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Área de la Educación, el Arte y la Comunicación

ENGLISH LANGUAGE CAREER

TITLE

"LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013"

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CERTIFICATION

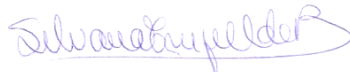Dra. Silvana Isabel Trujillo Ojeda

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Loja, June 2nd 2015

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Mirian

DEDICATION

I want to dedicate this work firstly, to God for allowing me to achieve this important goal and giving me the courage to continue doing it. To my parents Dolores and Juan, especially to my son EDWARD for all their effort, sacrifice and unconditional support, they made possible my professional achievements in this stage of my life. Finally, to my dear teachers for helping me to grow up my knowledge and guiding me.

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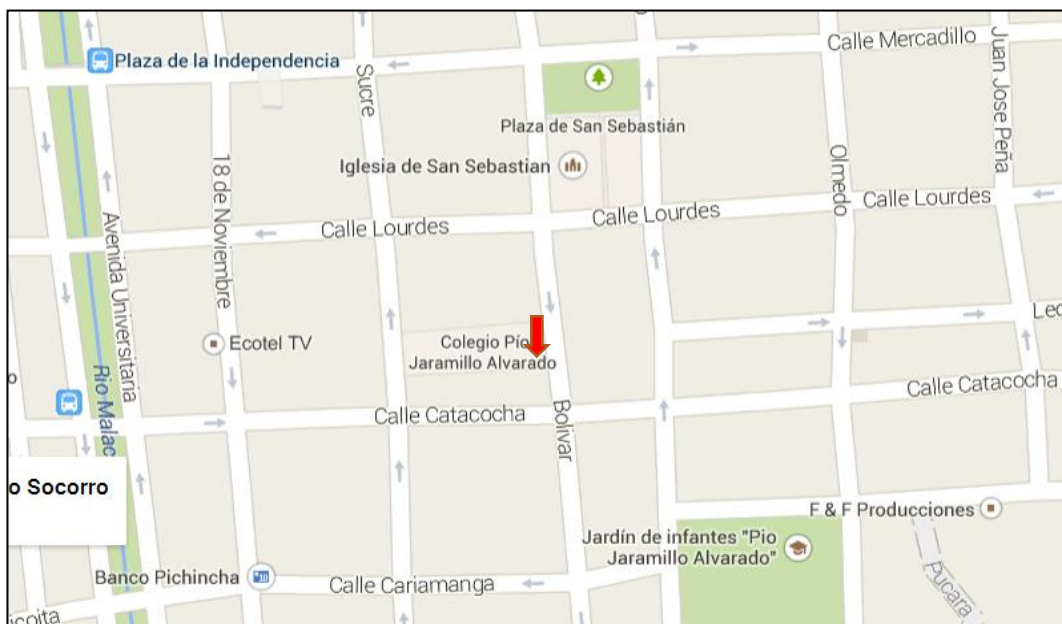
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a. TITLE

"LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013"

b. RESUMEN

El trabajo investigativo "Plan de lección y el aprendizaje del idioma Inglés con los estudiantes de octavo, noveno y décimo año de educación básica del colegio Experimental "Pío Jaramillo Alvarado" de la ciudad de Loja año lectivo 2012-2013", tiene como objetivo principal, determinar la influencia del plan de lección en el aprendizaje del Idioma Ingles con los estudiantes de octavo, noveno y décimos años de educación básica del colegio Experimental "Pio Jaramillo Alvarado" de la ciudad de Loja, año académico 2012-2013.El método principal utilizado fue el científico quien ayudó a encontrar la verdad del objeto investigado. También se utilizó los métodos descriptivo, analítico, sintético y explicativo. La encuesta la técnica utilizada a tres profesores y setenta y nueve estudiantes. Los resultados concluyen los profesores no están incluyendo en su plan de clase los aspectos importantes y actividades que despierten el interés por aprender un Idioma en el proceso de aprendizaje.

ABSTRACT

The research work "LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013" has as main objective to determine the influence of the Lesson Plan on the English Language Learning with the students of 8TH, 9TH AND 10TH years of Basic Education at "PIO JARAMILLO ALVARADO" High School of Loja City Academic Year 2012-2013. The main used method was the scientific which helped to find the truth about the researched object. Also it was necessary to use the descriptive, analytic, synthetic and explicative methods to develop this work. The survey was the technique applied to three teachers and 79 students. The results conclude that teachers are not taking into account the aspects in a Lesson plan and activities that wake up the students´ interest in the English Language Process.

c. INTRODUCTION

This research is concerned with the English Lesson plan as a useful tool that guides teachers on how to achieve their teaching objectives, predict possible problems and arise the students' interest on the English Language Learning using activities, materials to accomplish with a good learning.

The purpose of this study was to determine the influence of a Lesson Plan on the English language learning with their students of 8th, 9th and 10th years.

For the reason mentioned before, the researcher considers that this topic is important because teachers plan the activities to be accomplished successfully with the students learning.

To find out the main aspects that teachers consider on the Lesson plan and to determine the activities that teachers plan to develop the English Language Learning with the students of 8th, 9th and 10th years of basic education at "Pío Jaramillo Alvarado" high School of Loja city, academic year 2012-2013, were the specific objectives of this research

In accordance to the general objectives, the general hypothesis stated was *the planning of a lesson influences develop the English Language Learning with the students of* 8th, 9th *and* 10th *years of basic education at "Pío Jaramillo Alvarado" high School of Loja city, academic year 2012-2013.*

With the purpose to verify the hypothesis, it was necessary to use some methods. The first one was the scientific method which demonstrated and verified the knowledge about the research object. The second method was the descriptive who let to the researcher describe the obtained results. The third one was analytic – synthetic, which served to analyze critically the theoretical frame and finally the explicative one which helped to explain the logical implications of the variables and prove them. Besides the results were shown through tables, graphs and percentages.

This report is presented in the following parts: the Abstract, the Introduction that presents an overall the view of the thesis work: The Literature Review which has the main theoretical reference about the variables of this. Both are presented considering authors like: Cox, (2009), Magnesi, (2005-2009) Freunde, (2006) Nunan, (2003) EFL teachers talk, (2009) Language Resource Center, (2003-2004) Whitney –Dorsey and Volkert, (2007) , Beare, (2007) and Hayriye, (2006).

The Materials and Methodology part includes the methods, techniques, procedures and instruments used in the research process. It describes the sample and the questionnaire of 16 questions that 3 teachers and 79 students answered.

The Results part focuses on the logical analysis of tables and graphics; the next one is the Discussion which contains the verification of the stated

hypothesis: the aspects and activities that a lesson plan carry out on the English Language Learning with the students of 8th, 9th and 10th years of basic Education at "Pío Jaramillo Alvarado" high school of Loja city, academic year 2012-2013.

The Conclusion part is centered in the logical relationship among the variables: *The lesson plan* and the *English Language Learning* and with the specific objectives determined in the project and the discovered out comes.

Finally the Recommendation part which gives suggestions to solve the discovered problems in the researched school to improve the students´ learning of a second language.

d. REVIEW OF LITERATURE

WHAT IS A LESSON PLAN?

A lesson plan is a detailed guide for teaching a lesson. It's a step-by-step guide that outlines the teacher's objectives for what the students will accomplish that day. Creating a lesson plan involves setting goals, developing activities, and determining the materials that will be used. You can find a detailed description of the key components Cox, (2009).

The Preplanning Stage

As you begin to think about your lesson plan for a particular class, ask yourself these questions:

-What are my goals for this class?: Goals are your statements of what you want students to learn. Your goals will most likely be the same, or close to, many of the ones you outlined when you planned the course. You may have changed some since then, and you may have some goals that are specific to the particular class session.

-What are my objectives for this class?: Objectives take goal statements to the next level of specificity. They state exactly what students should be able to do, and under what conditions (in class, on a paper, in an exam, etc.) they should learn the material.

For instance, if your goal is for students to understand the causes of racism, then an objective might read: "Students will be able to explain and discuss three main causes of racism in a small group." Objectives are what you use to determine whether students are learning and meeting the goals

-what content needs to be conveyed: What will students need to know to meet the goals and objectives you have laid out? What content is most essential for them to understand?

-What will the students already know?:While each learner will have different knowledge, you must still try to assess, at a general level, what it is students already understand or are able to do. Having done this, you are in a better position to decide where to begin your class and how to help students learn.
-What materials will I need?: You may find that you need special props, overheads, or equipment to accomplish your goals. Planning well in advance will allow you to be prepared. (Center for Excellence in Teaching, Module 2.5)

Before a Lesson Plan

Writing your own lesson plans requires organization, research and the ability to gauge how much your students will be able to learn. As a teacher it is your job to educate the students using whatever tools and materials you have available, whether that be a lecture or hands-on learning. Being prepared

beforehand will give you the chance to teach your students in the most efficient and helpful way possible.

Students' Learning Capabilities:

When planning your lesson, take your students' learning abilities, attention spans, best method of learning and strengths and weaknesses into consideration. Many students learn through lectures and can maintain a good amount of concentration, while others require a more hands-on learning approach. Use a combination of both to prepare a lesson that will educate all of your students.

Research

Research the lesson and content you are teaching to cover all of your bases and be able to answer any and all questions your students might have. When organizing your lesson plan, you also want to be aware of the state and national standards for the subject you are teaching and use that as a guide for planning your lessons.

Organize Lesson Materials:

Make a list of the materials you will need for your lesson. These include materials used for a hands-on and visual learning approach such as props,

photos and slides, videos and materials for a science experiment. Other materials typically at your disposal are resources from the library for research, resources in your community and speakers to talk about your subject, as well as technology and software.

Goals and Objectives:

Consider the goals and objectives you are aiming for in your lesson, list them and write notes on how to achieve them. Ask yourself questions such as, "What should the students get out of this lesson?" and "What are the most important factors to consider in the lesson?" Use your finished list of goals let it guide you to creating a lesson plan that will achieve those goals. Magnesi,(2005-2009).

Lesson Steps

Make an outline of the steps in your lesson plan from beginning to end. Start with your introduction, or how you will approach the lesson. Continue on to show visuals or presentations for the subject matter until the students reach the practice portion of the lesson. Give the students' time for independent practice and study time to go over what you introduced and evaluate the students' work. Finally, assign homework that will further enhance their lesson and give them a chance to expand it at home. Magnesi,(2005-2009).

Developing a Lesson Plan

There are no simple formulas for lesson plans, because what constitutes an effective lesson will depend on many factors, including the content of the lesson, the teacher's teaching style, the students' learning preferences, the class size, and the learners' proficiency level. A lesson plan will reflect your assumptions about the nature of teaching and learning, your understanding of the content of the lesson (for example, what you have learned from your coursework about paragraph organization, the present perfect tense, or reading for main ideas), your role in the lesson and that of your learners, and the methodology you plan to implement (for example, cooperative learning, process writing, or a communicative approach).

Generally, however, a lesson plan will reflect decisions that you have made about the following aspects of a lesson:

- Goals: What the general goals of your lesson are
- Activities: What kinds of things your students will do during the lesson, such as dialog work, free writing, or brainstorming
- Sequencing: The order in which activities will be used, including opening and closing activities
- Timing: How much time you will spend on different activities
- Grouping: When your class will be taught as a whole and when your students will work in pairs or groups

- Resources: What materials you will use, such as the textbook, worksheets, or DVD.Jack and Bohlke,(2007)

How to Self-Reflect After Teaching a Lesson Plan

A teacher's job is not only to teach. Outside of class, teachers spend a lot of time considering the material that they want students to learn and drawing up lesson plans that will impart that knowledge while still engaging students. Teachers must regularly evaluate their own methods in order to keep their students participating and learning.

Instructions:

Jeff Goodman of Appalachian State University's College of Education recommends filming your lesson to observe students' responses to your lesson plan. You cannot observe every student's behavior or reaction during the lesson; a DVD of the session will provide you a broader perspective on the success of your lesson plan and its execution.

-Review your written lesson plan. What were your objectives? How did you tailor your lesson plan to meet those objectives?

-Watch the recording of your lesson, focusing on each particular activity one at a time. Start with your opening activity, and observe your students'

behavior. How did they react to the activity? What percentage of the class actively participated? Did the activity adequately draw on the material that your students were supposed to learn on the subject? Did parts of it stimulate student contribution? If not, what parts were unsuccessful?

-Go through each section of your lesson plan and ask yourself the same questions. Goodman recommends making detailed notes on your performance throughout each section of your lesson plan.

-Consider any parts of your lesson plan that may not have been successful. Why were they less successful?

-Evaluate your own participation in your lesson plan. Did you actively guide the students through the lesson? Did you regularly stop to check that students understood the purpose of the activity?

-Implement the conclusions of your self-reflection session to formulate future lesson plans for greater success. Freunde, (2006)

Components of lesson plans

Lesson plans must include these components:

1. Information:

Teachers should know about the learners. Abilities and needs in the English language learning

2. Objectives:

Lesson plans must involve a unifying theme, an overall general purpose to accomplish by the end of the lesson period. They must include clear statements of what learners will be able to do by the end of the lesson. For example:

- o   Enable learners to…
- o   or by the end of the lesson students will be able   to…

3. Procedure

- o   Logical sequencing
- o   Who does what?
- o   How much time?
- o   How to do?
- o   What to do?

4. Aids

Realia, data show, audio-visual aid…

5. Anticipated difficulties and reserve tasks.

   o What might go wrong?

   o How to deal with it?

6. Follow up and assignment.

   o Prepare a follow-up that help students personalize their new knowledge.

   o Assign homework whenever possible to keep learners busy at home.

   o Include an evaluation to get feedback at the end of each unit.

Rhalmy, (2011)

What Are the Stages of a Lesson?

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and evaluated on what they are learning. In general, a lesson is composed of the following stages:

- Warm-up/Review—encourages learners to use what they have been taught in previous lessons

- Introduction to a new lesson—focuses the learners' attention on the objective of the new lesson and relates the objective to their lives.

- Presentation—introduces new information, checks learner comprehension material, and models the tasks that the learners will do in the practice stage

- Practice—provides opportunities to practice and apply the new language or Information.

- Evaluation—enables the instructor and learners to assess how well they have grasped the lesson. Center for the applied linguistic, (2009)

WHAT IS "TEACHING SPEAKING"?

What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns.

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Nunan, (2003)

Activities to Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different

ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" Harmer, (1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in

the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is

supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the

creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

However, it is a vital skill that opens up a world of possibilities for any student. Written communication in whatever language, even with the advent of the internet, is still a necessity. Writing allows communication, controlled and deliberate – POWERFUL, communication. So we have to get our students writing more and better. Kayi, (2007)

WRITING ACTIVITIES

Dictation

There are many ways to "spice" up the standard dictation. The simplest is to have the students fold a blank piece of paper "hamburger" style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper. Speak 8 sentences, repeating each several times as the students write. Get the students to record their answers on the board and correct. Collect and keep in a portfolio!

Story Rewriting

The teacher reads a story or the class listens to an audio story. After, students make a story board (just fold a blank page so you have 8 squares) and draw pictures. Then, they write the story based on those pictures.

Visualization

The students close their eyes and the teacher describes a scene. Play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.

Description

Show students a selection of fairly similar pictures. The students describe in writing one of the pictures (faces work really well). They read and the other students listen and "guess" which picture is being described.

Sequencing

Provide students with a sequence of pictures which are scrambled. The students must order the pictures and then write out the process.

Rewrite

Read a short story and then give students a copy of the story with some text missing. The students can fill it in with the correct version OR fill it in and make the story their own.

Giving Advice

Students read a problem provided by the teacher (even better, get students to provide the problem by having them write down what they need advice on). This can often be an Ann Landers style request for advice from a newspaper. Students write their own response, giving advice.

Graphic Organizers

These you can make on your own by having students draw and fold blank sheets of paper or by giving them a pre-designed one. Students write out their thoughts on a topic using the organizer. An alphabet organizer is also an excellent activity in writing for lower level students. Graphic organizers and mind maps are an excellent way "first step" to a longer writing piece and are an important pre-writing activity

Guided Writing

This is a mainstay of the writing teacher's toolkit. Students are either given a "bank" of words or can write/guess on their own. They fill in the missing

words of a text to complete the text. Take up together and let students read their variations. A nice adaptation to guided writing for lower level students is for them to personalize the writing by getting them to draw a picture for the writing passage to illustrate and fortify the meaning. Here's a nice example.

Notes

Students are given notes (the classic example is a shopping list but it might be a list of zoo animals / household items etc…) and then asked to write something using all the noted words. This usually focuses on sequence (transitions) or location (prepositions).

Surveys / Reports

Students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.

Class / School English newspaper or magazine

Students can gain valuable skills by meeting and designing a school English newsletter. Give each student a role (photographer, gossip / news / sports / editor in chief / copy editor etc…) and see what they can do. You'll be surprised! EFL teachers talk, (2009)

READING SKILL

Here are five tips to help you improve your reading:

1. Styles of reading

2. Active reading

3.A tip for speeding up your active reading

4. Spotting authors' navigation aids

5. Words and vocabulary

Underlining and highlighting

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books.

If you are a visual learner, you'll find it helpful to use different colors to highlight different aspects of what you're reading.

Note key words

Record the main headings as you read. Use one or two keywords for each point. When you don't want to mark the text, keep a folder of notes you make while reading.

Questions

Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you're reading, note down questions which the author raises.

Summaries

Pause after you've read a section of text. Then:

1. put what you've read into your own words;
2. skim through the text and check how accurate your summary is and
3. fillany gaps.

Recall

After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need.

Review

Once you have finished the whole chapter, go back over all the questions from all the headings. See you if can still answer them. If not, look back and refresh your memory. University of Southampton, (2008)

DEVELOPING LISTENING ACTIVITIES

As you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability.

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

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

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs

- reviewing vocabulary or grammatical structures

- Reading something relevant

- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

- predicting the content of the listening text

- going over the directions or instructions for the activity

- doing guided practice

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level**.**

While-listening activities relate directly to the text, and students do them do during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

If students are to complete a written task during or immediately after listening, allow them to read through it before listening. *Students need to devote all their attention* to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

Keep writing to a minimum during listening. *Remember that the primary goal is comprehension, not production. Having to write while listening may distract*

students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

Organize activities so that they guide listeners through the text. Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole. Before the listening activity begins, have students review questions they will answer orally or in writing after listening.   Listening for the answers will help students recognize the crucial parts of the message.

Use predicting to encourage students to monitor their comprehension as they listen. Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage. *Give immediate feedback whenever possible.* Encourage students to examine how or why their responses were incorrect.

Sample while-listening activities

- listening with visuals
- filling in graphs and charts

- following a route on a map

- checking off items in a list

- listening for the gist

- searching for specific clues to meaning

- completing cloze (fill-in) exercises

- distinguishing between formal and informal registers

Language Resource Center, (2003-2004)

TEACHING VOCABULARY

Vocabulary means "all the words you know and use". It can also mean "all the words that exist in a language".

Why is Vocabulary Important?

It is very important if you want to communicate with other people!

Do you want to say something, read something, listen to something, be something?

Guess the Meaning

A game to increase the vocabs: I will put a word, then another person will change one letter only, and so forth.

Vocabulary Match-Up

Write 5 vocabulary words on the board. One by one, have students pick up a definition and place it under the correct word. The student says the word and definition, and the next student continues the activity.

Extraction Question

If you are using an article with key vocab words, have the students form questions. The catch is, the answer to the question must be one of the keywords in the article.

Vocabulary activity

Give students cards with words. Give them some time to prepare. After 1 or 2 Minutes they have to explain their words so that their peers can figure it out. (pre- or intermediate level)Students of lower level can even draw or use mimics or gestures...it could be fun.

Conversation

A student starts with "hello" and the student next to him responds. They keep going around the room in the form of a conversation.

Class games

Divide the class into say, 4 groups. Then each group needs to say eg a piece of furniture, an article of clothing, different parts of the day, different types of tv programs, verbs involving movement according the category.

Brainstorm vocabulary

Take one word e.g. 'travel' 'cinema' 'food' and brainstorm EVERYTHING that goes with that word - verbs, nouns, adjectives. For example, if you choose food, you could discuss types, cooking methods, flavors etc. Fills in that spare time and is useful for students.

Vocabulary Activities

A student starts the word chain game by giving a word for example, yellow, and the next person gives another word that relates to yellow: the next person, banana; food, hungry, dinner, and so on. It gets more interesting to limit a response (Beare, 2007)

TEACHING GRAMMAR

Grammar Guide is a perfect introduction to grammar which will give you the basics and then allow you to go further and examine grammatical items in detail. In teaching grammar we recommend 2 basic rules:

1. Teach it on a need-to-know basis; only teach it when it needs to be taught otherwise avoid it.
2. Keep it simple; forget all the details and exceptions and never overcomplicate things - in time your students will pick up the exceptions and variance.

Improve Any Text

Academic, professional and creative writings all require unique styles of editing. Grammarly's technology adapts to your writing needs, ensuring that no matter what your project may be your grammar is impeccable.

Context Optimized Synonyms

Words can make an impact, or they can fall flat. Enhance your sentences with Grammarly word choice suggestions that optimize for the context of your document. Readability and meaning are improved instantly.

Adaptive Spell Checker

Correctly spelled words used in the wrong context mean embarrassing mistakes for you. Grammarly spots erroneous use of lose/loose, affect/effect, lie/lay, there/their/they're, *and many more commonly confused words.*

Use Anywhere (and Everywhere!)

As a web-based application, Grammarly is available from any browser, with no download required. Grammarly also integrates seamlessly with the Microsoft® Office Suite, including Word and Outlook.

Fanatical Support

We love making fantastic products and talking to our users about their experiences. Our support representatives are available 24/7 to answer any questions you have about Grammar. Whitney –Dorsey –Volkert, (2007)

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

This work has been characterized as socio-educative work and it was developed as a descriptive research. Because it is an educational problem, it is based on the description, observations showed in the reality. The researcher did not manipulate the variables of the work.

METHODS, TECHNIQUES AND PROCEDURES

With the purpose to develop the investigation through a logical sequence, the following methods, techniques and instruments were used:

METHODS

The principal method applied is the **scientific** one, which is a recompilation of all methods that will let to develop a set of procedures oriented to discover about the problem, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method was developed the phases of observation, questioning of the object in the same way as it is in the reality and the verification on the hypothesis relating to the variables. It also was useful to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods we used the descriptive, analitic-sinthetic and explicative methods. This method helped me to define theories that sustain the studied object. I also used the descriptive statistics as a tool.

We will use the descriptive method to pick up the information of the field work, describe the obtained results in the applied instruments and it let to organize the information according the hypothesis and the indicators that we found out for each one of the variables.

It gave us the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependent and we can describe coherence in all the researching work presenting the results and supporting the conclusions. This method served to describe how teachers planned their classes inside the English teaching learning process.

We used the **analytic-synthetic** method, which served to analyze, interpret and describe the obtained results, also to reconstruct concepts and ideas.

Analyze and synthetic size from the applied instruments from collected data and therefore we derived the respective conclusions, recommendations according to the results in the field information.

The explicative methods also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we were able

to prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

The descriptive statistics which served to represent the data in tables, squares and graphs to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information about the researched object the following techniques and instruments were used:

The Survey

To obtain information about the lesson plan who gave us the guidelines to found out about lesson plan and the English language learning.

It was applied to teachers and students with a previous elaborated questionnaire, which will contain different types of questions about the topic that we researched

PROCEDURES

Once we recover the empiric information we followed these phases:

Tabulation

Once the researcher has applied the survey, the obtained information in the field research is tabulated, where the author interpret the information and explain every question, and the author contrast the information of the teachers and students which allow to get the information and prove the stated hypotheses.

Organization

After to organize the empiric information, classifying the questions that served to prove every hypothesis and keeping in mind the variables of the same ones as a guide that helped to prove them, the next step was developed the interpretation and analysis.

Description

The obtained data once we have organized them will be described in statistic tables that showed the frequency and the percentage of the obtained indicators in the applied instruments. This let me to represent the information graphically.

Graphic Representation

After to describe the data graphically displayed, the critical analysis of every question was made a bar diagram was used to show this information.

Logical Analysis

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

Hypothesis verification

The hypothesis was demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results were expressed in a descriptive way.

Formulation of conclusions and recommendations

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

Finally the elaboration of the final report was designed according to the university regulations that let the understanding of the theory and of the results that were obtained in the present research which can be used to develop more researchers in the future.

POPULATION AND SAMPLE

The sample of the population that was helped to the researcher in the field work is constituted by 3 teachers of Basic Education at PIO JARAMILLO ALVARADO High School and 79 students from 8th, 9th and 10th years who were taken at random in every parallel. Regard to the teachers I have worked with all the population because there were 3Englishteachers and we consider that is a small group to investigate.

In order to get the sample of the students' population from 8th, 9th and 10th years of basic education, it was necessary to apply the following formula:

$$n = \frac{N}{1 + N\,(e)}$$

n = sample size

N= population

e = maximum error admissible (1%)

$$n = \frac{382}{1 + 382\,(0,01)}$$

$$n = \frac{382}{4,82}$$

$$n = 79,25 = 79$$

SAMPLE DISTRIBUTION

To get the sample by course the following formula was used:

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

F = distribution factor

n = sample size

N = population

$$F = \frac{79}{382}$$

$$F = 0,2068$$

This factor was multiplied by students' population of every year of basic education of the "PÍO JARAMILLO ALVARADO" High School, therefore in this way we obtain the sample per course.

They were detailed the sample in the next chart:

CHART N º1

COURSES	POPULATION	SAMPLE
8th year of basic education	129	27
9th year of basic education	125	26
10th year of basic education	128	26
TOTAL	**382**	**79**
Teachers' population	3	3

f. RESULTS:

HYPOTHESIS ONE

Lesson plan guide to teachers to accomplish their objectives, but it is necessary consider the main aspect that contribute an effectively English language learning with their students.

- The aspects that teachers take into account to plan a lesson improve the English language Learning with the students.

Survey applied to teachers and students of "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY.

1. Do you consider important to plan lesson before teaching?

   a. Table 1

IMPORTANCE OF PLANNING BEFORE TEACHING

	Teachers		Students	
	f	%	f	%
YES	3	100%	79	100%
NO	0	0%	0	0%
TOTAL	3	100%	79	0%

Sources: Teachers' and students survey
Author : Mirian Jumbo C.

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b. Graph 1

IMPORTANCE OF PLANNING BEFORE TEACHING
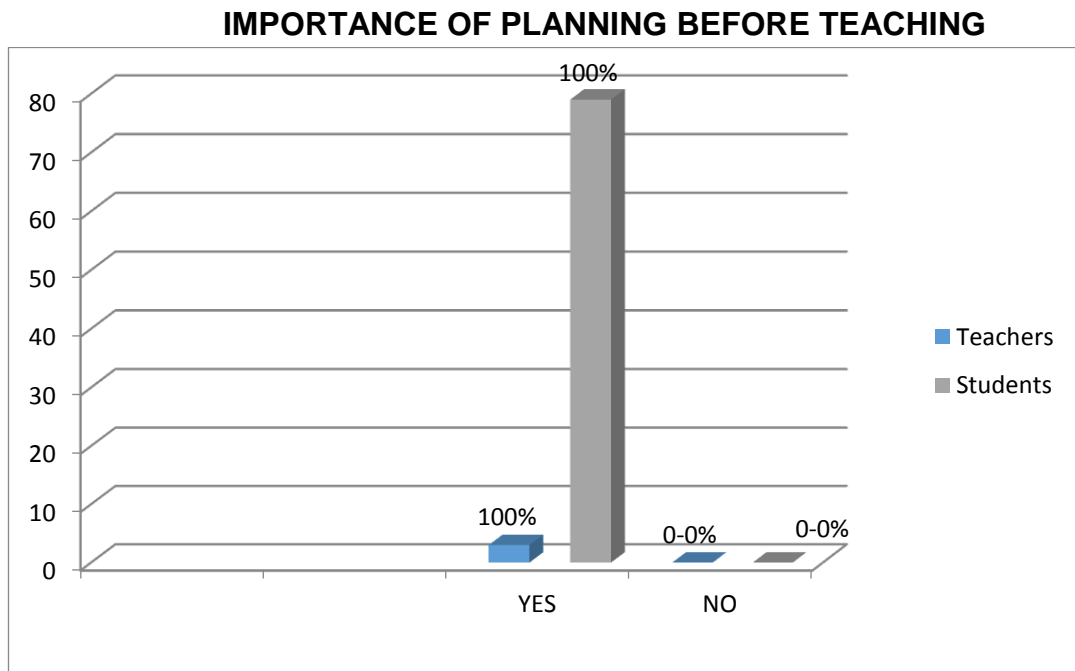
c. **LOGICAL ANALYSIS**

The results show that 100% of teachers and students consider that it is important to plan before teaching.

According to the results all teachers and students consider that the teaching process is being developed through lesson plans.

It is important to mention that the teacher needs to be ready with his or her lesson plan because it is a guide for a class. It also shows how to start the process and when to finish it. The author Cox, (2009) states that a Lesson is important, it guides teachers how to determine the activities and materials to be used in order to achieve their objectives with students in the English learning process.

2. What do you consider when you plan a lesson?

a. Table 2

FACTORS TO CONSIDER WHEN PLANNING A LESSON

	Teachers		Students	
	f	%	f	%
The students' needs	2	67%	20	25%
The aims	0	0%	13	16%
The students level of knowledge	0	0%	15	19%
The content of the topic	0	0%	12	15%
The activities and skills	1	33%	17	22%
Others	0	0%	0	3%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author : Mirian Jumbo

b.Graph 2

FACTORS TO CONSIDER WHEN PLANNING A LESSON
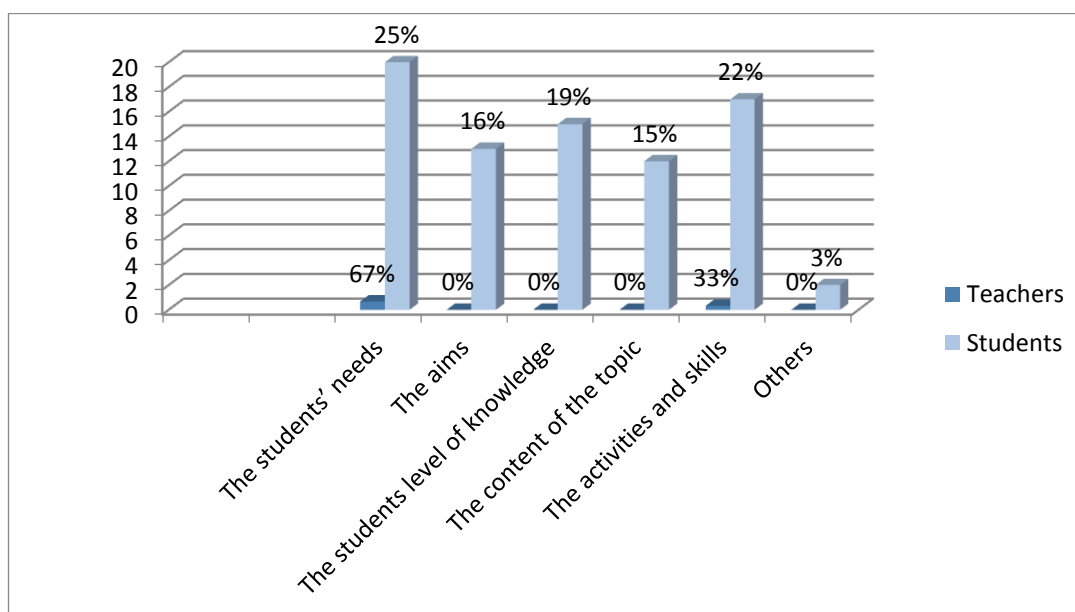
c. LOGICAL ANALYSIS

67% of teachers considered the students' needs and 33% the activities and skills whilst 25% of students say that the teachers considered the students' need, 22% the activities and skills and 19% the students' level of knowledge.

When teachers plan their lessons they take into account the students' needs, activities and skills but students opinions are slightly different.

According to the center for Excellence in Teaching from University of Southern California it is necessary to ask ourselves questions such as the objectives that we want to accomplish in every class, the essential contents, the students´ knowledge, the activities according the students´ level, how to assess their learning effectively, the academic materials and the equipment that help teachers to accomplish their goals

3. What aspects do you consider before, during and after planning a lesson?

a. Table 3
ASPECTS CONSIDERED ALONG LESSON PLAN PREPARATION

		TEACHERS		STUDENTS	
Time		f	%	f	%
BEFORE	Aims	2	67%	28	35%
	Stages	1	33%	8	10%
	Number of students	0	0%	19	24%
	Students needs	0	0%	24	31%

DURING	Time	1	33%	20	25%
	Activities	1	33%	35	44%
	Materials	1	34%	21	27%
	Others	0	0%	3	4%
AFTER	Take notes	0	0%	25	32%
	Conclusions	2	67%	31	39%
	Feedback	1	33%	14	18%
	Others	0	0%	9	11%
	TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author : Mirian Jumbo C.

b. Graph 3

ASPECTS CONSIDERED ALONG LESSON PLAN PREPARATION
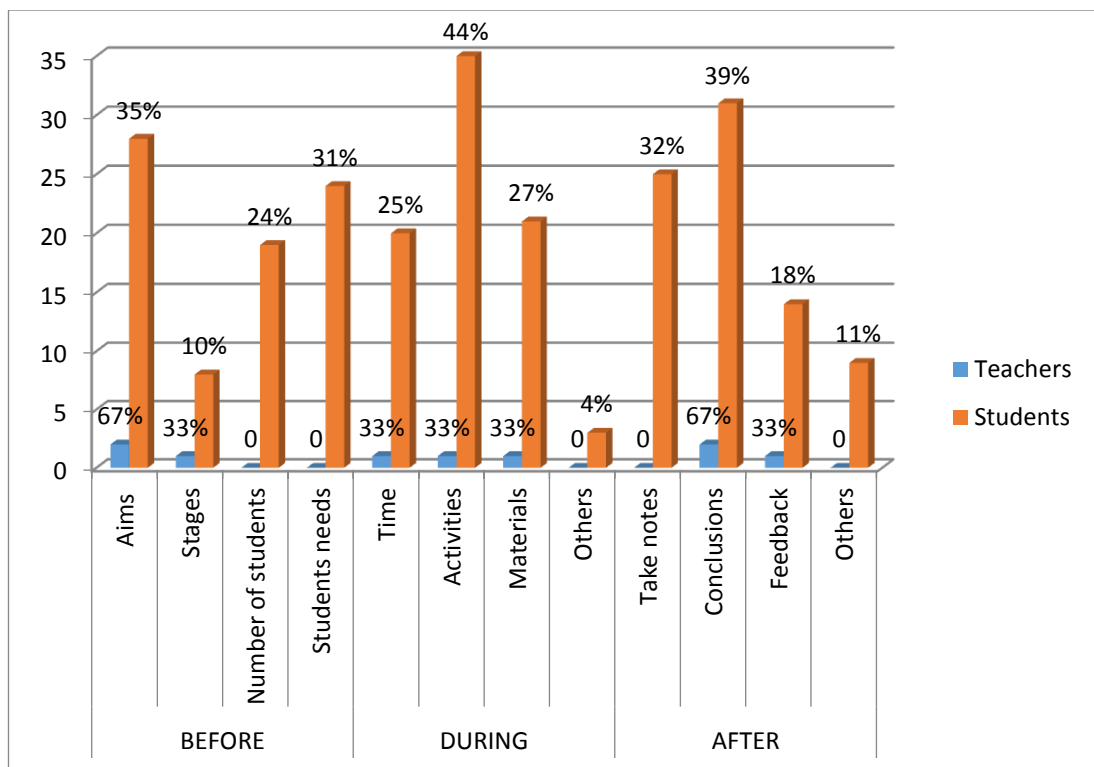
c. LOGICAL ANALYSIS

As we can see 67% of teachers consider the aims and 33% the stages before a planning lesson.

During the class, approximately 34% of teachers consider the materials and 33% the time and the activities to develop in his or her lesson plan.

After the class 67% of teachers selected conclusions and 33% feedback to develop a new lesson plan.

On the other hand, students stated that their teachers consider the aims before planning with of 35%. The numbers for Students' needs is 31% and the number of students is 24%.

In the stage "During the lesson" nearly 44% of teachers consider the activities, and 27% the materials and the time with 25 per cent.

In the stage, "After the lesson" teachers consider some aspects, for examples 39% of teachers make conclusions, 32% take notes and 18% do feedback.

More than half of teachers include aims before a lesson as well as selected materials, activities and time during the lesson and more than a half choose conclusion after a lesson. However, students´ answers show that their teachers consider the aims, students' needs and number of students. During the lesson the activities materials and aims and when teachers end a lesson

Magnesi, (2005-2009) claims that the aspects that teachers must consider before a Lesson are the students' abilities taking into account the strengths and weaknesses, cover the content to cover the questions, expectations in their students, the material to be used in class, goals to be accomplished and the step to be follow during the class.

During the development of a lesson plan Jack and Bohlke (2007) suggested that teachers should take into account: the goals, activities developed during the class, the time for each individual or group work activity.

Finally after Lesson Freunde, (2006) said that it is important to reflect about the objective accomplished, if the activities and material were or were not successful and try to improve the students´ participation and implement new suggestion to come up with a better plan.

4. What kind of objectives do you take into account in your lesson plan?
   a. **Table 4**
      KIND OF OBJECTIVES CONSIDERED BY TEACHERS

TEACHERS		
	f	%
Main Aims	3	100%
Subsidiary Aims	0	0%
Personal Aims	0	0%
TOTAL	3	100%

Sources   **:** Teachers' survey
 Author   **:** Mirian Jumbo C

STUDENTS' KNOWLEDGE OF LESSON PLAN OBJECTIVES.

STUDENTS		
	f	%
YES	78	99%
NO	1	1%
TOTAL	79	100%

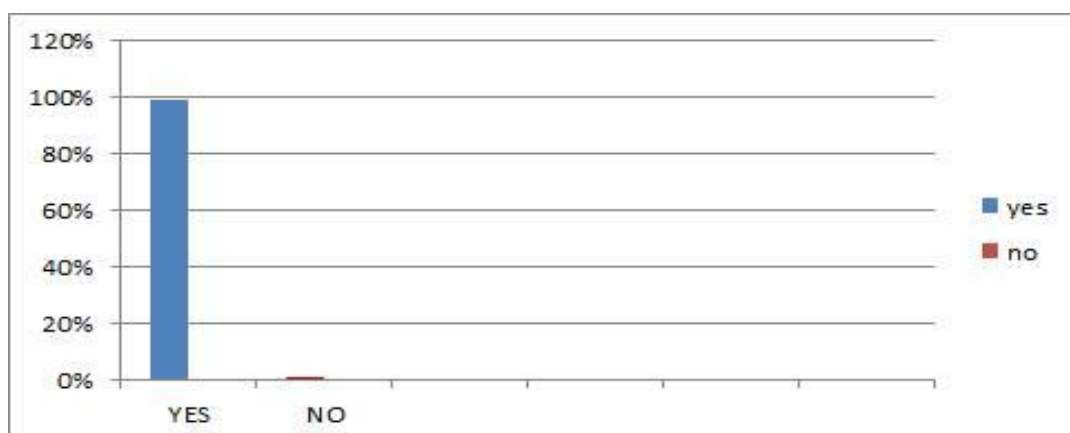**Sources:** Student's survey

Author : Mirian Jumbo C

b. Graph 5

KIND OF OBJECTIVES STATED BY TEACHERS
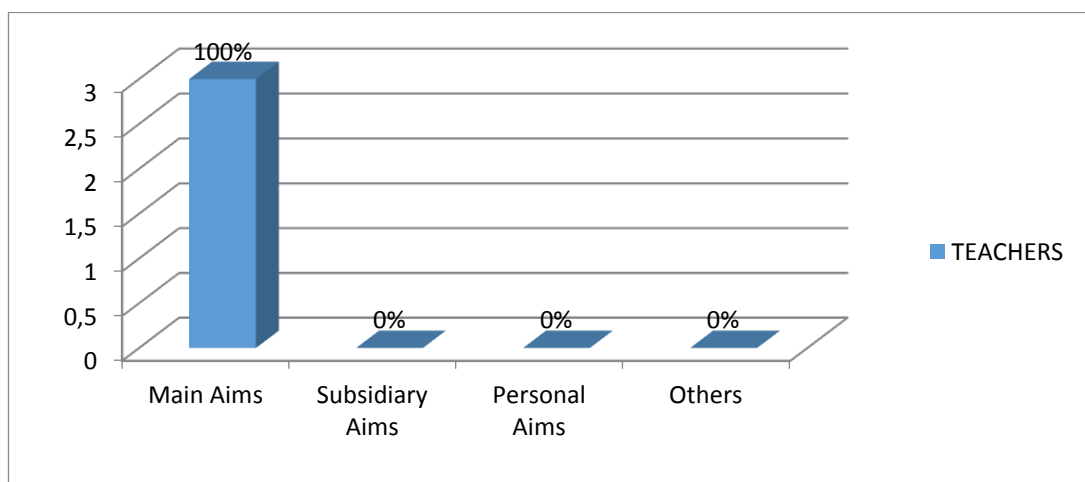
STUDENTS' KNOWLEDGE OF LESSON PLAN OBJECTIVES.

c. LOGICAL ANALYSIS:

As can be seen from the graph 100% of teachers take into account the main aim they want to achieve in his or her lesson plan. While 99% of students stated that their English teacher lets them know the aims to be develop in his or her lesson plan.

As well as teachers as students answers show what they want get with the lesson plan. Besides, teachers consider the main aim as the most important element to achieve with their students in the language learning process.

According to Sprat, Pulvernes and Williams, (2009) all lesson plans should begin with an objective. The main aim guides the teacher to get the best outcomes. Besides an aim: is what we want learners to be able to do at the end of the lesson, a sequence of lessons or whole course.

5. Which are the elements that you consider in your lesson plan?

a. Table 5

ELEMENTS CONSIDERED IN A LESSON PLAN

	Teacher		Students	
	f	%	f	%
Aims	1	33%	5	6%
Procedure	0	0%	10	13%
Assessment	0	0%	21	26%
Practice	0	0%	18	23%
Activities	1	33%	7	9%
Materials	1	34%	14	18%
Time	0	0%	3	4%
Skills	0	0%	1	1%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author: Mirian Jumbo C.

b. Graph 5

ELEMENTS CONSIDERED IN A LESSON PLAN
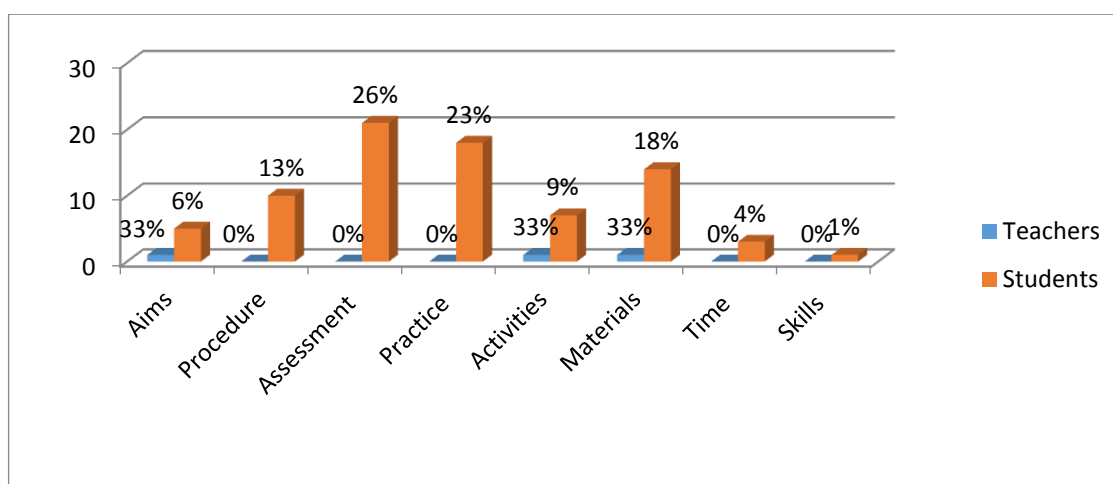
c. LOGICAL ANALYSIS

The graph depicts that teachers consider "aims" one of the most important aspects with nearly 34% and 33% has been devoted to the activities and materials when planning a class.

On the other hand, students´ answers show that when teachers prepare their lesson plans 26% considered the assessment, 23% practice and 18% materials.

Rhalmy (2011) expressed that the elemental components in a lesson plan are the information, objectives, the procedures to follow, the material to work in class and it is important to be anticipated to future problems and finally the assignment students will work on.

6. What stages do you follow in your English lesson plan?

STEPS FOLLOWED IN A LESSON PLAN

	Teachers		Students	
	f	%	f	%
Warm up	0	0%	12	9.%
Present the Topic	3	100%	56	44.%
Practice	3	100%	70	55.%
Assessment	3	100%	65	51%
Homework	0	0%	27	21%
Others	0	0%	0%	0%

Sources: Teachers' and students survey
Author: Mirian Jumbo C

a. Graph 6

STEPS FOLLOWED IN A LESSON PLAN
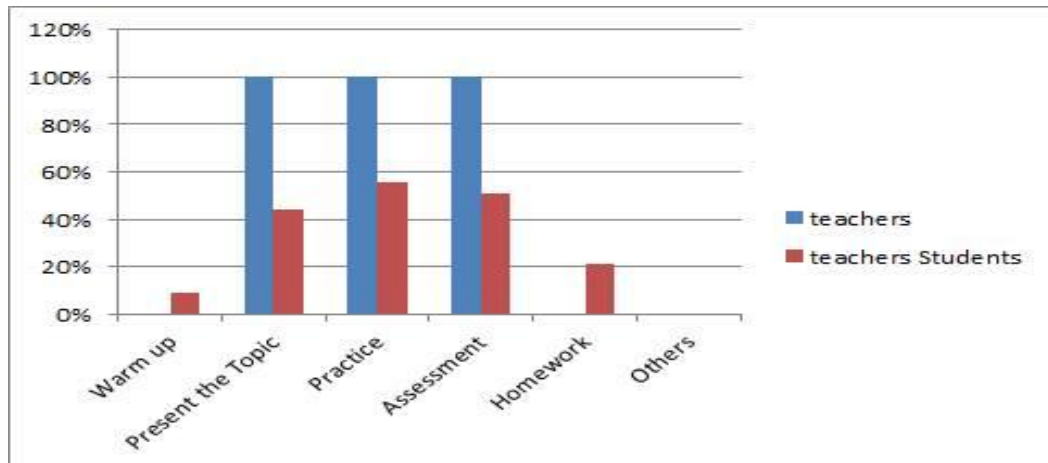
b. LOGICAL ANALYSIS

In the results we can see in the graph 100% of teachers are already to follow the correct sequence in a lesson plan presentation, practice and assessment. While 9% of students choose warm up, 44% presentation of the topic, 55% the practice, 51% assessment, 21% homework and 0% other. In relation to the answer there is strong agreement with the principal procedure taken into account in an English lesson plan but there is not application of warm up at the beginning of class.

The Center for the Applied Linguistic, (2009) shows the stages that teachers should follow in a lesson: Warm-up/Review that encourages learners to use what they have been taught in previous lessons, the introduction to a new lesson, presentation with new information related to the theme, the practice using materials and activities that strengthen the students learning and finally the evaluation to assess what they have grasped about in that class.

7. What resources or materials do you employ in your Lesson Plan?

    a. Table 7

RESOURCES OR MATERIALS USED IN ENGLISH CLASS

	TEACHERS		STUDENTS	
	f	%	f	%
Grammar Book	2	67%	24	30%
Homework	1	33%	21	27%
Articles	0	0%	4	5%
Dictionary	0	0%	7	9%
Course book	0	0%	22	28%
Web sites	0	0%	1	1%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey

Author: Mirian Jumbo C

    b. Graph 7

RESOURCES MATERIAL USED IN ENGLISH CLASS.
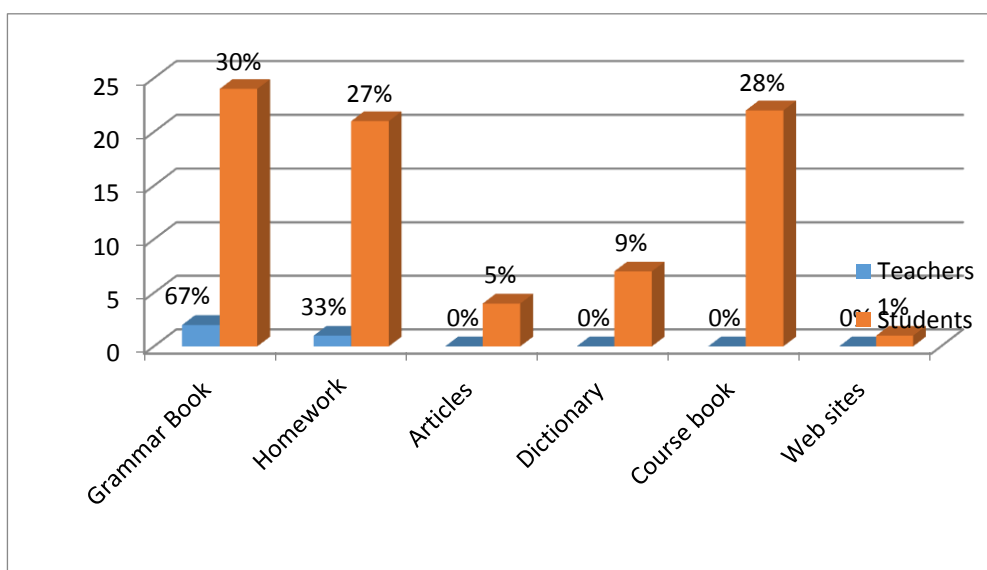
c. LOGICAL ANALYSIS

Regarding to the results about teacher's resources or materials employed by them are 67% Grammar Book and 33% Homework. The students expressed that the resources used in the English classes are 30% grammar book, 28% course book and Homework.

More than the half of teachers use grammar book and half of students say grammar book and homework, but it is necessary to increase more resources to improve the students´ learning.

Sprat, Pulverness, and Willians, (2009) state the importance of the implementing resources in class in order to motivate students. A resource material is a tool which helps the teachers to support and develop a lesson plan. They include reference material such as dictionaries and grammar books, books and articles and others, we can use in adition magazines, pictures, articles according to student´s needs or interest.

8. **What supplementary material do you incorporate in your Lesson Plan?**

   a. **Table 8**

SUPPLEMENTARY MATERIAL INCORPORATED IN AN ENGLISH CLASS

	teachers		Students	
	f	%	f	%
Videos	2	%	8	10%
Newspaper	0	%	7	9%
Tape	0	%	30	38%
Internet	0	%	3	4%
Graphic organizer	1	%	24	30%
Others	0	%	7	9%
TOTAL	3	100%	79	100%

Sources : Teachers' and students survey
Author : Mirian Jumbo C

   b. **Graph 8**

SUPPLEMENTARY MATERIAL INCORPORATED IN AN ENGLISH CLASS
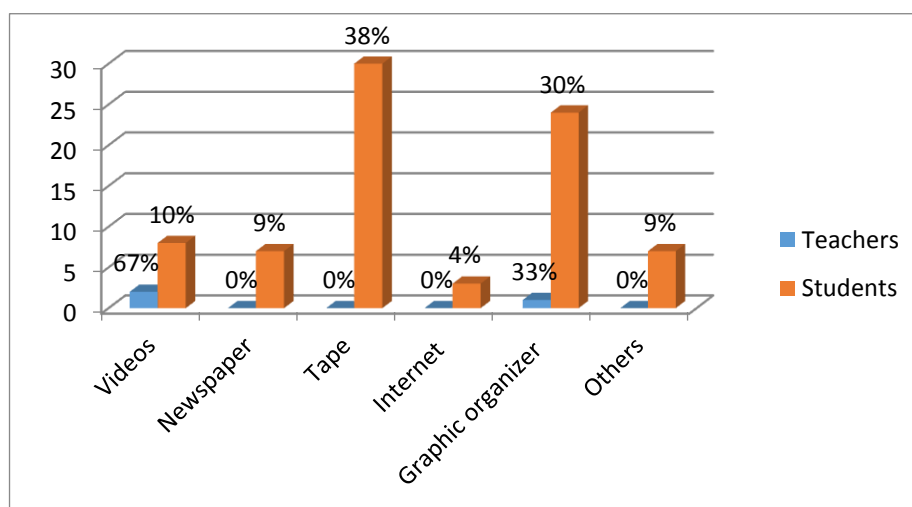
c. LOGICAL ANALYSIS

Based on the data provided, the supplementary materials that teachers use in their English classes are 67% Videos and 33% graphic organizer. However, the students' answers showed 38% tape, 30% Graphic organizers and 10% Videos.

Taking into account the results, a significant number of teachers do not use enough supplementary material to improve the English Language Learning with their students.

With the theory about Sprat, Pulverness, and Willians (2009) indicate that this kind of material is added to complete a thing, make up for a deficiency, or extend or strengthen the whole, we can work books and other materials we can use in addition magazines, pictures, articles according to students´ needs and interest.

9. What Aids teaching material do you include in your English Lesson Plan?

    a. **Table 9**

        AIDS TEACHING MATERIAL INCLUDED IN A LESSON PLAN.

	teacher		Students	
	f	%	f	%
Realia	0	0%	18	23%
Charts	0	0%	24	29%
Cassette	0	0%	16	20%
Projector	0	0%	2	3%
Flash Cards	2	67%	7	9%
Videos	0	0%	3	4%
Story	1	33%	3	4%
Others	0	0%	0	8%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author: Mirian Jumbo C

    b. **Graph 9**

        AIDS TEACHING MATERIAL INCLUDED IN A LESSON PLAN.
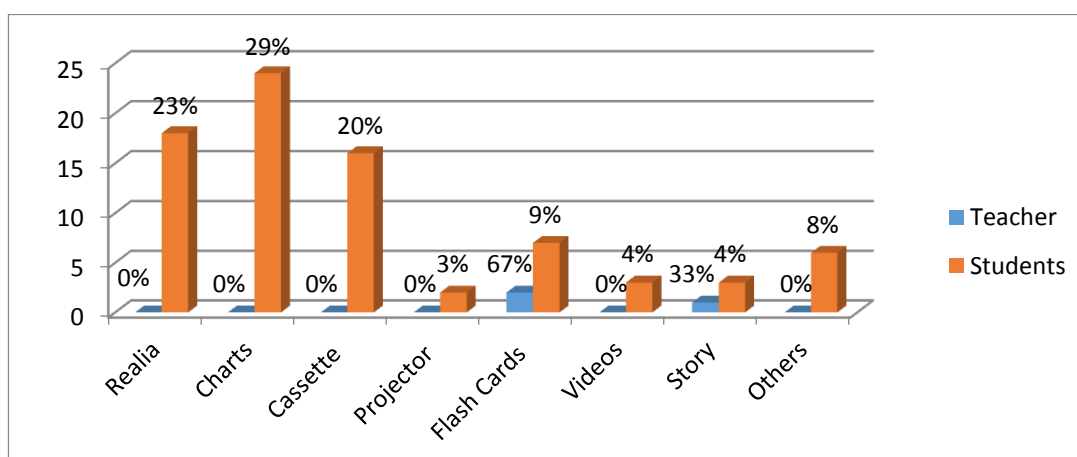
c. LOGICAL ANALYSIS

Regarding to the results 67% of teachers include flash cards and 33% Stories their English classes. Conversely, students expressed that the material applied by teachers in class are 29% charts, 23% realia and 20% cassette.

The answers provided by teachers and students agree in part which refers to a low application of Aids materials in the English class.

The theory about Sprat, Pulverness, and Willians (2009) lets us know that teaching aids are the resources and equipment available in the classroom such as cassette, recorders, cd players, videos and overhead projector, flashcards and others

10. You assess your students' learning through:
   a. Table 10

ASSESSMENT TECHNIQUES FOR STUDENTS´ LEARNING

	Teachers		Students	
	f	%	f	%
Homework	1	33%	24	30%
Interview	0	0%	10	13%
Test	0	0%	12	15%
Oral quiz	2	67%	16	20%
Feedback	0	0%	10	13%
Others	0	0%	7	9%

Sources: Teachers' and students survey
Author: Mirian Jumbo C

b. Graph 10

ASSESSMENT TECHNIQUES FOR STUDENTS´ LEARNING
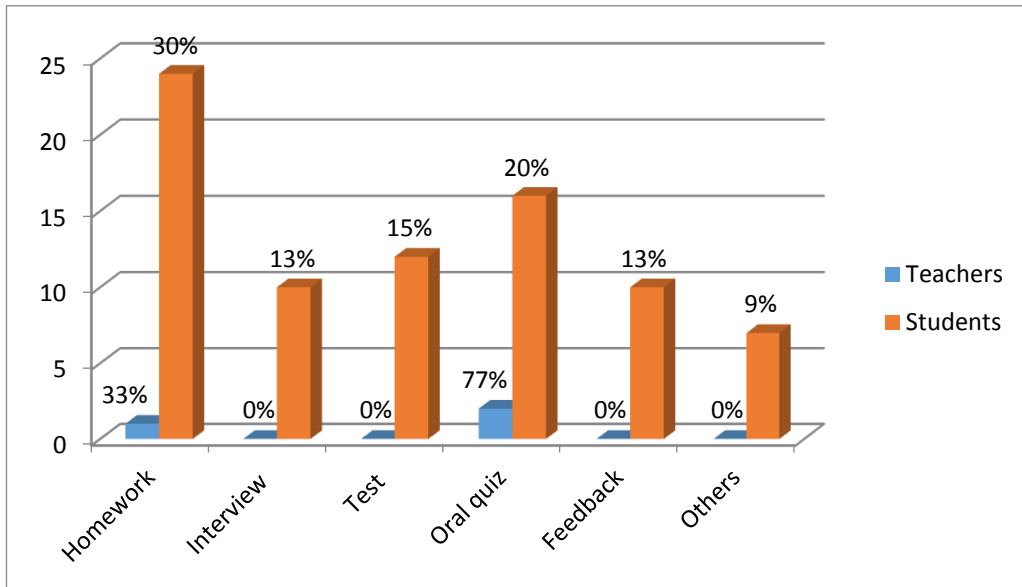
c. LOGICAL ANALYSIS

The ways teachers assess their students are 77% Oral quiz and 33% homework. While the students' information show that 30% is for homework, 20% Oral Quiz and 15% Test.

As we can see there are similar responses in the way teachers assess their students, it is necessary to know the strengths and weakness in the learning process. Thus, teachers can find alternatives to solve any problems.

According to Sprat, Pulverness, and Willians, (2009) the assessment is considered an indispensable tool to gauge the students learning and also to collect information about learner's performance in order to make judgments about them and how our learners are getting on.

HYPOTHESIS TWO

The activities applied by teacher need to be interesting so that they facilitate the students´ comprehension and an active participation in order to get a meaningful learning which develops the main skills in the English language learning process.

- The activities planned by teachers wake up the student's interest on the English language learning with the students.

11. What speaking activities do   you apply in your English Class?

a. Table 11

SPEAKING ACTIVITIES IN THE ENGLISH CLASS

	Teacher		Students	
	f	%	f	%
Discussions	1	33%	14	18%
Role Play	1	33%	24	30%
Letter writing others	0	0%	8	10%
Given notes	0	0%	18	23%
Simulations	0	0%	11	14%
Brainstorming	1	34%	4	5%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author: Mirian Jumbo C.

b. Graph 11

SPEAKING ACTIVITIES APPLIED IN ENGLISH CLASS
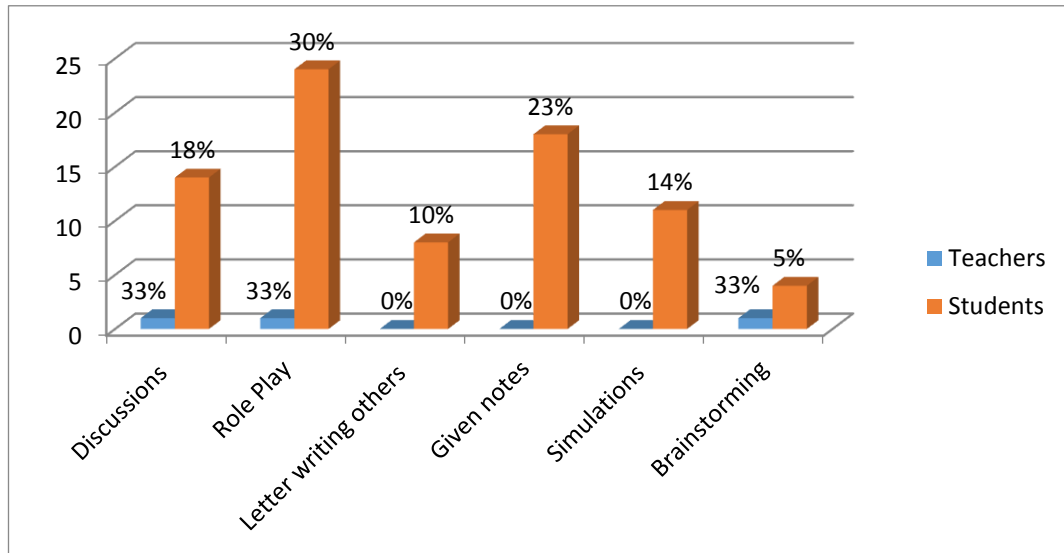
c. LOGICAL ANALYSIS

The graph shows that the speaking activities applied by teachers show 34%, Brainstorming and 33% discussions and role play. Taking into account the students answers, it can be said that 30% is for Role play, 23% given notes and 18% Discussions.

We can see that all the teachers choose the appropriate activities to develop speaking but with a low percentage and students selected all the activities that are applied to develop this skill

With regard to the theory Hayriye, (2006) suggested the activities that can be used to promote speaking improve the students´ communicative skills, and contribute the participation in different circumstances using rhythm and intonation.

12. Which of these activities do you include in your lesson plan to improve the writing skill?

    a. Table 12

WRITING ACTIVITIES INCLUDED IN A PLAN

	Teacher		Students	
	f	%	f	%
Graphic Organizers	1	33%	10	13%
Story Rewriting	0	0%	8	10%
Dictation	1	33%	26	33%
Journals / Reflection	0	0%	5	6%
Description	1	34%	30	38%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey

Author: Mirian Jumbo C

    b. Graph 12

WRITING ACTIVITIES INCLUDED IN A PLAN
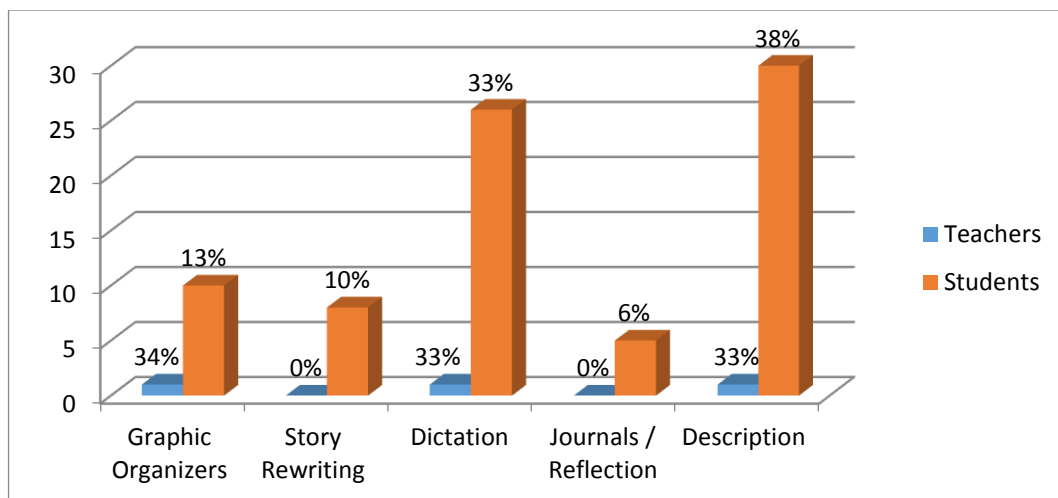
LOGICAL ANALYSIS

It can be seen in the results teachers include descriptions with 34%, dictation and graphic organizer 33%. On the other hand, students mentioned the activities employed by teachers: 38% descriptions, 33% dictation and graphic organizers to improve writing skill.

Both teachers and students are using the appropriate writing activities but with a low percentage.

EFL teachers talk, (2009) suggested some writing activities such as: Dictation, story rewriting, sequencing and others, these activities help to write and establish communication with foreign people .

13. What activities do you apply to motivate your students to read?

    a. Table 13

MOTIVATIONS TO DEVELOP READING ACTIVITIES

	Teachers		Students	
	f	%	f	%
Continue a story	0	0%	7	9%
Summarize a story	0	0%	12	15%
Fill in the Gap	2	67%	21	27%
Correct the Mistakes	1	33%	5	6%
Vocabulary	0	0%	17	22%
Revision	0	0%	15	19%
Discussion	0	0%	2	3%

Sources: Teachers' and students survey
Author: Mirian Jumbo

b. Graph 13

MOTIVATION TO DEVELOP READING ACTIVITIES
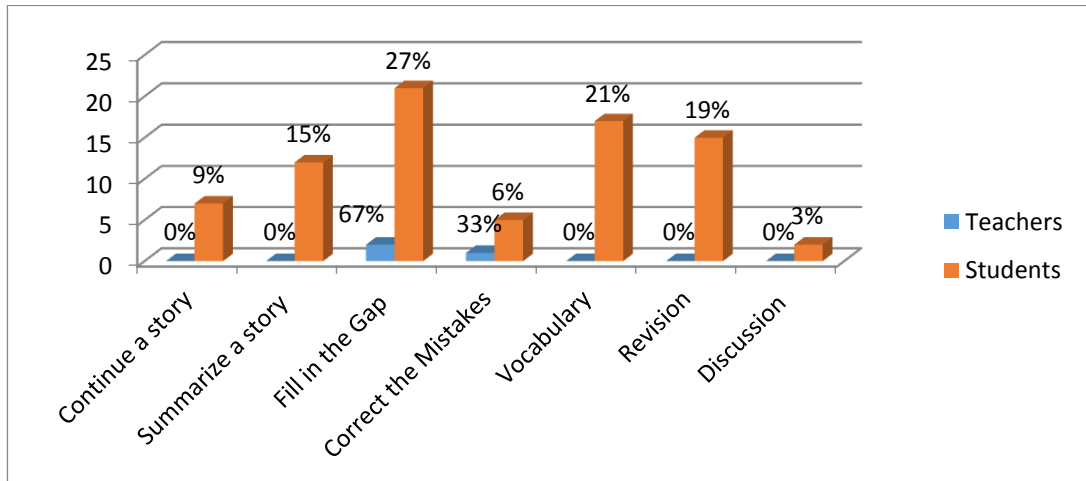
c. LOGICAL ANALYSIS

It can be seen from the graph that teachers selected: 67% fill in the gaps and 33% correct the mistakes to develop this receptive skill, while the students selected the reading activities with the following numbers: 27% Fill In The Gaps, 21% Vocabulary, 19% Revision.

Teachers are not applying effective reading activities to motivate to students read. Instead, they are only working in two activities and students choose the option in a low percentage

Reading activities suggested by University of Southampton guide (2008) to develop this skill it is necessary to understand the most important part of this topic to be prepared to answer question or another activities about the theme.

14. In your lesson plan what activities prepare to improve student's listening skill?

a. Table 14

ACTIVITIES TO IMPROVE STUDENTS´LISTENING SKILL

	Teachers		Students	
	f	%	f	%
listen for details	1	33%	13	17%
discuss in group	2	67%	23	29%
Game	0	0%	5	6%
Suggestions	0	0%	10	13%
Answer the questions	0	0%	27	34%
craft project	0	0%	1	1%
TOTAL	3	100%	3	100%

Sources: Teachers' and students survey
Author: Mirian Jumbo C

b. Graph 14

ACTIVITIES TO IMPROVE STUDENTS´LISTENING SKILL
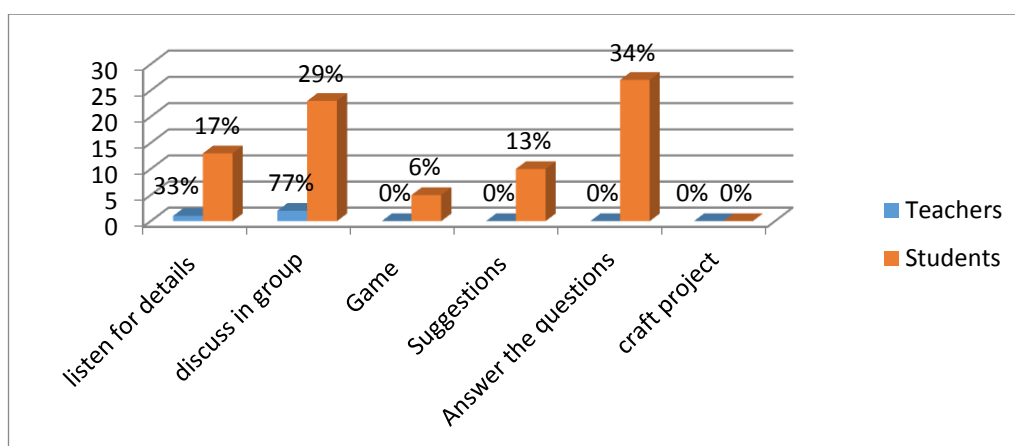
c. LOGICAL ANALYSIS

It was noticed 67% of teachers develop discussions in group and 33.3% listen for details. However, 34% of students answer the questions, 29% discussion in groups and 17% is for listening for details. They are some of the listening activities developed in their English class.

It is important to emphasize that listening activities are not being worked effectively and they are only two activities developed by the teachers, this macro skill needs to be developed in a better way so that they let understand the meaning for specific details or ideas.

The Language Resource Center (2003-2004) explains that listening exercises should be success-oriented and build up students' confidence in their listening ability to comprehend and understand relevant information focusing in activities to get the main idea and details.

15. When you plan a lesson which activities do you develop to increase students' vocabulary?

a. Table 15

ACTIVITIES TO INCREASE VOCABULARY

	Teacher		Students	
	f	%	f	%
Guess meaning	1	33%	13	17%
Translation	1	34%	16	20%
games	0	0%	4	5%
Dictation	0	0%	19	24%
List of the new words	0	0%	22	28%
Brainstorm vocabulary	1	33%	5	6%
TOTAL	3	100%	79	100%

Sources: Teachers' and students survey
Author: Mirian Jumbo C.

b. Graph 15

ACTIVITIES TO INCREASE VOCABULARY
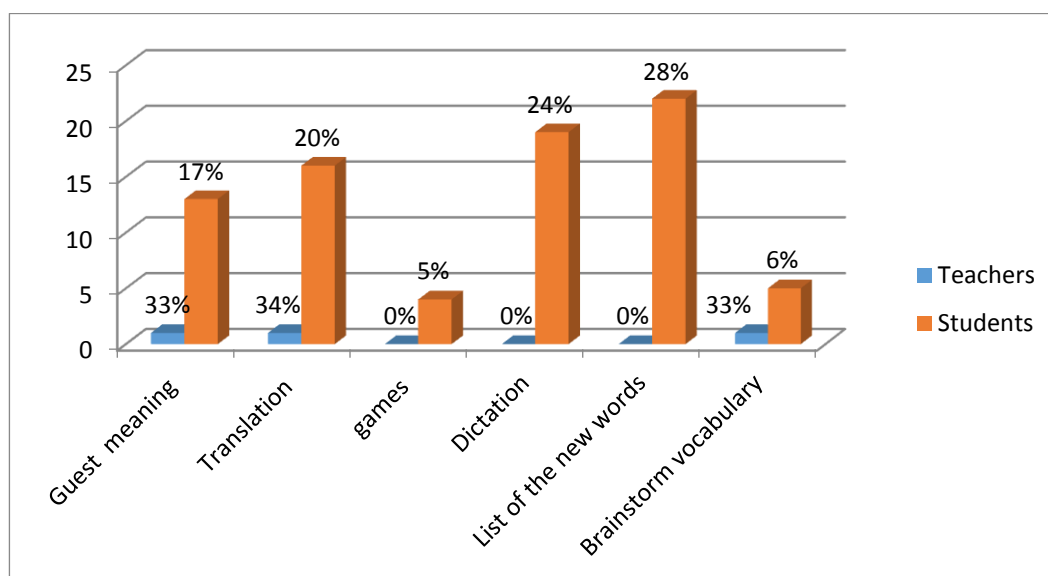
c. LOGICAL ANALYSIS

According to the obtained results, teachers used transitions with 34%, 33% guess the meaning and Brainstorm vocabulary. While 28% of students have selected 28% list of the new words, 24% dictation and 20% translation to increase vocabulary.

As we can see teachers and students have selected different activities to increase vocabulary.

According to Beare, (2007) indicates that vocabulary refers to the known words in a language, it is very important if you want to establish a communication with other people. It is also essential to increase vocabulary to have a better communication in a second language.

16. Which of the following grammar activities do you take into account in your lesson plan?

a. Table 16

GRAMMAR ACTIVITIES CONSIDERING IN PLANNING

	Teacher		Students	
	f	%	f	%
Improve Any Text	0	0%	3	4%
Adaptive Spell	0	0%	8	10%
Use Anywhere	0	0%	12	15%
Grammar-to-go	1	33%	10	13%
Context Optimized Synonyms	1	33%	20	25%
Academic and creative writing	0	0%	5	6%
Oral Interview	0	0%	15	19%
Flashcard	1	34%	6	8%
TOTAL	3	100%	79	100%

Sources : Teachers' and students survey
Author : Mirian Jumbo C

b. Graph 16
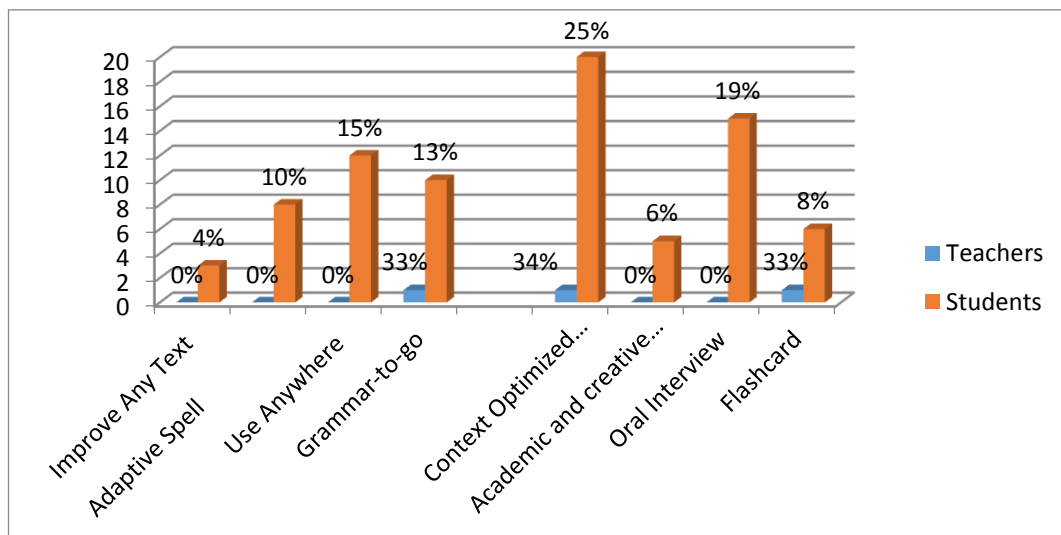
d. LOGICAL ANALYSIS

The graph representation shows the grammar activities that teachers applied in class: 34% Flashcards, 33% Grammar to go and Context Optimized Synonyms. On the other hand students expressed the following: 25% Context Optimized Synonyms, 19% oral interview and 15% use anywhere which are used in his or her English classes.

Regarding to their answers there is a low level of coincidence among teachers and students' answers at the moment of doing these activities since both expressed that Grammar are in the English Process.

Referent to Whitney –Dorsey and Volkert, (2007) grammar guides the rules or structures sentences that are applied in writing, and it takes into account the exceptions to avoid grammatical mistakes.

g. DISSCUSION

HYPOTHESIS ONE

a) Statement

THE ASPECTS THAT TEACHERS TAKE INTO ACCOUNT TO PLAN A LESSON IMPROVE THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

b) Demonstration

The first hypothesis has two variables the independent one the aspects that teachers take into account to plan a lesson and the other one is the English Language Learning.

In question one, 100% of teachers and students considered that it is important a lesson plan before teaching.

In question two: When teachers plan a lesson the 67% of teachers reported taking into account the students' needs, and less activities and skills but 25% of students selected students' needs too and other options with a lower percentage.

In question three: teachers answered that when they plan a lesson they worked in three stages and 67% of them considered the aims before planning.34% included material during the lesson and 67% made conclusion after the lesson. While students said that 35% of the teachers consider the aims before the lesson, 44% developed activities during the lesson and 39% opinioned that teachers made conclusions after along the development of a lesson plan.

In question four: 100% of teachers took into account the main aims in a lesson plan and 99% of students manifested that their teachers let them know the aims to be developed in a lesson plan; the students know what your teacher wants to accomplish this class.

In question five: 34% the main element considered by teachers in his or her lesson plan was the materials, however with respect to students answers with 26% the elements that teachers considered was the assessment in a lesson plan

In question six: Teachers and students 100% and 55% showed us that they know the steps to follow in an English Lesson Plan with regard to a considerate agreement with the procedure applied by teachers in a lesson plan, but it is useful make warm up at beginning class to motivate the students´ participation.

In question seven: The result showed that 67% of teachers employed the Grammar Book otherwise 30% of Students manifested the material used in class is Grammar Book and Homework.

In question eight: 67% of teachers used videos as supplementary material and 24% of students expressed that teachers uses graphic organizers. The answers show us that supplementary material it is not used enough winch help to teachers to improves the English Language Learning.

In question nine: 67% of teachers said that included Flash Cards in a lesson plan while 29% the students' response charts. It showed us there is little use of AID Material when teachers plan his or her lesson plan.

In question ten: 67% of teachers said his or her assess is through an oral quiz but 30% of Students answered let know that the homework is the way how teachers evaluate them the acquired knowledge about English.

c. DECISIONS

Based on the analyzed results is in each question the hypothesis one is rejected due teachers do not consider the main aspects in a plan a lesson, don't improve the English Language learning with the students of basic education at "PIO JARAMILLO ALVARADO" high school of Loja city, academic year 2012-2013. With respect to teachers 'answers the aspects

taking into account in a lesson plan are not similar about students said, which the aspects are not useful in the students learning.it is necessary when teachers plan a lesson consider the main aspect of the class group that improve the students´ English knowledge .

HYPOTHESIS TWO

a) **Statement**

THE ACTIVITIES PLANNED BY TEACHERS WAKE UP THE STUDENT'S INTEREST ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

b) **Demonstration**

The second hypothesis has two variables the independent one is the activities planned by teachers and the second one is wake up the English Language Learning.

In question eleven: 34% of teachers applied Brain storming with their students, while 30% said that their teacher apply Role play to improve speaking skill.

In question twelve: Teachers and students 34% and 38% respectively. Both said that teachers asked for written descriptions, to develop writing skill.

In question thirteen: Teachers and students 67% and 27% correspondingly choose fill in the gaps as a reading activity. That it means that teachers are not applying reading activities to motivate them to read.

In question fourteen: 67% of teachers answered that they applied discuss in group to improve listening skill but 34% of Students selected answer the questions. It is important to emphasize that receptive skill activities is included in a lower percentage in the teaching learning process.

In question fifteen: 34% of teachers used translation to develop vocabulary activities, Otherwise 28% of Students answered the List of the new words. As we can see teachers and students have selected different activities to increase vocabulary, but they need to apply more activities that facilitate the communication with others.

In question sixteen: Regarding to teachers 34%of Flash Cards and according to students' answers 25% Used Context Optimized Synonyms with them to develop grammar that means there is a few level of coincidence among teachers and students. Considering the grammatical rules as the main stay for writing skill.

c. **DECISION**

According with the results the hypothesis two The activities planned by teachers wake up the student's interest on the English language learning with the students of 8TH, 9TH AND 10TH basic education at "PÍO JARAMILLO ALVARADO" high School of Loja city, academic year 2012-2013" is rejected due to few to motivate the student's interest with a low application of activities in reading, listening and grammar, to develop the English language Learning.

h. CONCLUSIONS

After analyzing the results the following conclusions can be stated:

o According to the data teachers do not consider the essential aspects when they plan a lesson for improving the students' language learning requirements.

o In the development of a lesson plan teachers don't include activities that wake up the students' interest that facilitate and enjoy the work in class to get a successful English Language Learning

o In the English Teaching learning process, the teachers are not developing Reading and Listening skills and their components as Vocabulary and Grammar which improve an active learning with their students.

o According to the outcomes the resources more used by teachers are limited to traditional materials, it is necessary to apply innovative material to wake up the students´ interest to improve their learning.

i. RECOMMENDATIONS

- The English teachers should consider the aspects of the students' requirements, English knowledge, capabilities, goals to be accomplished, content, material and activities to be used in class, that improve the students learning.

- Teachers need to include creative activities to develop the main skills with the purpose to wake up their students' interest to encourage working in class to promote the English language learning.

- Teachers must carry out creative activities to promote the communication through the use of the main skills (Listening, Writing, Reading and Speaking) and they are supported by the components of the language such as: Grammar and Vocabulary which are essential to reinforce the production of the English language learning.

- Teachers need to involve students in the use of innovative resources and material to consolidate their teaching and so students can get meaningful learning.

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k. ANEXOS

UNIVERSIDAD NACIONAL DE LOJA
Área de la Educación, el Arte y la Comunicación
ENGLISH LANGUAGE CAREER

THEME

"LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PíO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013"

THESIS PROJECT AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR´S DEGREE IN SCIENCES OF EDUCATION ENGLISH LANGUAGE SPECIALIZATION

AUTHOR:

MIRIAN MERCEDES JUMBO CARDENAZ

No todos ocupan los
mejores puestos, sino
los más prepa...
aunque no sean genios.

LOJA-ECUADOR
2013

SERIE 17 DERECHOS RESERVADOS

a. THEME

"LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PíO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013"

b. PROBLEM STATEMENT

1. BACKGROUND

The experimental ¨PÍOJARAMILLO ALVARADO¨ High School of Loja was created on December 9th 1966 by the ordinance 42 with the modality of Basic Cycle when Dr. Otto Arosemena Gomez was President of Ecuador andDr. Carlos Larreategui Mendieta   was the corresponding Minister of Education.

Other important people who collaborated in the creation of this high school were Dr. Arsemio Vivanco Neira and Dr. Jose Castillo Luzuriaga, also Dr. Eduardo Andrade Jaramillo, Director of Education of our city in that time He became the first Headmaster of this important high School.

The main purpose of its creation was to cover the demand of the education of the feminine sector, because they could not attend to the morning High School. The academic activities began in 1967, and they started working in various places of our city, because they did not have enough economic resources to acquire its own building. This institution started with Mathematics and Social Studies Specializations.

In 1979, they acquired their own building in which they are working now days located on the Macará and Bolivar streets. Now this institution has four specializations these are: Basic Sciences, Computing and Accountant and Administration, It has three sections, and Morning, Evening, Nocturnal and Semi-Presential Sections.

Semi-Presential section attends all the Saturdays, and it only has Accountant Specialization. The Nocturnal Section with Basic Specialization, The Evening Section offers Basic Science, Accountant and Administration and The Morning has Basic Sciences, Computing and Accountant and Administration section has 8 English teachers and 1243 students in the three sections and especially in the Morning Section there are 630 students, and the head master of this High School is Lic. Manuel Cabrera.

MISION:

The mission is that the bachelors that are forming in this important Educational Institution, respond to the challenges of the new millennium, with great commitment of the teaching, the research, the culture and the service to the community, forming bachelors or technicians with knowledge, capacity, skills and values able to be inserted significantly in the productive process, and contributes to look for alternative solutions that solve the problems of the South Region

VISION:

The vision of this institution is to be constituted in a leader of the middle Education in the South Region of Ecuador, using technological resources of high quality with new educative orientation, with teachers training and modern laboratories to cover who necessities with high organization and

planning, and help in the information of highly quality human resources so that they are inserted with facility to the work and the University and also offer them short technical career, that employ the research, extension with a high level of prestige and excellence.

2. PROBLEM STATEMENT

Lesson plan is vital and important tool in teaching. It helps to the teachers like a guide where students improve their English language Learning and abilities to communicate their ideas.

The probably problem that teachers have to plan in their lessons can do not let accomplish their objectives using the best resources and manage the time with the students but this research looks to use an effective plan where students learn the English Language in an easy way using innovative strategies and activities and without monotonous and redundant contents and students fell in a sure environment   in an everyday performance

RESEARCH PROBLEM

How does the LESSON PLAN INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

DELIMITATION OF THE RESEARCH

a) Temporal: The project will be developed in the academic year 2012-2013

b) Spatial the projects is: The project is going to be developed at "PÍO JARAMILLO ALVARADO" High School of Loja City with students of 8TH, 9TH AND 10TH years of Basic Education.

c) Observation Units: Teachers and Students at "PÍO JARAMILLO ALVARADO" High School of Loja City.

d) Subproblems:

- What aspects do teachers consider to plan an English lesson with students of 8th, 9th and 10th years of Basic Education at "PÌO JARAMILLO ALVARADO" High School of Loja City, academic year 2012-2013.

- What are the activities that teachers plan to develop the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "PIO JARAMILLO ALVARADO" High School of Loja City academic year 2012-2013.

c. J USTIFICATION

The present research is about the LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING AT "PIO JARAMILLO ALVARADO" HIGH SCHOOL. It is an interesting educational theme that helps the students and teachers development and students to improve their skills.

It is justified. It has been considered that there are many difficulties in the lesson plan applied in teachers in the English Language learning with students.

Since the **scientific** point of view, it is important to carry out this research project. It gets enough information to give some theoretical elements that will let us suggest some alternatives of the solution to the problematic found around the application of planning inside the English language teaching and learning process.

As the educational point of view, it is so important to develop the present project, the lesson plan is an important process that works together with teaching, it lets that teachers carry out the theme and know the level of English knowledge.

The present research is also pertinent, it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of different activities, techniques and all supporting materials that could or will be used to support a training program and training objectives that let them gather enough information to know the real level of knowledge of the students of the English language.

The project is also possible, It lets me undergraduates of the English language Department of the National University of Loja, to be able to carry it out, it has the enough knowledge which has been offered by the University to develop it in the best conditions and develop the personality as teachers.

Finally it is also a previous requirement, in order to get the Bachelor's degree in Sciences of Education, English language specialization and I also have enough resources to carry it out, in the period established in the time table.

d. OBJECTIVES

GENERAL

➢ TO DETERMINE THE INFLUENCE OF THE LESSON PLAN ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

SPECIFICS

❖ TO FIND OUT THE MAIN ASPECTS THAT TEACHERS CONSIDER ON THE LESSON PLAN IN ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

❖ TO DETERMINE THE ACTIVITIES THAT TEACHERS PLAN TO DEVELOP THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

e. TEHORICAL FRAME

LESSON PLAN

Lesson plans are vital in teaching English language because it gives us the guide needed to pull through. Bear in mind that teaching is difficult since one is dealing with children or teenagers with raw skills, knowledge, and wisdom. With lesson plans teachers will be able to impart the things they need to do the best of their abilities.

Teachers create activities regarding a specific subject. They develop their lesson plans according to the student´s learning objectives, procedures, useful materials, and some written descriptions of how the students will be evaluated. It is important to learn to write lesson plans because it is a skill used in teaching. First, one has to try to achieve an objective. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however, usually find detailed lesson plans to be indispensable. Learning to write good lesson plans is a skill that will serve well as a teacher.

If a teacher is really serious they will become proficient in writing effective learning objectives. All lesson plans begin, or should begin with an objective. Toward that end, I have developed a self-instructional, interactive program that teaches this important skill within the context of lesson planning.

What is a lesson plan?

It is a structure for a lesson. It shows where you start, where you finish and the best way to take to get there.

Lesson plan is a unified set of activities that focuses on the teaching objectives at determined time Planning gives you the opportunity to design your material and teaching to your class. It is important teachers need to know what it is they hope to accomplish your teaching goals, learning objectives and what the students want to be able to do at the end of the lesson that they couldn't do before, it gives the teacher a chance to predict possible problems in the class and think about ways to solve possible problem. Suo,(2010)

Why Lesson Planning is Important?

Lesson plan is a useful tool to develop teaching learning language with students. It can incorporate benefit some consistent lesson planning of lesson planning benefits.

You will waste less time finding things. To be organized, we need to have the material to use already.

You don't get lost (because you know where you are going.) How do we get anywhere unless we know where we are going? Lesson planning keeps

you going in the right direction. It also gives you the flexibility to decisions with confidence, knowing everything else is still accounted for.

Your expectations are clear. Good lesson plans give you the opportunity to lay out expectations clearly. Instead, your lesson plans tell you and your kids what is expected of them. You experience peace in not having to develop and explain an assignment It is also more fair to your children. They have expectations that are consistent and well-thought out. Kids need those boundaries so they can concentrate on the work at hand and communication is clear.

Self-Confidence:Teacher uses a support environment for Students to prepare for theirs life, where the classroom is a good place to learn using teaching experiences and teacher personality is not stronger. Georgia (2012)

PLANNING AND PREPARING A LESSON OR SEQUENCE OF LESSON
Identifying and selecting aims

How do we identify and selecting aims?

Aim: are what we want learners be able to do at the end of the lesson, a sequence of lessons or whole course.

A main aim: describes the most important thing we want to achieve in a lesson or sequence of a lesson. Example students practice and understand using the new language to reinforce or consolidate the use of the language. it is to practice making polite request.

Subsidiary aims: show the language or skill learners be able to use well mime order to achieve the main aim. It describes the language and skill that learners need to make this request.

Stating both main and subsidiary aims is a good way of making sure that our lesson plan focuses on what we want our learners to learn and to do to build the learners knowledge.

In addition to learning aims for the learners, we may also want to think about our own personal aims as teachers. **Personal aims** show what we would like to improve or focusing on in our own teaching.

These might be improving the way that we handle aids and materials or particular teaching techniques, or they might be about our relationship with the learners. Here are some examples.

- o To try different correction techniques.
- o To remember to check the instruction.
- o To write more clearly on the blackboard or whiteboard.

- To make more use of the phonetic chart or (a poster with phonetic symbols)
- To get learners to work with different partners.
- To get quieter learners to answer questions.

Identifying and selecting aims are the first step in planning a lesson. Once we have decided on the aims, we can design or select the most appropriate activities, put them in the best order and choose the most suitable teaching aids (things we can support our teaching in the classroom) and materials. After the lesson we can look back at this plan of the plan to see the whether we have achieve our aims. Eg. Whether we can succeed in teaching what we planned to teach. This also helps us to select the most appropriate aims for future lessons.

Identifying the different components of a lesson plan

How do we identifying the different components of a lesson plan?

A lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach that. It also guides us during and after the lesson. We can identify the most important components of a lesson plan.

The main components of a lesson plan show us what the lesson is for **(theaims)** and what the teachers and learners will do during the lesson and how they do it **(the procedure).**

Other components help us t think about the possible problems and remind us of things we need to remember about the learners. So lesson plan is most like a road map or series of a road signs Eg. Something shows us where are going to get there although we may sometimes find that during the journey we have to take a different route.

Here are some ways a lesson plan helps the teacher.

Before the lesson	Writing down the aims and procedures for each stage of the lesson helps us to make sure that we have planned the best possible sequence to enables us to **achieve** those **aims**.
During the lesson	The plan can also help the teachers to check **timing** the amount of the time we plan for each stage – and that the lesson is following the sequence we decide on.
After the lesson	We can keep plan as a record f what happened, making any changes necessary to show how the lesson was different the plan. We can then use the plan and notes to help plan the next lesson. at this stage , the plan be more like a photograph a story, giving us a record of the lesson .

Example of part of a lesson plan which aims to introduce and practice language for giving advice. Then read points below.

Timing	Procedure	Sub diaryaims	Aids and materials	Interactio n pattern
5 minutes	-ask students who they ask for advice if they Have a problem	Warmer- lead-in to get students talking and introduce the topic		Pair work

10 minutes	Discuss typical problems for young people. Elicit language to ask for and give advice.	To create context to revise the modal auxiliary verbs to elicit – introduce vocabulary.	Magazine, pictures and white board	Teacher Whole class
5 minutes	Show headlines for students to guess the content of the letters to the device page in a teen magazine	To get student ready for reading to predict content to use student's own knowledge.		Teacher whole class
15 minutes	Student read different mini text then summarize the content of the letters	To check predictions intensive reading. To introduce the structure if I were you I will.	Photocopies of six problems page letters.	1st group work 2nd group work New group.

When we make a lesson plan, we need to ask ourselves how the procedures we have planned will help to achieve our aims and to make sure there are strong connections between the different stages.

We also need consider variety. How we can use different activity types, language skills and interaction pattern. Learners of all ages need different activities in a lesson, but it is especially important for young learners.

During the lesson we should the learners, not the lesson plan we must be prepared. If necessary, to change our plan while we are teaching. If we have clear the plan, we will be more aware of what we are changing and why. We can include some different possibilities in a lesson plan.

Example: An extra activity to use if learners take less time than expected to complete a task and this can help if we are not sure how parts of the plan will work

PLANNING AN INDIVIDUAL LESSON OR A SEQUENCE LESSON

How do we plan an individual lesson or a sequence lesson?

When we plan an individual lesson we need to think about its aims, the shape and the kind of techniques that are most appropriate for a particular group of learners.

For example if we are introducing a new grammatical structure we might choose a presentation, practice, and production (PPP) approach or a task based learning (TBL) approach skills lesson, too have a regular shapes that we can use to organize lesson plan for example for receptive skills, we usually plan task or activities for learners to do before, while and after reading or listening for productive skills, there is usually an introductory stage or set the scene and a feedback stage after the speaking or writing activity.
We also need to think about connections between aims of the lesson and procedures we will use to achieve those aims. The available materials, the length of the lesson and the information that have about the learners will all help us to identify possible procedures.

But the most important thing is to make sure that the materials, task and activities we select are the ones that will help a particular group of learners to achieve the aim we have identified.

A sequence of lessons is a number of related lessons that develop language knowledge and language skills over a period of time.

Sequence may develop a single topic or language area, or may involve topic or language areas that are very closely connected here are three examples.

Structural sequence	Integrated skill sequence	Project work
Revision of past simple	Vocabulary Development describing places Reading choosing a holiday Writing letter to a friend	Reading and listening about free time activities Class survey Prepare a poster display to show results of survey.

SELECTION AND USE OF RESOURCES AND MATERIALS

Selecting and use of resources and materials

How do we consult reference resources?

Reference resources are all the sources of information about language and about teaching that we can refer to for a lesson preparation. They include reference material such as dictionaries and grammar books, books and

articles about methodology in teachers 'magazines, the teachers book accompanying a course book that contains answer and teaching ideas, and web sites on the internet. Referent resources may also include people for example the head of department or colleagues who teach foreign languages or other subjects. We consult reference resources by knowing where can find the information we need and how to find it.

KEY CONCEPTS

When we planning a lesson there are many reasons for using resources some of the main ones are the follows:

-Checking the form and use of grammatical structures: Some grammar books are written for teachers, with very detailed explanation. Others for learners at different levels use simple language to give essential information about grammatical structures. They help us to see what information our earners need about grammatical structures and provide us suitable ways of describing or explaining grammar and useful practical exercise.

- Checking spelling pronunciation and use of lexical items**:** It is essential check the words in a monolingual dictionary that explain the meaning with the words in the language learners are earning. Us a learner dictionary like grammar books, can help teachers to find the most suitable ways of defining words and giving examples of their use.

-Develop your own understanding language. There are a number of books which aim to increase our language awareness or understanding of how the language works and our awareness of how to teach the language, with task with explanations, comments and answers.

-Anticipate learner's difficulties**:** Reference materials about learners errors can help us anticipate particular language problems that learners might have. Many difficulties with grammar and vocabulary are the interference. it is useful to solve the problem with explanations.

-Looking for new approaches to teaching lessons and new classroom activities: The uses of supplemental material are focusing in grammar, vocabulary and particular skill. Other book have index that give information about timing and preparation level.

-Finding out to use the material in your course book**:** Teachers book provide suggestions about how to use the material in the course book. Some teachers book includes different possible of planning lesson, as well as explanations of answer to exercise and extra resources such as homework task and activities further practice.

-Getting advices about particular lessons or teaching material: The suggestions in teacher's book help us in our planning.

Selection and use course book materials

How do we select and use course book materials?

These are all the materials in a course book package that we use in the classroom to present and practice language and develop learner's language skills.

It usually includes a student's book, a teacher book and audio or video recordings.

Teachers often based their selection of teaching materials or supplementary on a needs analysis a study of learner's level language need and interest using questionnaires interviews or diagnostic test. This information helps to build up a class profile and show what they have in common and how they differ from each other.

It is necessary the following characteristics.

- The material will be attractive
- It will be organized
- According to the learners interest and needs
- It will be familiar with the learners
- According the Learners level.

- Give to the learner the opportunity to use the language

- Wake the interest to the learners

Selection and use of supplementary materials and activities

How do we select and use supplementary materials and activities?

Supplementary material: are books and other materials we can use in addition to the course book. They include skills development materials, grammar, vocabulary and phonology practice materials, collection of communicative activities and teachers resources materials.

These come from authentic material as newspaper, magazines, articles, videos etc. It is necessary recognizing that we need and then use the material according the needs.

Use of Supplementary Materials and Activities

- ❖ Learner gets used to the methodology in their course book. If they are using supplementary material with very different procedure, you may need to give special attention to instruction.

- ❖ You can adapt many supplementary material for use with classes at different levels. The text uses in these materials may not be graded,

but you can graded the activities by making the learners task more or less challenging.

❖ Games and extra communicative activities can improve variety and learning fun. But you need to think about the reasons for using them, so that your lesson still has a clear purpose. Older learners may want to know why they are doing these activities

Selecting and use of teaching aids

How do we select and use teaching aids?

Teaching aids are the resources and equipment available to us in the classroom.

They included cassette, recorders, cd players, video recorders and overhead projector.

Other are flashcards , puppets, charts.

Realia: Real object that we can easily bring into the classroom can be use to teach vocabulary, as prompts for practicing grammatical structures or building dialogues and narrative games and quizzes. Others include real text, such as menu, timetables etc.

Flashcards: Can be used for teaching individual words or as prompts for practicing grammatical structures.

Charts: We can use posters and wall charts drawing or graphs that we can put on the wall of a classroom. We can use to teach irregular verbs.

You can include diagrams and the computer for different stages in the lesson plan.

Choosing assessment activities

How do we choose assessment activities?

Assessment: means collecting information about learner's performance in order to make judgments about their learning. we may to assess formally through a test and examination or informally we can carry out informally assessment during a lesson by monitoring listen carefully and observing learners while they are doing ordinary classroom activities . Informal assessment is an important way of checking if learners understand.

When you planning assessment, we need to think first about our reasons for assessing learners. Then we can decide when and how often to assess them, and chose what methods of assessment task marking and purpose.

	Forma assessment	Informal assessment
Assessment task	Test, examination	Normal classroom teaching and learning activities Homework task
Marking	Learners receive grades	Teacher keeps records of progress but does not give grades.
Purpose	-To assess overall language ability. -To assess at the end of the course. -To asses learning at the end of a course. -To decide if the learners continue to the next level.	Feedback for the teachers to find out how successful our teaching has been. To help us improve our procedures or choose different materials for future lessons. Feedback for learners about what they can do and what the still need to work on.

Formal assessment: can consistof task with single answer. Where we will give us information about learner's knowledge of particular language.

It makes us e of more real life task such oral interview, letters and essays to get information about learners general abilities to speak and write the language.

When we prepare a class test it is important to include number of different task, so we get good picture of our learner's strengths and weakness, and to

test the main things we have thought. It is necessary be carefully use familiar task with young people to avoid difficult and abstract.

Informal assessment: It depends on the size f the class, the age of the learners, language knowledge and the frequency of the test examination.

To carry out informal assessment of receptive skills by checking learning answers to reading or listening task and taking notes on their performance.

To assess grammatical structures we can use language games and quizzes or by monitoring practice activities and making note the frequent error. We can then feedback to individual or whole the class.We may also wish to assess other things such as motivation and effort. We can d this by observation and also by talking to learners about their learning.It is necessary to plan in the same way as we plan our teaching. Sprat, Pulverness and Williams (2009)

TEACHING SPEAKING

Introduction

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students'

communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is "Teaching Speaking"?

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Activities to Promote Speaking

Discussions

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the

speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will

share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Reported Speech

Do any speaking activity or set of conversation questions. Afterwards, students report back by writing using reported speech, " Susan told me that she ……….." and " Brad said that ……….." etc….. CP Kayi (2007)

TEACHING WRITING

However, it is a vital skill that opens up a world of possibilities for any student. Written communication in whatever language, even with the advent of the internet, is still a necessity. Writing allows communication, controlled and deliberate – POWERFUL, communication. So we have to get our students writing more and better.

Dictation

There are many ways to "spice" up the standard dictation. The simplest is to have the students fold a blank piece of paper "hamburger" style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper. Speak 8 sentences, repeating each several times as the students write. Get the students to record their answers on the board and correct. Collect and keep in a portfolio! There are many online sites where students can do the same but in a computer lab or at home. Or the teacher can even try in the classroom.

Story Rewriting

The teacher reads a story or the class listens to an audio story. After, students make a story board (just fold a blank page so you have 8 squares) and draw pictures. Then, they write the story based on those pictures.

Visualization

The students close their eyes and the teacher describes a scene. Play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.

Description

Show students a selection of fairly similar pictures. The students describe in writing one of the pictures (faces work really well). They read and the other students listen and "guess" which picture is being described. Similar to this listening activity. CP

Sequencing

Provide students with a sequence of pictures which are scrambled. The students must order the pictures and then write out the process. Ex. Making scrambled eggs.

Rewrite

Read a short story and then give students a copy of the story with some text missing. The students can fill it in with the correct version OR fill it in and make the story their own.

Opinion / Essay

Select an article or OP Ed piece that students would find interesting or controversial. After reading and discussing, students can respond with a formal essay or piece of writing reflecting their opinion. Read them anonymously afterwards and get the class to guess who wrote it! F

Giving Advice

Students read a problem provided by the teacher (even better, get students to provide the problem by having them write down what they need advice on). This can often be an Ann Landers style request for advice from a newspaper. Students write their own response, giving advice. F

Graphic Organizers

These you can make on your own by having students draw and fold blank sheets of paper or by giving them a pre-designed one. Students write out

their thoughts on a topic using the organizer. An alphabet organizer is also an excellent activity in writing for lower level students. Graphic organizers and mind maps are an excellent way "first step" to a longer writing piece and are an important pre-writing activity

Guided Writing

This is a mainstay of the writing teacher's toolkit. Students are either given a "bank" of words or can write/guess on their own. They fill in the missing words of a text to complete the text. Take up together and let students read their variations. A nice adaptation to guided writing for lower level students is for them to personalize the writing by getting them to draw a picture for the writing passage to illustrate and fortify the meaning.

Timelines

Use a time line to describe any event. Brainstorm as a class. Then students use the key words written on the board, to write out the time line as a narrative. Really effective and you can teach history like this too! Biographies of individuals or even the students themselves are a powerful writing activity and timelines are a great way to get them started

Notes

Students are given notes (the classic example is a shopping list but it might be a list of zoo animals / household items etc…) and then asked to write something using all the noted words. This usually focuses on sequence (transitions) or location (prepositions).

Surveys / Reports

Students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.

In class letter writing

Writing for a purpose is so important and nothing makes this happen better than in class letter writing. Appoint a postman and have each student make a post office box (it could just be a small bag hanging from their desk). The students can write each other (best to assign certain students first) and then respond to their letter.

Email / messaging / chat / social networking

This is an excellent way to get students speaking by writing. Set up a social networking system or a messaging / emailing system for the students. They

can communicate and chat there using an "English only" policy. Use videos /
pictures like in class – to promote student discussion and communication.
Projects online foster this kind of written communication and using an CMS
(Content Management System) like Moodle can really help students write
more.

Class / School English newspaper or magazine

Students can gain valuable skills by meeting and designing a school English
newsletter. Give each student a role (photographer, gossip / news / sports /
editor in chief / copy editor etc…) and see what they can do. You'll be
surprised! EFL teachers talk(2009)

READING ACTIVITIES

Reading is a vital skill required to develop students understanding of the
English language. It's really important that you get your students reading as
soon as possible because this is a skill that will prove integral to their
everyday lives should they ever choose to live in an English speaking
environment.

General reading activities:

When teaching students to read English you will still need to ensure that
student talk time is high.

- Do-it-yourself question – can be done in groups or pairs. Students write comprehension questions for other students to answer.

- Come up with a title for a story.

- Summarize a story.

- Continue the story – students offer suggestions as to what happens next.

- Preface to the story – students offer suggestions as to what happened before the story began.

- Revision – students are given the pictures from a storyboard of the text and have to put them in order.

- Fill in the gap – students are given a text with certain words missing and have to fill them in appropriately.

- Correct mistakes – students are given two texts and through asking each other questions they identify and correct any mistakes.

- Discussion about themes present in the text.

Additional pre-reading activities:

When reading a text with your class it's usually a good idea to do one or more pre-reading activities to get their attention and raise their interest. This will ensure that your students are interested in the reading exercise and it will also give you the opportunity to introduce them to new vocabulary that will help them understand the text better.

- Give the students the title of the text you are going to be looking at and let them suggest ideas as to what will happen in the story.

- Rearrange the words in the title of a text for your students to put back into the correct order.

- Pre-teach necessary vocabulary, if you are working with new or particularly difficult language, to help students understand the text.

Additional activities to be carried out during the reading of text:

Asking students to simply read the text is often much less effective than working through the text with your students. In some cultures when faced with something they don't know, be it a word or a tense, they will just stop and it's important that you pick up on this as quickly as possible so you don't waste any time. Rearrange paragraphs or sentences of the text for students to put back in the correct order.

- Give the students pictures of events in the story which students put in order as they read the text.

- Give the students a text containing deliberate mistakes for the students to identify.

- Omit words in a text, giving the students a list of words with which to fill in the gaps.

- Replace certain words with a picture to help students work out what the missing word is.

Additional post-reading activities:

This will give students the opportunity to practice their reading and will reiterate what you have taught them in the lesson. Most importantly, however, it will give the exercise a sense of meaning so that your students feel they have achieved something.

- Students create tasks such as filling in the gaps, for other students.
- Students write a letter from, or a conversation between characters in the text.

Students each assume a role of a character in the text and act out all or part of the text. University of Southampton (2008)

TEACHING LISTENING

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.

- **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 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 respond while listening, tell them ahead of time what will be required afterward.

After Listening

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.

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 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

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. *Language Resource Center (2003-2004)*

TEACHING VOCABULARY

Vocabulary means "all the words you know and use". It can also mean "all the words that exist in a language".

So here is an example lesson plan to teach some new words:

1. Make a list of the new words you want to teach. Make sure they are right for your students' level: not too difficult, not too easy.

2. Prepare for yourself the words' meanings as well as some pictures/illustrations.

3. Prepare some games with the new words (see below).

4. Go over the new words with your students, and see that they get them.

5. Play some games with the new words.

6. Read a story/stories with the new words. The more those words repeat in the text, the better. Make sure the stories do not contain hard words that the students do not know yet.

7. After that, make some more activities. Do exercises, questions, and so forth, to further practice the new words.

8. On the next lesson, study some new words, but don't forget the "old" ones!

Why is Vocabulary Important?

It is **very** important if you want to communicate with other people!

Do you want to say something, read something, listen to something, **be** something?

Sooner or later all English teachers need some fun activities to help fill in the gaps in class, or to provide some extra fun for students. Most ESL / EFL teachers have some standard short vocabulary games up their sleeves. Here are activities that teachers from the around the world have chosen to share. Thanks for the tips!

Guest the Meaning

A game to increase the vocabs: I will put a word, then another person will change one letter only, and so forth.

Vocabulary Match-Up

Write 5 vocabulary words on the board. One by one, have students pick up a definition and place it under the correct word. The student says the word and definition, and the next student continues the activity. Extra challenge: After all definitions are placed, the students will create their own sentences with the words, and share with the class. Great for lower level classes.

Extraction Question

If you are using an article with key vocab words, have the students form questions. The catch is, the answer to the question must be one of the keywords in the article.

Vocabulary activity

Give students cards with words. Give them some time to prepare. After 1 or 2 Minutes they have to explain their words so that their peers can figure it out. (pre- or intermediate level)Students of lower level can even draw or use mimics or gestures...it could be fun.

Conversation

A student starts with "hello" and the student next to him responds. They keep going around the room in the form of a conversation. The class could be divided into two and see which one has the more "sensible" conversation

Class games

Divide the class into say, 4 groups. Then each group needs to say eg a piece of furniture, an article of clothing, different parts of the day, different types of tv programs, verbs involving movement, different flowers,

Brainstorm vocabulary

Take one word e.g. 'travel' 'cinema' 'food' and brainstorm EVERYTHING that goes with that word - verbs, nouns, adjectives. For example, if you choose food, you could discuss types, cooking methods, flavours etc. Fills in that spare time and is useful for students.

Fun Vocabulary Activities

A group of students gathered together and they start smiling at each other and all the sudden a student starts spelling a word for example, k-n-o-w-l-e-d-g-e

Vocabulary Activities

A student starts the word chain game by giving a word for example, yellow, and the next person gives another word that relates to yellow: the next person, banana; food: hungry: dinner, and so on. It gets more interesting to limit a response within5 seconds. The student who breaks the chain starts a new round, or suffers a forfeit, whereby, he may have to answer a question. Beare (2007)

TEACHING GRAMMAR

In the past most grammars were *prescriptive*, that is they told people how to speak. These days grammars tend to be *descriptive* in that they describe how people speak.

When buying a grammar, don't necessarily think that it needs to be this year's model - grammar changes slowly so books written ten or twenty years ago are still valuable in helping you to understand the basics. In fact, the ICAL Grammar Guide is a perfect introduction to grammar which will give you the basics and then allow you to go further and examine grammatical items in detail.

In teaching grammar we recommend 2 basic rules:

Teach it on a need-to-know basis; only teach it when it needs to be taught otherwise avoid it.Keep it simple; forget all the details and exceptions and never overcomplicate things - in time your students will pick up the exceptions and variances, but for now just stick to the basic facts.

And on the point of teaching grammar, it is better if a class learns than be taught. In other words, rather than just state the grammar rules work with the class to see if they can work out the rule themselves.

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Academic, professional and creative writings all require unique styles of editing. Grammarly's technology adapts to your writing needs, ensuring that no matter what your project may be your grammar is impeccable.

Context Optimized Synonyms

Words can make an impact, or they can fall flat. Enhance your sentences with Grammarly's word choice suggestions that optimize for the context of your document. Readability and meaning are improved instantly.

Adaptive Spell Checker

Correctly spelled words used in the wrong context mean embarrassing mistakesfor you. Grammarly spots erroneous use of *lose/loose*, *affect/effect*, *lie/lay*,*there/their/they're,* and many more commonly confused words.

Use Anywhere (and Everywhere!)

As a web-based application, Grammarly is available from any browser, with no download required. Grammarly also integrates seamlessly with the Microsoft® Office Suite, including Word and Outlook.

Instant Results

Deadlines aren't a problem here. Grammarly instantly proofreads your text and pinpoints areas for improvement so you don't have to worry about looking for a proofreading buddy when it's crunch time.

Fanatical Support

We love making fantastic products and talking to our users about their experiences. Our support representatives are available 24/7 to answer any questions you have about Grammar. Whitney –Dorsey and Volkert (2007)

HYPOTHESES

GENERAL

THE PLANNING OF A LESSON INFLUENCES THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÌO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

SPECIFICS

- ❖ THE ASPECTS TO TAKE INTO ACCOUNT TO PLAN A LESSON BY TEACHERS TO IMPROVE THE ENGLISH LANGUAGE LESSON WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÌO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

- ❖ THE ACTIVITIES PLANNED BY TEACHERS WAKE UP THE INTEREST ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÌO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.

f. METHODOLOGY

DESIGN OF THE RESEARCH

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive tendency. We will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results help to organize analyse and interpreted information. The researchers will not have the chance to manipulate the variables of the work. It will be subjected to inferential studies allowing setting down the population´s conclusions bases on the sample study.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

As a general method is the **scientific** one, which is a recompilation of all methods that will let to develop a set of procedures oriented to discover about the problem, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method will develop the phases of observation, questioning of the object in the same way as it is in the reality and the verification on the hypothesis relating to the variables. It also will be useful to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods we will use the descriptive, analitic-sinthetic and explicative methods. This method helped me to define theories that sustain the studied object. I will also use the descriptive statistics as a tool.

We will use the **descriptive** method to pick up the information of the field work, describe the obtained results in the applied instruments and it will let to organize the information according the hypothesis and the indicators that we will find out for each one of the variables.

It will give us the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependent and we can describe coherence in all the researching work presenting the results and supporting the conclusions. This method will serve to describe how the teachers planning their classes inside the English teaching learning process.

We will use the **analytic-synthetic** method, which will serve to analyze, critic and describe the theoretical frame, also to reconstruct concepts, ideas

 Analyze and synthetic size from the applied instruments from collected data and therefore we can derive the respective conclusions, recommendations according to the tendencies of the results in the field information.

The **explicative method** will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be

able to prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

The descriptive statistics which will serves to represent the data in tables, squares and graphs to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information we will apply a **survey** will be appliedto obtain information about the lesson plan which will give us the guidelines to find out about lesson plan and the English language learning. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that we will research.

PROCEDURES

Once we recover the empiric information we will process it following these phases:

Tabulation

In the tabulation of the data obtained in the field research I will use the descriptive statistics for the closed questions and unifying criteria from the

reason or explanation of every question, and It contrast the information of the teachers and students which will let me to get the right information.

The tabulation for triangulation of the instruments applied to the educational ones, students and the carried out observation, will allow the crossing of information and the analysis of oneself indicator from three points of view what will favor the hypothesis confirmation

Organization

After I will organize the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same ones as a guide that will help me to prove them. In this way we will facilitate the next step, the interpretation and analysis.

Description

The obtained data once we have organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments.

This will let me to represent the information graphically.

Graphic Representation

After to describe the data to represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. I will use the bars diagram to show this information.

Interpretation and analysis

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

Hypothesis verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Formulation of conclusions and elaboration of the report

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to

contribute with the solution of the problem that motivated the present research.

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

POPULATION AND SAMPLE

The sample of the population that I took was 79 students from 8th, 9th and 10th years of Basic education who were taken at random in every parallel. Regard to the teachers I have worked with all the population because they are 3Englishteachers and we consider that is a small group to investigate.

In order to get the sample of the students' population from 8th, 9th and 10th years of basic education, it was necessary to apply the following formula:

$$n = \frac{N}{1 + N\,(e)}$$

n = samplesize

N= population

e = maximumerroradmissible (1%)

$$n = \frac{382}{1 + 382\,(0,01)}$$

$$n = \frac{382}{4,82}$$

$$n = 79,25 = 79$$

SAMPLE DISTRIBUTION

To get the sample by course the following formula was used:

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

F = distribution factor

n = sample size

N = population

$$F = \frac{79}{382}$$

$$F = 0,2068$$

This factor was multiplied by students' population of every year of basic education of the "Pío Jaramillo Alvarado" High School, therefore in this way we obtain the sample per course. It is detailed the sample in the next chart:

COURSES	POPULATION	SAMPLE
8th year of basic education	129	27
9th year of basic education	125	26
10th year of basic education	128	26
TOTAL	382	79
Teachers' population	3	3

g. TIMETABLE

Activities		Months 2012				MONTHS 2013																MONTHS 2014																	
		December				May				June				July				October				February				May				July				December			
N:	Phase II: Thesis Development	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	Designation of the teacher for the project			x																																	
2	Project Approbation												x																								
3	Designation of the thesis director													X																							
4	Thesis Development																x																				
	Tabulation																	x																			
	Elaboration of the tables and graphs																		x																		
	a. Theme																		x																		
	b. Introduction																			x																	
	c. Summary																			x																	
	d. Review of the Literature																			x																	
	e. Materials and Methods																			x																	
	f. Results																			x																	
	g. Discussion																			x																	
	h. Conclusion																																				
	i. Recommendations																																				
	j. Bibliography																																				
	k. Annexes																																				
5	Thesis revision																					x															
6	Thesis Approbation																								x												
7	Legal Aptitude																											x									
8	Private Qualification																														x						
9	Corrections																															x					
10	Public sustentation and Graduation																																			x	

h. BUDGET AND FINANCE

RESOURCES

HUMAN

- Research theme: LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013.
- Office material, books, copies, computer, printer, paper, folders and paper clips.
- Student and teachers of the 8TH, 9TH AND 10TH years of Basic education at "PIO JARAMILLO ALVARADO" high school of Loja city, academic year 2012-2013.
- Survey

BUDGET

-	Impression of the first draft	$	50
-	Impression of the second draft	$	300
-	Impression of the final work	$	300
-	Unforeseen	$	350
TOTAL		**$**	**1,000**

FINANCING: The expenses derived from the present work will be assumed by the author.

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ANNEXES

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE DEPARTMENT

TEACHER'S SURVEY

HYPOTHESIS ONE

- **The aspects that teachers take into account to plan a lesson improve the English language Learning with the students.**

1. **Do you consider important to plan a lesson before teaching?**

   Yes ………   No………..

2. **What do you consider when you plan a lesson?**

   The students' needs   …….   The aims   …………

   The students level of knowledge ….   The content of the topic ……

   The activities and skills   …….   Others   ………

3. **Which are the components that you consider in your lesson plan?**

   Aims   ……   Activities   ……

   Procedure   ……   Materials   ……

   Assessment   ……   Time   ……

   Practice   …...   Skills   ……

4. **What kind of objectives do you take into account in your lesson plan?**

   Main Aims   ……   Subsidiary Aims   ……

   Personal Aims   ……   Others   ……

5. **Which are the elements that you consider in your lesson plan?**

   Aims   ……   Activities   ……

   Procedure   ……   Materials   ……

   Assessment   ……   Time   …..

   Practice   ……   Skills   …..

6. **What stages do you follow in you English Lesson Plan? Number them.**

Present the Topic	……	Assessment	…...
Practice	……	Warm up	……
Homework	……	others	….

7. **What resources or materials do you employ in your Lesson Plan?**

Grammar books	…….	Dictionary	……
Homework	……..	Course book	……
Articles	…….	Web sites	…….

8. **What supplementary material do you incorporate in your Lesson Plan?**

Videos	…….	Internet	…….
Newspaper	…….	Graphic Organizer	……
Tape	…….	Others	…….

9. **What Aids teaching material do you include in your English Lesson Plan?**

Realia	…….	Flash Cards	…….
Charts	…….	Videos	…….
Cassette	…….	Story	…….
Projector	…….	Others	…….

10. **You assess your students' learning through**

Homework	……..	Interview	……
Oral quiz	……..	Test	……
Feedback	……..	Others	……..

HYPOTESIS TWO

- **The activities planned by teachers wake up the student's interest on the English language learning with the students.**

11. What speaking activities do   you apply in your English Class?

Discussions	……..	Given notes	……..
Role Play	……..	Simulations	…….
Letter writing others	……..	Brainstorming	…….

12.   Which of these activities include in your lesson plan to improve writing skill?

Graphic Organizers	**……..**	Dictation	…….
Story Rewriting	…….	Journals / Reflection	…….
Description	…….		

13. What activities do you apply to motivate your students to read?

Continue a story	……	Vocabulary	….
Summarize a story	……	Revision	….
Fill in the Gap	…….	Discussion	….
Correct the Mistakes	……	Fill in the gap	…..

14. In your lesson plan what activities prepare to improve student's listening skill?

Listen for details	…….	Suggestions	……
Discuss in group	…….	Answer the questions	…….
Game	…….	craft project	…….

15. When you plan a lesson which activities do you develop to increase students' vocabulary?

Guest meaning	……….	Dictation	…….
Translation	……….	List of the new words	…….
Games	………	Brainstorm vocabulary	…….

16. Which of the following grammar activities do you take into account in your lesson plan?

Improve Any Text	……	Context Optimized Synonyms	……
Adaptive Spell	……	Academic and creative writing	….
Use Anywhere	…..	Oral Interview	……
Grammar-to-go	…..	Flashcard	……

Thanks

ANEXE 2

NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER
STUDENTS' SURVEY

- **The aspects that teachers take into account to plan a lesson improve the English language Learning with the students.**

    1. **Do you consider important that your teacher presents your lesson plan before teaching?**

        Yes ……….   No………..

    2. **What do you believe that your teacher consider when plan his or her lesson?**

        The students' needs   …….   The aims   …………

        The students level of knowledge ….   The content of the topic ……

        The activities and skills   …….   Others   ………

    3. **What aspects do you think that your teacher consider before, during and after planning a lesson?**

BEFORE		DURING		AFTER	
Aims	……	Time	……	Take notes	….
Stages	……	Activities	……	Conclusions	…..
Number of students		Materials	……	Feedback	…..
Student's needs	…...	Others	……		

4. Does your teacher lets his or her know the aims?

YES   …….   No   ………..

5. Do you know the elements does your teacher consider in his or her lesson plan?

Aims	……	Activities	……
Procedure	……	Materials	……
Assessment	……	Time	…..
Practice	……	Skills	…..

6. What steps does your teacher follow in his or her Lesson Plan? Number them.

Present the Topic	……	Assessment	…...
Practice	……	Warm up	……
Homework	……	others	….

7. What resources or materials does your teacher employ in her or his development of the class?

Grammar books	…….	Dictionary	……
Homework	……..	Course book	……
Articles	…….	Web sites	…….

8. What supplementary material does your teacher incorporates in his or her English Class?

Videos	…….	Internet	…….
Newspaper	…….	Graphic Organizer	……
Tape	…….	Others	…….

9. **What Aids teaching material does your teacher include in his or her Planning?**

Realia	…….	Flash Cards	…….
Charts	…….	Videos	…….
Cassette	…….	Story	…….
Projector	…….	Others	…….

10. **How does your teacher assess the students´Knowledges acquired?**

Homework	……..	Feedback	……..
Interview	…….	Oral quiz	……..
Test	…….	Others	……..

HYPOTESIS TWO

* **The activities planned by teachers wake up the student's interest on the English language learning with the students.**

    11. What speaking activities does your teacher apply in his or her English Class?

Discussions	……..	Given notes	……..
Role Play	……..	Simulations	…….
Letter writing others	……..	Brainstorming	…….

    12. Which of these activities your teachers include in his or her lesson plan to improve writing skill?

Graphic Organizers	**……．**	Dictation	…….
Story Rewriting	…….	Journals / Reflection	…….
Description	…….		

13. What activities does your teacher apply to motivate to read?

Continue a story	……	Vocabulary	….
Summarize a story	……	Revision	….
Fill in the Gap	…….	Discussion	….
Correct the Mistakes	……	Fill in the gap	….

14. In a lesson plan what activities does your teacher prepare to improve student's listening skill?

listen for details	…….	Suggestions	……
discuss in group	…….	Answer the questions	…….
Game	…….	craft project	…….

15. Which activities does your teacher develop to increase students' vocabulary?

Guest meaning	……….	Dictation	…….
Translation	……….	List of the new words	…….
Games	………	Brainstorm vocabulary	…….

16. Which of the following grammar activities does your teacher take into account in his or her lesson plan?

Improve Any Text   ……   Context Optimized Synonyms ……

Adaptive Spell   ……   Academic and creative writing ….

Use Anywhere   …..   Oral Interview   ……

Grammar-to-go   …..   Flashcard   ……

Thanks

CONSISTENCY MATRIX

THEME: "LESSON PLAN AND THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "PíO JARAMILLO ALVARADO" HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2012-2013"

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does the lesson plan influence on the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City?. Academic Year 2011-2012.	To determine the influence of the Lesson Plan on the English Language Learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City?. Academic Year 2012-2013.	The Planning of a Lesson influences on the English language learning with the students of 8th, 9th and 10th years of Basic Education at "Pío Jaramillo Alvarado" High School of Loja City. Academic Year 2012-2013.		
SUBPROBLEMS				
What aspects do teachers consider to plan an English lesson with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City?. Academic Year 2012-2013	To find out the main aspects that teachers consider on the lesson plan in English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City. Academic Year 2012-2013.	The aspects that teachers take into account to plan a lesson improve the English language learning.	Lesson Plan	Importance, aims, components, resources and materials, supplementary materials teaching Aids Assessment.
What are the activities that teachers plan to develop the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City?. Academic Year 2012-2013.	To determine the activities that teachers plan to develop the English language learning with the students of 8th, 9th and 10th years of Basic Education at Experimental "Pío Jaramillo Alvarado" High School of Loja City. Academic Year 2012-2013	The activities planned by teachers wake up the students' interest on the English language learning.	English Language Learning	Activities listening reading writing speaking vocabulary grammar

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