



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN **ENGLISH LANGUAGE CAREER**

TITLE

“PLANNING AND FOLLOW UP ACTIVITIES AND ITS INFLUENCE
ON THE ENGLISH LEARNING WITH STUDENTS OF 1ST AND
2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT “ANEXA
A LA UNIVERSIDAD NACIONAL DE LOJA”, ACADEMIC PERIOD
2012-2013”

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obtain the Bachelor's Degree in
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THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal. To my parents and brothers for all their effort, sacrifice and support, they made possible my professional achievements. Also to my dear teachers who helped me to increase my knowledge and guide me.

Carmen Lucia Bustos.

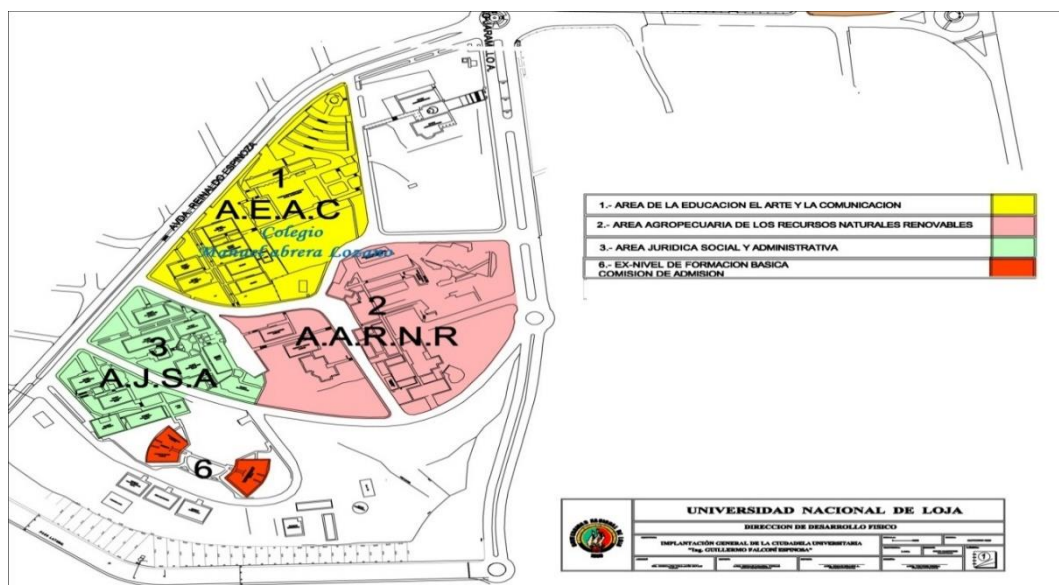
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CROQUIS



THESIS SCHEME

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a. TITLE

**“PLANNING AND FOLLOW- UP ACTIVITIES AND IT’S INFLUENCE
ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST,
2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT “ANEXA A LA
UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC PERIOD 2012-
2013”.**

b. RESUMEN

El presente trabajo titulado " Planificación y actividades de seguimiento influyen en el aprendizaje del inglés con estudiantes de 1er, 2do Año de Bachillerato de la Unidad Educativa "Anexa a la Universidad Nacional de Loja". Período Académico 2012-203". El objetivo principal fue analizar la planificación y las actividades de seguimiento que influyen en el aprendizaje del inglés.

Los métodos que se utilizaron para llevar a cabo esta investigación fueron la "Métodos Científico, Descriptivo, Analítico-Sintético e Inductivo-Deductivo", que ayudaron al investigador a descubrir, describir, analizar y sintetizar la información obtenida. La técnica que se ha utilizado fue la encuesta la cual se aplicó a estudiantes y profesores.

Entre los principales resultados de la investigación fue encontrado que la planificación que los profesores usan no es bien elaborada y las actividades de seguimiento que aplican no son suficientes para reforzar el aprendizaje en sus estudiantes.

Por consiguiente, ha sido demostrado que la planificación y actividades de seguimiento tiene una influencia en el aprendizaje del inglés con estudiantes de 1er, 2do Año de Bachillerato de la Unidad Educativa "Anexa a la Universidad Nacional de Loja" periodo académico 2012- 2013

ABSTRACT

The present research work entitled " PLANNING AND FOLLOW-UP ACTIVITIES AND IT'S INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF 1ST, 2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT "ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA" ACADEMIC PERIOD 2012- 2013" had as a main objective analyze the Planning and Follow-up activities and its influence on the English learning. The methods that used were "Scientific, Descriptive, Analytic-Synthetic and Inductive-Deductive" which helped the researcher to find out, describe, analyze and to synthesize the information. The technique used was the survey applied to students and teachers.

Among the main results of the investigation, it was found that the lesson plan that teachers use is not well elaborated and the follow up activities that they apply are not enough to reinforce the students learning.

Therefore, it has been demonstrated that planning and follow up activities has certain influence on the English Learning with students of 1st, 2nd years of Bachillerato at educative unit "Anexa a la Universidad Nacional de Loja" Academic period 2012- 2013.

c. INTRODUCTION

The present research work entitled planning and follow-up activities and its influence on the English learning was developed at educative unit “Anexa a la Universidad Nacional de Loja with students of 1st, 2nd years of Bachillerato. In this institution students face some problems related to the planning and follow up activities which affect the process of English language learning.

In addition, the lesson plan that teachers elaborate is not well used in English language learning and the follow-up activities that they use are not enough to catch up the students’ learning which have a negative effect.

A lesson plan contributes directly to the efficiency of the teaching and learning process of the English Language and it allows to the teachers know what they expect to achieve in class, and what they want the students to be able to do at the end of the lesson that they couldn’t do before.

Additionally, it is important to plan follow up activities which help to make the content more comprehensible giving support and reinforcement to students’ learning so that students have the opportunity to practice and apply the content.

For these reasons this work was developed to know important aspects in the teaching learning process.

The specific objectives established in this research were to determine the lesson plan characteristics in English Language Learning and find out the follow-up activities that teachers use to catch up English Learning with students of 1st and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012- 2013.

In agreement with the main problem the general hypotheses states that the Planning and follow-up activities influence English learning with students of the researched high school.

During the research work some methods were used: the first one was the Scientific Method which helped the researcher to develop the observation phases, and verify the hypothesis. Secondly, the investigator used the Analytic-Synthetic Method which worked to analyze, criticize and describe the theoretical framework and to synthesize the empirical information. Thirdly, the Descriptive Method was used which helps to describe the phenomena and facts, to make a rational interpretation of the results and an analysis about the researched study in order to achieve the objectives of the investigation.

Finally, the researcher used the Deductive and Inductive Method to analyze and interpret the obtained information. Also, a survey was applied to teachers and students.

The present research contains the following parts:

The research includes the distribution of the following contents: Firstly, the summary that synthesizes the research work.

Secondly, it mentions the Introduction which presents the research report in its entirety, the general problem and sub- problems, specific objectives and general hypothesis.

Then there is the review of Literature which includes the main contents of the theoretical referents about Planning and follow up activities which were used for the researcher to support the research work from a scientific point of view.

Finally, this investigation presents the methodology used which describes the methods, techniques, procedures, instruments, and the researched population that helped the researcher to verify the hypothesis.

It also presents the results, with its respective statistics tables and graphs which represent the obtained data of the students' and teachers' surveys and the analysis of each question with the purpose of verifying the obtained hypothesis.

Next, it presents the discussion of the results which contains the verification of the two specific hypotheses.

Finally, the conclusions were obtained through an analysis of the field results in relation to the hypothesis.

The recommendations refer to the possible alternatives as a solution to the different problems found in the researched Institution which justifies the whole research work. These may be used to improve the institutional weaknesses regarding the elaboration of the planning and follow up activities which affects, principally, the students learning.

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d. REVIEW OF THE LITERATURE

LESSON PLAN

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of student. There may be requirements mandated by the school system regarding the plan (SAMANIEGO Margarita, 2011, pág. 14).

Why is planning important?

One of the most important reasons for planning is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what is expected to be achieved in the class, what it is they want the students to be able to do at the end of the lesson that they couldn't do before. (Callum, Action Plan for Teachers, 2000)

Why design a lesson plan?

According to (Celce, Planning a Lesson, 2001, pág. 403) "all good teachers have some type of plan they walk into their classrooms" and this can go

from a simple a mental checklist or a complex, detailed two- paged typed lesson plan that follows a prescribed format.

Therefore, a lesson plan is an extremely useful tool that serves as the following:

- A guide because it serves as a map or checklist that leads us in knowing what to teach, in what order, and for how long.
- A resource for planning assessment measures such as quiz, midterms, and final exams.
- A historical document in which the teachers record what they did in class and which we or a substitute teacher can resort to as an account of what we did before and what needs to be done.

Hints for effective lesson planning:

- When planning, think about your students and your teaching context first.
- Prepare more than you may need: It is advisable to have an easily presented, light “reserve” activity ready in case of extra time. Similarly, it is important to think in advance which component(s) of the lesson may be skipped. If you find yourself with too little time to do everything you have planned.

- Keep an eye on your time. Include timing in the plan itself. The smooth running of your lesson depends to some extent on proper timing.
- Think about transitions (from speaking to writing or from a slow task to a more active one).
- Include variety if things are not working the way you have planned.
- Pull the class together at the beginning and at the end.
- End your lessons on a positive note.

What are some important characteristics of lesson plans?

- They reflect our teaching philosophy, student population, textbooks, and most importantly, our goals for our students.
- They are mutable (i.e. the duration of activities may be changed if needs arise).
- They benefit teachers, administrators, observers, substitutes and students.

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 it. It also guides us during and after the Lesson. We can identify the most important components of a

lesson plan by thinking carefully about what we want our learners to do and how we want them to do it.

The main components of a lesson plan show us what the lesson is for (the aims) and what the teacher and the learners will do during the lesson and how they will do it (procedures). Other components help us to think about possible problems and remind us of things we need to remember about the learners. So a lesson plan is most like a road map or a series of road signs.

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class.(SAMANIEGO Margarita, 2011, pág. 27).

LESSON PLAN FORMAT

- I. **Content:** This is a statement that relates to the subject-matter content. The content may be a concept or a skill. Eg. I want my students to: (be able to [name the skill]) OR (I want my students to understand [a description of the concept]). Often, this content is

predetermined or strongly suggested by the specific curriculum you are implementing through your teaching.

II. Prerequisites: Indicate what the student must already know or be able to do in order to be successful with this lesson. (You would want to list one or two specific behaviors necessary to begin this lesson). Some research indicates that up to 70% of what a student learns is dependent on his or her possessing the appropriate prerequisites.

III. Instructional Objective: Indicate what is to be learned - this must be a complete objective. Write this objective in terms of what an individual student will do, not what a group will do. Limit your objective to one behavioral verb. The verb you choose must come from the list of defined behavioral verbs on my web site. Make sure your objective relates to the content statement above.

IV. Instructional Procedures: Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the students, what actual instructional techniques you will use, and how you will bring closure to the lesson. Include what specific things students will actually do during the lesson. In most cases, you will provide some sort of summary for the students.

- V. Materials and Equipment:** List all materials and equipment to be used by both the teacher and learner and how they will be used.
- VI. Assessment/Evaluation:** Describe how you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the behavior called for in the instructional objective.
- VII. Follow-up Activities:** Indicate how other activities/materials will be used to reinforce and extend this lesson. Include homework, assignments, and projects.
- VIII. Self-Assessment** to be completed after the lesson is presented: Address the major components of the lesson plan, focusing on both the strengths, and areas of needed improvement. Determine here how you plan to collect information that will be useful for planning future lessons. A good idea is to analyze the difference between what you wanted (the objective) and what was attained (the results of the assessment).

Of course, there is an immense difference between being able to plan and actually being able to carry out the plan. However, if you have thought carefully about where you are going before you begin writing your plan, the chances of your success, as well as the success of your students, are much greater. (Mary Spratt, 2010)

FOLLOW UP ACTIVITIES

According to (BENTLEY, 2010, pág. 3) follow up activities refer to the activities that can be used as reinforcement of contents. The purpose to carry out a follow up activity is to reinforcement activities or as an assessment of student learning. It can be working in or outside the class it helps to increase the progress of learning of the learner. (GUIDE, 2013)

The most important elements to develop a follow up activity are:

Instructional procedures: Include what specific things students will actually do during the task

Materials: To refer to the things that the students use in the task.

Learning Objectives: Is what you want your students to know and be able to do as a result of the activity.

Time: Is the time limit to develop the task

Purpose: Is the students' achievements at the end of the activity.

There are some way to work with follow up activities such as include homework, assignments, and projects

Example:

Identifying Beef & Dairy Cattle

Purpose: The purpose of this lesson is to have students understand the differences between beef and dairy cattle.

Time: One forty-five minute class period

Objectives: The learners will:

- Distinguish between beef and dairy cattle and their main purposes.
- Understand how to use Venn diagrams in identifying similarities and differences between beef and dairy cattle.

Background: Meat comes from beef cattle and milk comes from dairy cattle. All female cattle breeds produce milk and both male and female cattle produce meat. Some breeds are better at providing meat and others are better at providing milk. Since we get milk from dairy cows, they usually have very large udders. For that reason their basic shapes are different from beef cows. The basic shape of a beef cow is a rectangle. The basic shape of a dairy cow is a trapezoid. Some common dairy cattle have markings that make them easy to recognize. Holstein cattle are

probably the easiest to recognize because they are white with black spots. But dairy cattle, like beef cattle, come in many different colors. Because they must be milked every day, dairy cattle usually stay close to the dairy barn. Beef cattle do not have to stay so close to home and are sometimes moved around from pasture to pasture. Sometimes the fields are many miles away from the farm or ranch house. For that reason the cattle you see in fields along the side of the road are more likely to be beef cattle.

Materials: A Field Guide to Cows (John Pukite, Scholastic, 1998): A good review for students to see different types of cows and learn the differences between beef and dairy cattle. Handout: Beef and Dairy.

Instructional Procedure(s): Display the book A Field Guide to Cows by John Pukite. Review a Field Guide to Cows and have the students discuss the differences in beef and dairy cattle. Review the types of cattle they saw at the PA Farm Show. Review the differences in breeds listed in the book. Use a Venn diagram to chart the similarities and differences between beef and dairy cattle. Bring products made from beef and dairy cattle to class and have students sort them to create beef and dairy product tables with the correct products. Have students research the different breeds of beef and dairy cattle. Specific characteristics, desired traits of the breeds, and breeding trends are details that should be researched. Students should create their own beef/dairy herd using what

they found in characteristics. What breed should in your herd? Will it be beef or dairy? Hereford or Angus? Etc.(Jonh, 2013)

The importance of extra-curricular activities

Extra-curricular work is an important aid in the instruction and education of students. It is closely connected with work in class, and it supplements it. It offers numerous possibilities for instruction and education.

In the field of foreign languages extra-curricular work is especially important. Because the schools can afford but a rather reduced number of foreign language classes, this work offers additional possibilities for developing the students' skills and abilities in the foreign language. Besides the practical consideration, the extra-curricular activities have great instructive value since students get supplementary opportunities to study the great writers of English and American literature, the history of Great Britain and the USA, the formation of the English language.

There are a series of characteristics which distinguish extracurricular work from the work in class:

In contrast to the work in class which is compulsory for all students, extra-curricular work is optional. This should increase the students' interest. The

students' creative initiative has to be taken into consideration and further developed.

The work of the participants in extra-curricular activities is first appreciated by their classmates, then by the teacher. The results obtained should be brought to the students' notice on bulletin boards.(ANDREI, 2013)

Project work

A project is an extended task which usually integrates language skills work through a number of activities. These activities involve working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion and processing of the information, problem solving, and oral or written reporting, and display. Project-based learning has been promoted within ELT for a number of reasons. Learners' use of language as they negotiate plans, analyze, and discuss information and ideas is determined by genuine communicative needs. At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects.

What benefits does project work bring to the language class?

Pupils do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity the three principal elements of the communicative approach. These are:

- Concern for motivation, that is, how the learners relate to the task;
- Concern for relevance, that is, how the learners relate to the language.
- Concern for educational values, that is, how the language curriculum relates to the general educational development of the learner.

Firstly, project work is very personal. Secondly, project work is a very active medium. It is a kind of structured playing. Students do not just receive and produce words, but they also learn through doing. (Desiatova, Project-based Learning as CLIL Approach to Teaching Language, 2013)

Homework

Homework is not about kids going home and doing something on their own. It could also be about learning how to collaborate and share ideas. Therefore, homework does not always have to be in English, for English or about English, really. If an exercise is designed to have a meaningful learning outcome such as learning how to work better together or use a

new tool collaboratively, the language can come later. Everything can feed into language practice, even if it is not done in English from the beginning. For instance, if as part of their homework I have kids get together after school to take photographs of interesting places and people they pass by, I would not ask them to speak English during this stage. The value of the exercise lies elsewhere. They can turn the experience they had with the camera on the streets into a language-learning outcome by later using what they produced in a meaningful, relevant and interesting setting into descriptions or a presentation or something. That would be good and in fact it's all good — not just the practicing language part.(Lorincz, 2013)

Feedback

- Feedback is providing information to an individual which focuses on their performance or behavior.
- The feedback provided should be delivered in a positive manner and lead to action to affirm or develop an individual's performance or behavior.
- Feedback provided should not be of a personal nature and should focus on hard data, facts or observed examples of evidence.

Effective feedback:

- Effective feedback is tailored to meet the needs of the individual and is

directly linked to observable evidence – either a learner’s written or practical work or a performance of a given task.

- It focuses on individual action points.
- Effective feedback deals with one point at a time.

When learners complete a piece of work and hand it in to the teacher, they expect two responses:

- The assessment decision (grade or mark), but more importantly,
- Feedback on their performance.

Sometimes learners focus too much on the grade or mark out of 10 that they have been awarded for a particular piece of work without taking the necessary notice of the information contained within the written feedback which could help them improve the work or affect the way they approach the next task or assignment. Learners need to be guided into the appropriate use of feedback – it does not happen incidentally.

Opportunities need to be created for learners to use feedback appropriately and take the required action.

The benefits to learners of effective feedback

Teachers’ feedback should act as scaffolding to support learners’ skill

building and the acquisition of knowledge. Teachers provide the 'x' factor in promoting learning through intervention strategies and feedback on learners' performance. Feedback must not be confused with doing the work for the learners or giving them so much help that it becomes the teacher's work.

There is an art for providing support and feedback and it is definitely not giving learners the solution to a problem as soon as they become stuck. Learners must be given opportunities to think a problem through for themselves, which is a crucial part of the learning process, so that the piece of work is their own and the end result evidences their learning through which individuals can take much satisfaction in their progress and achievements.

There is no doubt that learners can and do benefit from effective feedback.

- They know how well they are progressing.
- They are informed of their strengths and of areas they need to improve.
- They know what they need to do to improve.

The benefits of effective feedback are greatly enhanced when feedback is applied on a number of attempts so that progress can be tracked from one

attempt to the next and illustrated by developmental improvement.

Effective feedback and its appropriate use can improve:

Progress: progress is made when learners know and understand what they need to do to improve and are given time to undertake the required action to bring about an improvement in their work.

Achievement: as a result of progress being made in each teaching and learning session, opportunities for learners to achieve will increase. Learners handing work in on time: work being handed in and the return of marked work with feedback is a two-way contract. The dates for handing in and returning marked work should be adhered to by both parties. If feedback is valued, it will promote the desired effect – work is handed in on time.

Learner confidence: effective feedback which recognizes what the learner has done well and instigates further progress promotes learner confidence.

Motivation: motivation is enhanced when learners can see for themselves that they are improving as a result of taking the action recommended in the feedback.

Attendance and timekeeping: when feedback is valued and thereby worth receiving, learners are encouraged to attend teaching and learning sessions and timekeeping does not become an issue.

Retention: when feedback is valued and progress is seen by the learner to have been made, retention does not become an issue.

Behavior in class: the most effective behavior management strategy is the demonstration of progress which has resulted from effective teaching and learning.

Learner-teacher relations: when feedback is effective, learner's value teachers' contributions and this is apparent in the quality of the learner-teacher relationship.

Learner participation in class: when learners receive helpful and constructive feedback, they are encouraged to contribute to classroom activities. (Jones, 2009, págs. 14-17)

Learn English through Activities

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where

oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Why choose Task Based Learning as language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are teaching according to or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach. Therefore, when we choose Task based Learning, there should be a clear and defined purpose of that choice.

Having chosen Task Based Learning as language teaching method, the teacher thereby recognizes that "teaching does not and cannot determine the way the learner's language will develop" and that "teachers and learners cannot simply choose what is to be learned". "The elements of the target language do not simply slot into place in a predictable order" (Peter Skehan 19). This means that we, as teachers, have to let go of the control of the learning process, as if there ever was one! We must accept that we cannot control what each individual learner has learnt after for

example two language lessons and as Peter Skehan says “instruction has no effect on language learning”

In Task Based Learning the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.

One clear purpose of choosing Task Based Learning is to increase learner activity; it is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of Task Based Learning, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language. (Peter, 2013)

e. RESOURCES AND METHODS

1. RESOURCES

1.1. Human

The resources that were part of this project are:

- The researcher Carmen Lucia Bustos Piedra.
- The students of 1st,2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”
- The English teachers of the Educative Unit “Anexa a la Universidad Nacional de Loja”.

1.2. Material

The material, resources that researcher used are: office material, books, magazines, printer, internet and others.

1.3. Institutionals

- Universidad Nacional de Loja
- Educative Unit “Anexa a la Universidad Nacional de Loja”
- Library of the Universidad Nacional de Loja

2. DESIGN OF THE RESEARCH

The present research work has been considered as non-experimental research, because it is an educative work developed in a descriptive way. This allowed the researcher to analyze the planning that teachers elaborate and follow up activities that teachers use into the class. It was also characterized since it had great levels of reliability and validity

3. METHODS, TECHNIQUES AND INSTRUMENTS

a) METHODS

The **scientific** method was used as a general method which allowed to develop a set of procedures oriented to discover, 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 questioning of the object in the same way as it is in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents. 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 researched.

The **descriptive method** was used to pick up the information, describing the obtained results in the applied instruments and it let organize the information according to the hypotheses and the indicators that were found out for each one of the variables.

This method provided the rules to demonstrate the meaning of the investigation, describing the problematic that the researcher found in the educative institution, the description of the variables the independent as well the dependent can describe coherence in all the researching work presenting the results and supporting the conclusions. This method served to describe how the teachers are developing the planning and follow- up activities inside the English teaching learning process.

The **analytic-synthetic** method was used, which served to analyze the empiric information from the applied instruments and helped to derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyze the Lesson plan characteristics in the English Language Learning.

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

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

To obtain the empiric information a **survey** was applied to obtain information about planning and follow-up activities that the teachers use into the english teaching learning process. It was applied to teachers and students with a previous elaborated questionnaire, which contained different types of closed questions about the topic that was researched.

c) PROCEDURES

To recover the empiric information it was processed by following these phases:

Tabulation: In the tabulation of the data obtained in the researched field the descriptive statistics was used for the closed questions and unifying criteria from the reason or explanation of every question, and it was contrasted the information of the teachers and students which allowed to get the right information.

Organization: After the empiric information was organized and the questions were classified depending of the variables which served as guide to prove the hypothesis.

Description: The obtained data was described in statistic tables that show the frequency and the percentage of the obtained indicators in the applied instruments. This let to represent the information graphically.

Graphic Representation: After the described data, it was represented graphically, so it facilitated the interpretation and the critical analysis of every question. The bars diagram were used to show this information.

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

Hypothesis verification: The hypothesis was 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 were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution as well as to the teachers and students in order to

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

Finally, the elaboration of the final report was designed through chapters that allowed the understanding of the theory and of the results which were obtained in the present research which can be used to develop more researchers in the future.

POPULATION AND SAMPLE

The population that helped in the research work was constituted by all the English teachers of the Institution and the students of 1st , 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” There were four hundred and twenty two students; it was considered a large population and for that reason it was necessary to get a sample per course which is detailed in the following table:

COURSES	POPULATION	SAMPLE
1 st year of Bachillerato	251	64
2 nd year of Bachillerato	171	43
TOTAL	422	107
Teachers' population	7	7

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f. RESULTS

HYPOTHESIS 1

The lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012-2013.

1. Is there any evidence that your teacher plan the English class?

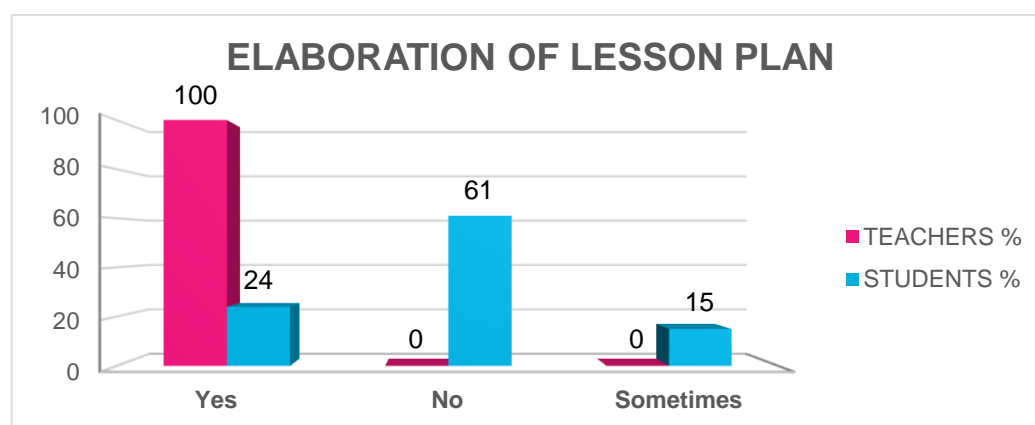
a) CHART 1

ELABORATION OF LESSON PLAN	TEACHERS		STUDENTS	
	f.	%	f.	%
Yes	7	100	26	24
No	0	0	65	61
Sometimes	0	0	16	15
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra.

b) GRAPH 1



c) Logical Analysis

The results indicated that all the teachers elaborate a lesson plan however, more than half of students answered they don't notice that teachers plan the English classes. According to CELCE, (2001) lesson planning is a set of notes that helps teachers through what they are going to teach how they are going to teach. It guides teachers what they will do in each component of a lesson plan by thinking carefully about what teachers want learners do and how they want them to do it. Planning also gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. There is evidence that teachers don't design a lesson plan, this is because, they do not participate in how the classes will be taught, which affects the English language learning.

2. How do you consider the planning of your teacher?

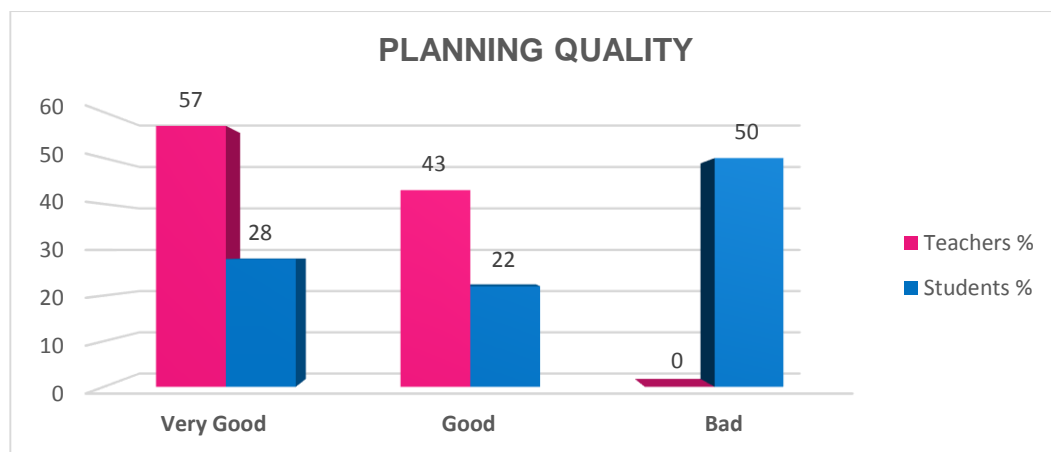
a) CHART 2

PLANNING QUALITY	Teachers		Students	
	f.	%	f.	%
Very Good	4	57	30	28
Good	3	43	24	22
Bad	0	0	53	50
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 2



d) Logical Analysis

Regarding the quality of the lesson plans all the teachers answered that the lesson plan is adequate. However, half of students indicated that they observed that the lesson for English class is not carried out with a logical sequence. The theory states that the quality of a good lesson plan depends on the teacher's purposes with their students, the objective that their lesson plan has and how it will be applied in the class, an adequate organization of the activities to develop, and the appropriate use of resources which allows to promote the students' knowledge. Consequently, the bad quality of a lesson plan affects the English Language Learning process

3. Which of these components your teacher participates in a class?

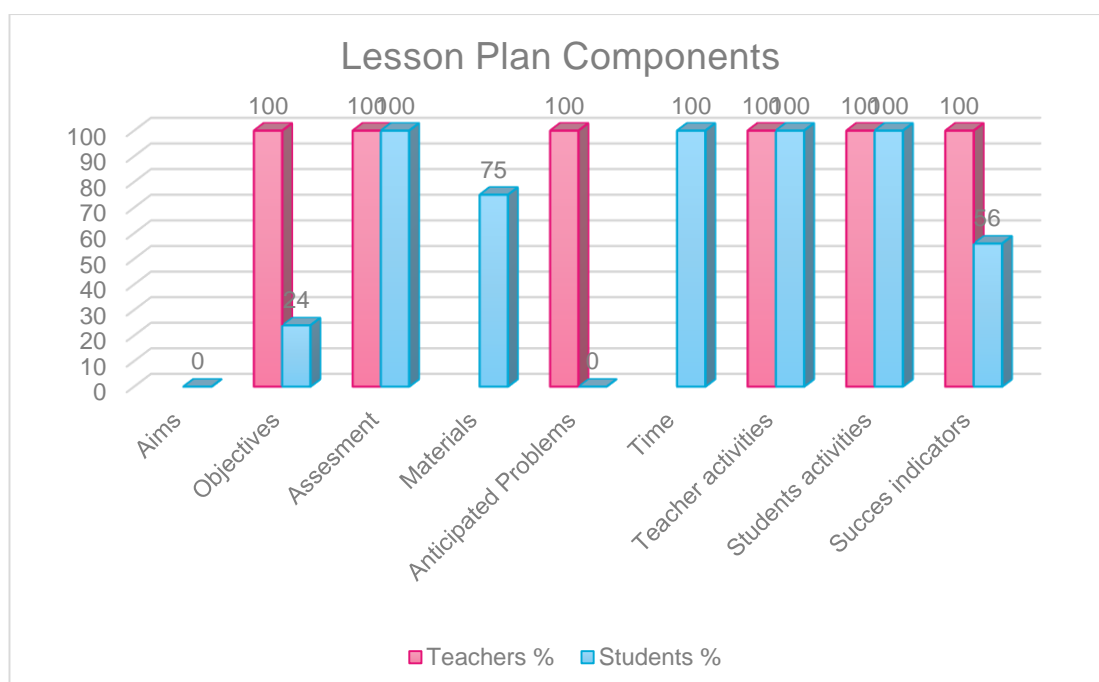
a) CHART 3

Lesson Plan Components	Teachers		Students	
	f.	%	f.	%
Aims	7		0	0
Objectives	7	100	26	24
Assesment	7	100	107	100
Materials	7		80	75
Anticipated Problems	7	100	0	0
Time	7		107	100
Teacher activities	7	100	107	100
Students activities	7	100	107	100
Succes indicators	7	100	60	56

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 3



c) Logical Analysis

According to the answers all the teachers expressed that they identify all the components to design a lesson plan however students indicated that teachers do not socialize it in class. According with the theory, the components to elaborate a lesson plan are the aims and objectives refers to what teachers hope to students achieve assessment as a tool used to measure students learning, materials are the resources that will be need or used in class, teachers may list some potential difficulties that students may foresee and add suggestions, limits time describe how long teachers expect things to take, teacher activities it allow teachers to make sure that students can meet lesson objectives through activities, student's activities are used to reinforce and extend the lesson, success indicators mean teacher indicates how the student will be able to measure the success of what was achieved it is also called evaluation. Therefore when teachers do not clear the importance of sharing the components with their students, limits the development and the implementation of all the activities which do not facilities the improvement of the lesson.

4. Does your teacher plan follow up activities?

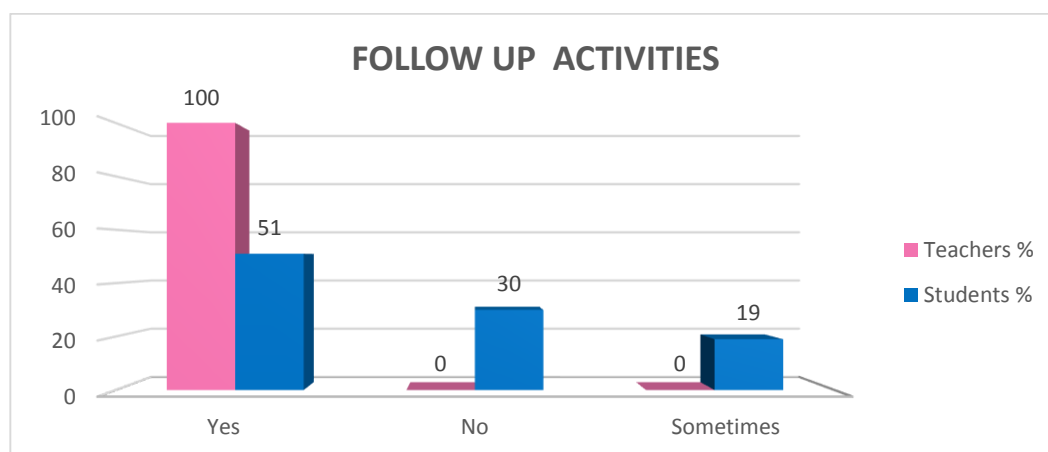
a) CHART 4

FOLLOW UP ACTIVITIES	Teachers		Students	
	f.	%	f.	%
Yes	7	100	55	51
No	0	0	32	30
Sometimes	0	0	20	19
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 4



c) Logical Analysis

Regarding the results, all the teachers and half of the students expressed that there is a planning of follow up activities in English learning. The theory states that including follow-up activities in the lesson plan helps to make the content more compressible giving support and reinforcement to the students' learning in order to give them the opportunity to practice and

apply the content knowledge at the same time. Otherwise, the little use of these activities affects the students' performance.

5. When your teacher carries out follow up activities She/ He tell you about?

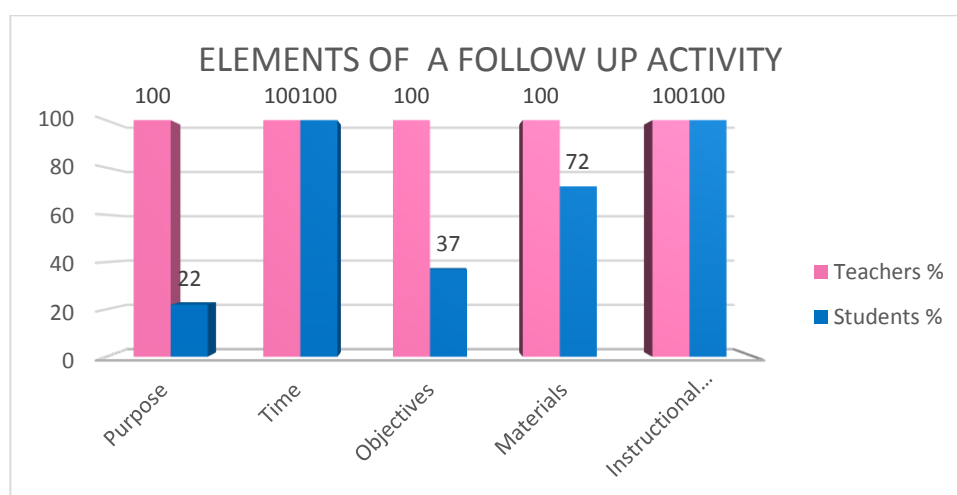
a) CHART 5

ELEMENTS OF A FOLLOW UP ACTIVITY	Teachers		Students	
	f.	%	f.	%
• Purpose	7	100	24	22
• Time	7	100	107	100
• Objectives	7	100	40	37
• Materials	7	100	77	72
• Instructional procedures	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 5



c) Logical Analysis

The results show that most of the teachers answered that they know all the elements to develop a follow up activity. However, all the students

expressed that they only are informed about instructional procedures, time and materials required to carry out a follow up activity. According to Pukite (1998) it is essential students know the elements to carry out follow up activities which are: Instructional procedures which are the specific things students will actually do during the task, materials which refer to the things that the students use in the task, learning objectives which are what you want your students to know and be able to do as a result of the activity, the timing that students require and the purpose which are the students' achievements at the end of the activity. The lack of knowledge about these relevant elements what students do not know the purposes-objectives of these tables are, limits the good development of the task.

6. How often does your teacher include extra-class activities?

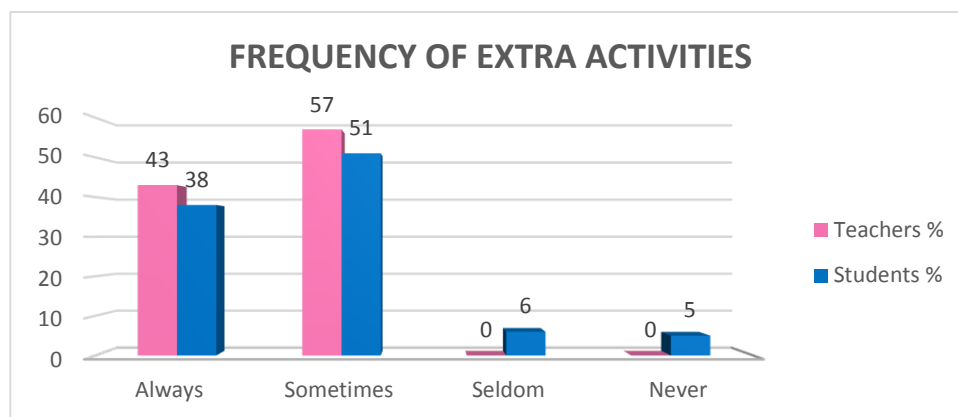
a) CHART 6

FREQUENCY OF EXTRA-ACTIVITIES	Teachers		Students	
	f.	%	f.	%
Always	3	43	41	38
Sometimes	4	57	55	51
Seldom	0	0	6	6
Never	0	0	5	5
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 6



b) Logical Analysis

Regarding the results, half of the teachers and students stated that there is a planning of extra-activities. It has been stated that extra-activities in the lesson plan help to promote students' learning and give them the chance to apply what was learned. Also, these activities offer additional possibilities for developing the students' skills and abilities in the foreign language. Little use of extra activities does not allow students to improve their language learning.

HYPHOTESIS 2.

The follow-up activities that teachers use aren't enough to catch up the English learning with students of 1st, and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012- 2013.

7. What the follow up activities are about?

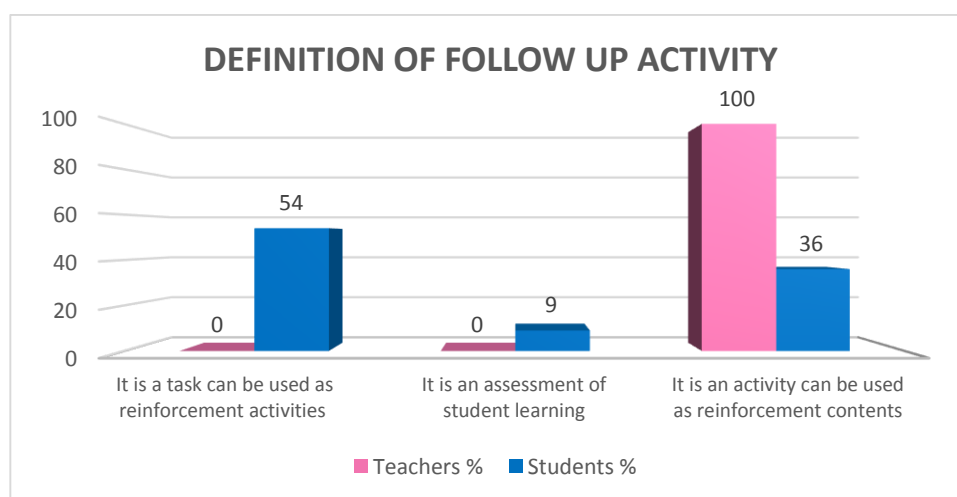
a) CHART 7

DEFINITION OF FOLLOW UP ACTIVITY	Teachers		Students	
	f.	%	f.	%
It is a task can be used as reinforcement activities	0	0	58	54
It is an assessment of student learning	0	0	10	9
It is an activity can be used as reinforcement contents	7	100	39	36
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 7



c) Logical Analysis

The results show that most of the teachers recognized what follow up activities are about, but half of students do not identify them. According to

Bentley K, (2010) follow up activities refer to the task that can be used as reinforcement of contents which facilitates the assimilation and acquisition of the language, allowing that the students process the information more deeply. As a result, students do not have sufficient information about what follow up activities are which limit the students' knowledge.

8. What is the purpose to carry out follow up activities in class?

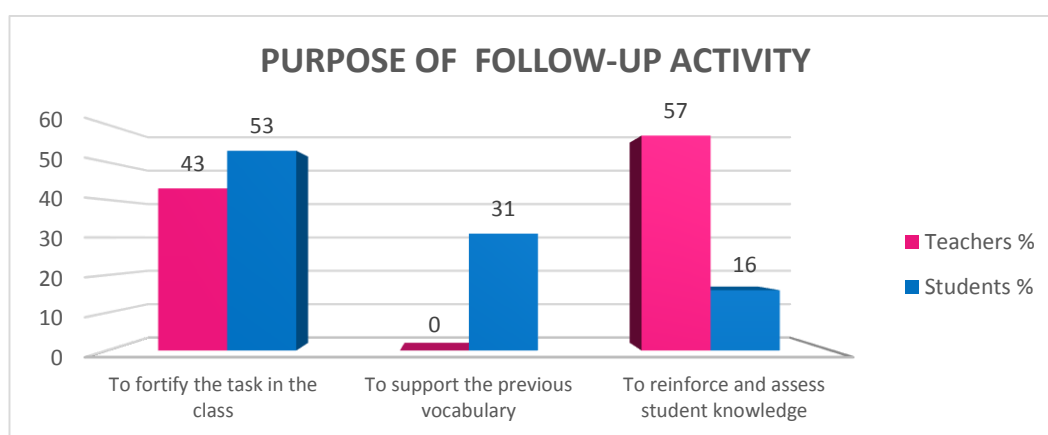
a) CHART 8

PURPOSE OF FOLLOW-UP ACTIVITY	Teachers		Students	
	f.	%	f.	%
To fortify the task in the class	3	43	57	53
To support the previous vocabulary	0	0	33	31
To reinforce and assess student knowledge	4	57	17	16
TOTAL	7	100	107	100

Source: Teachers and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 8



c) Logical Analysis

The results show that half of the teachers know what the purpose of the follow up activities is and about half of the students do not recognize it. It has been stated that the principal purpose of follow up activities is to affirm the students' knowledge and assessment of their learning which permit teachers to identify achievement of the students. Moreover, these activities are carried out to encourage students' participation, motivate them and get their interest. In the English subject the little knowledge about purpose of follow up activities and how these activities help students, limits the English Language Learning.

9. Which follow-up activities does your teacher use in the English Subject?

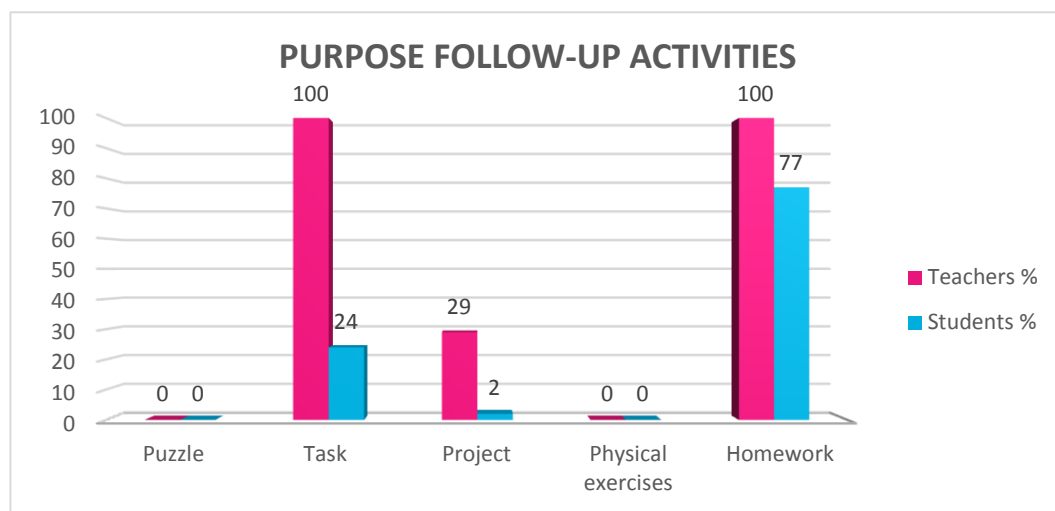
a) CHART 9

KINDS OF FOLLOW-UP ACTIVITIES	Teachers		Students	
	f.	%	f.	%
Puzzle	0	0	0	0
Task	7	100	26	24
Project	2	29	2	2
Physical exercises	0	0	0	0
Homework	7	100	82	77

Source: Teachers' and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 9



c) Logical Analysis

The results show that all the teachers use homework and tasks with their students, but half of the students expressed that they only use homework as follow-up activities. The theory states that to ensure the student's learning, it is fundamental to use different kinds of follow-up activities such as homework, as it encourages students to explore subjects more fully than classroom time permits and to extend learning by applying skills to new situations. The tasks always inspire to the students to stimulate and use whatever language they already have, both for comprehension and for speaking and writing. Project work, which creates connections between the foreign language and the learners own world. It encourages the use of a wide range of communicative skills, enables learners to exploit other fields of knowledge, and provides opportunities for them to write about the

things that are important in their own lives. Therefore, little use of variety of follow-up activities limits the English language learning.

10. When do you work the follow up activities?

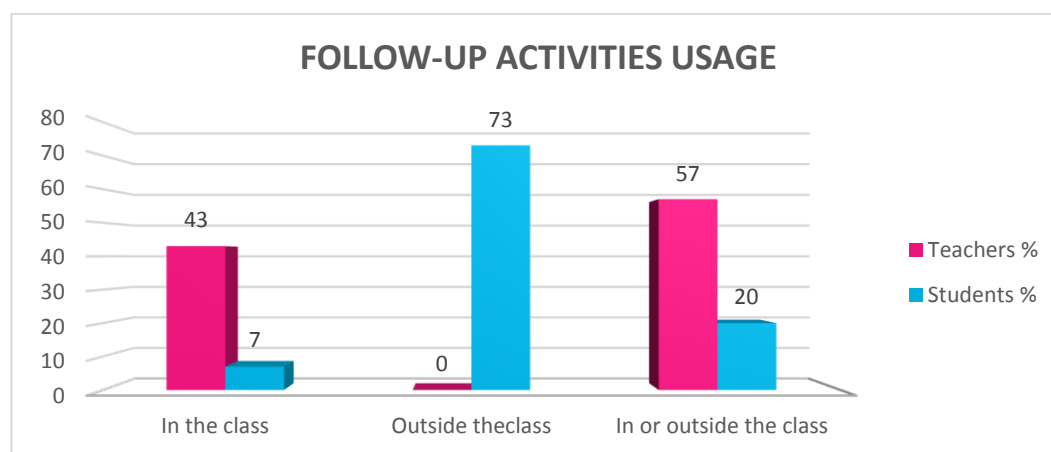
a) CHART 10

FOLLOW-UP ACTIVITIES USAGE	Teachers		Students	
	f.	%	f.	%
In the class	3	43	8	7
Outside the class	0	0	78	73
In or outside the class	4	57	21	20
TOTAL	7	100	107	100

Source: Teachers' and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 10



c) Logical Analysis

The results show that half of the teachers work with follow-up activities inside and outside of their classes, however, more than half of students

answered that the teachers work with follow up activities outside class. According to the theory the application of follow up activities are very useful if these activities are worked in and outside classes. This is because it provides practice in some areas that students need to revise. In addition it becomes a guide for teachers and students to highlight what has been learned and what may need more attention.

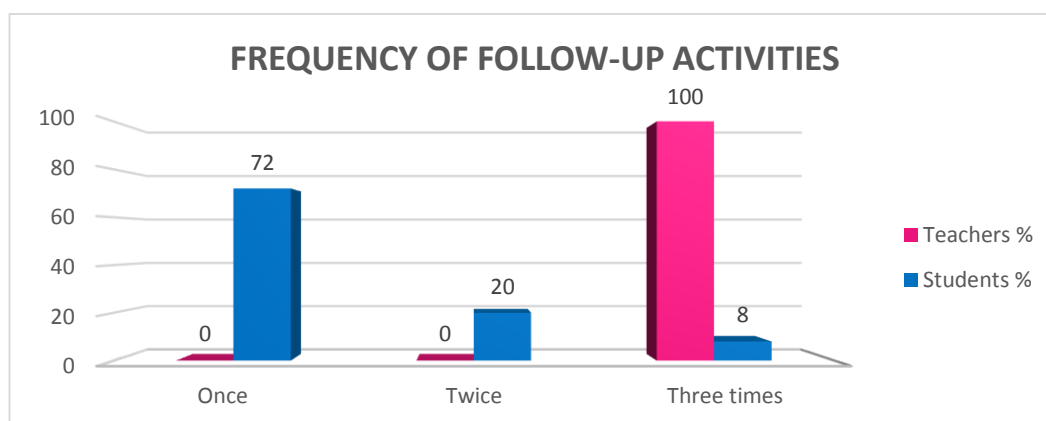
11. How often do you work follow up activities a week?

a) CHART 11

FREQUENCY OF FOLLOW-UP ACTIVITIES	Teachers		Students	
	f.	%	f.	%
Once	0	0	77	72
Twice	0	0	21	20
Three times	7	100	9	8
TOTAL	7	100	107	100

Source: Teachers' and Students' survey
Author: Carmen Lucia Bustos Piedra

b) GRAPH 11



c) Logical Analysis

The results indicated that all the teachers work three times a week with follow up activities in class. Whereas a great number of students answered that follow up activities are developed once a week. The application of the follow up activities keeps the students engaged and interested in the lesson or topic. Also, these activities need to have variety and must be developed daily. When teachers start repeating the same kinds of exercises it can become monotonous and demotivating for students. Therefore the limited uses of these activities are not enough to affianc the students learning.

12. Does your teacher provide you a feedback at the end of each follow up activity?

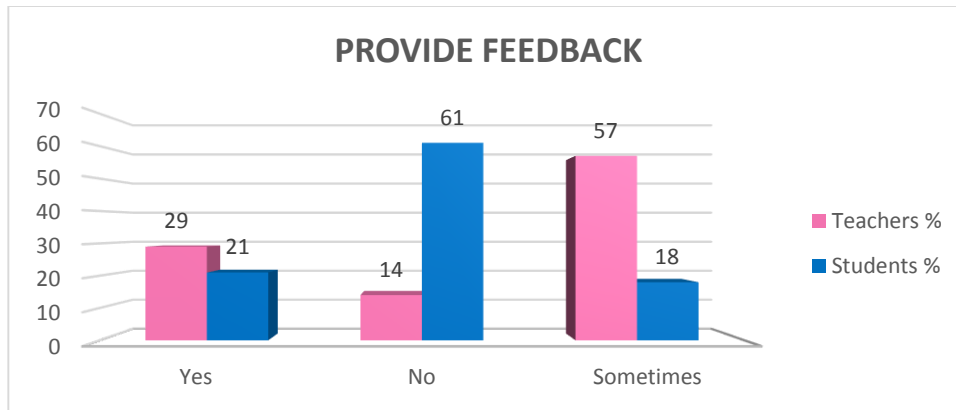
a) CHART 12

PROVIDE FEEDBACK	Teachers		Students	
	f.	%	f.	%
Yes	2	29	23	21
No	1	14	65	61
Sometimes	4	57	19	18
TOTAL	7	100	107	100

Source: Teachers' and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 12



c) Logical Analysis

The results show that half of the teachers answered that sometimes they provide feedback to the students at the end of an activity. In contrast, a little more than half of students said that teachers do not provide a feedback at the end of an activity. The theory states that providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and filling gaps in knowledge. Generally, feedback has to be given as soon as possible after the completion of the learning task. Therefore, it is generally good to give students feedback when they show improvement.

13. What do you consider is your average in the English Subject?

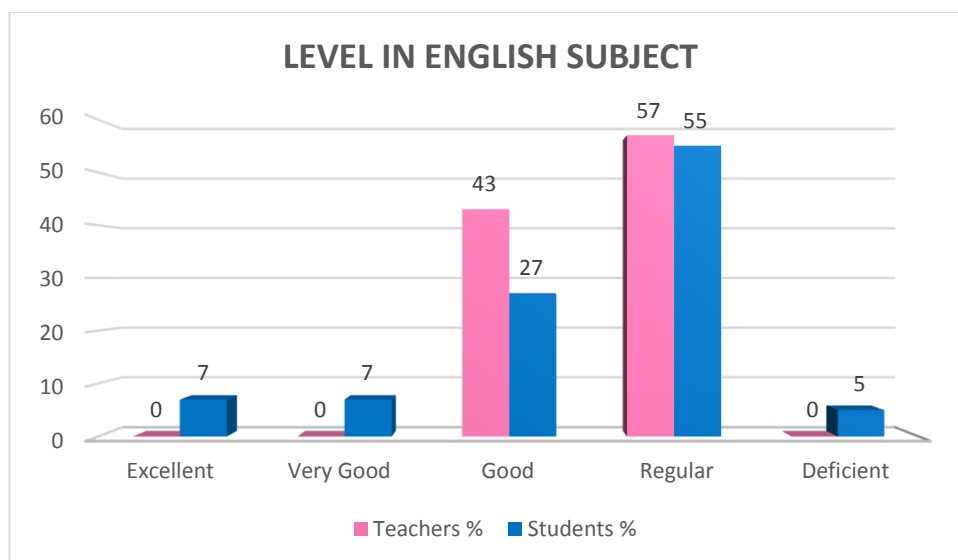
a) CHART 13

STUDENT LEVEL IN ENGLISH SUBJECT	Teachers		Students	
	f.	%	f.	%
Excellent	0	0	7	7
Very Good	0	0	7	7
Good	3	43	29	27
Regular	4	57	59	55
Deficient	0	0	5	5
TOTAL	7	100	107	100

Source: Teachers' and Students' survey

Author: Carmen Lucia Bustos Piedra

b) GRAPH 13



c) Logical Analysis

Concerning to the results half of teachers said that the level of students is regular; the same range students expressed the same. According to the theory, one of the most necessary elements for successful teaching and learning in class is the application of a good lesson plan and the utilization of resources and activities, which allow that the language be more easy to learn reducing the students low average in their learning.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The lesson plan that teachers elaborate are not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” academic period 2012-2013.

b) Demonstration

Question **ONE** which is related to the elaboration of a lesson plan, 100% of teachers answered that they plan their English classes, however 61% of students indicates that they don't notice that teachers plan their work. These results show that the lesson plan that teachers elaborate is not appropriately used which affects the learning process of the students.

Question **TWO** is about the quality of the lesson plan, 57 % of teachers expressed that their plan for English class is appropriate. In contrast, 50 % of students responded that it is not. This demonstrates that teachers are not elaborating the lesson plan as correspond which does not allow students to follow a designed Curriculum.

Question **THREE** which is referred to the socialization of components of the lesson plan, 100% of the teachers expressed that they identify all of the components although, 100% of students responded that teachers don't socialize the components in class; and what will be taught. For this reason it states that teachers recognize the different components but they not apply these in class.

Question **FOUR**, which concerns to the follow-up activities included in the lesson plan, 100% of teachers and 51% of students manifest that the follow up activities are included in the lesson plan. It means that teachers include follow up activities in their planning to reinforce students' learning.

Question **FIVE** is about elements to develop follow up activities, 100 % of teachers expressed that they know all the elements to develop follow up activities, but 72% of the students said that teachers express them time and materials are explained only, it can be seem that although, teachers recognize these elements, they do not explain them how they will be worked out, for this reasons students are not able to develop the given tasks successfully.

Question **SIX** is related to extra activities in the lesson plan, 57% of the teachers and 51% of students answered that extra activities are

sometimes included in class, it indicates teachers develop extra-activities in the teaching learning process but they are not applied frequently in class, which is not enough to allow that students increase their knowledge's.

c. Decision

Taking into account the obtained results of the questions, given to the teachers and students and the analysis of each one, it is necessary to accept the first hypothesis because the lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012-2013.

HYPOTHESIS TWO

a) Statement

The follow-up activities that teachers use aren't enough to catch up the English Learning of students of 1st, and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012- 2013

b) Demonstration

This hypothesis is proved with question **SEVEN** which is about the definition of follow up activities, 100% of the teachers distinguished what the follow up activities are about; however, 54% of students do not identify the meaning of follow up activities. The results indicate that teachers are not familiar with the concept of follow up activities, for that reason, it affects the improvement students' knowledge in the English Language.

Question **EIGHT** is related to the purpose of the follow up activities. 57% of the teachers identify what it is. Nevertheless, 53% of students do not recognize the purpose to develop these activities. As it can be seen, teachers do not explain their students the importance that these activities have in the learning language process.

Question **NINE** is referred to the kinds of follow up activities that English teachers use, 100% of teachers express that they use tasks and homework, but 77% of students manifested that teachers only send homework. It means that, the follow-up activities that teachers use aren't enough to ensure the English learning in their students.

Question **TEN**, is related to how follow up activities are used, 57 % of teachers said that they work with follow up activities in, and outside the

classes, in contrast 73 % of students answered that they only work with follow up activities outside class. It indicates that teachers are not aware of the importance to carry out these activities in class too, since they can identify the areas that students need to revise and put more attention.

Question **ELEVEN** which is related to how often the follow up activities are developed in class, 100% of teachers respond that they develop follow up activities three times a week whereas, 72% of students answer these activities are used once a week. It means that, the frequency that the teacher uses to develop follow up activities are not enough to reinforce what have been taught in class which affects in the English language learning.

Question **TWELVE** is associated with the feedback that teachers provide to the students at the end of each activity, 57% of teachers answered that they sometimes give feedback to students, however 61% of students express that teachers do not provide feedback. It indicates that, teachers do not allow students to notice strengths they have and the weaknesses that they need to improve in the English language subject.

Question **THIRTEEN**, is about students' average, the results show that 57% of teachers and 55% of students express that they have a regular average in English subject. It indicates that teachers do not apply the

plans they write and the follow up activities that they apply in class are not sufficient to catch up the students learning.

Decision

Based on the question results given to the surveyed populations and the analysis of each one, it is possible to accept the second hypothesis that states, that the follow-up activities that teachers use aren't enough to catch up the English Learning with students of 1st, and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012- 2013.

h. CONCLUSIONS

1. There is evident that teachers do not elaborate an appropriate lesson plan and do not share the components of them, since, the planning does not show a logical sequence which does not allow students to assimilate the contents and get a meaningful learning considering that they need to be clear about the class.
2. Teachers include follow up activities in their lesson plan; however, students do not identify the elements to carry out follow up activities, since teachers do not make sure that students understand the instructions to develop these tasks, which do not enable the learners to build on prior knowledge and reinforce the students' knowledge.
3. Teachers do not communicate to the students what the purposes are to develop follow up activities, due to teachers are not aware of the importance to carry out these and how it affects in the progress to the student's learning.
4. Teachers only use homework as a kind of follow up activity and also they only work with this task once a week, which is not enough to catch up the students' learning since students need to develop other kinds of follow up activities that help to maintain them in a constant learning .
5. Teachers do not provide feedback to the students when they carry out follow up activities, which affect the level of the English Language

development, taking into account that the students need to be motivated and demonstrate how they are progressing in this Subject.

i. RECOMMENDATIONS

1. Teachers should take time to elaborate more consciously their lesson plans, review them on the board or summarize them in a handout the learning objectives for the class, or providing a meaningful organization of the class time can help students not only to remember better, but also to follow their presentation and understanding of the logical sequence of class activities.
2. Teachers must plan follow up activities in their lessons and should share the elements of them, He-she should explain their process throughout examples, it will allow to the students to know how to work with these activities.
3. Teachers should inform the students about the purpose of developing follow up activities using an introduction before starting the activities, it will permit students to work consciously and be more interested in learning English.
4. Teachers should include other kinds of follow up activities such as: task in class or project work, and clarify the topics that students find difficult to understand. In the same way, teachers, can also use complementary resources such as: games and websites to

consolidate the students' previous knowledge, likewise, they could increase the frequency to work with these tasks which will allow that students feel motivated to work since this activities are essential to increase their knowledge and also to reinforce their learning.

5. The teacher must provide feedback to the students at the end of each activity it will be written in a piece of paper or teachers can give it directly. When learners receive helpful and constructive feedback, they are encouraged to contribute to classroom activities and also teachers need to increase activities to help to their students to acquire a higher level in the English learning process.

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k. ANEXES 1



EDUCATION, ART AND COMUNICATION AREA

English Language Department

THEME

"PLANNING AND FOLLOW- UP ACTIVITIES AND IT'S INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF 1ST, 2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT "ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA" ACADEMIC PERIOD 2012-2013".

Thesis previous requirement
to obtain the Bachelor's
Degree in Science of
Education English Language

AUTHOR:

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LOJA- ECUADOR

2013

a. THEME

“PLANNING AND FOLLOW- UP ACTIVITIES AND IT’S INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF 1ST, 2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT “ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC PERIOD 2012-2013”.

b. PROBLEM STATEMENT

i. BACKGROUND

This research has as the collaboration of the “Unidad Educativa Anexa a la Universidad Nacional de Loja” which is situated in the south of the Loja city.

The National University of Loja decided by resolutions of Illustrious University Council in session of September 28th of 1971 to create to Experimental University Manuel Cabrera Lozano high school annexed to on named Philosophy Faculty, Letters and Science of Education (Education, Art and Communication Area)

Its creation had as main purposes to serve as educational center for practicing for students of fourth year in the Philosophy Faculty, Letters and Science of Education. Later by means of agreement number # 95 of February 29 of 1972 the Ministry Education and Culture gave permission for the operation of the eighth class.

They were looking to extend its social action and before the request expressed by the people of Motupe neighborhood, National of Loja

created the Experimental University Manuel Cabrera Lozano high school extension in 1977.

The vision of this Educative Unit “Manuel Cabrera Lozano” as part of the Department of Education, the Arts and Communication at the National University of Loja, it is a center for basic and high school education that provides quality educational services in the scientific-technical and in the formation of values such as human rights, social justice, conservation and environmental development, dignity, freedom, responsibility, among others, for it has a highly qualified faculty profile, with infrastructure sufficient and relevant to contribute to human development in the area of influence of the establishment.

The mission of the Educative Unit “Manuel Cabrera Lozano” is to provide comprehensive training to students of basic and high school levels, under a scientific world, society, science, knowledge and learning, as a humanist and solidarity, contribute as a training center for teaching, consulting and educational cooperation in the area of influence.

The objective that this have is to become the Educative Unit “Anexa a la Universidad Nacional de Loja” an institution that leads the human resources training and enhance its image quality to the social sectors of the city and province of Loja, through introducing educational research in

curriculum development, improve the training of middle-level human talent in order to raise the quality of education in line with the institutional mission and vision and according to the needs that demand higher education and staff development requirements.

To identify, through the study of the external and internal environment of the establishment, the main problems related to basic education and high school students to suggest alternative solutions consistent with the scientific and technological development and social influence area.

Making curriculum research allow detect the supply and demand for graduates with their references, in relation to social problems that exist in the area of influence.

To contribute with the training of students of Education, Arts and Communication Area, turning the school into a center for educational research and practice.

Nowadays “Manuel Cabrera Lozano” high school changes its name now the high school is called UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.

It was through of Ministerial Agree # 00220-07-11 July 20 on 2011. Nowadays the high school has Physical Mathematics, Chemistry, and Social Studies as specialties.

ii. CURRENT SITUATION OF THE RESEARCHED OBJECT

English is the language of global communication, is spoken around the world, therefore people who speak English have better opportunities in the professional field.

It's considered as one of the most spoken language in world; it is an important tool in the formation of the students in high school .However there are many difficulties in the learning of this language in all levels because students do not get a basic level of it even when they studied it for six years.

The language in some cases is being taught since elementary school. But the students do not achieve a proficiency level in the English Language, because sometimes the teachers not full fill the activities in a complete way.

It's important to search which are the causes that are involved in this problem.

There are several factors that contribute with this problem. In fact, could be considered the methodology, evaluation, planning and follow-up activities.

Planning is essential in order to reach and effective and efficient learning. The Curricular plan gives the teachers guidelines for teaching and helps the educational establishment determine clear policies that let the development of the whole formation of students it also encourage to the teachers to work cooperatively and collaboratively to accomplish the goals successfully. Also is important that teachers incorporate required materials and developing activities that will promote learning.

Sometimes teachers do not carry out the lesson plan in a good way for that reason the students do not achieve a high level in the English Language subject.

According to the Ministry of Education precepts there is one book that must be studied during a school year. However, some teachers do not finish all the units planned for a school year or sometimes the teacher is not aware about the follow up activities in English Language, this means that students enter the next year with gaps in their knowledge.

Other problem is when the students start the new year of school and sometimes the teachers do not develop activities that let to know the students level of knowledge's.

Also this problem do that the students lost the sequence of contents and they do not feel the interest to learn the language.

When the teacher does not use activities to follow-up to the students the students do not can achieve a good level in the English Language.

Based on the before mentioned problems it is convenient to state the following research problem:

RESEARCH PROBLEM

How do Planning and follow- up activities influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja", Academic Period 2012- 2013?

i. DELIMITATION OF THE RESEARCH

i. Temporal

The research project will be done during the period 2012 and 2013.

ii. Spatial

It will be carried out at Educative Unit “Anexa a la Universidad Nacional de Loja” which is located in the south of the Loja city.

iii. Observation

The groups who will give us information about the research theme are:

- The students of the Educative Unit “Anexa a la Universidad Nacional de Loja”.
- The English teachers.

iv. Sub problems

The sub problems that was divided the general problem are:

- What are the Lesson plan characteristics in the English Language Learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic Period 2012 2013?
- Which are the follow-up activities that teachers use to catch up the English Learning with students of 1st, 2nd years of Bachillerato at

Educative Unit “Anexa a la Universidad Nacional de Loja”
Academic Period 2012- 2013?

c. JUSTIFICATION

The present research is about Planning and follow- up activities and its influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”, it is an interesting educational theme that has not been researched before.

It is justified because there are many difficulties that teachers face on the English Language Teaching and this affect the English Language Learning process in the students.

From the scientific point of view, it is important to carry out this research project because it will allow to get enough information to give some theoretical elements that will let some alternatives of the solution to the problematic found in the Lesson plan and follow- up activities inside the English language teaching learning process.

From the educational point of view, It is so important to develop the present project because the lesson plan and follow- up activities is important in the English language teaching learning process it could let the teachers know how will be developed the planning and the follow-up activities and what are the benefits of this.

The present research is also pertinent, because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction by planning and follow-up activities.

The project is also possible because, as undergraduate of the English language Career of the National University of Loja, the researcher is able to carry it out, because the researcher has the enough knowledge to develop it.

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

d. OBJECTIVES

GENERAL

- To analyze the Lesson plan and Follow-up activities and its influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”, Academic period 2012- 2013.

SPECIFICS

- To determine the planning characteristics in the English Language Learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”. Academic period 2012- 2013.
- To find out the follow-up activities that teachers use to catch up the English Learning of students attention with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013.

e. THEORETICAL FRAME

LESSON PLAN

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of student. There may be requirements mandated by the school system regarding the plan (Dra. Margarita Samaniego, 2011, pág. 14).

Why is planning important?

One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they hope to achieve in the class, what it is they want the students to be able to do at the end of the lesson that they couldn't do before. (Callum, Action Plan for Teachers, 2000)

Here are some more reasons why it is essential to plan:

- Planning is a sign of professionalism. Students expect teachers to be professional. If you are prepared, the students can tell. They also know if you are not prepared. Planning is a way to help gain the respect of your students.

- By planning you are considering your teaching situation and your particular students. However good your teaching material or course book may be, it is unlikely that it was prepared for your particular students. Planning gives you the opportunity to tailor your material and teaching to your class.
- As we have seen, lessons need to have certain elements and features such as ESA. Planning encourages teachers to consider these points and ensure they are included in the lesson.
- Planning gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. By thoroughly researching the target language and being prepared for difficult questions, for example, the teacher can feel confident in the classroom.

Why design a lesson plan?

According to (Celce, Planning a Lesson, 2001, pág. 403), “all good teachers have some type of plan they walk into their classrooms” and this can go from a simple a mental checklist or a complex , detailed two-paged typed lesson plan that follows a prescribed format.

Therefore, a lesson plan is an extremely useful tool that serves as the following:

- A guide because it serves as a map or checklist that leads us in knowing what to teach, in what order, and for how long.

- A resource for planning assessment measures such as quiz, midterms, and final exams.
- A historical document in which we record what we did in class and which we or a substitute teacher can resort to as an account of what we did before and what needs to be done.

Hints for effective lesson planning:

- When planning, think about your students and your teaching context first.
- Prepare more than you may need: It is advisable to have an easily presented, light “reserve” activity ready in case of extra time .Similarly, it is important to think in advance which component(s) of the lesson may be skipped if you find yourself with too little time to do everything you have planned.
- Keep an eye on your time. Include timing in the plan itself. The smooth running of your lesson depends to some extent on proper timing.
- Think about transitions (from speaking to writing or from a slow task to a more active one).
- Include variety if things are not working the way you have planned.
- Pull the class together at the beginning and at the end.
- End your lessons on a positive note.

What are some important characteristics of lesson plans?

- ✓ They reflect our teaching philosophy, student population, textbooks, and most importantly, our goals for our students.
- ✓ They are mutable (i.e. the duration of activities may be changed if needs arise).
- ✓ They benefit teachers, administrators, observers, substitutes and students

What are some fundamental questions that need to be answered before planning a lesson?

According to (Harmer, 2012), the following questions should be answered:

- a. Who exactly are the students we will teach?
- b. What do we want to do and why?
- c. How does it work?
- d. What will be needed?
- e. What might go wrong?
- f. How will it fit in with what comes before and after it?

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 it. It also guides us during and after the Lesson. We can identify the most important components of a

lesson plan by thinking carefully about what we want our learners to do and how we want them to do it.

The main components of a lesson plan show us what the lesson is for (the aims) and what the teacher and the learners will do during the lesson and how they will do it (procedures). Other components help us to think about possible problems and remind us of things we need to remember about the learners. So a lesson plan is most like a road map or a series of road signs

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class.(Dra. Margarita Samaniego, 2011, pág. 27).

What are some standard components in a Lesson Plan?

Harmer (2010) suggests the following elements should be included in lesson plans:

- A. Description of the students:** this may include from a general picture of the students' level, age range, atmosphere, etc. to a

detailed description of individual students (what they find easy or difficult, how they respond to different activities, etc.).

B. Aims and objectives: refers to what we hope our students to achieve; most lessons usually include a series of primary and secondary aims because it makes it easier for us (and anyone who may observe our class) to see whether or not we have achieved those aims. E.g.: Sensitize students to uses of pitch and intonation to indicate enthusiasm (or lack of enthusiasm).

C. Procedures: refers to the description of how the plan will be executed. In other words, the actual procedures (i.e. methodology) proposed. This section can include information about patterns of interaction (e.g. teacher-students, student-student, whole class, groups, pairs, etc.) and timing (to describe how long teachers expect things to take) as well.

D. Anticipated problems: teachers may list some potential difficulties they may foresee and add suggestions about what to do if they arise. For example, teachers may propose what to do in case a computer or piece of equipment fails (a kind of backup plan in case things do not go as expected).

E. Extra activities/materials (just in case): teachers may make a note of extra activities they could include if things go quicker than anticipated.

F. Materials to be used in the lesson: teachers may attach examples of the material they are to use with the students to their plan.

G. Success indicators: where the teacher indicates how s/he will be able to measure the success of what happens (it may also be called evaluation).

H. Homework/Further work: it shows what teachers have thought about beyond the actual lesson (Jeremy, 2010, págs. 314-316).

What are the principles of planning?

Aims

One of the main principles of planning is establishing a clear aim for your lesson. It is important that aims are realistic. If the subject is too difficult for the students, then they can become frustrated and lose motivation. However, if the subject is too easy, the students may become bored. Bored and frustrated students can often cause discipline problems. So it is

important when planning to think about your particular class. You may find it useful to bear these points in mind:

- What do the students know already? If you are planning to introduce completely new language items allow more time than if you are revising or extending a topic the class are already familiar with.
- What do the students need to know? If the students are studying for an exam, for example, then you may need to focus on different skills and language than for a General English class. Do your aims suit that need?
- What did you do with the students in their previous class?
- How well do the class work together?
- How motivated are the students?

All these factors are important when deciding realistic aims for your class.

Variety

As we have seen, it is important to try and keep the students engaged and interested. Providing variety in a lesson and a series of lessons is a way of achieving this. Repeating the same kinds of exercises can become monotonous and demotivating for students. Where possible it's a good idea to try and vary the kinds of activities, materials and interactions.

When the teacher sits down to plan what they're going to be doing, one of the things they need to have in their heads is, how can I vary the pace of the class? How can I vary the kind of thing that's going to happen so that sometimes maybe the students will be silent, sometimes they'll be loud, sometimes they'll be talking to me, sometimes they'll be talking to others, sometimes I'll do a bit of writing, sometimes they'll do a bit of reading. If you vary the patterns of student to student interaction, if you vary the kind of activity the students are involved in, if you vary the kind of material they're looking at ... there's a good chance that most of the students will remain engaged and involved. If you don't build variety into your plan the danger is that they'll switch off at some stage.

Flexibility

However well you plan you never actually know exactly what's going to happen in a class until it happens! Exercises may take longer or shorter than anticipated, the students may be more or less interested in a topic than you imagined, and something unexpected may happen during the lesson. In these cases if the teacher sticks rigidly to their plan the careful preparation may actually have a negative effect. Imagine our journey again. If the road ahead becomes blocked, it's no good trying to carry on, you have to find a different route.

Careful planning is very important but teachers need to be able to adapt their plan during the lesson to suit the circumstances.

This is something that becomes easier with experience, but in the planning stage it is often a good idea to consider extra optional or alternative exercises. Then, if your material runs short or you think the class might not respond well to a particular activity, you have something to fall back on.

Similarly, teachers need to be aware of what is happening in and around the class. Students may raise interesting points and discussions could provide unexpected opportunities for language work and practice. The teacher needs to be flexible enough to be able to leave the plan if such opportunities arise (Robertson, 2000, págs. 5-7).

DEVELOPING THE BASIC COMPONENTS OF A LESSON PLAN

Any lesson plan, regardless of format, should contain at least the following five components:

1. Learning Objectives
2. Assessments
3. Activities
4. Wrap- up/ Reflection
5. Materials and Resources

Learning objectives: Learning objectives are clear statements of what you want your students to know and be able to do as a result of the class or classes. They are written in ways that lend themselves to being assessed or measured. The knowledge and skills they reflect should connect to student interests, goals, and assessed needs.

Assessments: Assessments are tools such as presentations, quizzes, projects, check-ins, observations or other instruments used to measure whether students have gained the new knowledge or acquired the skills described in the learning objectives.

Activities: The Activities in a lesson plan are descriptions of planned instructional work. To reiterate, the process recommended in this Guide invites the teacher to create Learning objectives aligned with the Curriculum Frameworks standards and benchmarks, as well as other aspects of the Frameworks, then devise assessments to match the learning objectives, and finally to "fill in" the activities that would help students to gain the desired new knowledge and acquire the desired new skills. In practice, this process stimulates a kind of dialog in the teacher's mind among the different lesson plan elements, which often lead to refinements and additions.

Regarding the activities themselves, it might be helpful to consider the following general categories:

- **Warm-Up Work:** Activities that establish a safe environment for subsequent learning--e.g., asking for an oral recap of the last class, or two things learned during the past week. A simple task listed on the board could also allow students who arrive early (or on time!) to use that time profitably.
- **Opening Activity:** Stage-setting sorts of activities that ask what students already know about a new topic are respectful of their prior knowledge and experience. They also connect the new information to students' interests and own experience, and give the teacher important information about how to present information and at what level, depending on prior knowledge. These activities could be recaps, brainstorms, or free writes.
- **Main Activities:** These descriptions may be in list, outline, or even narrative form. They should have an obvious connection to the learning objectives and lead logically to assessments. Including an estimation of time needed for each activity will lead to more realistic planning. They should give enough information so they might be followed by another person not teaching the class (e.g., an observer, substitute, or new teacher.)

Wrap-up/reflection: Wrap-up and Reflection activities have many important purposes in the overall lesson:

- They are important ways to help students summarize what they have learned and for teachers to determine what's been accomplished or not been accomplished. Asking students to summarize what they have learned helps them to synthesize and retain new knowledge.
- The time devoted to wrap-up can encourage learners to consider ways they can apply newly-learned skills to other areas of their lives.
- These activities will also give students a sense that they are genuinely making progress, which is continually mentioned among thinkers and researchers as a critical element for promoting learner persistence and lifelong learning.
- Building in regular time for summarizing and reflecting give students practice in these important critical thinking skills and the Habits of Mind described throughout the Curriculum Frameworks.
- It is also the time to discover whether students are still unsure of something, or especially excited to know more about something, which will point the way for the next class.

- After the teacher reviews the students' own responses to the lesson, she might consider doing some self-reflecting of her own: What activities worked best? Was the time anticipated for each activity adequate? Did the students actively engage in the lesson? Where there any unintended consequences that occurred? Where do I go from here?

Materials and resources: Listing the materials and resources that will be needed for a class, whether it be a simple photocopy or a piece of equipment, will make lesson planning more efficient and the class run more smoothly. Use authentic materials suggested by your students' interests wherever possible(Developed by SABES and ACLS, 2012).

Generally Accepted Lesson Features and Instructional Strategies

The following are generally accepted lesson features and instructional strategies that should always be considered when designing lessons:

- Setting purpose and agenda
- Backward design
- Context of the lesson within the unit
- Research-based instructional strategies
- Assessment
- Feedback
- Student-centered instruction

- Brain-compatible instruction
- Differentiation
- Motivation
- Scaffolding
- Developing mentally appropriate practices
- Bloom's Taxonomy
- Closure

Setting Purpose and Agenda

The lesson begins with an overview of the intended outcomes and the learning activities that will help students achieve those outcomes.

Backward Design

Each unit and lesson is designed by identifying the end goal—learning outcomes, determining the evidence that will tell teachers and students whether the outcomes were attained, and designing a pathway of learning activities that will eventually enable students to demonstrate evidence that they have attained those outcomes.

Context of the Lesson within the Unit

A lesson is a part of a unit. While it is expected that units will demonstrate a range of content and instructional strategies, not every lesson will include every possible strategy.

STARTALK endorses six major principles considered to be highly effective practices within the foreign language field. Units of instruction (although not all lessons) should reflect these principles.

Research-Based Instructional Strategies

Research in a variety of grade levels and subject matters has shown that there are instructional strategies that make an impact on student learning.

Some of these strategies are

- Identifying similarities and differences.
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses, and questions, cues, and Advance organizers.

Assessment

Teachers use diagnostic assessment to determine what students already know and can do prior to new instruction. They plan for and use formative assessment to monitor student progress toward learning objectives and goals during the course of instruction. They also plan for summative

assessment as they write unit plans so that they are clear from the outset about what students are expected to know and be able to do at the end of the unit of instruction and what will demonstrate that students met the instructional goals of the unit or course.

Feedback

Feedback helps students understand how well they are making progress toward learning goals. Descriptive feedback provides students with information on how they can improve and may come from the teacher, classmates, or the student's own assessment of their work.

There are various forms of feedback that affect learning in different ways. Some forms may lead to negative gains in achievement; therefore, teachers need to be aware of the various types of feedback and their potential to assist students in reaching learning targets.

Student-Centered Instruction

In student-centered classrooms, students frequently interact with peers in pairs or small groups. Curriculum themes or topics may be selected to align with student interests. Students may have choices about what they learn, the learning experiences that will lead to instructional goals, and how they will show what they have learned.

Brain-Compatible Instruction

Recent research into how the brain learns has highlighted the importance of planning “brain- based” lessons. Brain research suggests that it is helpful for students to learn in low-stress environments, that the brain responds to novelty and strong positive emotions, and that periodic movement of the body’s limbs increases blood flow to the brain and therefore enhances brain function.

One finding of brain research, in particular, that has serious implications for lesson planning is the primacy-recency effect: Learners remember best the first part of a learning episode. The next best-remembered is the last part of a learning episode. Students remember least what comes in the middle. The primacy-recency effect has major implications for determining where to place the activities that make up the lesson plan.

Motivation

Motivation is an inner drive that pushes students to work toward their goals. Motivation is believed to be responsible for paying attention, investing effort in learning, and persistence when tasks are challenging.

Scaffolding

Scaffolding is the steps teachers take to support learners so that they can understand new content and develop new skills. Later, learners can use

the new learning in different contexts without the support of scaffolding. Scaffolding is temporary support to help learners do things now as well as in the future. Scaffolding can be provided for listening, speaking, reading and writing tasks in all curricular subjects and it can be used to help learners form ideas and learn language. Some learners need more support than others and some need to be supported for longer than others. Often learners find they need support in one or two curricular subjects but not in others. For example, some learners may need many forms of scaffolding for history and geography lessons but fewer for math and science.

How can we scaffold learning?

There are many different ways teachers can scaffold learning so that learners feel successful when doing tasks. The kind of support we provide is very important for the outcome of the tasks. One way to scaffold learning is to carefully consider the language we use. Other examples of scaffolding are:

- Creating interest.
- Breaking down task into small steps.
- Providing before, during and after task support.
- Using visuals and realia.
- Demonstrating tasks.

- Using word banks, glossaries, sentence substitution tables, writing frames.
- Using model texts for production of language
- Providing constructive feedback.

We need to build on what learners already know about the subject and build on what language they already know. Then we need to support learners to achieve the next step in understanding subject content before they can work on their own. More scaffolding is needed when learners have to understand subjects which are new and unfamiliar. Scaffolding is also needed to create classrooms where there is interaction and collaboration. For example, we can use visual organizers as speaking frames so that learners can work together to prepare explanations, comparisons or descriptions before presenting their ideas to the class.

Bloom's Taxonomy

First described by Benjamin Bloom, the taxonomy has evolved from a description of learning objectives to a means of classifying the level of thinking that certain types of questions or tasks demand of students. Higher order thinking or tasks are those that require students to analyze, evaluate, or create; lower order tasks involve knowing (remembering), understanding, and applying.

Closure

Lessons end with an overview or summary of the objectives of the lesson and what students learned during the lesson. Frequently, students provide this information by responding to teacher questions, summarizing with peers in pairs or small groups, or indicating verbally or nonverbally whether they feel they have met the lesson's objectives (Myriam, 2013).

LESSON PLAN FORMAT

- I. Content:** This is a statement that relates to the subject-matter content. The content may be a concept or a skill. Phrase this as follows: I want my students to: (be able to [name the skill]) OR (I want my students to understand [a description of the concept]). Often times, this content is predetermined or strongly suggested by the specific curriculum you are implementing through your teaching.
- II. Prerequisites:** Indicate what the student must already know or be able to do in order to be successful with this lesson. (You would want to list one or two specific behaviors necessary to begin this lesson). Some research indicates that up to 70% of what a student learns is dependent on his or her possessing the appropriate prerequisites.
- III. Instructional Objective:** Indicate what is to be learned - this must be a complete objective. Write this objective in terms of what an individual student will do, not what a group will do. Limit your

objective to one behavioral verb. The verb you choose must come from the list of defined behavioral verbs on my web site. Make sure your objective relates to the content statement above.

- IV. Instructional Procedures:** Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the students, what actual instructional techniques you will use, and how you will bring closure to the lesson. Include what specific things students will actually do during the lesson. In most cases, you will provide some sort of summary for the students.
- V. Materials and Equipment:** List all materials and equipment to be used by both the teacher and learner and how they will be used.
- VI. Assessment/Evaluation:** Describe how you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the behavior called for in the instructional objective.
- VII. Follow-up Activities:** Indicate how other activities/materials will be used to reinforce and extend this lesson. Include homework, assignments, and projects.
- VIII. Self-Assessment** (to be completed after the lesson is presented): Address the major components of the lesson plan, focusing on both the strengths, and areas of needed improvement. Determine here how you plan to collect information that will be useful for planning

future lessons. A good idea is to analyze the difference between what you wanted (the objective) and what was attained (the results of the assessment).

Of course, there is an immense difference between being able to plan and actually being able to carry out the plan. However, if you have thought carefully about where you are going before you begin writing your plan, the chances of your success, as well as the success of your students, are much greater.(Mary Spratt, 2010)

IMPORTANT ELEMENTS FOR LESSON PLAN

A lesson- plan requires the following elements:

1. The teacher should have the mastery of subject matter.
2. He should have the ability of content analysis and identifying learning objectives in terms of taxonomic categories.
3. He should have the ability and skill for writing objectives in behavioral term.
4. He should have the ability to select the appropriate teaching strategies, tactics. And aids in view of the content and objectives to be achieved.
5. The teacher must have the competency in relating teaching activities to learning structures by using appropriate teaching and communication strategies.

6. He should be able in constructing criterion test for evaluating the students learning outcomes.
7. He should be able in planning, organizing reinforcing the student's activities, and controlling their behaviors.
8. He should have the knowledge and skill for working questions for developing the lesson- plan.
9. He should have the skill for the effective use of black board in presenting the content.
10. He should have the awareness of individual differences of the students and should make the provision in lesson plan to adjust the individual differences of the group.

CHAPTER II

FOLLOW UP ACTIVITIES

According (BENTLEY, 2010, pág. 3)states that the follow up activities are referring to the activities can be used as reinforcement of contents. The purpose to carry out of follow up activity is to reinforcement activities or as an assessment of student learning. It can be working in or outside the class helping to increase the progress of learning of the learner. (GUIDE, 2013)

The most important elements to develop a follow up activity are:

Instructional procedures: Include what specific things students will actually do during the task

Materials: To refer to the things that the students use in the task.

Learning Objectives: Is what you want your students to know and be able to do as a result of the activity.

Time: Is the limit time to develop the task

Purpose: Is the students' achievements at the end of the activity.

There are some way to work with follow up activities such as include homework, assignments, and projects

Eg.

Identifying Beef & Dairy Cattle

Purpose: The purpose of this lesson is to have students understand the differences between beef and dairy cattle.

Time: One forty-five minute class period

Objectives: The learners will:

- Distinguish between beef and dairy cattle and their main purposes.
- Understand how to use Venn diagrams in identifying similarities and differences between beef and dairy cattle.

Background: Meat comes from beef cattle and milk comes from dairy cattle. All female cattle breeds produce milk and both male and female cattle produce meat. Some breeds are better at providing meat and others

are better at providing milk. Since we get milk from dairy cows, they usually have very large udders. For that reason their basic shapes are different from beef cows. The basic shape of a beef cow is a rectangle. The basic shape of a dairy cow is a trapezoid. Some common dairy cattle have markings that make them easy to recognize. Holstein cattle are probably the easiest to recognize because they are white with black spots. But dairy cattle, like beef cattle, come in many different colors. Because they must be milked every day, dairy cattle usually stay close to the dairy barn. Beef cattle do not have to stay so close to home and are sometimes moved around from pasture to pasture. Sometimes the fields are many miles away from the farm or ranch house. For that reason the cattle you see in fields along the side of the road are more likely to be beef cattle.

Materials: A Field Guide to Cows (John Pukite, Scholastic, 1998): A good review for students to see different types of cows and learn the differences between beef and dairy cattle. Handout: Beef and Dairy.

Instructional Procedure(s): Display the book A Field Guide to Cows by John Pukite. Review a Field Guide to Cows and have the students discuss the differences in beef and dairy cattle. Review the types of cattle they saw at the PA Farm Show. Review the differences in breeds listed in the book. Use a Venn diagram to chart the similarities and differences between beef and dairy cattle. Bring products made from beef and dairy

cattle to class and have students sort them to create beef and dairy product tables with the correct products. Have students research the different breeds of beef and dairy cattle. Specific characteristics, desired traits of the breeds, and breeding trends are details that should be researched. o Students should create their own beef/dairy herd using what they found in characteristics. What breed should in your herd? Will it be beef or dairy? Hereford or Angus? Etc.(Jonh, 2013)

The other hand, there are some kinds the follow up activities such as: the task, the project work and homework which are explain to following

The nature of tasks

There has been an extensive debate on what constitutes a ‘task’ for the purposes of languages teaching and learning. Some distinctions have been drawn, for example, between ‘exercises’ (focused on noticing and developing aspects of the form of language) and ‘tasks’ (focused on integrated use of language) or between ‘pedagogic’ tasks (tasks accomplished for the purposes of classroom learning) and ‘real-life’ tasks (tasks involving the use of language in the real-world). More recently, emphasis in general education has been placed on developing ‘higher order thinking tasks’ or ‘rich tasks’. Teachers developing these rich tasks build deep, elaborated thinking into the tasks.

As languages educators, we consider not only the need to develop accuracy (through a focus on form) and fluency (through active use of the target language in tasks) but also, and importantly, the need to develop complexity (Skehan, 1998) in interpreting and using language and in reflecting upon language and culture in the context of use. Thus, in developing tasks we also need to consider how each task builds on or extends previous learning and how it contributes to continuous and cumulative learning. Some of these distinctions are worth considering in developing the range of learning experiences that comprise a teaching and learning program for our students.

Tasks might be described as purposeful and contextualized instances of language use. They include:

Purpose: An underlying reason for undertaking the task (beyond the mere display of subject knowledge)

A context: The thematic, situational, and interactive circumstances in which the task is undertaken. The context may be real, simulated or imaginary. Considering context includes knowing where the task is taking place, when, who are involved, what previous experiences they share and what relationships they have.

A process: A mode or process of inquiry, thinking, problem-solving, performing, creating.

A product: The result of completing a task. (Clark, Scarino & Brownell, 1994)

Good language learning tasks, then, involve the judicious use of existing knowledge and above all an intellectual challenge (in both content and processes) for students; they involve interaction; they appeal to students' imagination and expand their interests; they develop confidence and provide a sense of achievement and enjoyment; and they contribute to learners' ever-developing communicative and learning repertoires. (Clark, 1994)

Stages and components of classroom tasks

Classroom tasks have a range of components and stages that, once identified, can be analyzed, adapted, and expanded. Labels for these stages are chosen to reinforce the language learning focus of the analysis; a basic task framework is used, consisting of preparation activities, core activity, and follow-up activities, with preparation and follow-up activities being seen as internal stages of a task, and the core activity as central to the whole process of language learning and teaching. Other task frameworks, such as the pre-task, task, and post-task stages (Skehan 1994) have the possible advantage of being applicable to both 'task' as

target communicative skill in the world outside the classroom, and ‘task’ as classroom activity, e.g. buying a cinema ticket, and role playing the buying of a cinema ticket. However, real-world tasks are often more distant for younger learners, and this distance can make this dual reference of ‘task’ potentially confusing for trainees.

The language learning focus of each of the three stages of a classroom task may be different, e.g. the preparation stage of a story task might focus on activating vocabulary and concepts, moving to close listening in the core activity, and then to role playing and fluency practice in the follow-up stage.

The core activity

The identification and description of the core language learning activity of the task, on which other supporting preparation or follow-up activities depend, becomes a crucial step in training, and a pre-requisite to identifying the other stages in a recorded or planned task. Our classroom observations suggest that, in many cases, lack of precision, in terms of language learning, about the nature and goals of core activities may lead to inadequate support at the preparation stage; minimal pupil preparation in the first stage can result in minimal pupil participation at a later stage, which may then lead to the premature abandoning of the task and switching to a different activity. The follow-up possibilities of tasks are

often under-exploited, again partly because of lack of clarity about the nature and goals of the core activity. Exploiting the language learning potential of each stage of a task thus requires close attention in training workshops to the components and demands of the core activity.

To assist this, the core activity, and, later, the other stages, need to be broken down, in turn, into sub-components (adapted from Nunan 1993:59)

Goals of teacher and learners: For teacher development, I have found it helpful to split goals into learners' goals and teachers' goals, since teachers may be expected to have a set of language learning goals that they may choose not to reveal explicitly to learners. In addition, the goals that learners perceive for a task may not match the goals teachers actually present to them. To exemplify these three types of goals we can consider a situation in which the teacher gives the learners the goal of producing a script for a video news bulletin; for the same task, the teacher may have learning goals such as developing interpersonal skills, practicing asking for information, or understanding' the news media; in the actual classroom experience, some learners may take as their task goal to write the script as quickly as possible. The degree of match and mismatch between teachers' and learners' goals is an important issue, but one that is not developed further in this paper.

Outcomes: This component refers to the language or other output learners actually produce as a result of a task. Outcomes can then be

compared with goals in evaluation of the task, and we can examine how the outcomes of one stage can be used in, or linked with, the next stage of the task.

Input data: Texts and materials used in the task.

Procedure: What the learners are required to do, including (projected) language output.

- ✓ Teacher roles
- ✓ Learner roles
- ✓ Settings

For example, use and composition of groups or pairs, individual, or whole class work.

This framework and set of components can operate at the training level too; a training task will have preparation and follow-up activities, and the internal components of the stages of a training task can be identified. Furthermore, the classroom tasks and their analysis often generate the trainer's goals for the training task, and are used as a vital part of the task input data. We now proceed to see how this can work in practice (Lynne, 2013)

Starting from an activity

Activity based teaching tries to make English Young Learner active, real, and challenging, offering learning experiences beyond the purely linguistic. Sometimes teachers consider a particular activity type and try to integrate it into their planning to ensure a wider range of learning and teaching styles.

The following list suggests some of the many different types of activity teachers can choose from when planning English activities with Young Learners.

Different types of activity

- Sequencing
- Sorting
- Measuring
- Predicting
- Testing
- Acting out/roleplaying
- Observing/comparing
- Memorizing
- Dancing
- Singing/chanting/clapping
- Making music

- Mixing
- Joining
- Tracing
- Painting
- Colouring
- Drawing from life
- Drawing fantasy
- Playing games
- Giving instructions
- Growing things
- Cooking
- Entertaining
- Telling stories
- Playing word games
- Making up chants, rhymes and jingles

The importance of extra-curricular activities

Extra-curricular work is an important aid in the instruction and education of students. It is closely connected with work in class, and it supplements it. It offers numerous possibilities for instruction and education.

In the field of foreign languages extra-curricular work is especially important. Because the schools can afford but a rather reduced number of foreign language classes, this work offers additional possibilities for developing the students' skills and abilities in the foreign language. Besides the practical consideration, the extra-curricular activities have great instructive value since pupils get supplementary opportunities to study the great writers of English and American literature, the history of Great Britain and the USA, the formation of the English language.

There are a series of characteristics which distinguish extracurricular work from the work in class:

In contrast to the work in class which is compulsory for all pupils, extra-curricular work is optional. This should increase the pupils' interest. The pupils' creative initiative has to be taken into consideration and further developed.

The work of the participants in extra-curricular activities is first appreciated by their classmates, then by the teacher. The results obtained should be brought to the pupils' notice on bulletin boards.. (ANDREI, 2013)

Project work

A project is an extended task which usually integrates language skills work through a number of activities. These activities involve working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion and processing of the information, problem solving, and oral or written reporting, and display. Project-based learning has been promoted within ELT for a number of reasons. Learners' use of language as they negotiate plans, analyze, and discuss information and ideas is determined by genuine communicative needs. At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects.

What benefits does project work bring to the language class?

Pupils do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity the three principal elements of the communicative approach. These are:

- Concern for motivation, that is, how the learners relate to the task;
- Concern for relevance, that is, how the learners relate to the language.

- Concern for educational values, that is, how the language curriculum relates to the general educational development of the learner.
- Firstly, project work is very personal. Secondly, project work is a very active medium. It is a kind of structured playing. Students do not just receive and produce words, but they also learn through doing.(Desiatova, Project-based Learning as CLIL Approach to Teaching Language, 2013)

Homework

Homework is not about kids going home and doing something on their own. It could also be about learning how to collaborate and share ideas. Therefore, homework does not always have to be in English, for English or about English, really. If an exercise is designed to have a meaningful learning outcome such as learning how to work better together or use a new tool collaboratively, the language can come later. Everything can feed into language practice, even if it is not done in English from the beginning. For instance, if as part of their homework I have kids get together after school to take photographs of interesting places and people they pass by, I would not ask them to speak English during this stage. The value of the exercise lies elsewhere. They can turn the experience they had with the camera on the streets into a language-learning outcome by later using what they produced in a meaningful, relevant and interesting setting into

descriptions or a presentation or something. That would be good and in fact it's all good — not just the practicing language part.(Lorincz, 2013)

Monitoring homework

The assignment of homework, like many educational practices, can be beneficial, neutral, or detrimental depending upon the nature and context of the homework tasks. The use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results when assignments are:

- Closely tied to the subject matter currently being studied in the classroom.
- Given frequently as a means of extending student practice time with new material.
- Appropriate to the ability and maturity levels of students
- Clearly understood by students and parents.
- Monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion.
- Quickly checked and returned to students.
- Graded and commented on(Nancy, 1995)

Feedback

- Feedback is providing information to an individual which focuses on their performance or behavior.
- The feedback provided should be delivered in a positive manner and lead to action to affirm or develop an individual's performance or behavior.
- Feedback provided should not be of a personal nature and should focus on hard data, facts or observed examples of evidence.

Effective feedback:

- Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner's written or practical work or a performance of a given task.
- It focuses on individual action points.
- Effective feedback deals with one point at a time.

When learners complete a piece of work and hand it in to the teacher, they expect two responses:

- The assessment decision (grade or mark), but more importantly,
- Feedback on their performance.

Sometimes learners focus too much on the grade or mark out of 10 that they have been awarded for a particular piece of work without taking the necessary notice of the information contained within the written feedback which could help them improve the work or affect the way they approach the next task or assignment. Learners need to be guided into the appropriate use of feedback – it does not happen incidentally.

Opportunities need to be created for learners to use feedback appropriately and take the required action.

The benefits to learners of effective feedback

Teachers' feedback should act as scaffolding to support learners' skill building and the acquisition of knowledge. Teachers provide the 'x' factor in promoting learning through intervention strategies and feedback on learners' performance. Feedback must not be confused with doing the work for the learners or giving them so much help that it becomes the teacher's work.

There is an art to providing support and feedback and it is definitely not giving learners the solution to a problem as soon as they become stuck. Learners must be given opportunities to think a problem through for themselves, which is a crucial part of the learning process, so that the

piece of work is their own and the end result evidences their learning through which individuals can take much satisfaction in their progress and achievements.

There is no doubt that learners can and do benefit from effective feedback.

- They know how well they are progressing.
- They are informed of their strengths and of areas they need to improve.
- They know what they need to do to improve.

The benefits of effective feedback are greatly enhanced when feedback is applied on a number of attempts so that progress can be tracked from one attempt to the next and illustrated by developmental improvement.

Effective feedback and its appropriate use can improve:

Progress: progress is made when learners know and understand what they need to do to improve and are given time to undertake the required action to bring about an improvement in their work.

Achievement: as a result of progress being made in each teaching and learning session, opportunities for learners to achieve will increase. Learners handing work in on time: work being handed in and the return of

marked work with feedback is a two-way contract. The dates for handing in and returning marked work should be adhered to by both parties. If feedback is valued, it will promote the desired effect – work is handed in on time.

Learner confidence: effective feedback which recognizes what the learner has done well and instigates further progress promotes learner confidence.

Motivation: motivation is enhanced when learners can see for themselves that they are improving as a result of taking the action recommended in the feedback.

Attendance and timekeeping: when feedback is valued and thereby worth receiving, learners are encouraged to attend teaching and learning sessions and timekeeping does not become an issue.

Retention: when feedback is valued and progress is seen by the learner to have been made, retention does not become an issue.

Behavior in class: the most effective behavior management strategy is the demonstration of progress which has resulted from effective teaching and learning.

Learner–teacher relations: when feedback is effective, learner's value teachers' contributions and this is apparent in the quality of the learner–teacher relationship.

Learner participation in class: when learners receive helpful and constructive feedback, they are encouraged to contribute to classroom activities. (Jones, 2009, págs. 14-17)

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. Teachers may choose to assess, formally (through test and examinations) or informally. Teachers can carry out informal assessment during a lesson by monitoring (i.e. listening carefully) and observing learners while they are doing ordinary classroom activities. Informal assessment is an important way of checking how the learners are getting on, but of course teachers can't assess all the learners all the time during lessons. To get more information about the progress of individual learners, teachers also need to carry out formal assessment (e.g. a class test)

When planning assessment, you need to think first about the reasons for assessing learners. Then you can decide when and how often to assess them, and choose what methods of assessment you are going to use

	Formal assessment	Informal assessment
Assessment tasks	<ul style="list-style-type: none"> • Test • Examinations 	<ul style="list-style-type: none"> • Normal classroom teaching and learning activities • Homework tasks
Marking	<ul style="list-style-type: none"> • Learners receive grades • Pass/ Fail 	<ul style="list-style-type: none"> • Teacher keeps records of progress but does not give grades
Purpose	<ul style="list-style-type: none"> • To assess overall language ability (proficiency test) • To assess learning at the end of a course (achievement test) • To assess learning at the end of part of course (progress test) • To decide if learners can continue to the next level 	<ul style="list-style-type: none"> • Feedback for the teacher (i.e. to find out how successful our teaching has been) • To help us improve our procedures or choose different materials or activities for future lessons

TYPES OF ASSESMENT

There are two main types of assessment.

Summative assessment is assessment of learning. Its purpose is to review learning of subject content and to help us know what learners have achieved at a specific time. This is often at the end of a unit of work or at the end of a course.

Formative assessment is assessment for learning .It is on-going, continuous assessment and helps us to understand how much and how well our learners are learning about subject content. It gives us information about our learners so we can give them useful feedback on their progress. Formative assessment also provides feedback which can lead us to change or adapt our future teaching, our materials and the task we create (Dra. Margarita Samaniego, 2011, págs. 54-55).

Learn English through Activities

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her

current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Why choose TBL as language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are teaching according to or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach. Therefore, when we choose Task based Learning, there should be a clear and defined purpose of that choice.

Having chosen TBL as language teaching method, the teacher thereby recognizes that "teaching does not and cannot determine the way the learner's language will develop" and that "teachers and learners cannot simply choose what is to be learned". "The elements of the target language do not simply slot into place in a predictable order" (Peter Skehan 19). This means that we, as teachers, have to let go of the control of the learning process, as if there ever was one! We must accept that we cannot control what each individual learner has learnt after for example two language lessons and as Peter Skehan says "instruction has no effect on language learning"

In Task Based Learning the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language. (Peter, 2013)

HYPOTHESIS

i. GENERAL

- The Planning and follow- up activities influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” and the Academic period 2012- 2013

ii. SPECIFICS

- The lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”. Academic period 2012- 2013.
- The follow-up activities that teachers use aren’t enough to catch up the English Learning at students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” and the academic period 2012- 2013.

f. METHODOLOGY

i. DESIGN OF THE INVESTIGATION

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researcher will not have the chance to manipulate the variables of the work. The survey will be applied, thought of a questionnaire with closed questions it will let to know the reality.

ii. METHODS, TECHNIQUES AND PROCEDURES

i. METHODS

The **scientific** one, it will be used as a general method which will let develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method will be 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 through empiric data and the theoretical referents. 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 the descriptive will be used, analitic-sinthetic and explicative methods. Also will be used the descriptive statistics as a tool.

Could be used the **descriptive** method to pick up the information, describe the obtained results in the applied instruments and it will let organize the information according to the hypotheses and the indicators that we will found out for each one of the variables.

It will give the rules to demonstrate the meaning of the investigation, describe the problematic that the researcher found in this educative institution, the description of the variables the independent as well the dependent and can describe coherence in all the researching work presenting the results and supporting the conclusions. This method will serve to describe how the teachers are developing the planning and follow- up activities inside the English teaching learning process.

The **analytic-synthetic** method will be used, which will serve to analyze the empiric information from the applied instruments and therefore can derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyze the Lesson plan characteristics in the English Language Learning.

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

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

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

ii. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information a **survey** will be applied to obtain information about planning and follow-up activities that the teachers use into the English Teaching Learning process. 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.

iii. PROCEDURES

To recover the empiric information will be processed following these phases:

i.Tabulation

In the tabulation of the data obtained in the field research the descriptive statistics will be used for the closed questions and unifying criteria from the reason or explanation of every question, and it will contrasted the

information of the teachers and students which will let to get the right information.

ii.Organization

After the empiric information will be organized and the questions will be classified depending of the variables will serve as guide that will be used to prove the hypothesis.

iii.Description

The obtained data 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 to represent the information graphically.

iv.Graphic Representation

After the described the data, it will represented graphically, so it will facilitate the interpretation and the critical analysis of every question. The bars diagram will be used to show this information.

v.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.

vi.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.

vii. 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 could be obtained in the present research which can be used to develop more researchers in the future.

iv. POPULATION AND SAMPLE

The sample of the population will be taken with 107 students from 1st and 2nd years of Bachillerato whom will be taken at random in every parallel. Is important to work with the 7 English teachers to the institution has.

In order to get the sample of the students' population from 1st and 2nd years of Bachillerato, it was necessary to apply the following formula:

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

PQ = First quartile (0,25)

N= Population

N = Sample

K = Proportionality Constant (2)2

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

$$\begin{aligned}
 n &= \frac{0,25 \times 422}{(421) (0,1)^2 - 0,25} \\
 &= \frac{105,5}{3,96 - 0,25} \\
 &= \frac{105,5}{3,71} \\
 &= 28,43
 \end{aligned}$$

To the simple distribution by grades they can apply the following formula:

$$n = \frac{n}{N} \qquad n = \frac{107}{422} \qquad n = 0,2535$$

The result must be multiplied by the whole population per grade for obtaining the sample by grade.

In the next chart is detailed the sample:

CHART N °1

COURSES	POPULATION	SAMPLE
1 st year of Bachillerato	251	64
2 nd year of Bachillerato	171	43
TOTAL	422	107
Teachers' population	7	7

g. CHRONOGRAM

<div><div>MONTHS</div><div>ACTIVITIES</div></div>	2013																								2014																																			
	Feb				March				April				May				June				July				Septem				Octobe				Novem				Decem				Januar				Februa				Mar/Ap				May				Jun/July			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4												
	x																																																											
Appointment of teacher advisor								x																																																				
Project Approval								x																																																				
Appointment of thesis advisor								x																																																				
Thesis development									x	x	x	x	x	x	x	x																																												
Thesis presentation														x	x	x				x	x				x	x					x			x																										
Thesis corrections															x	x	x			x	x				x	x						x																												
Thesis approval																																																												
Submission of the folders																																																												
Private qualification																																																												
Corrections																																																												
Public sustentation and incorporation																																																												

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

i. RESOURCES

1) Humans

The resources that will be part of this project are:

- The researcher
- The students of Educative Unit “Anexa a la Universidad Nacional de Loja”
- The English teachers of Educative Unit “Anexa a la Universidad Nacional de Loja”.

2) Material

The material resources that will use is, office material, books, thesis, magazines, computer, printer, Internet and others.

3) Institutional

- Universidad Nacional de Loja
- Educative Unit “Anexa a la Universidad Nacional de Loja”
- Library of the National University of Loja
- Cyber cafes

BUDGET

- | | |
|------------|-----------|
| • Project | \$ 350,00 |
| • Printing | \$ 150,00 |

• Copies	\$ 200,00
• Office material	
a. Paper	\$ 80,00
b. Notebooks and folders	\$ 50,00
• Internet	\$ 80,00
• Transport	\$ 50,00
	<hr/> \$ 960.00

FINANCING

The financing of the expenses derived from the present work will be assumed completely by the researcher.

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ANEXE 2



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
SURVEY TO THE TEACHER

Dear teacher : In order to develop my thesis project focused on “Planning and follow up activities and its influence on the 1st and 2nd year of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”, academic period 2013”, I need your collaboration answering the following questions:

Hypothesis 1

The lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012-2013.

1. Do you elaborate a Lesson Plan for English class?
Yes () No () Sometimes ()
Why? _____
2. How do you consider your planning?
 - Good ()
 - Very good ()
 - Excellent ()
3. What components do you take into account to design a Lesson Plan?
 - a. Aims ()
 - b. Objectives ()
 - c. Assessment ()
 - d. Materials ()
 - e. Anticipated problems ()
 - f. Time ()
 - g. Teacher activities ()
 - h. Students Activities ()
 - i. Success indicators ()

4. Do you plan follow up activities to the students?
 Yes () No () Sometimes ()

Why?

-
5. What elements do you consider to develop a follow up activities?

- a. Purpose ()
- b. Warmers ()
- c. Time ()
- d. Learning Objectives ()
- e. Teaching aids ()
- f. Assumptions ()
- g. Materials ()
- h. Instructional procedures ()

5. How often do you include extra-class activities in the lesson plan?

- Always ()
- Sometimes ()
- Seldom ()
- Never ()

Hypothesis 2

The follow-up activities that teachers use aren't enough to catch up the English Learning with students of 1st, and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012- 2013

6. What the follow up activities are about?

- a. It is a task can be used as reinforcement activities ()
- b. It is an assessment of student learning ()
- c. It is an activity can be used as reinforcement contents ()

7. What is the purpose to carry out follow up activities in class?

- a. To fortify the task in the class ()
- b. To support the previous vocabulary ()
- c. To reinforce and assess student knowledge ()

8. Which follow up activities do you apply with your student?

- Puzzle ()
- Task ()
- Project ()
- Physical exercises. ()
- Homework ()

9. How do you think follow up activities can be work?

- a. In the class ()
- b. Outside the class ()
- c. In or outside the class ()

10. How often do you work follow up activities on week?

- a. One time ()
- b. Twice ()
- c. Three times ()
- d. Others _____

11. Do you provide feedback to the students at the end of each follow up activity?

Yes () No ()

Why?

12. What do you consider is the student's average in the English Subject?

- a. 10-9 Excellent ()
- b. 8-7 Very good ()
- c. 7-6 Good ()
- d. 5-4 Regular ()
- e. 3-0 Deficient ()

THANKS FOR YOUR COLLABORATION



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN ,EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE CAREER
SURVEY TO THE STUDENT

Dear Student : In order to develop my thesis project focused on “Planning and follow up activities and its influence on the 1st and 2nd year of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja”, academic period 2013”, I need your collaboration answering the following questions:

Hypothesis 1

The lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at “Unidad Educativa anexa a la Universidad Nacional de Loja” academic period 2012-2013.

1. Is there any evidence that your teacher plan the English class?

Yes () No () Sometimes ()

Explain:

_____.

2. How do you consider the planning of your teacher?

- Bad ()
- Very good ()
- Excellent ()

3. Which of these components your teacher participates in class?

- a. Aims ()
- b. Objectives ()
- c. Assessment ()
- d. Materials ()
- e. Anticipated problems ()
- f. Time ()
- g. Teacher activities ()
- h. Students Activities ()
- i. Success indicators ()

4. Does your teacher plan follow up activities?

Yes ()

No ()

Sometimes ()

Why?

5. When your teacher carries out follow up activities She/ He tell you about?

Purpose	Yes	No	Explain
Time			
Objectives			
Materials			
Instructional Procedures			

6. How often does your teacher include extra-class activities?

- Always ()
- Sometimes ()
- Seldom ()
- Never ()

Hypothesis 2

The follow up activities that teachers use aren't enough to catch up the English Learning with students of 1st and 2nd years of Bachillerato at Educative Unit "Anexa a la Universidad Nacional de Loja" academic period 2012-2013

7. What the follow up activities are about?

- a. Tasks can be used as reinforcement activities ()
- b. An assessment of student learning ()
- c. Is an activity can be used as reinforcement contents ()

8. What is the purpose to carry out follow up activities in class?

- To fortify the task in the class ()
- To support the previous vocabulary ()
- To reinforce and assess student knowledge ()

9. Which follow up activities does your teacher use in the English Subject?

- Puzzles ()
- Task ()
- Project ()
- Physical exercises. ()
- Homework ()

10. When do you work the follow up activities?

- a. In the class ()
- b. Outside the class ()
- c. In or outside the class ()

11. How often do you work follow up activities on week?

- a. One time ()
- b. Twice ()
- c. Three times ()
- d. Others _____.

12. Does your teacher provide you a feedback at the end of each follow up activity?

Yes ()

No ()

Sometimes ()

Explain:

13. What do you consider is your average in the English Subject?

- a. 10-9 Excellent ()
- b. 8-7 Very good ()
- c. 7-6 Good ()
- d. 5-4 Regular ()
- e. 3-0 Deficient ()

THANKS FOR YOUR COLLABORATION

ANEXE 3

CONSISTENCY MATRIX

THEME: “PLANNING AND FOLLOW- UP ACTIVITIES AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT EDUCATIVE UNIT “ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” . ACADEMIC PERIOD 2012-2013”

PROBLEMS	OBJECTIVES	HYPOTESIS	VARIABLES	INDICATORS
<p>GENERAL</p> <p>How do Planning and follow- up activities influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013?</p>	<p>GENERAL</p> <p>To analyze the Planning and Follow- up activities and its influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013</p>	<p>GENERAL</p> <p>The Planning and follow- up activities influence on the English learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013</p>	<p>INDEPENDIENT</p> <p>Planning and follow- up activities</p>	

<p>SUBPROBLEMS</p> <p>What are the lesson plan characteristics in the English Language Learning with students of 1st, 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012 2013?</p> <p>Which are the follow-up activities that teachers use to catch up the English Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013?</p>	<p>SPECIFICS</p> <p>To determine the Lesson plan characteristics in the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013.</p> <p>To find out the follow-up activities that teachers use to catch up the English Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013.</p>	<p>SPECIFICS</p> <p>The lesson plan that teachers elaborate is not well used on the English Language Learning with students of 1st and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013.</p> <p>The follow-up activities that teachers use aren’t enough to catch up the English Learning with students of 1st, and 2nd years of Bachillerato at Educative Unit “Anexa a la Universidad Nacional de Loja” academic period 2012- 2013.</p>	<p>DEPENDIENT</p> <p>Lesson plan characteristics English Language Learning</p> <p>Follow up activities English Language Learning</p>	<ul style="list-style-type: none"> • Definition • Importance of Lesson plan • Characteristics of Lesson Plan • Components of Lesson Plan • Strategies to plan <ul style="list-style-type: none"> • Definition • Purpose • The nature of tasks • Extra-activities • Homework • Feedback
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