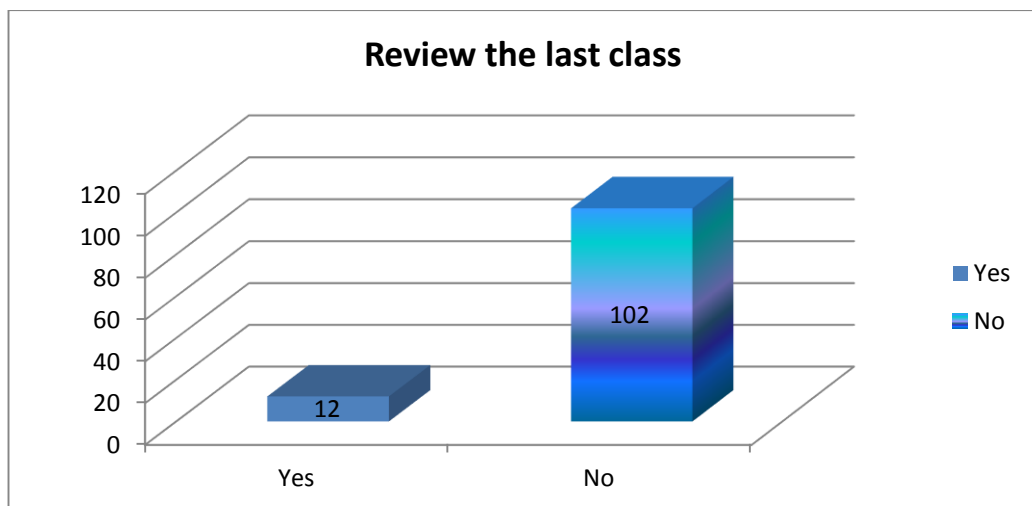
3. **Does your English teacher make a review of last class, when you start the new lesson?**

Chart 3

Review the last class	f	%
Yes	12	10.5
No	102	89.5
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 3

Review the last class

Logical Analysis:

Almost all students tell that their English teacher does not make a review of the last class, when they start a new one, but, few of them convey that the teachers make it before the class starts.

According Bass (1993) Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student is motivation.

When the teacher starts the class, she/he always has to motivate students through a feedback session, making a review of the last lesson, role plays, etc.

4.   **Does your English teacher explain what the class is going to deal with when he/she starts the lesson?**
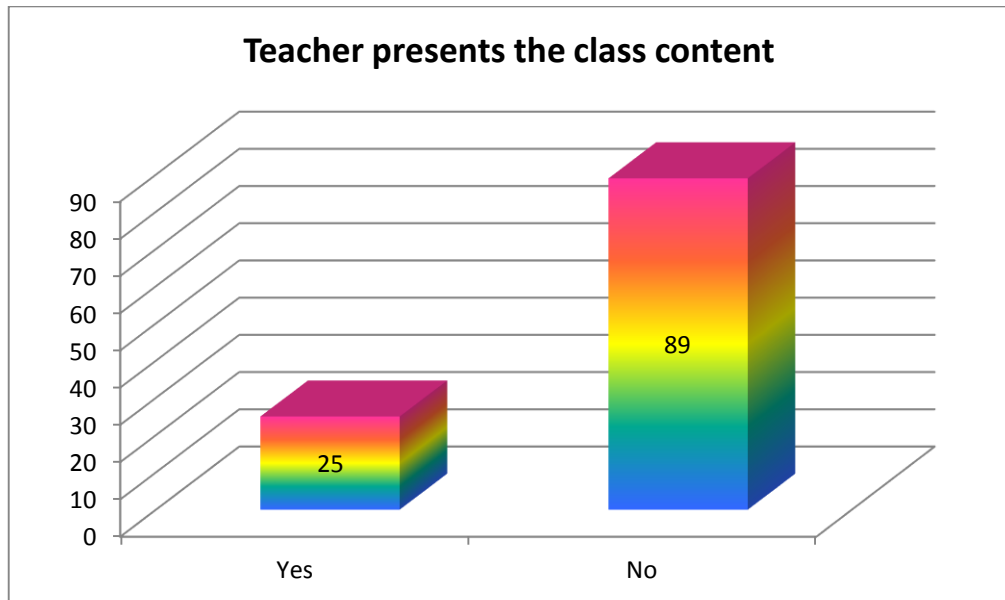
     Chart 4

Teacher presents the class content	f	%
Yes	25	21.9
No	89	78.1
Total	**114**	**100**

Source: Teachers' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 4

Teacher presents the class content

Logical Analysis:

Many students say that the English teacher does not explain what the class is going to deal with; however, not many express that their teacher does it and starts the lesson.

Cross (1992) says that it is like a presentation of the lesson when the teacher introduces new information; the teacher guides the presentation, and the students interact in the class.

The presentation may be inductive (where examples are presented and the students draw conclusions based on them), or deductive (where the teacher states a rule or generalization and proceeds to explain or illustrate it).The teacher relates the new material to students' previous knowledge and experiences, checks students' comprehension.

5. **Does your English teacher make you practice the new contents after he/she explains it?**

Chart 5

Practice the new contents	f	%
Yes	89	78.1
No	25	21.9%
Total	114	100%

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 5

Practice new contents
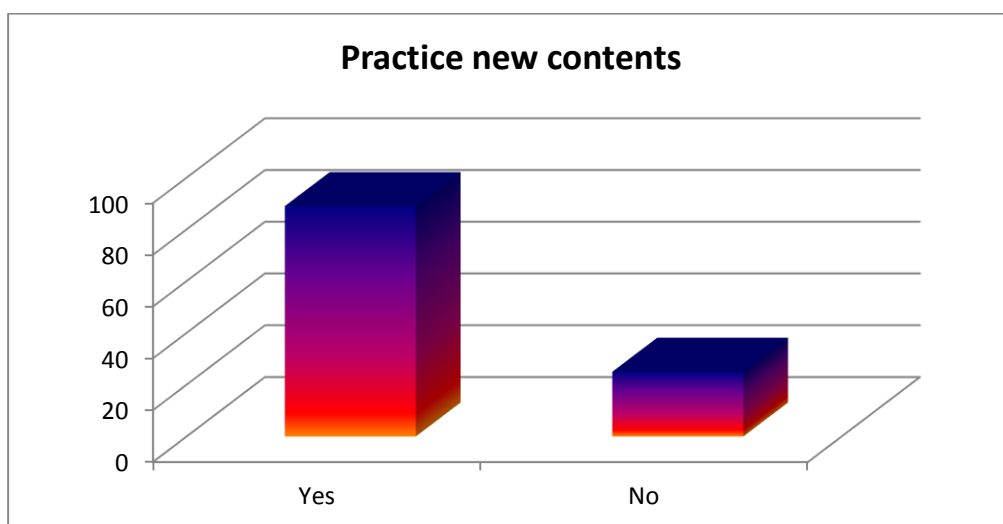
Logical Analysis:

Many students affirm that the English teacher makes the students practice the new content after he/she explains it while, not many of them express the opposite.

The practice allows the students the use of the target language and understand the teachings in a better way. It contributes to make students more confident and prepares them for a real communication.

Shank (1995) considers that practice is an absolutely crucial part of almost any ESL lesson. He thinks that the teachers' purpose in language teaching is almost always to build students' skills. When they are communicating in English, they will need to use English grammar, vocabulary, and pronunciation accurately and fluently, but they will have to focus on what they are saying, not how to say it. Therefore, if they are going to communicate successfully, their language skills must be developed to the point where they can use them naturally and automatically, without even thinking very much about them. That takes plenty of practice!

6.   What activities do you develop at the end of your class?

Chart 6

Activities developed at the end of the class	f	%
Learn new things.	24	21.1
Review the previous lesson	61	53.5
Review the lesson	20	17.5
Present the lesson objective	9	7.9
Total	**114**	**100**

Source: Studentss' survey
Responsible: Ruth Enith Guayanay Chinchay, Researcher

Graphic 6
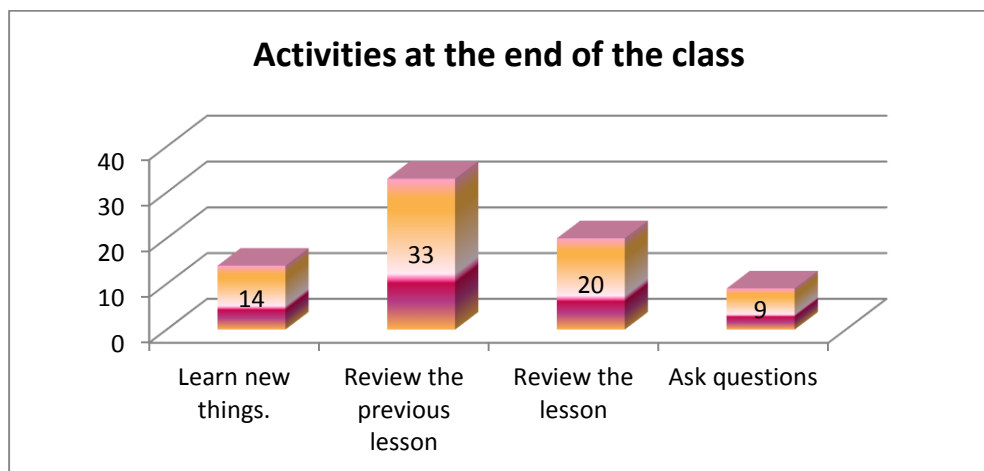
Logical Analysis:

Among the activities that teachers develop at the end of the class, a few students say that they learn new things, but, more than half of them say that they review the previous lesson, nevertheless, few express that they review the lesson, moreover, a few students claim that the lesson objectives are presented.

Shank (1995) says that according to the elements of planning it is so fundamental at the end of the class, to make plans for **assessment** and **evaluation** which includes to plan for assessing learning and evaluating the curriculum as a whole; it may include the description of a model project, sample exam questions, or other elements of assessment; providing feedback to the learners through questions and you can assess the students' knowledge.

7. **How often do you have to do English homework?**

Chart 7

English Homework	f	%
Every day	10	8.8
Three to Four times a week	29	25.4
Once or twice a week	60	52.6
Never	15	13.2
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 7

English Homework

	Every day	Three to Four times a week	Once or twice a week	Never
	10	29	60	15
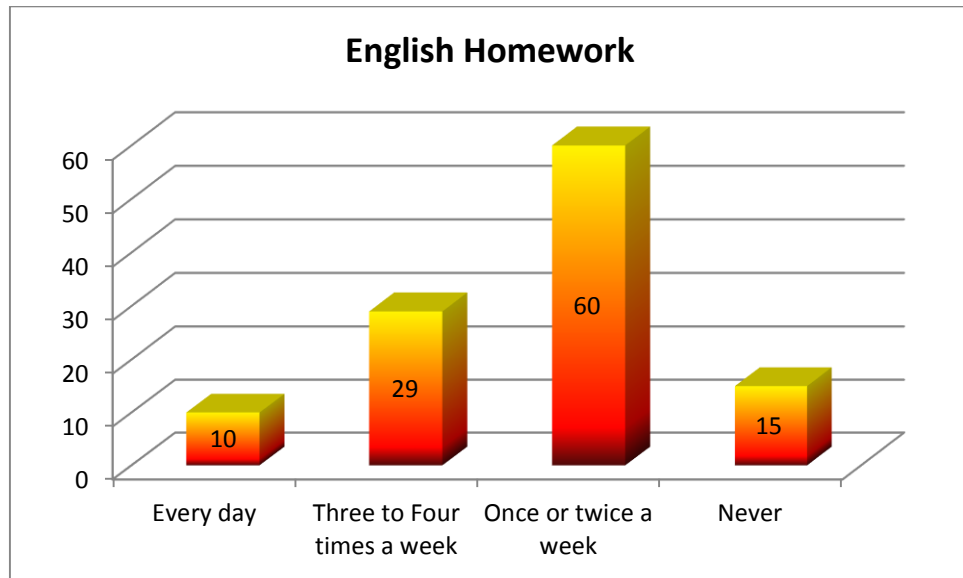
Logical Analysis:

A few students express that their teacher sends homework every day, but, several of them say that it is three to four times a week, nevertheless, more than half students tell, it is once or twice a week, however, few students state that they are never asked to do homework.

Homework contributes to the students' learning habits. Brophy (2003) indicates that many view homework as, "An important extension of in-school opportunities to learn". Homework is seen as a valuable resource for teaching, allowing students to practice, and in doing so, learning the content and achieving their objectives. It is important to focus on a variety of types of homework according to meaningful, creative, and high-level thinking endeavors and away from tedious busy work.

HYPOTHESIS TWO:

Lesson improvisation affects the attainment of the English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

8. Choose the activities that your teacher does when he/she starts the lesson.

Chart 8

Teacher Activity to start the lesson	f	%
Asks questions about the topic to be learnt	32	28.1
Has a guide to teach	22	19.3
Accepts suggestions from the students about the topic to be taught	60	52.6
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 8

Teacher Activity to start the lesson

36
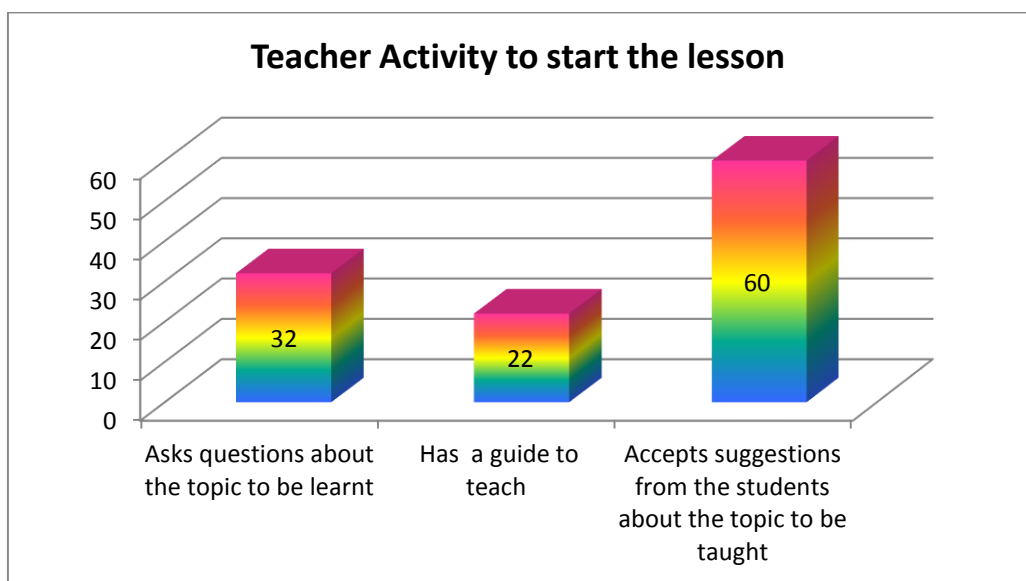
Logical Analysis:

More than half of students suggest the class to the teacher, though, not many express that the teachers have a guide to teach, and, not many of them say that the teacher accepts suggestions on the topic that they want to be taught. According Cross (1992) it is important for the teacher to have a guide to teach, and this guide is always the lessons plan, because if it is well planned students and teachers are more likely able to avoid frustrations and unpleasant surprises, stay on track and achieve their objectives.

Lesson planning also allows the teacher to visualize every step of the teaching process in advance. This visualization typically increases teacher success. Also, a well done lesson plan can "save" your class, if for some reason; the teacher can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what it worked, what didn't), and then, to improve it in the coming classes.

9.   Your English teacher asks you about the topics that you want to learn.

Chart 9

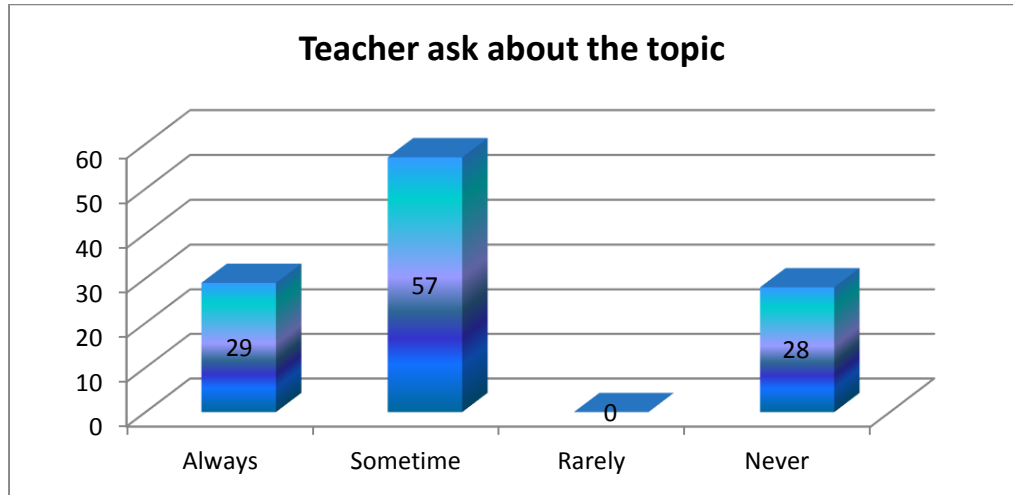| Teacher ask about the topic	f	%
Always	29	25.4
Sometimes	57	50
Rarely	0	0
Never	28	24.6
Total	**114**	**100**

Source: Students' survey
Researcher: Ruth Enith Guayanay Chinchay

Graphic 9

Teacher ask about the topic

	Always	Sometime	Rarely	Never
Value	29	57	0	28

Logical analysis:

Regarding this issue, half of the students sometimes express themselves about the topic that they want to learn; not many of them choose the topic; and, only some never have the opportunity to choose the topic that they want to learn.

The teachers make planning according to the students necessities and interesting, because there should be the opportunities to give opinion about them. As teachers we need to be flexible with our students' necessities. This obviously does not mean giving in to all their demands, but if we see that something is not working, we should not be afraid to give up the activity.

g. DISCUSSION

HIPOTHESIS ONE

Statement

Micro-curricular planning used by teachers contribute substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

Demonstration

This hypothesis has two variables. The first one talks about Micro-curricular planning and the second, deals with the English language Basic Skills.

Question number one, refers to the students attitude towards the English classes. On this respect, 63 % of the students indicate that they are interested in the English class, but 37% of them express the opposite opinion. In spite of having a high percentage of acceptances, several students still have not been motivated to attend the English classes enthusiastically and consequently, learn the language. If the teacher does not encourage to the students they never can learn any topic or subject.

Question number two, agrees with the activities that teachers make to predispose the students' attention and feel interest in the class. Obtaining as a results, 70,2 % of the students express that their teachers rarely do the activities to make them feel interest in the lesson and 18% of them say the teachers always develop an activity at the beginning of the class that predisposes them to pay attention, but 7% of the students express that the teachers never do it, however 4.4 % of then manifest that the teachers do not do these kind of activities at the beginning of the class. Nevertheless is so important to make an activity before to start to the class, because, it helps the students to create more interest in the topic,

and, it is considered as a fundamental part into the lesson plan to make a warp map, if the teachers apply it during their teaching learning process they can have a satisfactory lessons.

Question number four, deals with the contribution of micro planning to the development of English language basic skills. Regarding the above, 62,5 % of the teachers' think the micro-curricular planning has a considerable contribution to development of the English basic skills, however 25% express that it has a fairly important contribution, but 12,5% say it has a very significant contribution. Curriculum-planning involves a series of organizational methods that are focused on achieving optimal student comprehension. This comprehension permits to development the English basic skills.

Question number seven, related with the frequency of the students homework. Where, 8,8% of the students tell that their teacher sends homework every day, but 25% of them say that it is sent three to four times a week, nevertheless 52.6% students manifest, it is once or twice a week, however 13.2% students state that they are never asked to do homework. It contributes to the students' learning habits and it is an important extension of in-school opportunities to learn it is allowed to the students practice and achieve their objectives.

Decision

Based on the prior analyzed results, it has been possible to accept the hypothesis number one because the outcomes of the surveys applied to the English teachers and students; show that the micro-curricular planning used by the teachers contribute substantially to the English Basic Skills development with the students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning Session. Firstly, the teachers and the students are conscious about the importance of micro curricular planning, for that reason, the take their lessons

plans; however they do not apply it during the teaching learning process although they know the importance of it

 HIPOTHESIS TWO

Statement

Lesson improvisation affects the attainment of the English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

Demonstration

Question number five, deals with the importance of micro-planning. The researcher has obtained these results, 12% teachers' think the micro-planning gives teachers confidence to teach their lessons, though the same percent of the teachers express that it helps them to accomplish the purpose of the lesson; however 50% of them say it supports them to define their own style, but 25% manifest that it somewhat helps them to establish controlled classroom conditions. The micro lesson planning is so important into the teaching-learning process if the teachers make a good lesson plan the students do not get bored and they can make use of the opportunities that the studies have, if the teachers make conscious of the importance about micro planning, they will apply it during the teaching-learning process. The students have more benefits because they can develop the best way the English skills.

Question number seven, about to discover the students' abilities thought improvising. Obtained results, 62,5% teachers express that improvisation helps their students to discover their abilities, however 37% of them do not agree with it; they think that only planning helps to develop the students' skills. Teachers are sometimes afraid of students may not be able to cope with improvisation. In certainly, it is surprising just how imaginative students will be; they can usually rely on to give more than what they are asked for. But if, on the other hand, an improvisation does not work, "flogging a dead horse is a sure-fire way to prolong

the agony". In some cases the teachers can use improvisation but only to give solutions into the lesson planning but not to teach.

Question number eight, about the best way to teach during the teaching-learning process. Regarding the above, 50 % of the teachers surveys say that improving lessons develop on the best way the basic skills for that reason they think, it is the best way to teach during the teaching-learning process, but 25 % express that the planning is the best way to teach, however 12,5 % of the teachers think the book is the fundamental material to teach, the same percent manifest that the best way to teach is choosing the topic more interesting by the students. However the best way to teach and development the basic skills is the lesson planning because it is essential to the process of teaching and learning it helps to develop the best way the four English basic skills.

Question number nine, deals with English teacher asks to the students about the topic that they want to learn. Obtained results, 50% of the students sometimes express themselves about the topic that they want to learn, but 25% of them choose the topic; and 24,6% never have the opportunity to choose the topic that they want to learn.

Decision

All the analysis done in the previous questions, holds up the argument of the second hypothesis which says that, lesson improvisation affects the attainment of the English Language Basic Skills; the teachers say that the students do not show interest in their classes; and the students say some times the English classes are boring it is due to teachers improvisation and do not apply the process of lesson plan. If the teachers do a well done lesson plan can also "save" his/her class if for some reasons she/he can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher for that reason to accept hypothesis number two.

h. CONCLUSIONS

- ✓ Teachers know the importance that Micro Curricular Planning has, and apply it during the teaching-learning process; it also contributes to develop the English Basic skill, allowing to the students get more opportunities to learn.

- ✓ Good lesson planning is an often invisible by absolutely essential part of all good teaching -especially effective language and teaching, but the lack of planning can lead a poor or reduced learning, frustration (for both the teacher and the students), and a waste of time, effort and money, teaching could fail without even achieving its objective, that´s it, they will not achieve the course objectives.

- ✓ Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students may all have a large effect on student is encouragement. The students need to make activities to be encouraged when they start classes because they help them to learn on the best way.

i. RECOMMENDATIONS

✓ Teachers should use a micro planning during the teaching process in order to get best results and the students could develop better the English language basic skills.

✓ Teachers should encourage to the students, to give frequent, early positive feedback that supports students' beliefs about what can do well, and ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult, motivation also helps students to find personal meaning and value in the material, and create an atmosphere that is open and positive. It helps students feel that they are valuable members of a learning community.

✓ To overcome this situation, the role of the teachers is crucial with a well-organized planning that includes the teachers' behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with the students.

j. BIBLIOGRAPHY

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k. Anexes

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME:

"MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014"

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

Loja – Ecuador

2013

a. THEME:

"MICRO CURRICULAR PLANNING AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE BASIC SKILLS WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATIONAL AT THE EDUCATIVE UNIT "VICENTE ANDA AGUIRRE" MORNING SESSION. ACADEMIC YEAR 2013-2014"

b. PROBLEM

Background

The Bishop "of the Dioceses of Loja", Monsieur Nicanor Roberto Aguirre, in 1940 founded the morning session, now known as "La Dolorosa" high school. The first head teacher was Dr.Francisco Valdivieso Samaniego.

Night High School "Loja" was founded on October 11, 1962. However, on June 29, 1973, when Guillermo Rodriguez Lara was the President of Ecuador, it was supported by the government changing its name to "Vicente Anda Aguirre"

In 1980 "Dolorosa High School" was annexed to "Vicente Anda Aguirre" by the ministerial decree number 018869 of October 20th of the same year. Then, in 1983 a particular institution was created for afternoon sessions with the same name, this was achieved by Monsieur Angel Rogelio Loáiza Serrano.

Revising the story about this unit "Vicente Anda Aguirre" was governed by nine head teachers, nowadays Canonigo Dr. Socrates Hernan Chinchay Cuenca is the Principal and Dr. Patricio Espinoza as Vice-Principal in the morning session "Dolorosa" and Dr. Dalton Herrera Atarihuana as Vice-Principal in the night session. Also, nowadays there are 115 teachers, 16 administrative personal and 2000 students in the different sessions. Besides, there is the General Basic Bachillerato under the new curriculum of the Educational Government. Moreover it has the Bachillerato Technical with the following specialties: Informatics and Electricity. This institution has pedagogical laboratories in Chemistry-Biology, Physics, Informatics, English and Electricity in the same way has three interactive board of the latest technology. The Pedagogical Model of this institution is focused on the Social, Cultural and Humanistic dimensions.

Current Situations of the research

In many different places around the world, teachers use different methods, strategies and techniques in order to get students attention and let them get a meaningful learning. However, some teachers have problems with curricular planning, because they make lesson plan, but, they do not apply during the teaching – learning process.

Can you imagine the teaching problems you create for yourself when, in the middle of a lesson, you realize that you don't have the materials or equipment you need or do you do not have lesson plan. What do you do? If you make a good curricular planning, you do not have this kind of inconvenient. It functions as a "checklist" that will remind you about things you need to take along with you to class. a good lesson planning is an often invisible by absolutely essential part of all good teaching -especially effective language teaching.

You create this list by writing down needed items as you go through the process of planning or "envisioning" your lesson. Then, when your lesson is planned, the list is complete. Shortly before going to class, you merely consult the "materials needed" list to make certain that you have everything you need.

Using this section of your lesson plan properly will insure that you won't find yourself in the middle of class without the equipment or materials you need. Imagine the problems caused by not having the right materials!

Research problem

After making the relevant observations in the Educative Unit "Vicente Anda Aguirre" the researcher witnessed that teachers do not apply micro-curricular planning in the development of their lessons. The teachers present their micro curricular planning but they do not teach according to the planning submitted. So, the researcher thinks, it has a negative effect on the development of the English Language Basic skills. Therefore, it was determined as the main problem the one that is stated below:

How does the lack of application of micro-curricular planning affect to the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2012-2013?

Delimitation

After the observation, the researcher considers necessary to involve the authorities, teachers, and students who make the institution in the process.

Temporal: The researcher will carry out the research at Educative Unit "Vicente Anda Aguirre" Morning session Academic Year 2012-2013

Spatial: The research is going to be developed at Educative Unit "Vicente Anda Aguirre". This institution is located on the corner of Olmedo and Jose Antonio Egiguren Streets in Loja city.

Observation unit

In this research, it will be necessary to interview the teachers, students, and authorities. It is so important to develop the research and side by side find problems and solutions.

It is fundamental to apply some techniques. In this case, the researcher will use an observation guide and apply surveys to students and English teachers. Their results will help to collect information. It will permit to identify the best way to study the problem.

Sub problems

- Do teachers actually apply a micro-curricular planning in the development of their lessons?
- How does improvising lessons reduce the attainment of the English Language Basic Skills?

c. JUSTIFICATION

Institutional

Everyone agrees on the importance of promoting the quality of educational. The meaning of the term "Education" may evolve over time and represent an ideal for society.

Education depends on the way that people imagine the idea of society which should contribute to the educational system as a means of socialization and the creation of capacities and enterprises to transform and improve society. It is very important that teachers have knowledge of the curriculum for teaching and learning English.

It is essential to have knowledge of the annual, monthly and daily planning, but it is more important to implement the teaching-learning process through the execution of those plans. This will help the students develop learning skills and achieve better preparation for higher levels and for general society.

The present research work is going to be developed at the Educative Unit "Vicente Anda Aguirre" high school of Loja. The purpose is to determine the contribution of micro curricular planning to the development of English Language Basic Skills.

Scientific

It is fundamental to check how teachers plan, and to inquire about attitudes and perceptions of the teachers as well to know if the teacher has knowledge concerning how to make plans (Macro-Mezzo-Micro). If they execute their plans during the teaching-learning process the students will succeed in the development of Basic Skills.0

Social Field

The social compromise of education helps to carry out an effective teaching-learning process because it is so important for the teachers to know their responsibilities and be

conscious about their task. They should know that planning is a fundamental aspect of teaching, but its application is more important in order to give to the society a good person that can contribute to the development of the city, country and the world. It was this momentum that the researcher decided to start studying "the micro curriculum planning and its effect on the development of the basic skills in high school student."

The researcher wants to study about the "micro curriculum planning" because it is so fundamental in developing the basic skills during the teaching-learning process. However, some teachers have knowledge about curriculum planning but do not apply it during the learning process. The purpose of the researcher is to identify the main problem and fine the solutions for them.

d. OBJECTIVES:

General

To analyze the importance of planning in the development of the English language Basic Skills with the students of with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014.

Specific

- To determine the contribution of micro   Basic Skills planning to the development of English Language.
- To recognize the inconvenience of the lesson improvisation for the development of English Language basic skills.

e. THEORETICAL FRAME

Goals of education

Expand early childhood care and education

The goal calls for better and more possibilities to support young children, and their families and communities, in all the areas where the child is growing – physically, emotionally, socially and intellectually

Provide free and compulsory primary education for all

Therefore this goal sets the objective of seeing that all children – girls as well as boys – go to school and finish primary education.

Promote learning and life skills for young people and adults

This goal places the emphasis on the learning needs of young people and adults in the context of lifelong learning.

Increase adult literacy by 50 per cent

This goal calls for a certain level of improvement in adult literacy by 2015 – it says that it should be 50 per cent better than it was in 2000.

Achieve gender parity by 2005, gender equality by 2015[1]

This goal calls for an equal number of girls and boys to be enrolled in primary and secondary school by 2005 – this is what gender parity means.

Improve the quality of education.

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[1]Josse Francisco – PlanningPrograms for Adult Learners – Goals of Education – National Goals of Education – USE, New York; 2010 http://www.ineedce.com/courses/1561/PDF/ed_goals_objctvs. 12/ 12 /12 (10:00 A.M.)

This goal calls for improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence.

CURRICULUM PLANNING

Curriculum-planning involves a series of organizational methods that are focused on achieving optimal student comprehension. This comprehension is typically demonstrated in terms of what the students have learned and how they can apply that knowledge. Instructors might structure their curriculum around daily lesson plans, certain units within a class, or an entire educational program.

During the curriculumplanning phase, instructors usually take into consideration various external factors that might compliment or hinder their lesson curriculum. Current issues and trends in society might necessitate the adjustment of certain lesson topics. There might also be certain institutional requirements that the instructor could need to implement into their curriculum.

Instructors are typically responsible for making sure that their curriculumplanning meets the educational needs of students. If, for example, an instructor is teaching an astronomy course, it is his or her duty to make sure that the materials that are assembled are the most current and most comprehensible. When the astronomers find something new, these discoveries can be included in curriculum lessons.

Students usually have different methods of understanding information. Curriculumplanning can be done in such a way as to accommodate many different learning styles. Depending on the subject being taught, lesson plans can implement ideas such as lectures, experiments, field trips, and research papers.

ELEMENTS OF PLANNING[2]

The planning function requires to make decisions about four fundamental elements of plans:

Objectives. Objectives are statements of future conditions that a manager hopes to achieve. All sets of objectives have three characteristics: priority, timing, and measurement. The phrase **priorityof objectives implies** that at a given time, accomplishing one objective is more important than accomplishing others. **Time dimensions** imply that an organization's activities are guide by different objectives, depending on the duration of the action being planned.

Effective planning requires **measurement of objectives**. A variety of measurements exists to quantify objectives in the eight areas that management expert *Peter Drucker* suggests: market standing, innovations, productivity, physical and financial resources, profitability, manager performance and responsibility, worker performance and attitude, social responsibility.

Actions. Actions are the means, or specific activities, planned to achieve the objectives. The terms **strategies** and **tactics** refer to planned courses of action.

Resources. Resources are constraints on the course of action. It also involves budgeting - identifying the sources and levels of resources that can be committed to the courses of action. Management can select the type of budget that best suits the planning needs of the organization.

Implementation: It involves the assignment and direction of personnel to carry out the plan. The three approaches to implementation are **authority**, **persuasion**, and **policy**. [3]

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[2] **CHESEBRO,** J.L. and McCroskey, J.C. (2001). The relationship of teacher clarity and immediacy with student state receiver apprehension, affect, and cognitive learning. Communication Education, 50, 59-68.

Much of this task consists of asking the appropriate questions. *Table 3-1* suggests the fundamental questions that are appropriate regardless of the type and size of the organization.

THE IMPORTANCE OF MICRO CURRICULAR PLANNING

"It's the **pedagogy**, not the technology, that's the key. New technologies are unreliable, expensive, and something new that both teachers and students have to learn to use. **Only when a technology allows use to reach a hitherto inaccessible educational goal, or to reach an existing goal more effectively, should we consider employing it.**

"It's a mistake to put technology center-stage as we plan and execute educational reforms. Technology should hover shyly in the wings, ready to lend its power, but only as needed."

George Brackett, author of educational software

Pedagogy = the beliefs that justify instruction

This is not to say unplanned learning is impossible. But with a class full of students, telling them they're "on their own" to learn about the history of Chicago, is sure to result in a good number of them quickly getting diverted to the Chicago LovaBulls page.

If you're going to use new technologies in your lesson plan or curriculum, you need to think about how you're going to do it. The best way to do this is to write a curriculum or lesson plan.[4]

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[3]**WATERS,** Judy. "Putting the Pieces Together in a Multilevel Class." Connections: A Journal of Adult Literacy. Summer 1997. Adult Literacy Resource Institute. 15 Apr. 2004

[4] **VAN** Duzer, Carol. "Reading and the Adult English Language Learner." August 1999. National Center for ESL Literacy Education. 21 Apr. 2004.

In traditional teaching, the lesson plan (and any materials the students need) is all the teacher needs to teach the lesson. This is true with a web-based lesson or curriculum as well. The difference is: you need to create BOTH the plan AND the web pages to support the teaching and learning. The web site becomes the "materials" the students use to learn.

By carefully planning what materials will be most useful, and at which point in the lesson, the teacher will produce a more effective and engaging web site.

The "complete curriculum" includes a "teaching" or "curriculum" guide, that spells out a curriculum or lesson's aims and methods. It says to the teacher: "here's what this is trying to do and here's how to use this web site to help you."

It includes a set of elements that describe your goals and help the teacher (whether that's you or some other teacher) use the lesson or curriculum effectively.

We hope you'll really spend some time thinking about your WIT lesson or curriculum, since it may be the first time you get to really think about how to use the Internet with your students to help in your classroom. If you've carefully planned the lesson or unit, when you use in next school year you'll be happy with the results.

The phrase "curriculum-planning" can mean one of two related things: either the process of an individual teacher to build a class curriculum, or the means through which school boards coordinate the various curricula being used by teachers in order to achieve uniform goals. On its own, a *curriculum* is basically a lesson plan that functions as a map for learning. Careful planning is required to ensure first that the lessons actually touch on all required topics, and also that they meet school or governmental standards of basic education.[5]

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[5] **VAN** Duzer, Carol. "Reading and the Adult English Language Learner." August 1999. National Center for ESL Literacy Education. 21 Apr. 2004.

PLANNINGGOALS

Teachers must typically have a solid idea of where their courses are headed in order to teach them effectively. A curriculum plan is one of the best ways for teachers to look objectively at what needs to be taught over the course of a semester or year, then organize an effective way to get from beginning to end.

Most of the time, teachers are not working in isolation — that is, they are usually teaching alongside many others who are covering similar ground. A large elementary school is likely to have four or five third grade classrooms, for instance. Schools typically want to make sure that all third graders are learning the same things, no matter the teacher in charge. This is where institutional curriculumplanning comes in. Schools use curriculum plans to set overarching goals and basic requirements that teachers must follow to ensure at least some degree of uniformity.

STAGES OF PLANNING

In management theory, it is usual to consider that there are three basic levels of planning, though in practice there may be more than three levels of management and to an extent, there will be some overlapping of planning operations. The theree levels of planning are discussed below:[6]

Top level planning: also known as overall or strategic planning, top level planning is done by the top management, i.e., board of directors or governing body. It encompasses the long-range objectives and policies or organisation and is concerned with corporate results rather than sectional objectives. Top level planning is entirely long-range and inextricably linked with long-term objectives. It might be called the 'what' of planning.

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[6] **THOMAS,** C.E., Richmond, V. P., and McCroskey, J. C. (1994). The association between immediacy and socio-communicative style. Communication Research Reports, 11, 107-115.

Second level planning: also known as tactical planning, it is done by middle level managers or departmental heads. It is concerned with 'how' of planning. It deals with development of resources to the best advantage. It is concerned mainly, not exclusively, with long-range planning, but its nature is such that the time spans are usually shorter than those of strategic planning. This is because its attentions are usually devoted to the step-by-step attainment of the organisation's main objective. It is, in fact, oriented to functions and departments rather than to the organization as a whole.[7]

Third level planning: also known as operational or activity planning, it is the concern of departmental managers and supervisors. It is confined to putting into effect the tactical or departmental plans. It is usually for a short-term and may be revised quite often to be in tune with the tactical planning.

Steps/Stages of planning

Planning is a process consisting many steps, which may differ from one plan to another. But following are the common steps:

Setting organizational objectives: planning is total based on the objectives, which an organization wants to achieve by way of planning. In other words first of all objectives will be fixed and then we will make plan regarding how to gets success in achievement of such predetermine objective. While making plan and settingobjectives management should make analysis of internal resources available with the business and arrangement of external resources, external environments and corrective measures to face with the environment.

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[7]**THOMAS,** C.E., Richmond, V. P., and McCroskey, J. C. (1994). The association between immediacy and socio-communicative style. Communication Research Reports, 11, 107-115.

List of alternatives to achieve the objective: there may be so many ways available with the business to achieve the objective. So business should prepare a list of such ways by considering the merits and demerits of each for whichever is better should be adopted. **E.g.** target of increasing profitability may be achieved by increasing sale, decreasing cost, introducing new product of better technology, rise in process etc. which of these alternatives is beneficial for business be adopted. Considering the merits and demerits of each alternative is also termed as development of premises of each alternative.

Choose the best alternative: after considering the list of alternatives and merits of each management has to decide which of these alternatives will be the best in consideration with the human and nonhuman resources available with the business.

Formulation of supporting plans: supporting plans are those plans, which provide support to the main plan. **E.g.** if the business wants to produce according to objective there may be many supporting plans like planning of purchase of raw material, planning of recruitment and training of the man power etc.

Put the plans into action: after that plan formulated is ready to be put into action and so function should be started according to the plan all supporting plans should effort to help the main plan in reaching the objective and so in this all process is done in any effective manner we will get desired results of the plan.[8]

Follow up: once the plan is put into action it monitoring/supervision is equally important. In the main time management should see whether we are going towards achievement of objective or not. There may be some changes required before reaching the objective. **E.g.** a company is to sell 1200 refrigerators per year than directors should

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[8]Ornstein, A. and Hunkins, F. Curriculum: Foundations, principle and issues. (1998). Boston, MA: Allyn & Bacon. Chapter 9: Aims, goals and objectives.

see that at least 100 units per month on average basis should be sold to achieve the target.

THE THREE ELEMENTS OF PLANNING.

Macro planning. Is a Long-term planning for a subject happens in the context of a school's overall curriculum plan (the long-term planned program of work in all subjects covering every year group in a school).

Meso-planning. Is a planned sequence of work for a subject for a period of weeks, such as a half term or term, or for a number of lessons. Medium-term planning focuses on organizing coherent units of work.

Micro-planning. Is a short-term plan is a set of activities for a week, a day, or a lesson. Short-term planning is based on the needs of individual schools and teachers.

SKILLS

Writing

Drafting. I start writing, developing my main points

Peer evaluation. I give it someone else to ask for his/her opinion

Brainstorming. Before I start, write down as many ideas as I can

Planning. I organize my main points into different paragraphs in note form

Re drafting. I re organize what I have written to make my ideas clearer

Proof reading. I give my work a final check for accuracy[9]

Language skill with descriptions of the terms

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[9]Woodward, Tessa. *Planning Lessons and Courses*. Cambridge: Cambridge University Press, 2001.

Summarizing. IS giving the main points of a text. We can understand all text about a topic in short way.

Interactive listening. IS listening, responding and giving feedback. The students can share and practice the language.

Oral fluency is speaking naturally without hesitating too much. The students have to talk with a good intonation, pronunciation and accuracy.[10]

Paraphrasing. Is finding another way to say something when you cannot think of the right language. When the students doesn´t have enough vocabulary and say little phrases.

Scanning is. reading a text quickly to find specific information. The student just looks for a specific point according to the task.

TEACHING APPROACHES

Presentation, practice and production. The teacher moves from providing models of language use to monitoring learner´s use of language. Also, the language focus is at the stat of the teaching sequence, with fluency activities coming later.

Task based learning. First the learners complete a communicative task; they are encouraged to use any English they know and they do not have to use any particular language item.

Anyone. The language focus comes a communicative activity, so that learners notice gaps in their language. The learner´s first language plays a central role in the teaching.

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[10]Ornstein, A. and Hunkins, F. Curriculum: Foundations, principle and issues. (1998). Boston, MA: Allyn & Bacon. Chapter 9: Aims, goals and objectives.

Sowell, E. (2000). Curriculum: An integrative introduction. Upper Saddle River, NJ: Prentice-Hall. Chapter 4: Studies of subject matter. www.slideshare.net/srmacalinae/curriculum-planning 2655215 **12/12/12 (11:30)**

Learner activities with the appropriate teaching aims.

Learners complete a gap fill grammar exercise in a workbook to give controlled practice of a structure.

Learners have a group discussion on a topic of their choice to give practice and oral fluency.

Learners exchange workbooks and check their panther's work to develop the skills of peer correction.

Learner plays a word game, testing words from last term to recycle vocabulary.

Learners write a story using words the teacher has just presents to give practice in using new vocabulary.

Learners mark the stress on recently thought words to focus on pronunciation.

Learners find words in a reading text and match them with definition given by the teacher to practice deducing the meaning of words from context.

- **Stages and aims from a lesson plan about complaining[11]**

STAGE	IEM
Lead in ✚ The teacher asks the students when they last when on holiday and what problems they can have when travelling	❖ To create interest in the topic. ❖ To introduce the past simple tense

[11]Sowell, E. (2000). Curriculum: An integrative introduction. Upper Saddle River, NJ: Prentice-Hall. Chapter 4: Studies of subject matter.

Listening
 	
   ➕ Students listen to a customer complaining in a travel agent´s
   ➕ Students identity the problems mentioned on the tape
   ➕ Students compare answers in pairs.
	❖ To check students understanding of the tape
	❖ To provide a model of the target language in context

➕ Students identity the problems mentioned on the tape. ➕ Students compare answers in pairs	❖ To provide a model of target language in context

Language focus
 	
   ➕ The teacher hands out the tape script.
   ➕ Students identity the language of complaining and apologizing in the tape script.
	❖ To focus students' attention on the target language.[12]
	❖ To provide students with a record of language in context

Restricted practice
 	
   ➕ The teacher shows the target language on another.
   ➕ Student try to say the phrases
   ➕ The teacher gives feedback, correcting and drilling where necessary.
	❖ To allow students to use the target language in a controlled way.
	❖ To develop students´ confidence in pronouncing the target language.

Preparation for freer practice ➕ Student study their role cards; student A is the complaining	❖ To give students time to think of ideas to use in the role play. ❖ To allow students to check

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[12] **THOMAS,** C.E., Richmond, V. P., and McCroskey, J. C. (1994). The association between immediacy and socio-communicative style. Communication Research Reports, 11, 107-115.

costumer, student B is the travel agent.	with the teacher what they have to do.
Freer practice 🞣 Students act out the situation in pairs.	❖ To focus on the form of the target language. ❖ To prepare students for real communication

Elements of a micro curriculum plan[13]

Aim: one sentence (more or less) description of overall purpose of curriculum, including audience and the topic

Rationale: paragraph describing why aim is worth achieving. This section would include assessment of needs.

Goals and objectives: list of the learning outcomes expected from participation in the curriculum. This section includes a discussion of how the curriculum supports national, state, and local **standards**.

Audience and **pre-requisites**: describes who the curriculum is for and the prior knowledge, skills, and attitudes of those learners likely to be successful with the curriculum.

Description of **subject-matter**: designation of what area of content, facts, arena of endeavor that the curriculum deals with. (This is a further elaboration of the "topic" description in the Aim.)

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[13]Sowell, E. (2000). Curriculum: An integrative introduction. Upper Saddle River, NJ: Prentice-Hall. Chapter 4: Studies of subject matter. www.slideshare.net/srmacalinae/curriculum-planning 15 / 12 / 12 (13:00)

Instructional plan: describes the activities the learners are going to engage in, and the sequence of those activities. Also describes what the TEACHER is to do in order to facilitate those activities. (This is like the traditional "lesson plan" except for a curriculum it may include more than one lesson.)

Materials: lists materials necessary for successful teaching of the curriculum. Includes a list of web pages. Often, the web site will NOT be the only materials needed by the students. They may need books, tables, paper, chalkboards, calculators, and other tools. You should spell these additional materials out in your teaching guide.

Also includes the actual materials (worksheets and web pages) prepared by the curriculum developer, any special requirements for classroom setup and supplies, and a list of any specific hardware and software requirements.

Plans for **assessment** and **evaluation**: includes plan for assessing learning and evaluating the curriculum as a whole. May include description of a model project, sample exam questions, or other elements of assessment. Also should include plan for evaluating the curriculum as a whole, including feedback from learners.

IMPROVISATIONS[14]

Improvisations are not role-plays or simulations (although many of them can be adapted as such). The objective here is total spontaneity and improvisation. Students have no time to prepare. Their roles and situations are given to them on the spot and they have to react immediately. Generally, the less details that are given to students, the better. This allows their own imaginations to construct situations and ensures richer dynamics.

Teachers are sometimes afraid that students may not be able to cope with improvisation. In reality, it is surprising just how imaginative students will be (subject to level, of

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[14]**SHANK,** Cathy C. and Lynda R. Terrill. "Teaching Multilevel Adult ESL Classes." May 1995. National Center for ESL Literacy Education. 14 Apr. 2004.

course). They can usually be relied on to give more than they are asked for. But if, on the odd occasion, an improvisation does not work, flogging a dead horse is a sure-fire way to prolong the agony.

It is often helpful to give students conflicting objectives to ensure a more difficult resolution. For example, in the case of The Hypochondriac, the Doctor should not know his patient is a hypochondriac and the patient should not know that he is consulting a particularly tight-fisted doctor. (Whether the other students themselves know of this is a decision for the teacher.)

The following ideas are just that - ideas. They can be modified, adapted, changed, rethought, distorted, simplified, made more difficult etc.

In general, begin classes with pairs to warm up and finish with groups.

PLANNING VERSUS IMPROVISATION

Why versatility and flexibility may sometimes win out over rigid adherence to a carefully prepared lesson plan.

Anyone who has done any kind of formal training in ESL (CELTA etc) will know that lesson planning **is absolutely essential in every lesson**, and anyone who does not write out a proper plan is a terrible teacher with no thought whatsoever for his/her poor students, who of course will learn nothing.[15]

In this article, I would like to discuss the importance of lesson planning and whether or not it is entirely necessary. I am sure there are many novice (and not so novice) teachers out there who have terrible feelings of guilt whenever they have just bagged their way

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[15]**SHANK,** Cathy C. and Lynda R. Terrill. "Teaching Multilevel Adult ESL Classes." May 1995. National Center for ESL Literacy Education. 14 Apr. 2004.

through a lesson, hoping that no colleagues will have realized that they have committed such an abomination!

The main advantage of lesson planning in my view is that during the process of planning you think through what you want to achieve and how you can do this. The stages of the lesson are carefully structured and aim to achieve the very objectives that you have chosen whilst planning. I disagree that the lesson plan should be based on a template such as the ones used in most TEFL courses and classroom observations, usually PPP methodology (although this may have changed in recent years), primarily because I believe that the process of planning is useful for the teacher whilst it is being done, therefore the paper itself on which the plan is written is not essential to the teaching of the lesson. By this I mean that each teacher should make a plan in whichever way it suits him/her. The plan does not have to follow a specific structure, neither does it have to be produced with pen and paper. The important thing is that the teacher have clear in his/her head what is going to happen in the classroom and why. If you have made a clear plan, there is probably no need to even take this plan into the classroom with you since you will already have internalized all the stages of your lesson. If you feel more comfortable having the stages written down in front of you, make a brief plan on one sheet of paper, or index cards if you prefer. You will find it much easier to follow your plan or find your place if you get lost than if you have a fully-blown 2 or 3 page observation type plan in front of you!

The main problem with thinking through and planning all your lessons is the time factor. If you have 4 or 5 classes a day, and a thorough plan can take an hour, this means that you will be spending 3 or 4 hours every day planning! This is obviously not ideal, especially since most of us do not get paid for planning time and it would mean a 10 hour day! In this business we most definitely do not earn enough to spend so much time

planning, many of you will even supplement your work with private classes in your free time and simply not have the time to do so.[16]

In practice, most good teachers spend some time planning each lesson, looking at what comes next in the course book, thinking of how to present the information, of maybe adapting activities from the book to make them more engaging or thinking up supplementary activities. However we do not write out a proper detailed plan of everything we are going to do in the lesson, we usually make a few notes that will enable us to follow through our ideas. In fact, most courses that use a course book will provide you with a teacher's book which can give you plenty of ideas of how to use the exercises in the book and even provide you with extra activities, sometimes photocopiable. This seriously reduces our lesson planning time, thankfully!

Having discussed lesson planning, I now come to improvisation. Every teacher has improvised at some time or other and in fact, improvisation can be a good thing – there is little point sticking to your lesson plan just because you have written it, if the lesson is a complete failure! As teachers we need to be flexible to our students' wants and needs. This obviously does not mean giving in to all their demands, but if we see that something isn't working, we shouldn't be afraid to abandon the activity.

But what about those days when we haven't prepared a thing, or have decided to forget about everything we had planned to do? Is this such a bad thing? Well, I believe that once in a while it can be something positive, a breath of fresh air for you and for your students. Sometimes, just starting a discussion by asking a few questions can turn into a complex debate which lasts for half the lesson, sometimes your class will be in one of those moods in which forcing them to do work is useless and something a bit more relaxing is required. Sometimes, one of your students will tell you something which completely changes the direction of the lesson, and, as we all know, there is no point

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[16]Browse 200 Lesson Plan ideas for K-12 classrooms, Join ePals for free. http://www.tefl.net/esl-lesson-plans/esl-activity-improvisation.htm

running against the wind. As teachers we need to be aware of how our learners are feeling and adapt our lessons to this. I honestly believe that a flexible teacher who does very little planning can be a better teacher than one who meticulously plans lessons and refuses to change anything.[17]

In conclusion, planning is an important stage in the teaching process, but it should not be overestimated, the way it often is in teaching courses. The teacher is the one who needs to decide how much he/she wants to plan for each particular class and lesson. I would like to end with a nice quote which gives a fairly accurate description of how I feel about improvising at times:The work can wait while you show the child the rainbow but the rainbow won't wait while you do the work. (Patricia Clafford)

How Much Improvisation?

How much of the classroom activity should be planned, and how much room should we leave for improvisation?

The improvisation of which we speak here is used in reference to the idea that a language instructor, while planning for lessons should:

- intentionally leave a certain portion of the time allocated to each lesson unplanned

- allow herself to improvise or react spontaneously in response to developments that take place as the lesson unfolds

- let the students dictate, to some extent, what happens in the lesson, without compromising the integrity of the curriculum or feeling that she is falling behind

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[17]**VAN** Duzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

Leaving room for improvisation in response to the developing dynamics in the class can become a planned part of the curriculum as a whole. Planning for the unplanned, so to speak, is a critical component of a successful language curriculum and an excellent tool for establishing agency of both instructors and students.[18]

How much should be left unplanned depends on a variety of factors that have to do with everything from expected learning outcomes and programmatic structure to the personality of individual instructors. One way of looking at the planning process is something like the following: Plan your curriculum as desired, then assume that you will only be able to deliver, say, 80% of it. Go back to your plan, then, identify the 20% that you will take out, revise your curriculum, and feel good about it. Another way might be to view only forty out of the fifty minutes allotted to the lesson as the time available to you, leave the rest open, and still feel good about it. Whatever approach you take, be disciplined, thoughtful, and careful not to view this strategy as a mandate for designing a loose curriculum.

ENGLISH SKILLS

When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of your learners as well as their situational needs. Generally beginners, especially those who are no literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need.

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[18] **VAN** Duzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

LISTENING

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.[19]

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation.

Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

- **Before Listening**

  Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion

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[19]**VAN** Duzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

- **During Listening**

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

- **After Listening[20]**

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

The following ideas will help make your listening activities successful.

- **Noise**. Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.

- **Equipment.** If you are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes. Bring extra batteries or an extension cord with you.

- **Repetition.** Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.

- **Content.** Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your

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[20] **THWEATT,** K.S. (1999). The impact of teacher immediacy, teacher affinity-seeking, and teacher misbehaviors on student-perceived teacher credibility. Paper presented at the National Communication Association, Chicago, IL.

class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

- **Recording Your Own Tape.** Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

- **Video[21].** You can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.

- **Homework.** Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete.

Look for listening activities in the Activities and Lesson Materials sections of this guide. If your learners can use a computer with internet access and headphones or speakers, you may direct them toward the following listening practice sites. You could also assign specific activities from these sites as homework. Teach new vocabulary ahead of time if necessary.

- **Randall's ESL Cyber Listening Lab.** Around 140 listening clips and quizzes for students to access online; categorized into four difficulty levels, but activities marked

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[21] Josse Francisco – PlanningPrograms for Adult Learners – Goals of Education – National Goals of Education – USE, New York; 2010

'easy' may be too difficult for beginners due to unfamiliar vocabulary; many include pre- and post-listening exercises; requires audio software such as RealPlayer (free) or optional interactive software like Divace.

- **The English Listening Lounge.** Thirty free listening clips categorized into three difficulty levels for students to access online; more available with membership; requires audio software such as RealPlayer (free).

SPEAKING[22]

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication. Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

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[22] **THWEATT,** K.S. (1999). The impact of teacher immediacy, teacher affinity-seeking, and teacher misbehaviors on student-perceived teacher credibility. Paper presented at the National Communication Association, Chicago, IL.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays. Speaking activities abound; see the Activities and Further Resources sections of this guide for ideas.

Content[23]

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.

Correcting Errors[24]

You need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address[25] problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

Quantity vs. Quality

[23]Burt, Miriam and Fran Keenan."Trends in Staff Development for Adult ESL Instructors." June 1998. National Center for ESL Literacy Education. 14 Apr. 2004.
[24]Ornstein, A. and Hunkins, F. Curriculum: Foundations, principle and issues. (1998). Boston, MA: Allyn & Bacon. Chapter 9: Aims, goals and objectives

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

Conversation Strategies

Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

Teacher Intervention

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

READING

We encounter a great variety of written language day to day -- articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. This guide will not cover instruction for learners with little or no literacy in their native language; you will need to work intensively with them at the most basic level of letter recognition and phonics.

Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to significantly modify texts to simplify grammar and vocabulary. When choosing texts, consider what background knowledge may be necessary for full comprehension. Will students need to "read between the lines" for implied information? Are there cultural nuances you may need to explain? Does the text have any meaningful connection to the lives of your learners? Consider letting your students bring in their choice of texts they would like to study. This could be a telephone bill, letter, job memo,

want ads, or the back of a cereal box. Motivation will be higher if you use materials of personal interest to your learners.

Your lesson should begin with a pre-reading activity to introduce the topic and make sure students have enough vocabulary, grammar, and background information to understand the text. Be careful not to introduce a lot of new vocabulary or grammar because you want your students to be able to respond to the content of the text and not expend too much effort analyzing the language. If you don't want to explain all of the potentially new material ahead of time, you can allow your learners to discuss the text with a partner and let them try to figure it out together with the help of a dictionary. After the reading activity, check comprehension and engage the learners with the text, soliciting their opinions and further ideas orally or with a writing task.[26]

Consider the following when designing your reading lessons.

Purpose

Your students need to understand ahead of time why they are reading the material you have chosen.[27]

Reading Strategies

When we read, our minds do more than recognize words on the page. For faster and better comprehension, choose activities before and during your reading task that practice the following strategies.

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[26] Josse Francisco – PlanningPrograms for Adult Learners – Goals of Education – National Goals of Education – USE, New York;

[27]Michael G.Dolence; The curriculum-Centered strategic Planning Model. Vol.304; May 11, 2004. Cunningham Florez, MaryAnn. "Improving Adult ESL Learners' Pronunciation Skills." December 1998. National Center for ESL Literacy Education.

Prediction: This is perhaps the most important strategy. Give your students hints by asking them questions about the cover, pictures, headlines, or format of the text to help them predict what they will find when they read it.

Guessing From Context: Guide your students to look at contextual information outside or within the text. Outside context includes the source of the text, its format, and how old it is; inside context refers to topical information and the language used (vocabulary, grammar, tone, etc.) as well as illustrations. If students have trouble understanding a particular word or sentence, encourage them to look at the context to try to figure it out. Advanced students may also be able to guess cultural references and implied meanings by considering context.

Skimming: This will improve comprehension speed and is useful at the intermediate level and above. The idea of skimming is to look over the entire text quickly to get the basic idea. For example, you can give your students 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.

Scanning: This is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous texts such as recipes, forms, or bills (look for an ingredient amount, account number, date of service, etc.) but scanning can also be used with continuous texts like newspaper articles, letters, or stories. Ask your students for a very specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.

Silent Reading vs. Reading Aloud

Reading aloud and reading silently are really two separate skills. Reading aloud may be useful for reporting information or improving pronunciation, but a reading lesson should focus on silent reading. When students read silently, they can vary their pace and

concentrate on understanding more difficult portions of the text. They will generally think more deeply about the content and have greater comprehension when reading silently. Try extended silent reading (a few pages instead of a few paragraphs, or a short chapter or book for advanced students) and you may be surprised at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extended texts, work with materials at or slightly below your students' level; a long text filled with new vocabulary or complex grammar is too cumbersome to understand globally and the students will get caught up in language details rather than comprehending the text as a whole.[28]

ESL textbooks are a good place to look for reading activities that include pre- and post-reading exercises. If you choose to select your own reading material, the following sites may be helpful.

EFL Reading. Free graded reading materials for ESL & EFL students & teachers. Limited number of texts for various English levels; includes exercises to be done before, during, and after reading.

English to go Five free printable low-preparation reading lessons with teaching instructions for beginner through advanced levels; more available with membership.

Themes From Rural Life Short reading passages on farm life; reading levels not stated; illustrations and vocabulary lists included; written for adults.

Aesop's Fables - Online Collection Hundreds of fables; most will need language modified for ESL; try easier 'Selected Fables' first.[29]

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[28] Josse Francisco – PlanningPrograms for Adult Learners – Goals of Education – National Goals of Education – USE, New York; 2010

[29]McGroarty, Mary. "Cross-cultural Issues in Adult ESL Literacy Classrooms." July 1993. National Center for ESL Literacy Education. 17 Apr. 2004.

WRITING

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class. This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally.

Two writing strategies you may want to use in your lessons are free writing and revised writing. Free writing directs students to simply get their ideas onto paper without worrying much about grammar, spelling, or other English mechanics. In fact, the teacher can choose not to even look at free writing pieces. To practice free writing, give students 5 minutes in class to write about a certain topic, or ask them to write weekly in a journal. You can try a dialog journal where students write a journal entry and then give the journal to a partner or the teacher, who writes another entry in response. The journals may be exchanged during class, but journal writing usually is done at home. The main characteristic of free writing is that few (if any) errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely.[30]

Revised writing, also called extended or process writing, is a more formal activity in which students must write a first draft, then revise and edit it to a final polished version, and often the finished product is shared publicly. You may need several class sessions to

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[30] **VAN** Duzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

accomplish this. Begin with a pre-writing task such as free writing, brainstorming, listing, discussion of a topic, making a timeline, or making an outline. Pairs or small groups often work well for pre-writing tasks. Then give the students clear instructions and ample time to write the assignment. In a class, you can circulate from person to person asking, "Do you have any questions?" Many students will ask a question when approached but otherwise would not have raised a hand to call your attention. Make yourself available during the writing activity; don't sit at a desk working on your next lesson plan. Once a rough draft is completed, the students can hand in their papers for written comment, discuss them with you face to face, or share them with a partner, all for the purpose of receiving constructive feedback. Make sure ideas and content are addressed first; correcting the English should be secondary. Finally, ask students to rewrite the piece. They should use the feedback they received to revise and edit it into a piece they feel good about. Such finished pieces are often shared with the class or posted publicly, and depending on the assignment, you may even choose to 'publish' everyone's writing into a class booklet.[31]

Tactful correction of student writing is essential. Written correction is potentially damaging to confidence because it's very visible and permanent on the page. Always make positive comments and respond to the content, not just the language. Focus on helping the student clarify the meaning of the writing. Especially at lower levels, choose selectively what to correct and what to ignore. Spelling should be a low priority as long as words are recognizable. To reduce ink on the page, don't correct all errors or rewrite sentences for the student. Make a mark where the error is and let the student figure out what's wrong and how to fix it. At higher levels you can tell students ahead of time exactly what kinds of errors (verbs, punctuation, spelling, word choice) you will correct and ignore other errors. If possible, in addition to any written feedback you provide, try

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[31] [31]McGroarty, Mary. "Cross-cultural Issues in Adult ESL Literacy Classrooms." July 1993. National Center for ESL Literacy Education. 17 Apr. 2004.
Shank, Cathy C. and Lynda R. Terrill."Teaching Multilevel Adult ESL Classes." May 1995. National Center for ESL Literacy Education. 14 Apr. 2004.

to respond orally to your student's writing, making comments on the introduction, overall clarity, organization, and any unnecessary information.

Consider the following ideas for your writing lessons.

- **Types of Tasks**

Here are some ideas for the types of writing you can ask your students to do.

Copying text word for word

Writing what you dictate

Imitating a model

Filling in blanks in sentences or paragraphs[32]

Taking a paragraph and transforming certain language, for example changing all verbs and time references to past tense

Summarizing a story text, video, or listening clip (you can guide with questions or keywords)

Making lists of items, ideas, reasons, etc. (words or sentences depending on level)

Writing what your students want to learn in English and why

Writing letters (complaint, friend, advice) - give blank post cards or note cards or stationery to add interest; you can also use this to teach how to address an envelope

Organizing information, for example making a grid of survey results or writing directions to a location using a map

Reacting to a text, object, picture, etc. - can be a word or whole written piece

- **Format**

  Clarify the format. For an essay, you may specify that you want an introduction, main ideas, support, and a conclusion. For a poem, story, list, etc., the format will vary accordingly, but make sure your students know what you expect.

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[32]VanDuzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004

- **Model**

  Provide a model of the type of writing you want your students to do, especially for beginners.

- **Editing**

  Consider giving students a checklist of points to look for when editing their own work. Include such things as clear topic sentences, introduction and conclusion, verb tenses, spelling, capitalization, etc.[33]

- **Correction**

Minimize the threatening appearance of correction. Instead of a red pen, use green or blue or even pencil, as long as it's different from what the student used. Explain to the students that you will use certain symbols such as VT for verb tense or WO for word order, and be very clear whether a mark (check mark, X, star, circle) means correct or incorrect as this varies among cultures.

GRAMMAR

Grammar is often named as a subject difficult to teach. Its technical language and complex rules can be intimidating. Teaching a good grammar lesson is one thing, but what if you're in the middle of a reading or speaking activity and a student has a grammar question? Some students may have studied grammar in their home countries and be surprised that you don't understand, "Does passive voice always need the past participle?" But even if your student's question is simple and jargon-free, explaining grammar is a skill you will need to acquire through practice. If you don't know how to explain it on the spot, write down the specific sentence or structure in question and tell

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[33]VanDuzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

the student you will find out. There are several resources below that can help you understand and explain various grammar issues.

Consider the following as you integrate grammar into your lessons.

- **Acknowledge your role.**

As a volunteer, you aren't expected to be a grammar expert. You may have difficulty explaining the 'why' behind grammar points, but you can recognize 'right' and 'wrong' wording and your students will still benefit from your English sensibility.

- **Find good lesson plans.**

It's difficult to make a good grammar lesson from scratch, so any searching you do for appropriate grammar lessons in textbooks or on the Internet will be time well spent. See the Lesson Materials section of this guide for possible resources.[34]

- **Use meaningful texts.**

The sentences you use to teach and practice grammar shouldn't be random. Choose material that is relevant. For example, if your learners are preparing for citizenship or need workplace English, use these contexts to create appropriate examples. If possible, bring in real-life, authentic texts to illustrate your points.

- **Teach basic grammar words.**

Although you need not be fluent in grammar jargon, it's a good idea to teach at least some vocabulary (noun, verb, past tense, etc.) to assist you in your explanations. Intermediate and advanced students may be familiar with many such words already. As a practice activity, you can choose 2-3 parts of speech, specify different symbols for

Virginia Migrant Education Program. *Help! They Don't Speak English Starter Kit for Teachers of Young Adults*. June 1993. ESCORT at the State University of New York at Oneonta. 17 Mar. 2004.

each (underline, circle, box), and have students mark their occurrences in a sentence or paragraph.

The links below will help you understand and explain various grammar points. The first two are from British sources, so don't be distracted by non-American spelling. Fact sheets, games, quizzes, and worksheets on a variety of practical English grammar skills.

- **PRONUNCIATION**

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are you going to do?' becomes 'Whaddaya gonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or a least many respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.[35]

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and

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[35] **HOULE,** C. O. (1972) *The Design of Education*, San Francisco: Jossey-Bass. 323 pages. http://www.infed.org/biblio/b-curric.htm 12/12/12 (10:30)

make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences.

Here are some ideas for focusing on specific pronunciation features.

- **Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. Thesour feel vibration with the voiced sounds only.[36]

- **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

- **Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

- **Intonation**

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[36]VanDuzer, Carol. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond." February 1997. National Center for ESL Literacy Education. 19 Apr. 2004.

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

- **Linking**. We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Will.'To help learners link words, try starting at the end of a sentence and have them repeat a phrase, adding more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

- **Vowel Length**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

- **Syllables**

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.[37]

Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

- **Specific Sounds**

Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing

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[37] Virginia Migrant Education Program. *Help! They Don't Speak English Starter Kit for Teachers of Young Adults*. June 1993. ESCORT at the State University of New York at Oneonta. 17 Mar. 2004.

('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.[38]

Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

The *Sounds of English*, *American Accent Training*, and *EnglishClub.com* websites below offer guidelines for describing how to produce various[39]English sounds. You can find representative practice words for every English sound on the *English is Soup* site.

HYPOTHESIS

General Hypothesis

The incorporation of micro- curricular planning to the teaching learning process support the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014

Specific Hypotheses

- Micro-curricular planning used by teachers contribute substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

- Lesson improvisation affects the attainment of the English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

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[38] **HOULE,** C. O. (1972) *The Design of Education*, San Francisco: Jossey-Bass. 323 pages. http://www.infed.org/biblio/b-curric.htm 12/12/12 (10:30)

f. METHODOLOGY

This research work will be framed within the educational field. During the development of it, the researcher will apply some methods and techniques that will help the researcher to have a proper view of witnessing the application of micro planning for the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at Educative Unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014.

First, it will be presented a request to the authorities of the "Vicente Anda Aguirre" High School with the intention of developing the research work, in which the researcher could apply some observations.

Then, the researcher will use an observation guide to register the information about teachers´ lesson execution and students` participation with the purpose of witnessing the application of micro planning for the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic 2013-2014.

Methods, techniques and instruments.

Methods

- **Scientific method** will help the researcher to analyze appropriately all the sources of bibliographic information throughout this research work.

- **Descriptive Method** will help with data collection, tabulation and interpretation of the surveys that will be applied to teachers and students. It will also serve to study the observation guides about the micro-curricular planning of teachers and the development of English Language Basic Skills in students.

- **Analytic synthetic method** will support with the processing of the obtained information through the analysis and the synthesis of the collected data using different sources. Besides, it will be helpful to note down the theoretical references and to analyze and synthesize them.

- **Hypothetic – Deductive method** will be indispensable in this research process because it will be used to analyze the hypotheses in order to known the real situation at Educative Unit "Vicente Anda Aguirre", morning session.

Techniques and instruments.

The instruments applied during the research work were the following:

Observation Guide: This technique will be applied to know the opinion of the authorities, teachers and students about the micro-curricular planning and the development of English Language Basic Skills with the students of 8th, 9th, and 10th years of Basic Education at the Educative Unit "Vicente Anda Aguirre" Morning session. Academic Year 2013-2014.

Surveys: Through two surveys –one applied to students and the other to teachers, the researcher will be able to determine accurately the reality dealing with micro-curricular planning and the development of the English Language Skills with the students of 8th, 9th, and 10th years of Basic Education at the Educative Unit "Vicente Anda Aguirre" Morning session. Academic Year 2013-2014. Moreover, the information gathered through the surveys will permit to either confirm or reject the proposed hypotheses.

Procedures

To process the information obtained through the surveys, the researcher will **tabulate** the numerical data. These results will be contrasted with the data acquired in the classroom observation. The collected information will be **organized** by ordering it in tables and after, representing with bar graphics. Next, a **logical analysis** will be

performed with respect to the graphic representation taking into account the numerical statistics and possible comments that may appear in the survey. This will be essential to **verify the hypothesis** in a positive or negative way based on the real facts that will be shown to give validity and reliability to the research work. To state the **conclusions and recommendations**, the researcher will need to summarize the analysis that will be done previously. Once all the ahead mentioned steps have been completed, the researcher will carry out the elaboration of the **final report**.

Population and Sample

If the researcherhas too muchpopulationforthe research process,it is necessary tomarrya sample, for which we applythe following formula:

$$n = \dfrac{PQ \times N}{(N-1) \dfrac{E2}{K2} - PQ}$$

PQ= First quartile (0,25)

N= Population

n= Sample

K= ProportionalityConstant $(2)_2$

E= Sample Error (10%) (0,1)

$$n = \dfrac{(0,25)(192)}{\dfrac{(191)(0,1)°-0,25}{2_2}}$$

n= 114

Then to apply the formula the sample that researcher use is the114
We detail the sample in the next chart.

STUDENTS AND TEACHERS POPULATION AT "VICENTE ANDA AGUIRRE" MORNING SESSION.

COURSES	POPULATION	SAMPLE
Students of 8th	63	37
Students of 9th	67	41
Students of 10th	62	35
Total	192	114
Teacher population	8	8

Activities / Months	May				June				July				November				December				January				November				February				March				April			
weeks	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	1	2	3	4	1	2	3	4	1	2	3	4
Phases II: thesis development																																								
1. Project presentation	x																																							
2. Appointment of the teacher advisor		x																																						
3. Project checking			x	x	x	x																																		
4. Project approval												x																												
5. Assign thesis director													x																											
6. Appointment of the thesis director															x		x	x																						
7. Application of the instruments								x											x	x																				
8. Thesis development																					x		x																	
a. Tabulation																									x															
b. Elaboration of the tables and graphs																										x														
Phase II Revision and approval																											x													
9. Thesis revision																											x													
10. Thesis Presentation																											x													
11. Thesis approval																											x													
Phase IV: phase of incorporation																																								x
12. Submission of the folder																														x										
13. Private qualification																																		x						
14. Corrections																																			x					
15. Public sustentation and incorporations																																								x

h. PRESUPUESTO Y FINANCIAMIENTO

RESOURCES

Human Resources

Coordinator: Lic. William Cueva Chinchay

English Teachers: 8th, 9th and 10th years of Basic Education

Students: 8th, 9th and 10th years of Basic Education

Authorities: Dr. Sócrates Chinchay, Rector; Lic. Patricio Espinoza, Vice-Rector

Material Resources

Computer

Textbooks

Internet

Office materials

Budget

Research Budget			
Description	**Amount**	**Price**	**Total**
Reproductionand acquisition ofbibliographic material.	3	30	60
Writing material			90
Markers	5	80	4
Internet			40
Logistics for the implementation of surveys and interviews.			100
Transport			80
Printing of drafts and progress of the investigation.			100
Incidentals			60
			384

Financing

The present research work will be totally financed by the researcher.

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OTHERS ANNEXES

CONSISTENCE MATRIX

THEME: "The micro-curricular planning and the development of English Language Basic Skills with the students of 8th, 9th and 10th years of Basic Educational at the Educative Unit "Vicente Anda Aguirre" Morning session. Academic Year 2013-2014".

Problem	Objectives	Hypotheses	Variables	Indicators
PROBLEM How does the lack of application of micro-curricular planning affect to the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year2013-2014?	**GENERAL** • To analyze the importance of planning in the development of the English language Basic Skills with the students of with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014	**GENERAL** The incorporation of micro-curricular planning to the teaching learning process support the development of English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Morning session Academic Year 2013-2014.	**INDEPENDENT** The micro-curricular planning **DEPENDENT** The development of English Language Basic Skills	✓ Goals of education. ✓ Micro-Curricular planning. ✓ Elements of planning. ✓ The Importance of Planning. ✓ Planning Goals. ✓ Stages of planning. ✓ Elements of planning. ✓ Improvising

SUBPROBLEMS	SPECIFIC	SPECIFICS		lessons
				✓ Skills ✓ Reading ✓ Speaking ✓ Listening ✓ Writing ✓ Grammar ✓ Pronunciation
• Do teachers actually apply a micro-curricular planning in the development of their lessons? • How does improvising lessons reduce the attainment of the English Language Basic Skills?	• To determine the contribution of micro Basic Skills planning to the development of English Language. • To recognize the inconvenience of the lesson improvisation for the development of English Language basic skills.	Micro-curricular planning used by teachers contribute substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre" Lesson improvisation affects the attainment of the English Language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"		

UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación, Arte y la Comunicación.

English Language Department.

Dear Teacher:

As a student of the English Department of the Universidad Nacional de Loja, I am carrying out my thesis research under the title *"The micro Curricular planning and the development of English Language Basic Skills with the students of 8th, 9th, and 10th years of Basic Educational at Educative Unit" Anda Vicente Aguirre "Morning session 2013-2014 Academic Year."* For the development of previously mentioned work, I would appreciate your answering the questionnaire below. Thank you very much for your collaboration.

Hypothesis Nr. 1

Micro-curricular planning used by teachers contributes substantially to the development of the English language Basic Skills.

9. Do your students show interest in your class?

  Yes ( ) No ( )

Explain how they demonstrate it

_____

_____

10. Match the corresponding expressions about the types of planning

   a. Macro-Planning   ____ Daily Plans

   b. Mezzo-Planning   ____ Annual Plans

   c. Micro-Planning   ____ Month Plans

11. Which of the following definitions of Micro-Curricular Planning do you agree with?

a) Lesson planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success.

b) Lessons that are well planned are more likely to help students and teachers: Avoid frustrations and unpleasant surprises, stay on track, and achieve their objectives.

c) Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

12. How does micro-curricular planning contribute to the development of the basic skills in English in your students?

b) It has a very significant contribution

c) It has a considerable contribution

d) It has a fairly important contribution

Hypothesis Nr. 2: Lesson improvisation affects the attainment of the English Language Basic Skills.

5. Tick the propositions regarding the importance of micro-planning?

a.   It is a compulsory requisite of the high school.

b.   It gives you confidence to teach your class.

c.   It helps you to accomplish the purpose of the lesson.

d.   It supports you to define your own style.

e.   It somewhat helps you to establish controlled classroom conditions.

▪ **Which proposition do you agree with?**

a) It is necessary to stick rigorously to the plan to teach the lessons.

b) It is necessary to be flexible in the application of the lesson plan.

c) It is necessary to develop the lessons according to the students´ necessities.

Give reasons for your choice._____

13. Do you think that improvising classes helps the students to discover their abilities?

   Yes ( )   No   ( )

   Why?_____

▪ **What is the best way to teach during the teaching – learning process?**

   b) Making planning.

   c) Improving lessons to develop the best way the basic skills.

   d) Using book as a fundamental material.

   e) Choosing the topic more interesting by the students.

UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación, Arte y la Comunicación.

English Language Department.

Dear Students:

As a student of the English Language Department, Area of Education, Art and Communication, Universidad Nacional de Loja, I would appreciate your answering the questionnaire below, which aims to collect information to develop my research work: ***The micro Curricular planning and the development of English Language Basic Skills with the students of 8th, 9th, and 10th years at Basic Educational at Educative unit'' Anda Vicente Aguirre ''Morning session 2013-2014 Academic Year.*** Hypothesis Nr. 1

Hypothesis 1: Micro-curricular planning used by teachers contributes substantially to the development of the English language Basic Skills with students of 8th, 9th, and 10th years Basic Educational at unit "Vicente Anda Aguirre"

1. **How do you like your English class?**
   a) I like it very much.
   b) Sometimes it is fun.
   c) It is boring.
   d) I do not like it.

2. **At the beginning of the class, does your teacher make you develop an activity that predisposes you to pay attention to him/her and feel interested in the lesson?**

   Always ( )   Sometimes ( )   Rarely ( )   Never ( )

3. **Does your English teacher make a review of last class, when you start the new lesson?**

   Yes ( )   No ( )

4. **Does your English teacher explain what the class is going to deal with when he/she starts the lesson?**

<div align="center">Yes ( )   No ( )</div>

5. **Does your English teacher make you practice the new contents after he/she explains it?**

<div align="center">Yes ( )   No ( )</div>

6. **What activities do you develop at the end of your class?**

    f) Learn new things.

    g) Review the previous class

    h) Review the lesson

    i) Ask questions

7. **How often do you have to do English homework?**

    a) Every day ( )

    b) Three to four times a week ( )

    c) Once or twice a week ( )

    d) Never ( )

    Hypothesis Nr. 2: Lesson improvisation affects the attainment of the English Language Basic Skills.

8. **Choose the activities that your teacher does when he/she start to the class.**

    Ask you about the topic that you learn.

    She/he has a guide to teach.

    You suggest the class to the teacher.

    Your teacher uses a didactic material.

9. **Your English teacher asks you about the topics that you want to learn.**

    Always ( )   Sometimes ( )   Rarely ( )   Never ( )

<div align="center">**Thanks for your collaboration**</div>

INDEX

Contents   Pages