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**EDUCATION, ART AND COMMUNICATION
AREA**

ENGLISH LANGUAGE CAREER



**“CURRICULAR PLANNING AND ITS INFLUENCE
ON THE DEVELOPMENT OF THE FOUR BASIC
SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL
ALVAREZ BURNEO” HIGH SCHOOL.PERIOD 2010-
2011”**

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Bachelor's Degree in
Language Specialization.

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CERTIFIES:

That the present research work developed by Silvio Roberto Carrión Sánchez and Daysi del Pilar Dávila Gonzalez titled “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL ALVAREZ BURNEO” HIGH SCHOOL, PERIOD 2010-2011”, has been directed, corrected and checked carefully, according to the structure and content to the current graduation rules of the Universidad Nacional de Loja, therefore its presentation is authorized.

Loja, Noviembre 2011

Dr. Mg. Sc. Carmen Dávila Vega

AUTHORSHIP

Concepts, ideas, facts and opinions expressed in this theses titled: “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL ALVAREZ BURNEO” HIGH SCHOOL, PERIOD 2010-2011”, is of exclusive responsibility of the authors.

Silvio Roberto Carrión Sánchez

Daysi del Pilar Dávila González

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Roberto and Daysi

DEDICATION

This work has been one of my main goals. It has giving me rise to continue working to get my dreams.I want to thank to my beautiful mother, my father and my family. And to my lovely wife Liliana.

Roberto.

I want to thank to my relatives and especially to my parents who encouraged me all the time while they were with me, now they live in my heart and my mind. To my future husband Manuel Mármol Moreno who has given love and a reason to be happy again.

Daysi.

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a. Theme:

**“CURRICULAR PLANNING AND ITS
INFLUENCE ON THE DEVELOPMENT OF THE
FOUR BASIC SKILLS OF THE ENGLISH
LANGUAGE AT “DANIEL ALVAREZ BURNEO”
HIGH SCHOOL, PERIOD 2010-2011”**

SUMMARY

b. SUMMARY

The research worked named: “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL ALVAREZ BURNEO” HIGH SCHOOL, PERIOD 2010-2011”, whose general objective is “to determine how the curricular planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011.”

To accomplish this research we took advantage of the scientific, analytical-synthetic, explicative, inductive-deductive methods. To collect the key information we made use of the survey which were directed to teachers and students.

The research group set up three hypotheses:the development of the four basic skills of the English Language is influenced by the different aspects of the curricular planning, the teachers do not make the meso-planning according to the established goals in the macro-planning of the English area; and the micro-planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, period 2010-2011. Both were proved according to the got results and the respective analysis made by the research group. The surveys applied to teachers and students showed that

the teachers do not make the respective planning in order to accomplish the objectives of the curricular planning. The micro-planning is overlooked by the teachers and students could notice that, most of the students confirmed that they do not follow a procedure, they improvise and there is a waste of time.

Due to the lack of planning the four basic skills are affected, they are not developed in an effective way. It is necessary a good lesson planning including all the key elements. Students said that teachers apply just a few strategies and they are not as useful as they should be. That is why, the research group proved that the curricular planning influences directly on the development of the four basic skills.

INTRODUCTION

c. INTRODUCTION

This research work titled: Curricular Planning and its influence on the development of the four basic skills of the English language at “Daniel Alvarez Burneo” High School, period 2010-2011” helped us to understand the great importance of planning. The three kinds of planning reflect a procedure; they are closely linked to each other. If one is omitted, the results will vary negatively. Among the problems found in this work we state the following ones: ineffective meso-planning, lack of daily planning, ineffective development of the skills, textbook with many units and goals overlooked.

Teachers know the importance of the macro-planning, but they are not trying to accomplish the objectives in their daily classes, in agreement with the surveys applied most of the students confirmed that they do not show sequence and organization in the activities applied in class and sometimes there is a waste of time.

In the learning of a second language the results can be seen through the performance of the four basic skills, that is why good strategies and didactic procedure is required. Analyzing the results the research group could prove that at “Daniel Alvarez Burneo” high school the teachers are not applying good strategies to develop them. Students mentioned that they use only the most common activities.

The Curricular Planning is influenced by the problems mentioned before; consequently, the educational objectives set up in every institution do not reach the expected level and the students' learning is affected.

By means of this work, the research group wants to contribute to the society, pointing at the problems that affect the achievement of the academic goals in such a way, the educational institutions and the authorities like the principal and the academic advisors can think it over and looking for new ways to solve these problems. Likewise, the researches gave ideas and points of view about the gotten results from the surveys and suggestions that can be applied in the classroom.

Furthermore, this work gives rise to keeping on developing the educational investigation, because it is considered an important tool, whose objective is looking for new and valuable facts from the society. This allowed us to know and get into this relevant topic called: Curricular planning and its influence on the development of the four basic skills of the English language at "Daniel Alvarez Burneo" High School, period 2010-2011" whose main problem is: How does the curricular planning influence on the development of the four basic linguistic skills of the English Language,? the sub problems were: Do teachers make the meso-planning according to the established goals in the macro-

planning of the English area? and Does the micro-planning influence on the development of the four basic linguistic skills of the English Language?

The specific objectives which guided this research were: To know if the teachers make the meso-planning according to the established goals of the macro-planning and to verify if the micro-planning influences on the development of the four basic linguistic skills. Similarly, the general hypothesis was: The development of the four basic linguistic skills of the English Language is influenced by the different aspects of the curricular planning at “Daniel Alvarez Burneo” high school, period 2010-2011

As in any investigative field, methods become the way to perform this entire process successfully, among the methods employed by the researches are: scientific, analytical-synthetic, explicative, inductive-deductive methods. As it turned out, collecting the required data was made through a valuable technique called the survey.

This work was elaborated in sections which are shown in sequence:

The first part contains the literature review; it has the meaningful theory which was the support and the complement to contrast and analyze the reality that most schools present. In the second place, the methodology applied, the respective methods, techniques and instruments used for carrying out this investigation.

After that, the analysis and interpretation of the surveys applied to students and teachers at “Daniel Alvarez Burneo” High School with the verification of the hypothesis established at the beginning of this project.

As a final point, in the last section the conclusions and the recommendations can be found. They were made through logical and detailed analysis about the gotten outcomes.

LITERATURE REVIEW

d. LITERATURE REVIEW

MACRO-PLANNING

DEFINITION

“Etymological “curriculum” is a Latin voice that derives from the verb curro, meaning race, carried out by the student to achieve an academic degree; while study plan is derivated from Latina expression, (ratio studiorum) that means rational organization of studies.”¹

It is a didactic, dynamic, systematic, participative and constant process which educates and organizes learning situations. Among the components of the curricular planning are: formative objectives, contents, skills, activities, strategies, resources, assessment and time.

BASIC ELEMENTS OF CURRICULUM

Despite its potential drawbacks and limitations, this initial definition has the merit of highlighting and in the foreground which can be considered basic elements of the curriculum, that is, all components that make up the educational curriculum: the objectives, contents, methodology and evaluation.

¹Wikipedia Encyclopedia. MINISTERIO DE EDUCACION Y CULTURA. Proyecto EB/PRODEC DINAMEP Reforma Curricular Consensuada. Quito, 1998, pp. 13, 14.

OBJECTIVES

Ecuadorian Education is committed to provide the most suitable conditions for youth; at the end of their education they achieve the following profile:

- Clear and deep awareness of Ecuadorians under the recognition of cultural, ethnic, geographic diversity and gender of our country.
- Aware of their rights and duties in relation themselves, family, community and nation.
- High development of their intelligence, to level of creative, practical and theoretical thinking.
- Able to communicate with corporal, aesthetic, oral, written, messages, and others. With abilities to process the different types of messages in their environment.
- With ability to learn, independent and solidarity personality with its social and natural environment, with positive perceptions from themselves.
- With positive attitudes towards work and the use of free time.

CURRICULUM CONTENTS

This way of understanding the goals have affected so unique to the second of the basic elements of curriculum, contents, which in the previous models of education.

“Ministerio de Educación y Cultura.Educación Básica: Proyecto were considered the core of teaching and learning. Faced with this privilege central situation in the curriculum, when we think the training in terms of a process aimed at developing skills or competences, and contents are basically converted into tools or instruments for that purpose.

Thus, the contents or teaching subject are conceived at present as a component of a particular ability to be learned for the development from it, as happens with the knowledge of the forms of representation of space on topographic maps, handling of the compass or reading levels, which are necessary components for the development of the ability to navigate in space.

The conceptual contents in the first place, are the set of theoretical knowledge we pretend to be acquired by students from a particular learning process, and include both concepts themselves as principles and theories where are organized these concepts. Similarly, the tern "conceptual content" includes those knowledge are just data that the student must memorize, although some people prefer to call the last tactual contents, in order to make clear their difference with the previous ones .As for **procedural contents**, or procedures, constitute the set of practical knowledge which form the subject of a specific training project, that is, they are techniques, methods, strategies, abilities or skills we want someone acquires through the teaching-learning process.”²

² Calidad y eficiencia PRODEC,p.4. JUNE 2009

However, the conceptual and procedural contents are not enough to develop a capacity, and also human activity also requires certain habits, values, and attitudes which form attitudinal contents.

SEQUENCE

The sequence is practically an unknown aspect by teacher. The question about "**when to teach this or that**", is already developed into curriculum and, teachers often keep sequencing presented in the text or in the official programming. In general, teachers believe that chronological sequence -from the early events until the last- it is just possible and the most appropriate, since the facts were really presented.

Finally, we could say that while contents are sequenced to facilitate compliance with the proposed objectives, they can not be understood as separate elements of curriculum. By defining the purpose and contents, and especially its character, its hierarchy and organization, are being developed guidelines for sequencing. Therefore, it is basically explained that in the curriculum which has favored the transmission of information, teachers think little on the sequencing, and that information and data are essentially arbitrary sequences.

METHODOLOGY

“If the objectives defined what to teach for, and how to teach the content, the methodology defines *how to teach*, that is, it is one element of the curriculum that specifies the best suited activities and experiences so that different types of contents will be

learned properly and serve, actually, development of skills and abilities that we intend to develop in students”³.It includes the following elements:

METHODOLOGICAL PRINCIPLES:

We call a number of key ideas that is apparently very theoretical and abstract; they really determine all activities that are conducted in any school curriculum. Even if we are not aware of this, since the teaching chooses all kind of material or a way to teach something, it is always made from a determined principle that teacher assumes as appropriate.

METHODS, TEACHING STRATEGIES AND TECHNIQUES:

The above principles are not enough, because they express general ideas about how to proceed in teaching, so that they should concrete and the same principle can give rise to various teaching methods, which will use certain strategies and teaching techniques, that is, specific teaching procedures. For example, the main idea is: to learn the letters and sounds, after (then) learning to read.

ACTIVITIES AND LEARNING EXPERIENCES:

“In daily practice, the teachers select or invent activities and concrete experiences who propose to their students to achieve what they want, which is dedicated directly when

³ J. De Zubiría, Los modelos pedagógicos. Bogotá, Magisterio, 2006. P. 40

they do not know the teaching-learning process, although they should be final step in the teaching process well-organized.

RESOURCES AND DIDACTIC MATERIAL TO BE USED:

Although sometimes this element is overlooked to consider this methodological issue in education, the fact is that the selection and elaboration of materials and resources for education is an essential aspect of how to teach , because there is no neutral materials. That is, teaching materials did not always serve or do not it, at least, in the same way for any method, but they provide, obstruct or abstract, or in extreme cases, make it impossible. Therefore it is essential to include its selection as a key component in the planning process in education.

CURRICULAR EVALUATION:

The curricular evaluation is a dimension that is part of all stages of design and curriculum development discussed above, as in any process of management, control is a crucial task. The evaluation of the design and curriculum development is a process by which, it is confirmed or checks the validity of the design as a whole, determining the extent to which its projection, practical implementation and outcomes satisfy the demands that society poses to the educational institutions. This assumes consider curriculum evaluation as a comprehensive process, which includes the evaluation the learners' learning and everything that has to do with the academic device, administrative infrastructure that supports the curriculum.

The assessment of learning school allows the interpretation of a measure regarding rules or parameters already established and requires investigate the depth and scope of the objectives of the curriculum, trying to investigate the frequency of limitations or shortcomings detected in the process, adopts decisions regarding about causes and effects on the achievement of the expectations envisaged, correcting errors, accurate success, improvement levels of efficiency, The Ministry of Education and Culture referring to the System Performance Evaluation of the students' average of the middle level hands the following techniques:

- Identification of the purposes of evaluation
- Selection of evaluation techniques articulated in these processes
- Use of a critical consciousness that identifies the limitations warned in assessment systems whose livelihood is improving instruction, guidance and practical administration processes.
- Specify the etiology of the elements that influence in the learning with a view to gather experience through techniques and instrumental on the thematic domain and the degree of application in new situations

MESO-PLANNING

DEFINITION

This kind of planning helps us to know what topics should be covered in the unit, what materials and resources teachers need to reinforce the contents and gives a general overview to use the best strategies.

COMPONENTS OF THE DIDACTIC UNIT PLAN

INTEGRATOR AXIS

The integrator axis corresponds to the title of unit; it is usually obtained from areas that have social or natural content, and/or transversal axis. Elements of unit are integrated around this axis, so skills and content areas are organized and interact from a problematic, evocative and experiential situation, in accordance with students' needs and interests. The title or axis enunciates the relevant situation that serves to organize its coherence and give it coherence and consistency in globalization and interrelatedness of learning.

OBJECTIVES

The objectives are the goals that want to get through the development of the didactic unit. They are written in terms of skills which are going to develop in students as a response to skills that are defined. They have a greater level than the determined objectives for certain areas by years.

SKILLS

“Ecuadorian Curriculum Reform gives a great importance to skills as axis of students' development. The term "skills" is well-known to Ecuadorian educators; therefore, it is not something totally new, but rather to bring them into the first place for developing in conscious or intentional form.”⁴

If we analyze skills that are proposed in different areas of curriculum, it is deduced that are learning which have already been made, in many cases with students, although they have not explicitly constituted in curriculum.

⁴ www.englishesl.com JUNE 2009

COMPETENCES

Competence is human talent put into action to resolve the problems in an efficient, and effective form based on holistic articulation of knowledge, skills and values.

“According to the Minister of Education and Culture, the pillars of education are: knowing to know, knowing to do, knowing to live with others and knowing to be. These principles have a clear relationship with orientation of knowledge on competence.”⁵

CONTENTS

Determination of the concepts, facts or phenomena needed to be taken into account as means for the development of specific skills and accomplishment of the goals.

⁵Anderson, L., & Block, J. (1977). Mastery learning. In D. Treffinger, J. Davis, & R. Ripple (eds.), *Handbook on teaching educational psychology*. New York: Academic Press.

After, contents are developed to determine overall learning skills that are going to be developed into programming, always having in mind the outcome of the initial assessment, or students' knowledge.

METHODOLOGICAL STRATEGIES

“They are the sequence of actions, activities or processes that will enable to students through meaningful indispensable experiences to generate learning. The interrelation among methodological strategies allows moving from one area to another without causing cuts that break the sequence or integrality, especially in the initial years of education, which the treatment of transversal axis is an appropriate way”⁶. A didactic unit well-organized and directed gives a wide range of activities to students, in terms: individual, group and collective. To have meaningful educational activities, students should recognize that they contribute to the achievement of the pursued objectives.

EVALUATION

“Projection of the way, moment and verification instruments of honoring of the objectives. It must be recognized within the didactic unit, the basis for evaluating if the objectives have been carried out and therefore learning and skills

⁶www.methodologicalstrategies.es. JUNE 2009

development”⁷. A unit must contain such clarity on the approach of organizer axis and its objectives, which can be set in advance the criteria and evaluation procedures for determining if they have been carried out.

Teacher can use several assessment forms and tools ad-hoc (to propose) as: oral questions from simple answer, simple wrote test, drawing Instruments, objects, locate and nominate parts and details, solve individual and group exercises and problem, among others who feedbacks achievements and difficulties that the student has presented in the learning process. It is not recommended to establish ratings and quantifications (marks) since it is mainly the student is evaluated.

⁷Campbell, F., & others.(1991). Parental beliefs and values related to family risk, educational intervention, and child academic competence. *Early Childhood Research Quarterly*, 6(2), 167-182.

MICRO-PLANNING

DEFINITION

A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, when carefully constructed and followed, enables learners to meet their goals efficiently. There are several things to consider in the design of effective lessons, including matching lesson objectives to students' needs and abilities, identifying the types of activities and grouping strategies that will support the objective, and determining the sequencing and pacing of the lesson.

ELEMENTS OF THE MICRO-PLANNING

GOALS

Teachers should be able to identify an overall purpose or goal that they will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying for them.

OBJECTIVES

It is very important to state explicitly what teacher wants students to gain from the lesson. Explicit statements here help teacher to:

- Be sure that teacher in deeds know what it is he/she wants to accomplish.
- Preserve the unity of the lesson.

- Predetermine whether or not teacher is trying to accomplish too much.
- Evaluate students' success at the end of, or after the lesson.

MATERIALS AND EQUIPMENT

It may seem a trivial matter to list materials needed, but good planning includes knowing what teachers need to take with you or to arrange to have in their classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorder, a poster, some handouts they left on their desk at home, or the workbooks that students gave them the night before.

PROCEDURES “METHODOLOGY”

“At this point, lessons clearly have tremendous variations. But, as a very general set of guidelines for planning, teachers might think in terms of making sure their plan includes:”⁸

- a. An opening statement or activity as a warm-up.
- b. A set of activities and techniques in which teachers have considered appropriate proportions of time for
 - * whole-class work
 - * small-group and pair work
 - * teacher talk
 - * student talk
 - * Closure

⁸ www.englishesl.com. JULY 2009

EVALUATION

If the lesson has no evaluative component, teachers can easily find themselves simply making assumptions that are not informed by careful observation or measurement. Now, they must understand that every lesson does not need to end with a little quiz, nor does evaluation need to be a separate element of the lesson. Evaluation can take place in the course of "regular" classroom activity. Some forms of evaluation may have to wait a day or two until certain abilities have had a chance to build. But evaluation is an assessment, formal or informal, that they make after students have sufficient opportunities for learning, and without this component teachers have no means for (a) assessing the success of their students or (b) making adjustments in their lesson plan for the next day.

EXTRA-CLASS WORK

Sometimes misnamed "homework" (students don't necessarily do extra-class work only at home), extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students. Whether teachers are teaching in an EFL (English as a Foreign Language) or ESL (English as a Second Language) situation, they can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour. "Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as such must minimally have communicative goals."⁹ The task is focuses on the authentic use of language for meaningful of communicative purposes beyond the language classroom.

⁹Teaching techniques. BROWN, H. Douglas. Lesson Planning.

SKILLS

LISTENING

“Listening is the absorption of the meanings of words and sentences by the brain, Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.”¹⁰

STRATEGIES

- **Predicting through vocabulary.-** It used to motivate students to listen and to create interest in the topic or theme of the recorded text, give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about. This task actually pre-teaches vocabulary used in the listening material while preparing learners for the semantic field.
- **Student-generated questions.-** This kind of mental preparation works well as a first listening task. Since students are responsible for generating questions, they have increased personal investment in listening carefully.

¹⁰ www.superteacher.com. JULY 2009

- **Listening for specific information.-** Students must listen to a dialogue and check off the items that are mentioned.
- **Putting events/items in the right order.-** Give students the following list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue and number the events in the order that they hear them. Vary this type of task by using pictures or drawings.
- **True/false statements.-** True/false statements are a relatively straightforward task format for teachers to produce.
- **Opened-ended questions.-** Select details from the written text or tape. Form questions about the details, then tell students to use short answer such as "yes, she did" and "four weeks".
- **Multiple-choice questions.-** Multiple-choice questions restrict the options and therefore make the task of finding an answer easier; this task type is suitable for the beginning levels.
- **Note-taking.-** Focus students' listening by introducing several topics.
- **Authentic listening.-** "This task that requires listening for specific information, but this one is more authentic. It is based on a situation in which students might find themselves, after listening twice to the recorded text, students fill in the details on the grid and answer questions."¹¹

¹¹Celce-Murcia, Marianne. 1991. Ed. *Teaching English as a Second or Foreign Language*. P.23. JULY 2009

SPEAKING

“From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communications skills will simply be labeled as "Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession”.¹²

STRATEGIES

ELICITING

The first stage is designed to help students develop the teaching skill of not talking too much while at the same time giving learners guided practice and stimulation them to speak. It can be done in the following ways:

- Ask questions
- Give instructions that require verbal interaction
- Use real objects.
- Visual aids (drawings, flashcards, videos, etc.)

¹²Thanasoulas Dimitrios. What do teachers bring to the Teaching Learning Process?
www.education-world.com/ JULY 2009

- Give definitions
- Use synonyms and antonyms
- Use gestures and mime
- Use prompts, cues, and questions in social situations
- Fill gaps in tables, scales, or diagrams
- Review key vocabulary

RESTRICTED ORAL PRACTICE

Learning a specific language structure requires intensive practice. It makes use of eliciting techniques. It has the following types:

- Repetition
- Echo questions
- Questions and answers
- Simple substitution
- Combining sentences
- Chaining
- Restricted Oral Practice

READING

Reading is a transaction between the text and the reader. As students read, they search for and construct meaning based on what they bring to the text and what the text brings to them.

Reading ability is developed best in association with writing, listening, and speaking activities. Even in those course that may be labeled "reading", our goals will be best achieved by capitalizing on the interrelations hip of skills, especially the reading-writing connections. So, we focus here on reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of Interactive language teaching.

STRATEGIES

Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

Use efficient silent reading techniques for relatively rapid comprehension

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate-to-advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

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

Skim the text for main idea

Perhaps the two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to

list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

Use semantic mapping or clustering.

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy -which is perfectly acceptable.

Analyze vocabulary

- Look for prefixes (co, inter, un, etc.) that may give clues,
- Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.
- Look for roots that are familiar.
- Look for grammatical contexts that may signal information.
- Look at the semantic context (topic) or clues.

Oral and silent reading

“At the beginning and intermediate levels, oral reading can:

- Serve as an evaluative check on bottom-up processing skills.
- Double as a pronunciation check, and

- Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.”¹³

Intensive reading

We read intensively when we are concerned about detail. The text may have particular interest for us because it contains needed information. We may need to know exactly what the writer means. This knowledge helps us explore our own thoughts and feelings. When we read to gain this kind of detailed understanding, we are doing intensive reading. It follows the following steps:

- Create interest
- Pre-teach key vocabulary
- Give a reading task
- Give follow-up activities

Extensive reading

Reading fluently to get the gist or general understanding of a text is reading called extensive reading. It is often done individually for the purpose of enjoyment, with little teacher involvement; this type of reading is important because it adds to and widens the learner's exposure to the language. Extensive reading aims at acquisition rather than conscious learning, at fluency rather than accuracy. The readers are usually graded in the following ways:

- Vocabulary

¹³Encarta Encyclopedia. JULY 2009

- Grammatical structures
- Idioms and phrasal verbs
- Controlled information

WRITING

Writing, “the visual representation of a language is invaluable for helping students communicative and understands how the parts of language go together. Many students actually learn and remember more through the written word.”¹⁴ This section makes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent.

STRATEGIES

Transitions.- Writing helps students connect the language and make transitions between words.

¹⁴www.theteachersguide.com/Planning.htm . JUNE 2009

Punctuation.- To write well, one must be able to use punctuation correctly. The basic rules of punctuation may or may not be the same in the students' native language and English.

Spelling.- Writing is one of the routes to improving spelling (as well as punctuation). Dictation is useful for drawing attention to English spelling and pronunciation. Use a variety of dictation techniques, and keep the passages short.

Organization.- It is the key to developing a writing topic. The more powerful and creative the writer, the more advanced his or her organization skills generally are.

Form.- Through writing, students practice various forms and styles from writing letters to stories. Students need to know these forms, especially business letters.

Guided writing,- Guided writing is writing done through the use of clues, information, or guidelines. At the beginning and intermediate levels, guided writing is a helpful way for students to build confidence in the writing ability.

Substitution tables.- This type of table contains items that can substitution each other in a sentence.

Model test.- Gives students a short text to read and to use as a model for connecting words in a similar way.

Questionnaires,- It is a useful and fun activity for both teachers and students. The student gets a chance to express his/her opinion, feelings, and ideas on selected topics, while the teacher learns more about what the student thinks and wants. Questionnaires can develop from magazine, quizzes, news events, and more. One of the most basic and helpful questionnaires are one that relates directly to the course.

Scrambled sequences.- Teacher can create scrambled sequences by simply photocopying a short text and cutting apart the sentences or teacher can write his/her own.

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

Writing task by level- In addition to the general guided writing task above, there are various other tasks that work especially well for certain levels.

METHODOLOGY

e. METHODOLOGY

Our research group made a descriptive research about a common problem into the teaching learning process at “Daniel Alvarez Burneo” High School institution that allowed us to carry out this research, which will help to improve the educational system.

Nowadays this Institution has 2913 students; due to the big amount of students the research group took a sample of 150 students among the section of high school curriculum: 50 students in 1st; 50 in 2nd; and 50 in 3rd years of high school curriculum.

In this institution there are 260 teachers for all school subjects, 12 teachers are in charge of the English area, these teachers are distributed from 8th to 3rd years of High School Curriculum. But we are going to work with 6 teachers : 1st; 2nd; and 3rd years of high school curriculum.

METHODS

In this research work we used the scientific, inductive and deductive, descriptive, analytic-synthetic and explicative methods.

The scientific method helped us to understand the theories that some authors have written on handbooks. The researchers contrasted, compared and analyzed the information gotten with the framework.

The inductive and deductive method helped us to work with the first variable being Curricular Planning, and its impact on the second variable “The development of the four basic skills”, in such a way the hypothesis could be proved.

The descriptive method was useful in the description of the place where the research was done. Also with this method the research group could detail criterions about field investigation in relationship with our society.

The analytic-synthetic method let us observe the causes, the nature of the phenomena and object that were studied, in order to understand the essential reality of the problem in the research. Also, the research group took into consideration the determination and analysis of the problem and how to determine the two variables: independent and dependent ones.

The explicative method was used to explain all about the framework the researchers used to guide this process. Likewise, was used to

establish the logical relationship of the stated hypothesis and it could be proved according to the obtained results in the field research and the theoretical frame work.

To the graphic demonstration the research group interpreted the data collected by means of graphic charts and numbers, analyzing and pointing out the level of significance, relationship and concordance between the variables and in this way the hypothesis was verified.

TECHNIQUES

The techniques that the researchers used were surveys which were applied to English teachers and students at –Daniel Alvarez Burneo High School. The bibliographical information contributed with the indispensable issues to build up the research by means of summaries, files and so on.

PROCEDURE

The surveys were applied to students and the English teachers considered in this research. After that, it was collected, organized, processed, analyzed and interpreted scientifically.

To the hypothesis verification we included qualitative variables, therefore it was verified by means of the deductive hypothetical process, and next, the group work took the decision based on a logical analysis of the revealed experience through the field investigation.

Analyzing the conclusions, we proposed the appropriate recommendations to facilitate the possible solutions at the most significant difficulties found during the developed research.

INTERPRETATION OF THE RESULTS

f. RESULTS

TEACHER'S SURVEYS

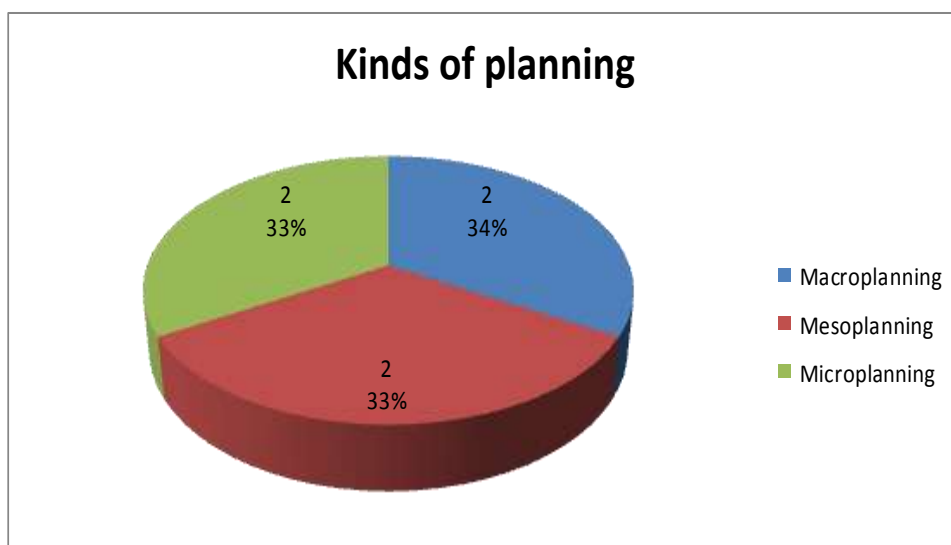
1. Which of the following plans, do you consider the most important?

a. Statistic Chart

Kinds of planning	F	%
Macro-planning	2	34
Meso-planning	2	33
Micro-planning	2	33
Total	6	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

As the graphic representation shows 34% of teachers pointed that they use the macro-planning, 33% of them used the meso-planning and 33% of teachers used micro-planning.

When we refer to planning all kinds are important, however there are some of them that are more meaningful than others. If we talk about macro-planning, it is known that this represents all the contents that should be covered in the whole year, including objectives, goals, contents and time for each unit. It responds to a need for an educational framework.

The meso-planning or didactic unit plan involves the specific contents, vocabulary, lessons; it is a sequence of activities or tasks that make possible the achievement of a final task. Many of the didactic unit plans that we can find are designed around certain topics.

And one of the most significant is the micro-planning or the lesson plan; which is considered as a set of activities that cover a period of a classroom time, usually ranging from forty to forty five minutes. The lesson plan is used to structure the lesson and to help with the flow of the class. This plan

becomes so necessary because good teachers must show respect to their students by having all the activities ready.

Analyzing the teachers' answers, we can say that they are aware of the importance that these kinds of planning have, but they have to show it in a practical way, it means in their classroom with their learners. The research group considers that the most useful plan is the micro-planning because it is put into practice every single day and above all students are able to notice when you plan and when you do not.

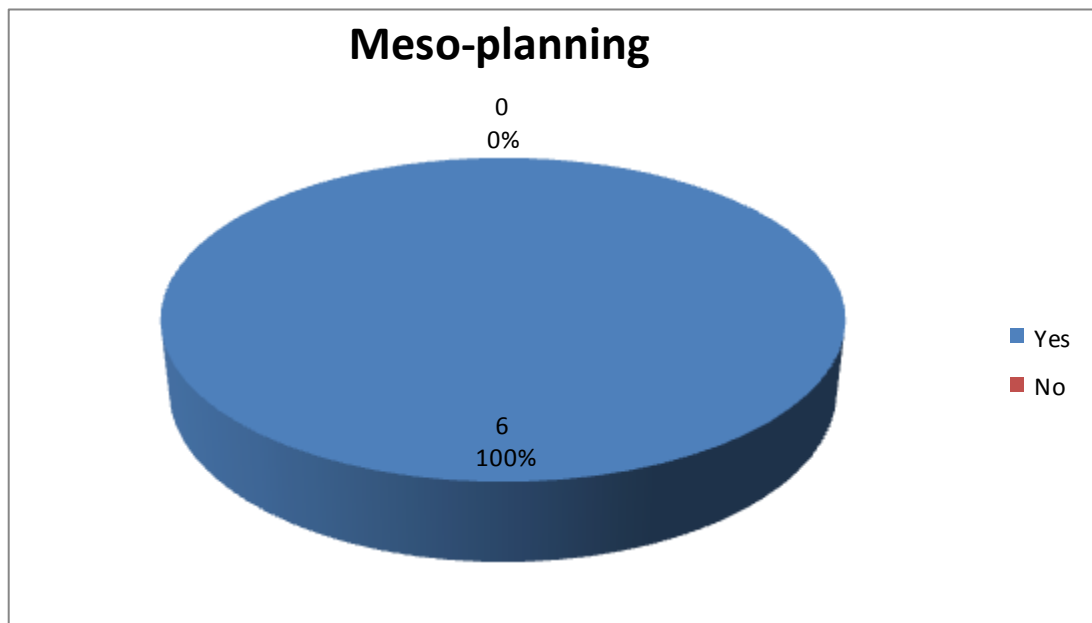
2. Do you elaborate the meso-planning according to the established goals in the macro-planning?

a. Statistic Chart

Meso-planning	F	%
Yes	6	100
No	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

100% teachers said that the meso-planning is very important, because; it helps them in each class, they also said that the meso-planning is a useful instrument to know how to teach and how to distribute the time during the development of the unit.

On the other hand, the meso-planning is designed in order to guide the contents that must be studied by units. It can be seen that in this high school the teachers are elaborating this plan. It is relevant to mention that it facilitates the teacher the accomplishment of the units planned periodically, so that, they are able to complete the macro-planning, which represents the main objective of the school year.

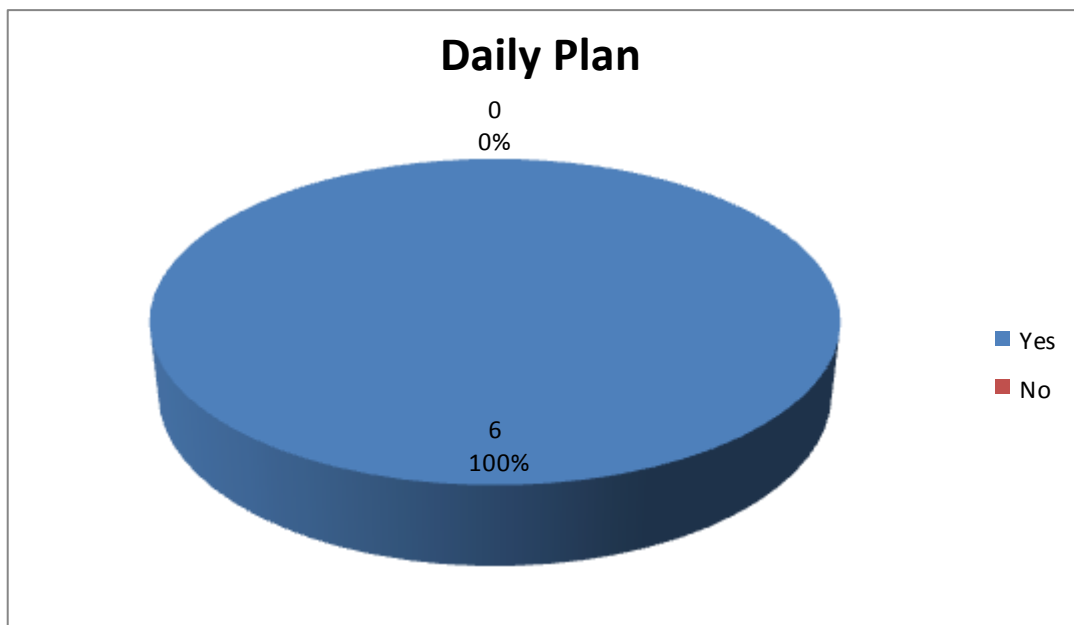
3. Do you plan daily?

a. Statistic Chart

Daily Plan	F	%
Yes	6	100
No	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

All teachers planned daily.

The micro-planning, lesson plan or daily plan, which is a scheme that guides the teachers step by step during the development of the class, is important because it also establishes the objectives and the skills that the teachers are going to explore. Many of the teachers do not elaborate the lesson plan, because; they do not believe it is necessary and most of the time they just follow the activities determined by the book without any preparation. And also it shows the respect and responsibility toward the students, because they can notice when the teacher has prepared the class and when he is improvising.

4. What elements do you include in the micro-planning?

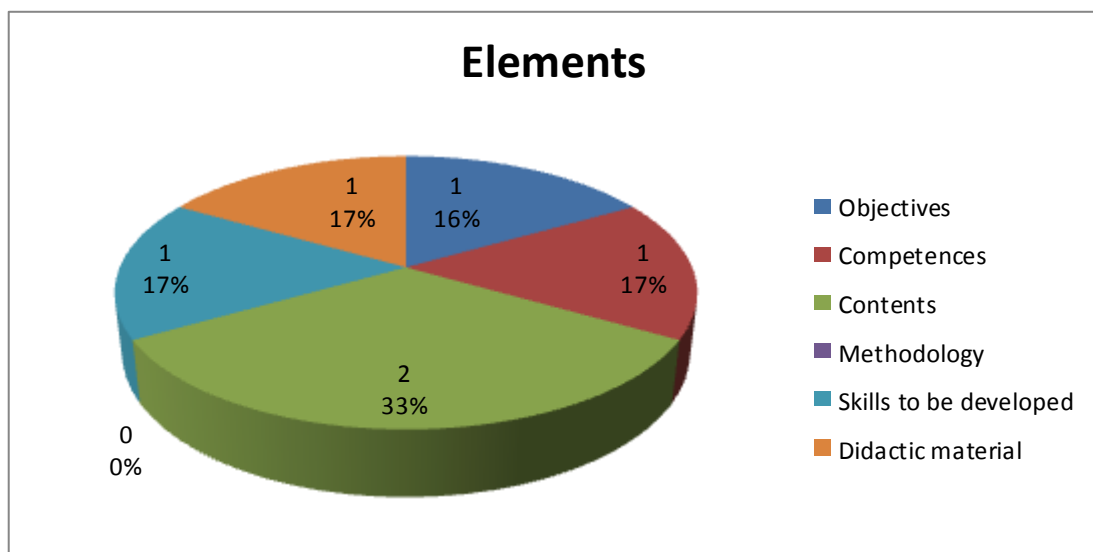
a. Statistic Chart

Elements	F	%
Objectives	1	16
Competence	1	17
Contents	2	33
Procedure	0	0
Skills to be developed	1	17
Didactic material	1	17
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

16% of teachers said that they used objectives, 17% competences, 33% contents, 17% skills and finally 17% didactic material.

The teachers take into account almost all the aspects necessary to create a good planning, but at the same time the graph shows that they are not taking into account the methodology which is basically the procedure that the teacher will carry out in class. Sometimes these elements are ignored, teachers do not focus on the expansion of the different competences or skills and the didactic material is not used very often. It seems that they are not planning daily, contrasting with the students' surveys they mentioned that teachers are not planning and they work just following the tasks they have on the textbook, likewise they do not focus on the expansion of any skills

Another important fact are the contents which are the main component of the didactic unit plan because they refer to the accomplishment of the goals; that is why teachers have to be well prepared to present and reinforce them. Therefore, it is essential to make a good didactic unit plan as a key component in the planning process in education.

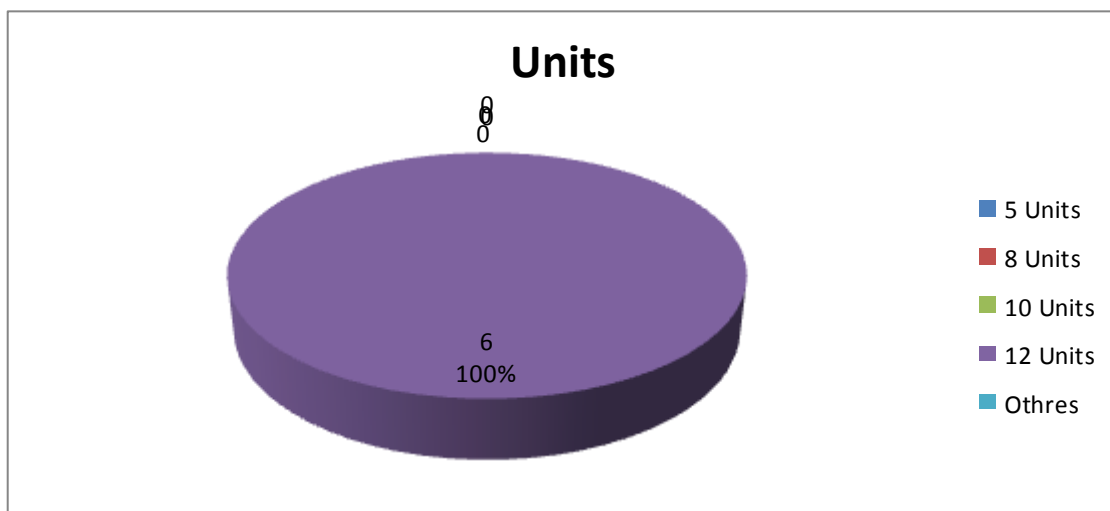
5. How many units does your book have?

a. Statistic Chart

Units	F	%
5	0	0
8	0	0
10	0	0
12	6	100
Others	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

100% of teachers said that the book has 12 units. In this High School the English teachers work with “Our World Through English book”.

These are series of six books that should be studied from the 8th year of basic education until the 3rd year of the high school curriculum; it contains 15 units for 8th and 9th year of basic education and 12 units from 10th year of basic education to 3rd year of high school curriculum. Every unit contains five lessons which include from 3 to 5 tasks.

100% of teachers pointed that they do not finish the whole book because it has many units and it is a little difficult to fulfill them during the academic year that has 10 months, but it is necessary to highlight that during this time there are many free days like holidays, programs and ending of the terms.

This is a real trouble because in the next school year the students should study the next book without the previous knowledge.

Contrasting with the students’ surveys, a group said that they do study all the units but in a fast way, as a result of that; they do not figure out some important contents because they only complete the activities and there is no any production and progress.

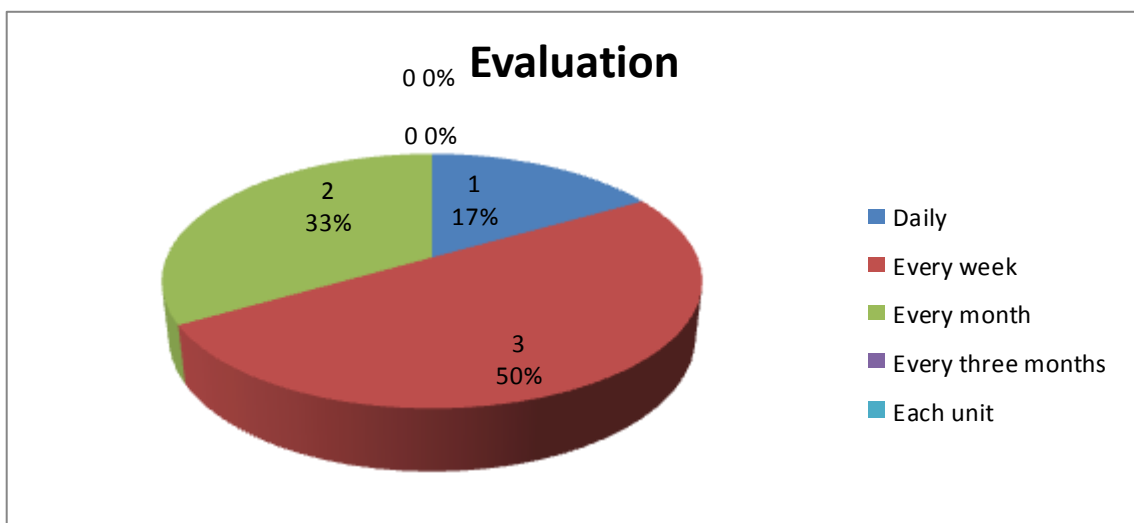
6. How often do you evaluate your students?

a. Statistic Chart

Evaluation	F	%
Daily	1	17
Every week	3	50
Every month	2	33
Every three months	0	0
Each Unit	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

17% of teachers mentioned that they evaluate daily, 50% they evaluate every week and finally 33% they evaluate every month. They never evaluate every three months.

Our research group believes that the evaluation is one of the main components into the teaching learning process. The evaluation can help the teachers to observe the efficiency of their students. Likewise, they can notice where the students are failing, what skills should be reinforced and how they can improve the class.

In our opinion, the written evaluation that is very common does not show the students' progress. It is necessary to take into account some aspects like: class participation, class work and homework.

7. What didactic resources do you use in your class?

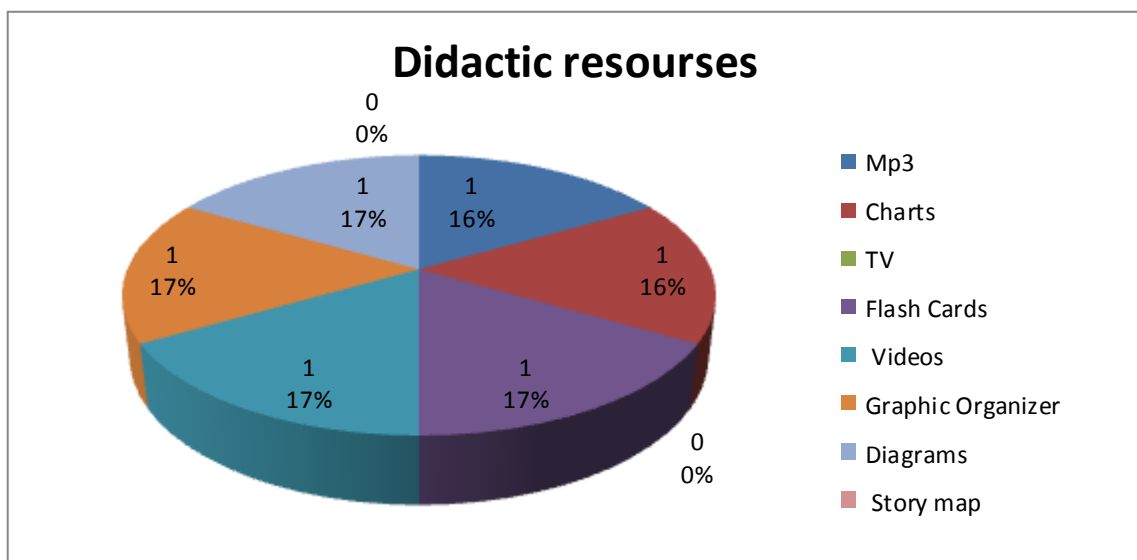
a. Statistic Chart

Materials	F	%
Mp3	1	16
Charts	1	17
TV	0	0
Flash Cards	1	16
Videos	1	17
Graphic Organizers	1	17
Diagrams	1	0
Story map	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



d. Analysis and Interpretation

As the graphic representation shows us 16% of teachers mentioned that they use the Mp3, 16% they use charts, 17% they use flash cards, 17% they use videos, 17% graphic organizers and 17% story map.

In agreement with the surveys applied, teachers include didactic material to develop the class and make it dynamic. However, a high percentage of students did not confirm that. It is noticeable that the didactic material is used rarely. The research group could observe that the use of didactic material is neglected by teachers.

Didactic materials have certain advantages; they are instruments that help teachers to achieve any goals; that is, auxiliary material with which the pupils develop the learning process. The extra resources are a successful tool to go over and get ahead any contents.

The use of them should not be limited at all as it gives the special and effective touch in every single class. It provides realism, practice, interest and fun.

8. What kind of activities do you apply to explore listening skill?

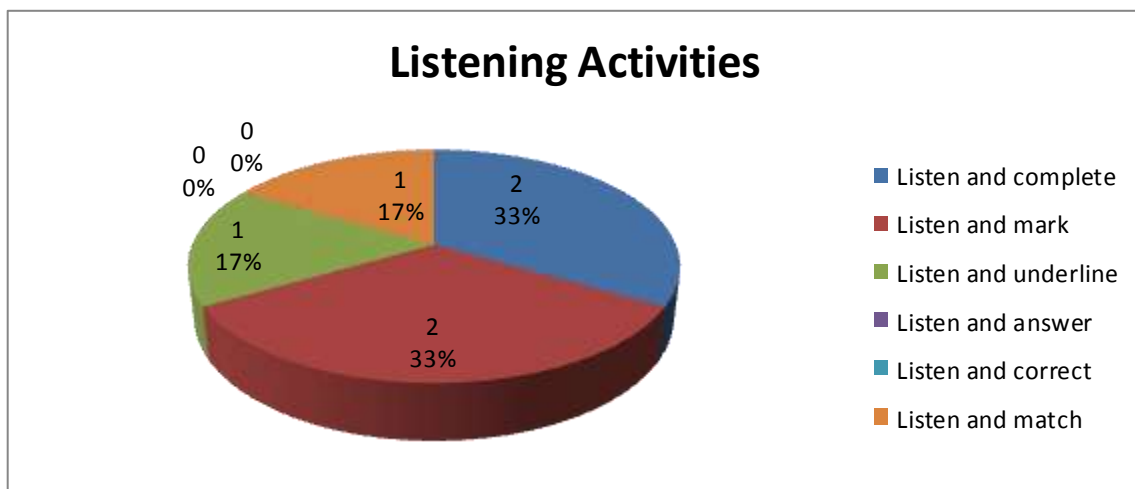
a. Statistic Chart

Listening Activities	f	%
Listen and complete	2	33
Listen and mark	2	16
Listen and underline	1	17
Listen and answer	0	17
Listen and correct	0	17
Listen and match	1	17
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

Analyzing the results, we have “listen and complete” with the 33%, listen and mark with 33%, 17% listen and underline and 17 % with “listen and match”.

The research group states that the most common activities done by the teachers to develop the listening skills are “listen and complete and listen and mark. But, it is necessary to set up activities that make them to reason a little more, activities in which they can support the statement.

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions.

9. What kind of activities do you apply to explore speaking skill?

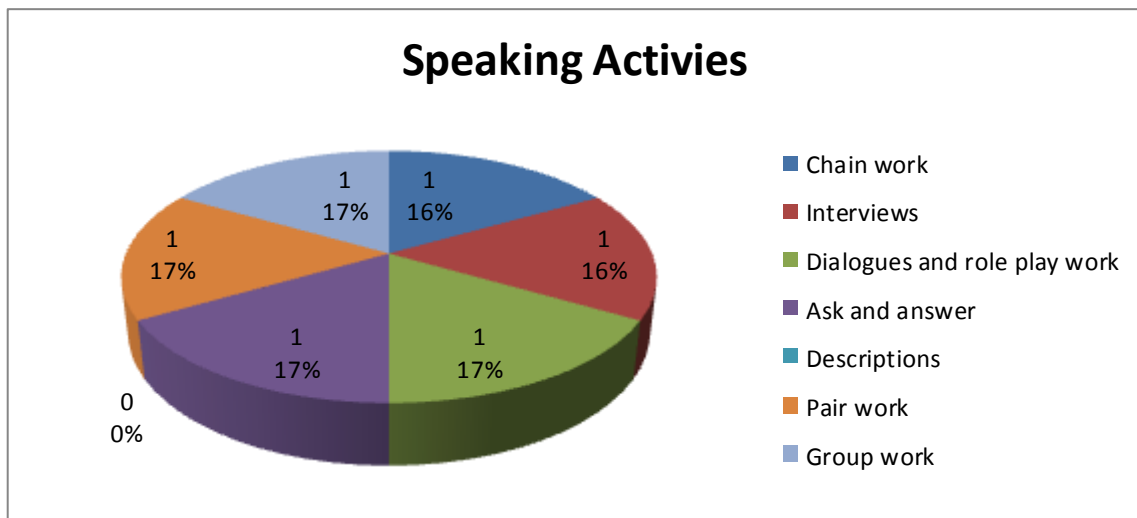
a. Statistic Chart

Speaking Activities	F	%
Chain work	1	17
Interviews	1	17
Dialogues and role play work	1	17
Ask and answer	1	17
Descriptions	0	0
Pair work	1	17
Group work	1	17
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

16% teachers mentioned that use for speaking skill a chain work, 16% interviews, 17% dialogues and role play work, 17% ask and answer, 17% pair work, 17% group work.

All the activities that the teachers use to explore speaking skill are very productive in this way students will be able to express their ideas easily. Teachers need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities.

Learning a specific language structure requires intensive practice. It makes use of eliciting techniques; The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class.

10. What kind of activities do you apply to explore reading skill?

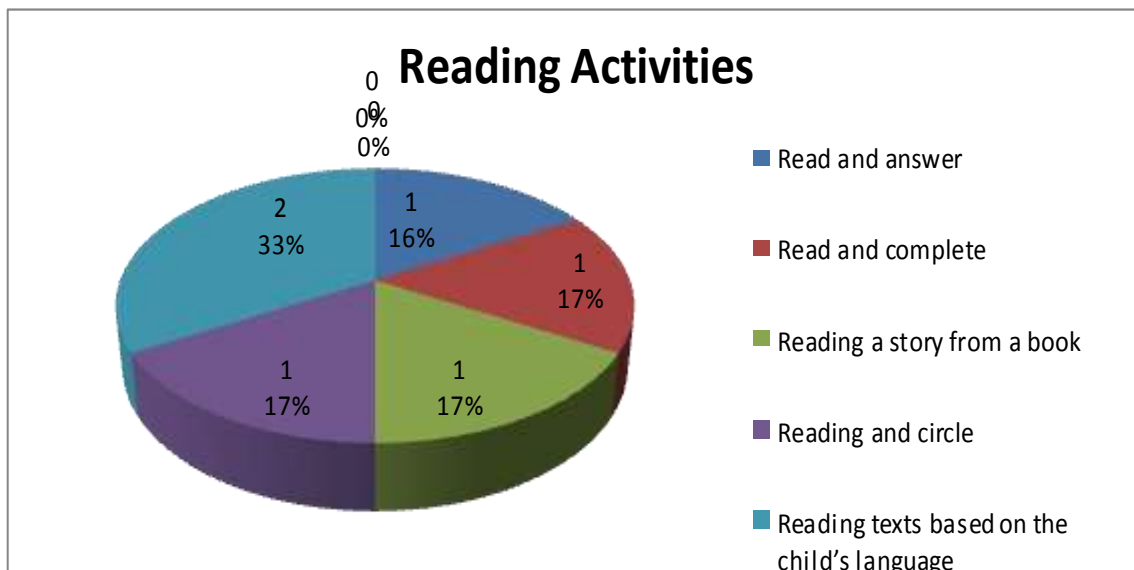
a. Statistic Chart

Reading Activities	F	%
Read and answer	1	16
Read and complete	1	17
Reading a story from a book	1	17
Reading and circle	1	17
Reading texts based on the child's language	2	33
Reading aloud	0	0
Silent reading	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



d. Analysis and Interpretation

16 %Teachers pointed that they use read and answer, 17%, read and complete,17% read a story from a book in,17% read and circle and finally 33% read texts based on the child's language.

According to the obtained results, it is noticeable that teachers try to include different strategies to develop reading skill, however, some activities that can be more productive than others are not been used as they should be. During the development of reading, it is better if teachers make students reason and think out of the box, because most of the time teachers ask questions in which they only check grammar instead of understanding.

Reading is a transaction between the text and the reader. As students read, they search for and construct meaning based on what they bring to the text and what the text brings to them.

11. What kind of activities do you apply to explore writing skill?

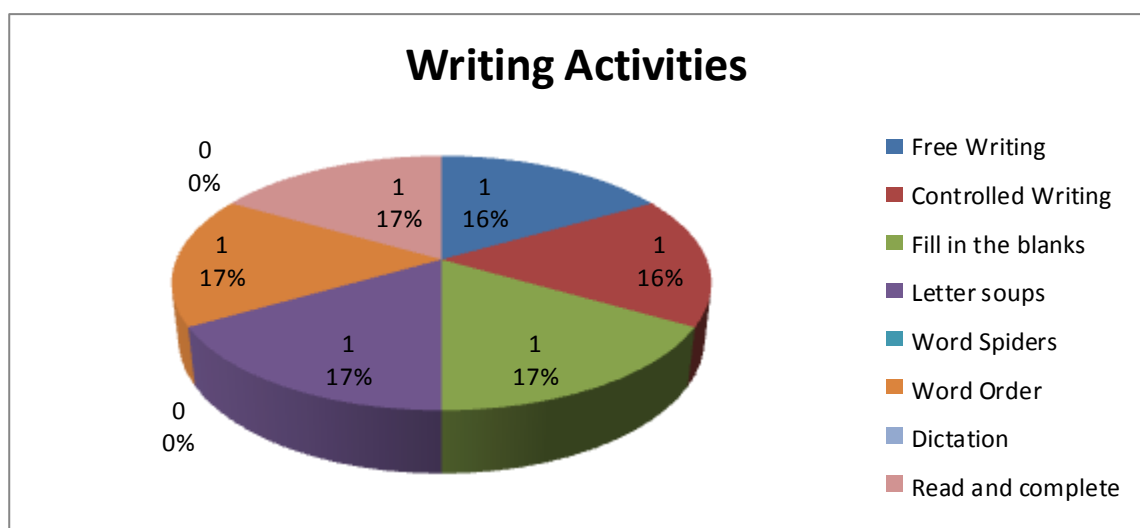
a. Statistic Chart

Writing Activities	F	%
Free Writing	1	17
Controlled Writing	2	33
Fill in the blanks	1	17
Letter soups	1	17
Word Spiders	0	0
Word Order	1	17
Dictation	0	0
Read and complete	0	0
Total	6	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

It can be seen from the graph that 16% teachers said that use free writing, 16% controlled writing, 17% fill in the blanks, 17% letter soup, 17% word order and finally 17% with read and complete.

Writing, the visual representation of a language is invaluable for helping students to communicate and understand how the parts of language go together. Many students actually learn and remember more through the written word. Nevertheless, is a complex task, it takes much time and requires more attention that is why teachers need to go over every content with the students that have difficult.

At Tecnico High School teachers are using the right strategies to succeed with this skill.

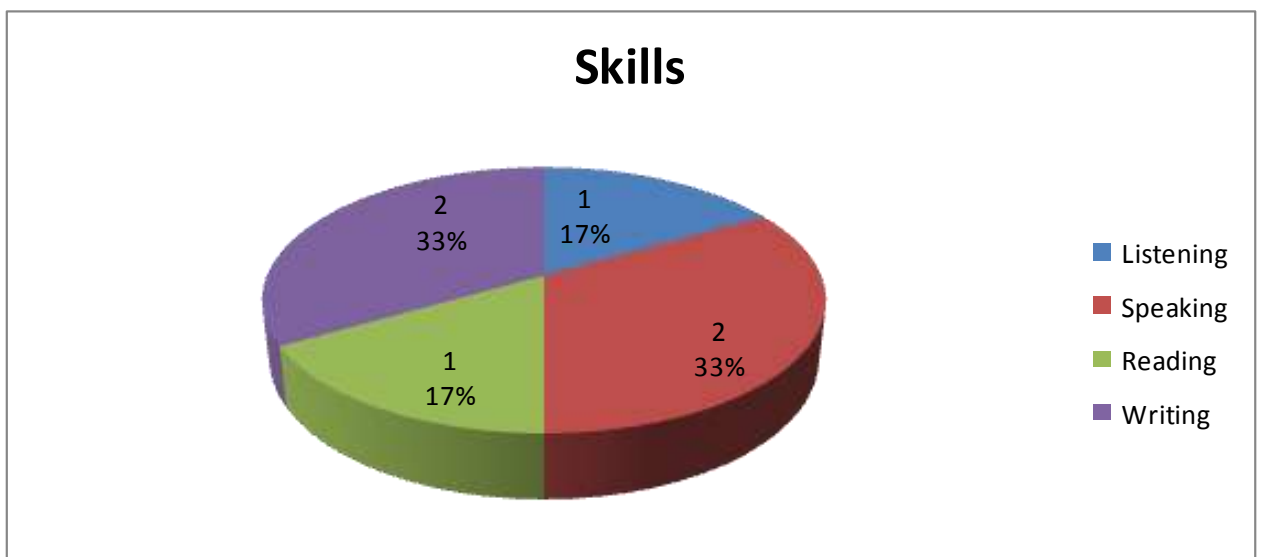
12. Of all the 4 skills in English, which one do you think is being developed the most in your school?

a. Statistic Chart

Skills	F	%
Listening	1	17
Speaking	2	33
Reading	1	17
Writing	2	33
Total	6	100

Source: “Daniel Alvarez Burneo” High School
 Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

33% said that they develop writing, 17% mentioned listening skill, 33% speaking and finally reading with the 17%.

The research group thinks that the four basic skills are fundamental in the teaching learning process because they are linked together thus the learning process is completed.

The teachers should try to develop all the skills so that it becomes an integral process. At Tecnico School, the teachers develop the most writing and speaking skills. As it is known in this school there are a lot of students that is why teachers find difficult to develop all of the skills, besides, the time is not enough.

STUDENT'S SURVEYS

This survey was directed by the research group; because some of the questions contained information that was confusing for the students. We helped them by explaining each one.

1. Do you think that your teacher has planned all the activities that he/she applies in the class?

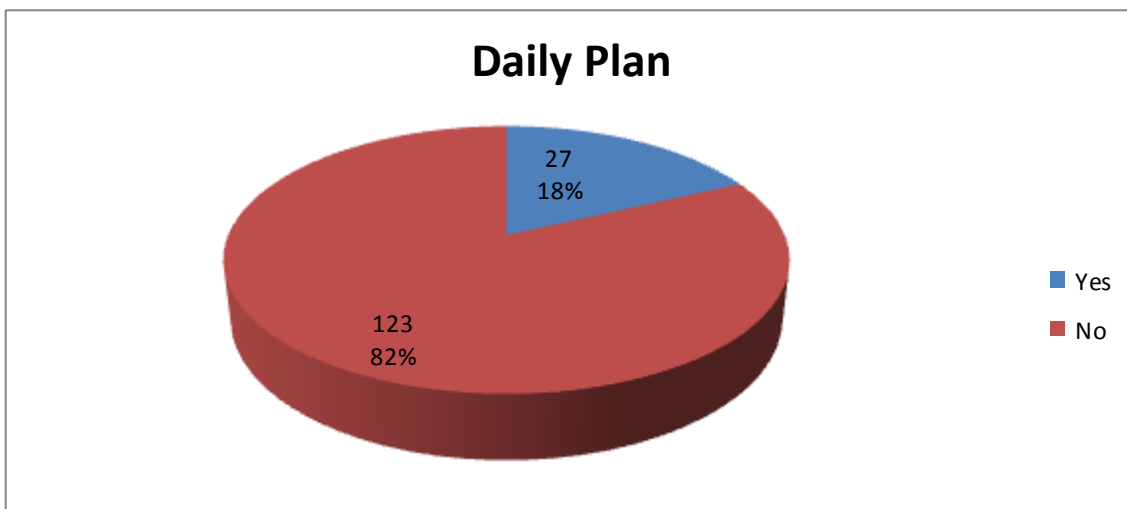
a. Statistic Chart

Daily Plan	F	%
Yes	27	18
No	123	82
Total	150	100

Source: "Daniel Alvarez Burneo" High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The graph shows, the option “yes” with 18% and the other one has 82%.

The results in relation to the present question are remarkable due to the percentage. The research group considers that teacher is not making a good planning to apply in the class, that is why a big amount of students confirmed that, although a little percentage of learners said the contrary but the majority of the students said that there is not an effective plan.

As a group, it is important to mention that teachers should plan the activities that they are going to perform the next day, so that we can get the most of the students, it also needs a time distribution. However, it is not done very often, and students corroborated that in the surveys applied.

Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. When developing a teaching plan, the educator should be attentive to the ordering of behavioral objectives and the organization of content and learning experiences.

2. Which of these elements does your teacher apply in every class?

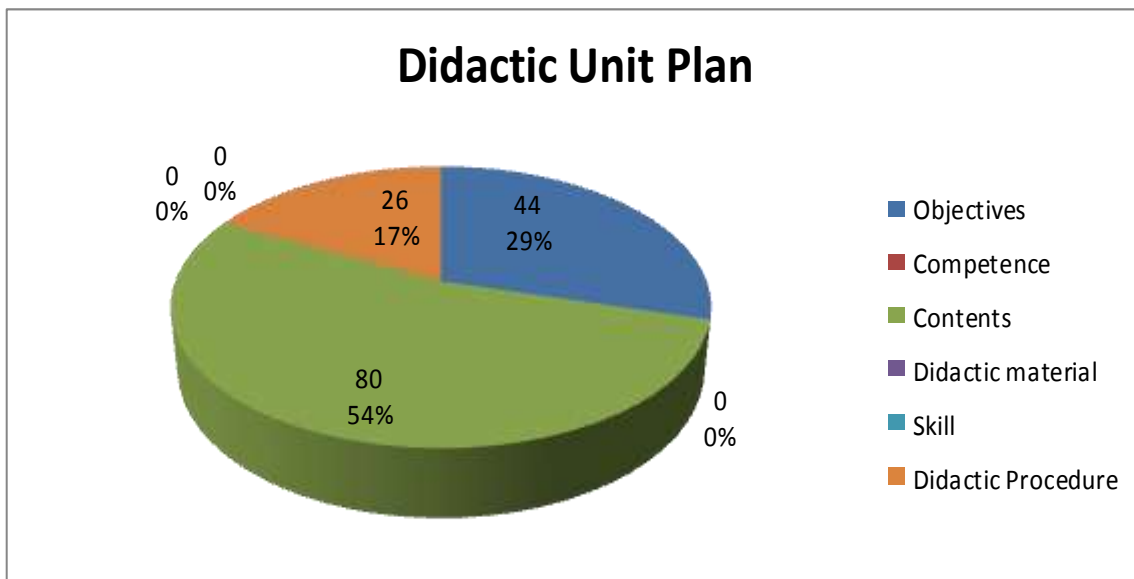
a. Statistic Chart

Lesson Plan/ Micro-planning	F	%
Objectives	44	29
Competences	0	0
Contents	80	54
Didactic Procedure	26	17
Skills	0	0
Didactic material	0	0
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The result shows 17% Didactic Procedure, 29% Objectives and 54% Contents.

Analyzing this question it is noticeable that the students know what components a didactic unit plan needs to have. For instance, the Didactic Procedure which is the flow of the class, this avoid the waste of time.

They also mentioned the objectives which are the goals that want to get through the development of the didactic unit.

And finally, they pointed at the contents which determine the concepts, facts or phenomena needed to be taken into account as means for the development of specific skills and accomplishment of the goals. However, there are some aspects that they did not include like competences that show the human talent put into action to resolve the problems in an efficient, and effective form based on holistic articulation of knowledge, skills and values, the methodology; that is the way that the process will be carried out and the skills that are the axis of students' development.

The research group could also observe that the use of didactic material is neglected by teachers because students said they do not use other things only the textbook.

3. How many units does your book have?

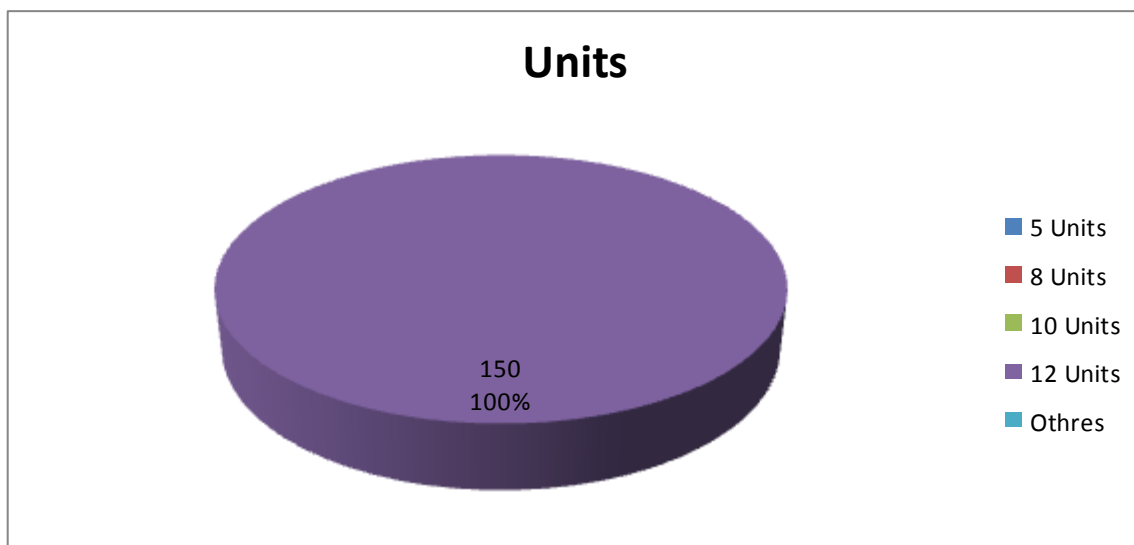
a. Statistic Chart

Units	F	%
5	0	0
8	0	0
10	0	0
12	150	100
Others	0	0
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

100% student's said that they are working with has twelve units and they do not cover all of them.

It is a common problem that happens in some educational institutions, the textbook follows a sequence, especially with the grammar, when the units are not covered during the whole year, it generates gaps in the learners and affects their knowledge. Besides, it is known that in most of the schools there are different programs and events along the year, these take some time and it becomes one more factor that influences on the development of the units. In addition, twelve units are so many because the scholar year lasts ten months, and in order to get good results a unit per month should be studied.

4. How often does your teacher evaluate?

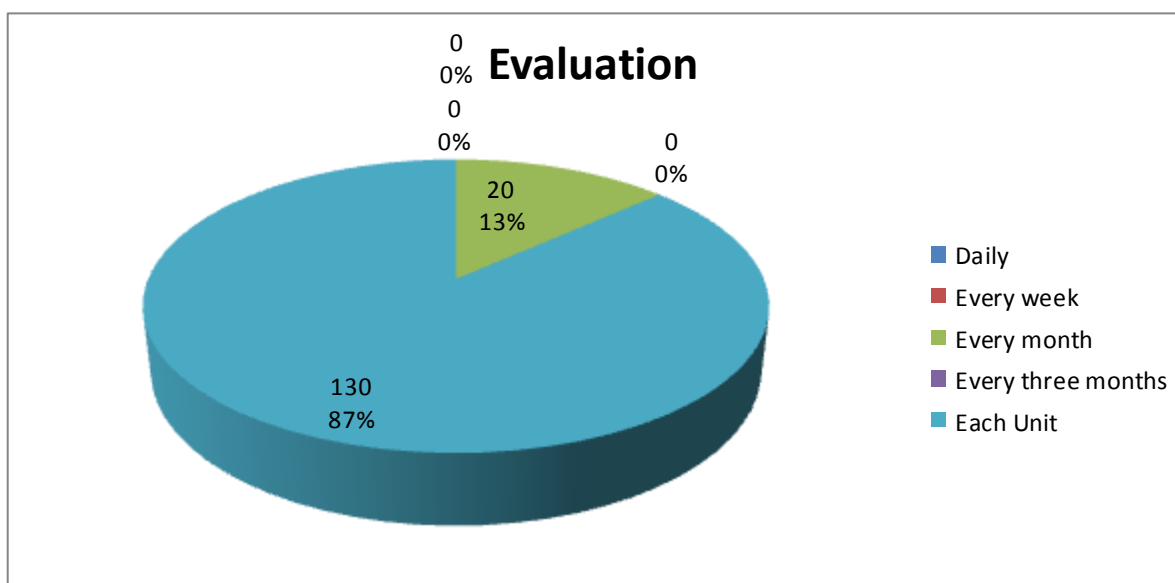
a. Statistic Chart

Evaluation	F	%
Daily	0	0
Every week	0	0
Every month	20	13
Every three months	0	0
Each Unit	130	87
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

87% said that the evaluation is done each unit and 13% every month.

The evaluation is the moment and verification instruments of honoring of the objectives. It must be recognized within the didactic unit, the bases for evaluating if the objectives have been carried out and therefore learning and skills development.

The research group stated that in this aspect Daniel Alvarez Burneo teachers are okay, because the formal evaluation is done each unit or each month. But, there is something meaningful to highlight, the evaluation or assessment could be done every day, not just with written or oral tests. The teacher can take plenty of aspects to check if the students are producing the more in each class.

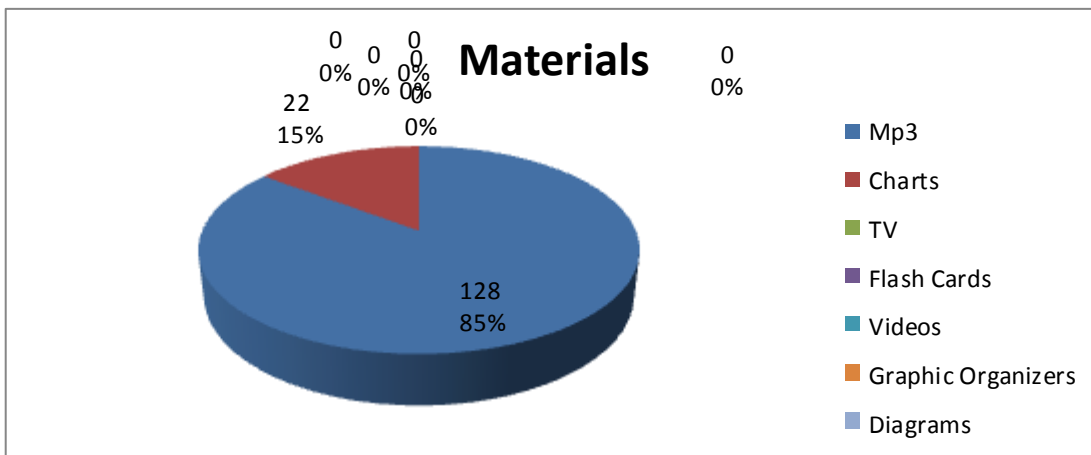
5. What kind of materials does your teacher use in the class?

a. Statistic Chart

Materials	F	%
Mp3	128	85
Charts	22	15
TV	0	0
Flash Cards	0	0
Videos	0	0
Graphic Organizers	0	0
Diagrams	0	0
Story map	0	0
Total	150	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The graphic representation demonstrates that 85% Mp3 and 15% charts.

The majority of the students confirmed that the teachers never make any kinds of didactic material. The teachers can use different kinds of materials for example TV, flash cards, videos, graphic organizers, diagrams, story map, etc.

The didactic material helps a lot in the Teaching Learning Process; it makes the class more interesting and students feel predispose to learn. But in the public institutions there is not a budget to support this income.

6. What kind of activities does your teacher do to explore listening?

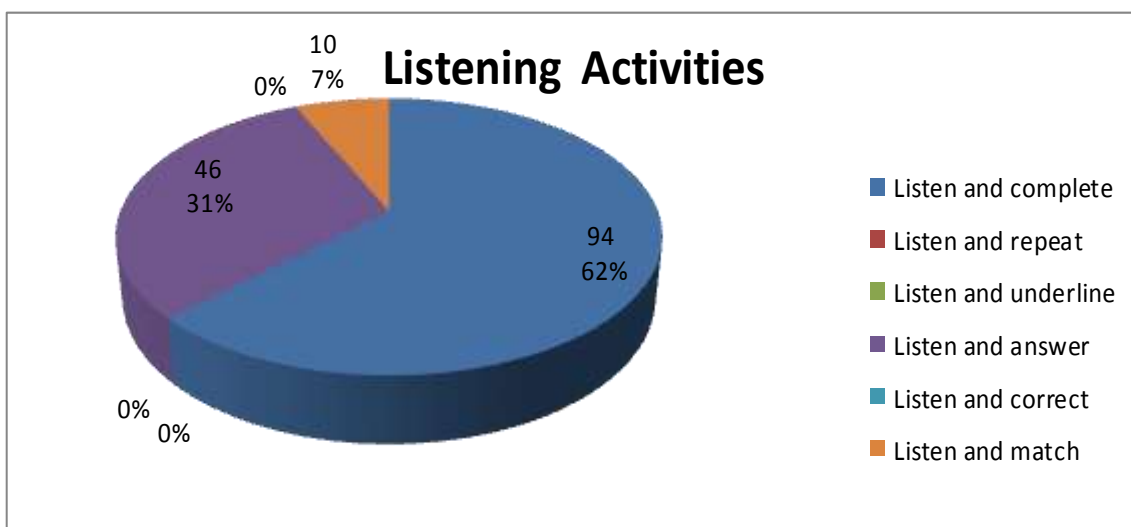
a. Statistic Chart

Listening Activities	F	%
Listen and complete	94	62
Listen and repeat	0	0
Listen and underline	0	0
Listen and answer	46	31
Listen and correct	0	0
Listen and match	10	7
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The graphic representation shows 62% for “listen and complete”, 7% for “listen and match, and 31% “listen and answer”.

The listening skill is the absorption of the meanings of words and sentences by the brain, through reception; we internalize linguistic information without which we could not produce language. To promote the listening skill teachers have to include a variety of activities to check students’ understanding. Analyzing the gotten results through the surveys at Daniel Alvarez High School, only three activities are put into practice. Some strategies to motivate students and create interest for the students are missing. It is necessary to include activities that make students deduce and reason not just completing or matching sentences. Contrasting with the teacher’s surveys they said that they include more activities to develop this skill, but students just mentioned three.

7. What kind of activities does your teacher do to explore speaking?

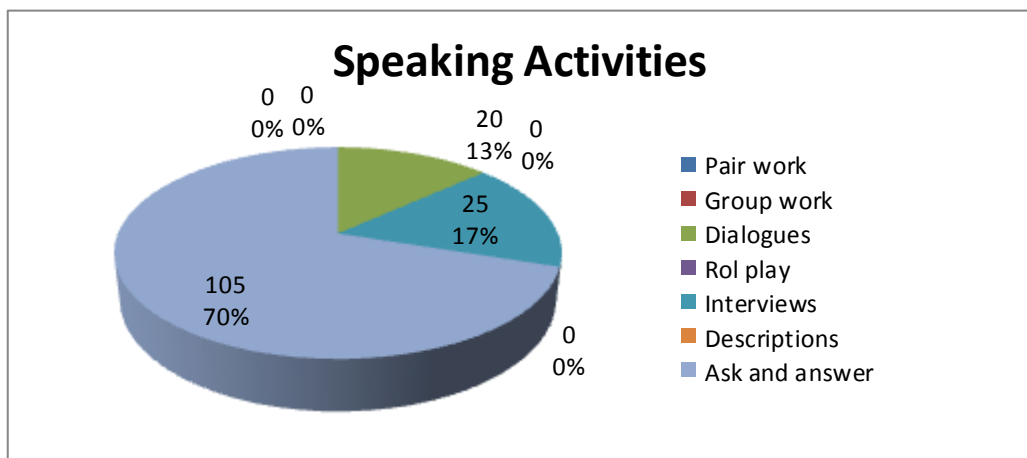
a. Statistic Chart

Speaking Activities	F	%
Pair work	0	0
Group work	0	0
Dialogues	20	13
Rol plays	0	0
Interviews	25	17
Descriptions	0	0
Ask and answer	105	70
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

70 % said that all the time they do “ask and answer”, 25 % “interviews” and 20% “dialogues”.

Teachers need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities. First of all, decide whether the speaking activity promotes fluency or accuracy. To encourage learners to communicate, teacher must adopt an attitude that encourages fluency development and saves accuracy for another lesson. The speaking skill becomes one of the most productive skills, that is why it needs to be well-developed. It is relevant to say that at Daniel Alvarez Burneo High School there are a lot of students in each class and the teacher can not apply different strategies to foster it.

Contrasting with the teachers’ surveys they included more things to explore and expand the speaking skill, but students confirmed that they just use some of them and they do not feel confident to speak in class, even to express simple things they are using Spanish.

This significant skill is prompted with different activities; the more they practice, the more they get. Some role-plays, free conversations, descriptions, classroom language are missing.

8. What kind of activities does your teacher do to explore reading?

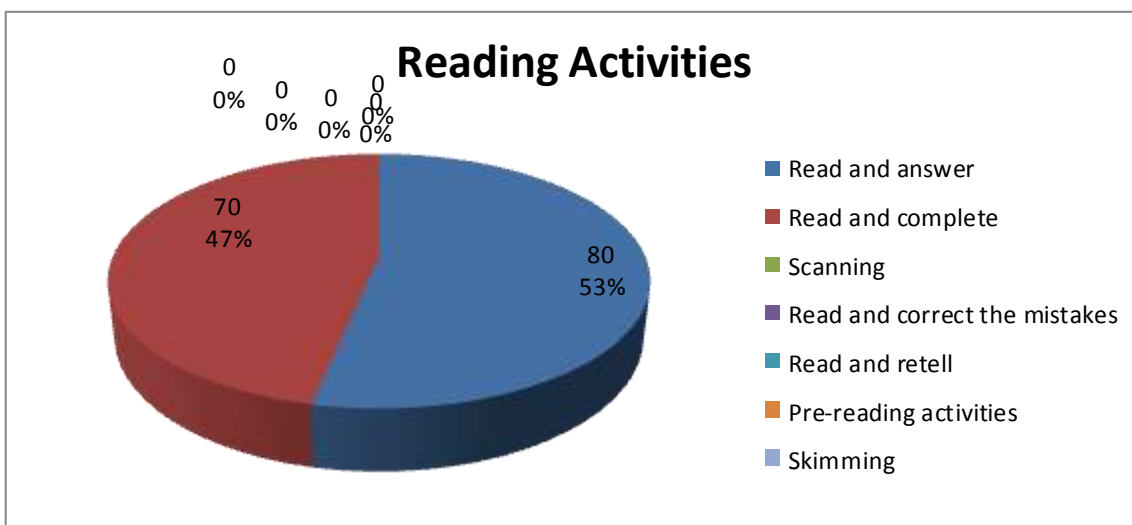
a. Statistic Chart

Reading Activities	f	%
Read and answer	80	53
Read and complete	70	47
Reading a story from a book	0	0
Reading a class story	0	0
Reading texts based on the child's language	0	0
Reading aloud	0	0
Silent reading	0	0
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The question number seven shows 53% of read and answer, and 47% read and complete.

Reading is a transaction between the text and the reader. As students read, they search for and construct meaning based on what they bring to the text and what the text brings to them. By means of reading we can check if students understand grammar and vocabulary in context.

At Daniel Alvarez Burneo High School teachers are using a few strategies and they are the most traditional ones. With those activities students tend to lose their interest in reading. There are not pre-reading activities and as it is known they create curiosity and enhance the content of the reading. It is also necessary follow-up activities to make sure that students have understood the gist of the reading.

9. What kind of activities does your teacher do to explore writing?

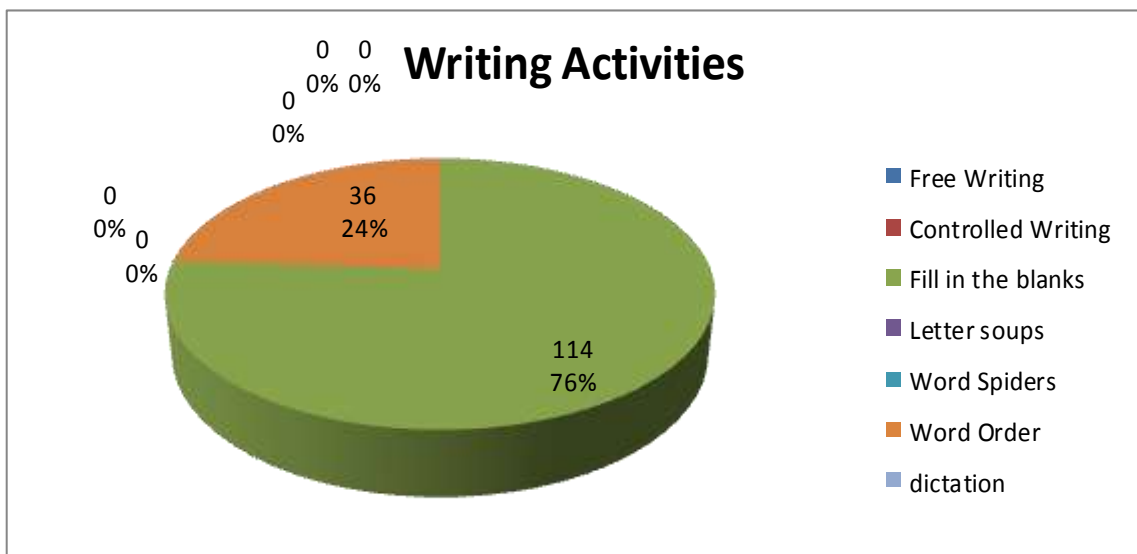
a. Statistic Chart

Writing Activities	F	%
Free Writing	0	0
Controlled Writing	0	0
Fill in the blanks	114	76
Letter soups		0
Word Spiders	0	0
Word Order	36	24
Dictation	0	0
Total	150	100

Source: “Daniel Alvarez Burneo” High School

Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

76% said fill in the blanks and 24% word order. Writing expresses a clear point, is tightly structured, grammatically and syntactically correct, substantive, and interesting.

Writing, the visual representation of a language is invaluable for helping students communicative and understands how the parts of language go together. Many students actually learn and remember more through the written word. However, writing is more demanding because of the aspects needed like: transition, spelling, punctuation, coherence and so on.

What we could see is that this skill is neglected; contrasting the teachers' surveys with the students' surveys it is noticeable that they use a few strategies and they are not helping students to improve and develop it in a meaningful way.

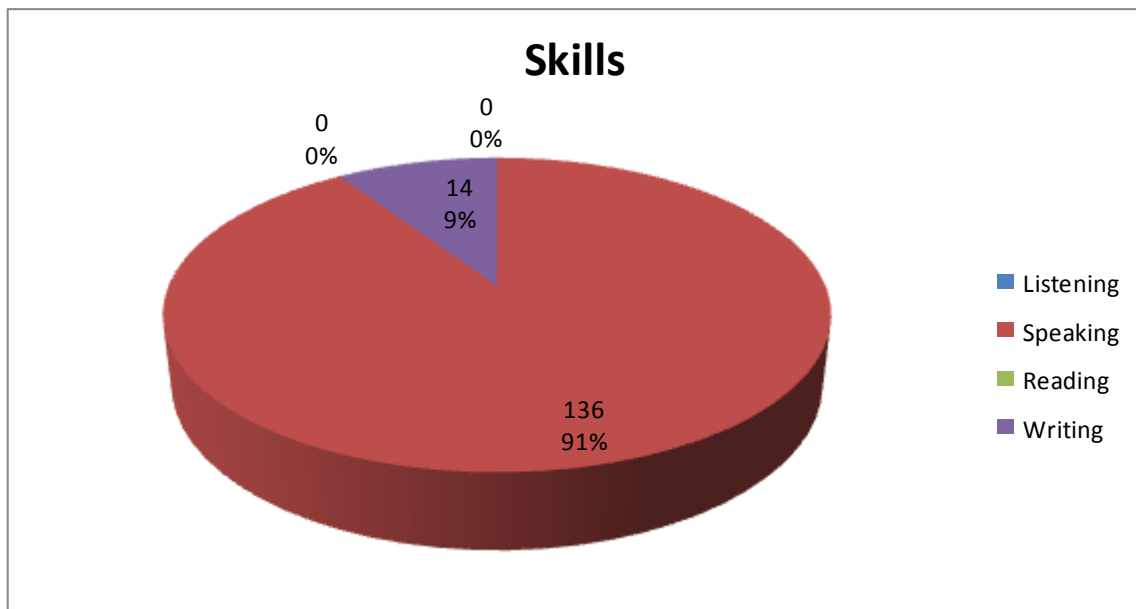
10. Which of these skills does your teacher reinforce in class?

a. Statistic Chart

Skills	F	%
Listening	0	0
Speaking	136	91
Reading	0	0
Writing	14	9
Total	150	100

Source: “Daniel Alvarez Burneo” High School
Authors: Roberto Carrión and Daisy Dávila

b. Graphic Representation



c. Analysis and Interpretation

The survey found that most students said speaking with 91% and 9% with writing.

As everybody knows, a foreign language is more successful if the students understand the need to learn the language, if they are motivated by the teachers and finally if the teachers apply the four skills.

In relation to the students' opinion, it can be seen from the graph that the speaking skill is the most developed at Daniel Alvarez Burneo School, analyzing the teacher's surveys we found that they focus on writing. Thus, the research group can state that they are working on both skills; according to the time and number of students it is hard to expand all of them.

VERIFICATION OF THE HYPOTHESES

g. DISCUSSION

To contrast and verify the hypotheses that the research group has set up in relation to the plans, the obtained results through surveys and analysis collected from teachers and students at “Daniel Alvarez Burneo High School” have been employed. This valuable information has allowed us to prove or reject the hypothesis. After that, we have established the respective conclusions and suggestions to better the development of the four basic linguistic skills of the English Language influenced by the different aspects of the curricular planning.

HYPOTHESIS ONE

STATEMENT

To determine how the curricular planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011.

DEMONSTRATION

These hypotheses has two variables: the independent one: the curricular planning; and the dependent variable: the development of the four basic skills at” Daniel Alvarez Burneo” high school. Period 2010-2011

This hypothesis is proved by means of questions number ONE, FOUR and FIVE of the teachers' surveys which talk about planning and the contents covered during the school year.

In question number ONE we asked about which kind of planning they consider the most important, the outcomes showed that a group of teachers consider the macro-planning as the most important but they only plan the contents that should be studied there and do not take into account the skills to be developed. It is important to mention that the micro-planning involves all the topics, objectives and goals that the institution wants to reach in a certain period of time, therefore teachers should know what methodology and strategies they need to apply to develop the four basic skills.

In question number FOUR of teachers' surveys, they were asked about the elements that they include in the micro-planning, and just a few teachers take into account the basic skills. The rest of the teachers mentioned other aspects like: objectives, contents, and didactic material. This question talks about micro-planning, but as it is known the macro-planning, meso-planning and micro-planning are linked with each other, it is a sequence. It can be seen that they are not focusing on the development and reinforcement of the skills and contrasting with the students' opinion they are neglected.

The question number FIVE refers to the units that the textbook has, as teachers as students said that it contains twelve units and therefore they do not complete

them during the academic year. This statement has direct relationship with the macro-planning because it is supposed that when teachers organize the macro-planning they have to set up enough time to study and reinforce each unit. Some students said that they go to the end of the year and they worked only seven or eight units. The development of the four basic skills is linked as well with the units, because in each one there are different activities and topics that promote and explore the improvement of them.

DISCUSSION AND CONCLUSIONS

The previous results got through useful techniques like the surveys and their analysis taken off the most relevant questions in the teachers' surveys, it has permitted to **accept the general hypotheses**, because effectively we have proved that the development of the four basic skills of the English Language is influenced by the Curricular Planning at "Daniel Alvarez Burneo" High School. Period 2010-2011.

HYPOTHESIS TWO

STATEMENT

To know if the teachers make the meso-planning according to the established goals of the macro-planning in the English area at "Daniel Alvarez Burneo" High School, period 2010-211

DEMONSTRATION

There are two variables in this hypotheses the independent variable is the meso-planning and the dependent is the goals established of the macro-planning in the English are at “Daniel Alvarez Burneo” High School. Period 2010-2011.

To prove this hypotheses we have taken into account question number TWO of the teachers’ surveys, question ONE and question number THREE of the students’ surveys, they refer to meso-planning, micro-planning and the units that they study during the whole year.

The question number TWO of the teachers’ surveys asked about the elaboration of the meso-planning according to the established objectives of the macro-planning. All the teachers answered positively, they said that they do plan each unit, but contrasting with question number THREE of students’ surveys they confirmed that they do not complete all the units, sometimes they work only seven or eight units. And the objectives that we can find in the macro-planning involve different aspects from all units; these have to be carried out in a specific time and if the teachers do not complete all the units, it means that they are not taking into account the curricular objectives.

The question number ONE of the students’ surveys refers to the daily plan; students were asked if they think that their teachers plan their classes every day. The biggest percentage said not. To reach the goals established of the macro-

planning, teachers have to follow a procedure which involves the three kinds of planning. And, the micro-planning is one of the most important because it is the real process which will be applied in the class.

DISCUSSION AND CONCLUSIONS

Using the data obtained through surveys and the logical deduction, the research group could confirm and corroborate the second hypothesis of this research work, through the applied surveys with the 60%, we can say that the teachers do not make the meso-planning according to the established goals of the macro-planning in the English area at “Daniel Alvarez Burneo” High School, period 2010-2011.

HYPOTHESIS THREE

STATEMENT

The micro-planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011

DEMONSTRATION

Based on the obtained outcomes in the surveys applied at “Daniel Alvarez Burneo” High School, and making reference to the more meaningful questions, we state the following:

Taking into account question number FOUR of the teachers’ surveys and number TWO of the students’ surveys, about the elements that the teacher includes in the micro-planning; it is noticeable that they do not take into account the development of the skills in their classes. Contrasting with the students’ surveys they stated the same, teachers do not focus on the expansion of the four basic skills. It can be seen that they are not making a good lesson plan.

By means of questions number TWELVE of the teachers’ surveys and number TEN of the students’ surveys we asked about the most developed skills. Teachers and students said that they expand speaking and writing the most. However, the research group included some questions related with each skill, in order to know what strategies they use to build them up; and we could realize that the strategies they apply are not the most effective or they use only the most traditional ones. For example: listen and complete, ask and answer, read and complete and for writing fill in the blanks.

DISCUSSION AND CONCLUSIONS

Analyzing the preceding information, the researchers accept the stated hypotheses. In relation to the got results in teachers' and students' surveys, a 65% of them have shown that: The micro-planning influences on the development of the four basic linguistic skills of the English Language at "Daniel Alvarez Burneo" High School, Period 2010-2011.

CONCLUSIONS

h. CONCLUSIONS

- The curricular planning gives a broad perspective of the goals, objectives, methodology involved in the teaching learning process that the institution wants to get through the academic year. At “Daniel Alvarez Burneo” High School this macro-planning is influencing on the development of the four basic skills, because there is not a good growth and they are not considering them in their planning as they should be. The success of the macro-planning is the result of a good meso-planning and micro-planning.
- The research group concludes that the teachers do not make the meso-planning according to the established objectives of the macro-planning. Teachers make this plan but there is not a sequence because they do not complete all the units, so that the goals are not reached totally.
- The micro-planning affects directly on the development of the basic skills. Most of the students assured that teachers do not plan their classes. And it is known that the lesson plan includes many significant elements and one of them is the way or strategies they are going to apply to build up the skills. Also, this plan shows the procedure of the

class and the activities that will engage students avoiding the waste of time. If there is not a daily plan, there will not be good outcomes.

- The skills are not rehearsed effectively, teachers use only a few strategies and they do not allow them getting the most of the students.
- The textbook that is used at “Daniel Alvarez Burneo” High School contains many units, and the teachers find difficult to cover all them during the academic year, affecting in this way the goals of the curricular-planning.

SUGGESTIONS

i. SUGGESTIONS

- The macro-planning is closely linked to the meso-planning and the micro-planning, therefore if one of them is not made, it will affect the whole process. The four basic skills are a component of that process, and it is needed to make a plan showing how they will be carried out. The institution should control the fulfilment of these kinds of planning in the right time, especially the daily plan, likewise to check if the teachers include effective goals and strategies to build up all the skills.
- The meso-planning gives a clear idea about the unit contents, materials, strategies that teachers have to prepare in advance in order to be successful with the micro-planning and the accomplishment of the goals and aims established previously in the macro-planning. The research group suggests that teachers should plan each unit in a certain time with their co-workers, especially the ones who work with the same levels or grades, so that they can share and give ideas to put into practice in class, in such a way they will be planning on time and fulfilling with the objectives established in the curricular planning.
- The results gotten in classes are defined by a good micro-planning, because it directs the procedure that will be applied in class. This plan also shows our respect for the students because they notice immediately when we are wasting the time or nagging. It is central to be aware of this relevant point and be ready with everything as good professionals. Teachers should make a short daily plan

with the key activities, strategies to develop the skills and time for each period of class.

- To increase more production in the development of the four basic skills, teachers should include useful strategies that prompt students to think out of the box and avoid only the things in which grammar is checked. For listening they can include: listen and choose the correct picture, listen and correct the mistakes, listen and write T or F and tell the reasons, listen and retell what you understand (summary), listen and take notes. For speaking they can use: multiple questions using different topics even from the previous years, it can be done every day at the beginning of the class like a warm activity, talking cards, make up dialogues, simple interviews using the previous grammar and descriptions. For reading it is a good option to apply: read for details, read and complete with the best word, read and choose the correct heading, read and retell the story using their own words, read and complete the fact file, read and summarise the main idea. For writing it is good to apply: writing a journal, word order activities, dictations, error correction, letter soups, write short paragraphs expressing opinions or telling important news.
- The textbook is the guide that teachers have to reach the goals. But when it has many units and the time is not enough is difficult to cover all of them. Sometimes they can cover them but rushing, and there is not a fruitful learning. The research group suggests using another book with fewer units it could be eight. In this way they will devote time to reinforce the contents and they will not be affected by the programs or holidays.

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j. BIBLIOGRAPHY

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ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

k. ANNEXES

**EDUCATION, ART AND COMMUNICATION
AREA**

ENGLISH LANGUAGE CAREER



**“CURRICULAR PLANNING AND ITS INFLUENCE
ON THE DEVELOPMENT OF THE FOUR BASIC
SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL
ALVAREZ BURNEO” HIGH SCHOOL. PERIOD 2010-
2011”**

Thesis Project in order to get the Bachelor's
Degree in teaching English as a foreign
language.

Authors:

**Silvio Roberto Carrión Sánchez
Daysi del Pilar Dávila González**

Thesis Director:

Dr. Mg Sc. Carmen Dávila Vega

**Loja-Ecuador
2012**

a. THEME:

“CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC SKILLS OF THE ENGLISH LANGUAGE AT “DANIEL ALVAREZ BURNEO” HIGH SCHOOL, PERIOD 2010-2011”

b. PROBLEM STATEMENT

CONTEXTUAL FRAME

The Technological High Institute Daniel Alvarez Burneo has its origin thanks to the historic decision of illustrious benefactor Mr. Daniel Alvarez Burneo who gave his fortune to education of poor people in Loja and its province.

In 1938 The Administrative Council called it Technical Institute of Art and Industry Daniel Alvarez Burneo. There were many directors but no-one was able to carry out Daniel Alvarez Burneo's real dream.

In June 16th 1962 according to the ministerial resolution, it started its activity as a Technical, Industrial and Agricultural Institute Daniel Alvarez Burneo.

Its director, at the time it started, was Engineer Alfonso Valdivieso Carrión, the institute started with 64 students and three technical specialties: Mechanics, Carpentry and Agriculture.

Even though this Institute started its official work, it did not carry out with the Mr. Daniel Alvarez Burneo's last will. It was then when the Administrative Council thought in the religious community Maristas Brothers, to carry out Mr. Burneo's will in a loyal way.

This Community started working for education in Loja and its province since 1957, especially in Catacocha. In May 26th 1965 the Maristas Brothers took the administration of Technical, Industrial and Agricultural Institute Daniel Alvarez Burneo through a contract for ten years.

Mons. Luis Alfonso Crespo Chiriboga, Loja's bishop and Mr. Dr. José Miguel Mora Reyes who represented to Beneficent Council they were to sign the contract.

The Maristas Brothers arrived to Loja in 1965, they were: Hno. Santiago Fernández García, Headmaster; Hno. Bernardo Diez, subdirector; Hno. Esteban Narganes, Hno. Isidro Fernández and Hno. Joaquín Liébana. They immediately started their work and all the necessary changes in the Institute.

Their presence preserved Daniel Alvarez Burneo's great dream that at the time had almost disappeared as well as his main goal, related to education.

Santiago Fernández García as the headmaster of the institution impelled the development and progress, giving it both: historical and transcendental projection. In a short time the cultural, human and material advance was growing in big steps, although they didn't have the appropriate founding giving by the Ministries as well as the opposition of some groups, that were pretty reluctant to changes.

In the material aspect the old building was greatly transformed and whole infrastructure was changed completely, this helped the educative development in better conditions.

In October 3rd 1966, according to the Ministerial Resolution N° 2213 this Artisanal Institute was changed into Technical Institute and was incorporated to the Educative Plan National Reform with Basic and Graduating programs.

On 1968 the Institute presented its first graduating class, integrated by 19 students. 1969 was the year of great realizations. In November modern building, Physics, Chemistry and Natural Sciences labs were inaugurated as well as Silos and Estables too.

In 1970 the male basic cycle started with 18 classrooms, Mechanics and Carpentry workshops as well.

For Physical activities its started the semiolympic pool. And was inaugurated the monument in memory to his Founder Mr. Daniel Alvarez Burneo.

In December 8th, 1970 the Ecuadorian president, Dr. José María Velasco Ibarra authorized this Institute to start teaching in primary, high school and superior levels, mainly in technical specialties.

On November 1973, the first rock to build the Sports Closed Coliseum of the Institute was placed. This coliseum was named after Hno. Santiago Fernández García, as a testimony and recognition to his remarkable work in benefit of the Institution.

Under the right direction of Marista community, this Institute has been able to continue with very important advances in benefit of education in Loja and has increased new specialties, teachers and administrative staff also physical infrastructure and equipment to face the challenges in the educative field.

In 1972, it obtained the category of Experimental with the name Technical Experimental Institute Daniel Alvarez Burneo.

In August 1980 the Experimental Institute was transformed in Technical Superior Institute Daniel Alvarez Burneo with a post-graduated specialty on Industrial Mechanics.

In November 1993, was named Pilot Establishment for its work in Educative Units of Agropecuarian Production.

In January 7th, 2004, the National Council of Superior Education (Consejo Nacional de Educación Superior CONESUP in Spanish) approved this

Educative Unit as Technological High Institute Daniel Alvarez Burneo according resolution N° 029.04.

The Maristas Community under the principles and postulates of Marcelino Champagnat, practices its mission and apostolate in the Technological High Institute Daniel Alvarez Burneo. It's also with the solidary help of Institutions which depend of Alvarez Foundation Old people's Asylum Daniel Alvarez Sánchez, Padre Julio Villarroel's lodging and the House for young people Marcelino Champagnat; Institutions that had with modern and functional buildings built with great delivery of Marista Community and the appropriate personal who attending the necessity in this centers.

The Marista Community had transcended with total dimension although the time synthesizing their extraordinary work in their contribution for the culture and progress in our earth especially in Loja, they were who carried out and transformed Daniel Alvarez Burneo's real dream: Education and solidarity help for everybody and they had fixed the correct way of Loja, of its people and all people can see the future with the best wishes and prosperous days.

Nowadays this Institution has 2913 students. They are distributed in the following way: 480 students in 8th; 479 in 9th and 481 in 10th years of basic education.

And 1473 students distributed in:

527 students in 1st ; 499 in 2nd ; and 447 in 3rd years of high school curriculum.

Also has 260 teachers distributed in different subjects: The English teachers are 12 distributed from 8th of basic education to 3rd high school curriculum.

At the beginning the first vision and mission was “To help poor people” but now the vision is: The Christian Humanism and the mission is: “To Find the truth and form man through science to serve to the society”.

CURRENT SITUATION OF THE RESEARCH OBJECT

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

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

On May 12, 1993, through the Ministerial agreement No. 2511 and resolution No. 2271, The Ministry decided to increase the English subject schedule charge to five hours per week and through the Ministerial agreement No. 2511 and Resolution No. 2543, was introduced the new series of the book “Our World through English” which was written by the CRADLE Project in the Ministry of Education and Culture. This series of books is the curricular net that must be studied in all the public high schools.

The study of the English language in public high schools is through the curricular net corresponding to the book called “Our World through English” which was designed with an agreement between the Ministry of Education and Culture and the British Government and based on Ecuadorian culture.

The objective of the CRADLE Project is to improve and innovate the English teaching learning process with the purpose of developing in the students the communicative competence through the linguistic competence that includes the skills of: listening, speaking, reading and writing, which are subjected to a system of standard indicators and promoting the use of values.

This is a series of six books that should be studied since the 8th year of basic education until the 3rd year of the high school curriculum; it contains 15 units for 8th and 9th year of basic education and 12 units since 10th year of basic

education to 3rd year of high school curriculum. Every unit contains five lessons which include from 3 to 5 tasks.

The “Our World Through English book” is numbered in order to be studied since the 8th year of basic education until the number 6 which should be studied in 3rd year of the high school curriculum, however we have been able to identify that most of the teachers do not finish all the units planned for the school year, and this is a real trouble because in the next school year the students should study the next book without the previous basis.

The curricular planning is the scheme that allows the teachers to have a guide of the sequence of the contents that must be studied in every high school year, and this is represented in the “Institutional Curricular Planning” which also includes the objectives, methodology, evaluation and didactic resources. However we have noticed that in the “Daniel Alvarez Burneo” high school this important instrument of the Planning of Education is not developed in a complete way because it contains fourteen units and, what is worse, the teachers do not establish what skills are they going to work in. The book “OWTE” in its tasks tries to develop the listening, speaking, reading and writing skills, but most of the teachers do not count with enough didactic material to develop every skill, they do not even have a tape recorder to work in the listening skill therefore the listening tasks are developed while the teacher is reading the tape script.

Even when the Ministry of Education and Culture has tried to improve the English teaching learning process with the CRADLE project, we can say that there are troubles with the curricular planning because it is not well-distributed in order to be studied in the school year. We can say that most of the students who finish the high school curriculum do not have a basic knowledge of the English Language.

The “OWTE” book was created in order to improve the level of education in the English knowledge, and it was designed with Ecuadorian topics and a communicative methodology, which are supposed to help the students to manage the language in a better way, however in most of the cases of the public education we have noticed that the students are not able to speak basically English.

The **meso-planning** is represented by the didactic unit plan, which is designed in order to guide the contents that must be studied by units. Also describes the objectives, methodology, evaluation and didactic resources that can help to study every unit. However, in this high school the teachers do not elaborate this plan which is very important to help the teacher to accomplish the units planned periodically and this way, they are able to complete the **macro-planning** which is the traced objective for every school year.

When the teacher develops a plan by units, they underline the time in which they will cover the whole unit, but most of the teachers do not trace this plan, consequently they only study the units that they can, which are seven or eight units in the whole school year, and the other units are never studied by the students and they should take the next book in the next year, without the previous knowledge and this is a real problem in public high schools because the next teacher faces many trouble to get the students into the new more complex context.

The **micro-planning** or lesson plan, which is a scheme that guides the teachers step by step in the whole activities during a period of class. This is important because it also establishes the objectives and the skills that the teachers are going to develop. However, in public high schools most of the teachers do not elaborate the lesson plan because they do not believe it is necessary and most of the time they just follow the activities determined in the book without any planning. This affects the students' learning because the students are not developing a good knowledge in the English learning.

In the public high school there is a person who is the English area coordinator, but we have noticed that they do not demand the elaboration of the lesson planning from the teachers, so they do not consider it as a previous requirement to teach the English language. This problem is obviously

reflected in the low level of knowledge that the students reach in the six years of the high school.

RESEARCH PROBLEM

How does the curricular planning influence on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011

DELIMITATION OF THE RESEARCH

TEMPORAL

The present research will be carried out during the period 2010-2011.

SPATIAL

The research will be done at “Daniel Alvarez Burneo” High School.

OBSERVATION UNITS

Teachers and students of 1st, 2nd and 3rd years of high school curriculum.

SUB PROBLEMS

- Do teachers make the meso-planning according to the established goals in the macro-planning of the English area at “Daniel Alvarez Burneo” High School, Period 2010-2011?

- Does the micro-planning influence on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011?

c. JUSTIFICATION

We understand that there are several causes that derive the problems to teach, learn and develop a foreign language, particularly the English language, since different methods such as traditional method, grammar translation, audio-lingual method applied in the teaching learning process during many years have not achieved the adequate orientation based on communication. These methods can help to the teacher to be free to develop their own personal working and choose their goals.

In an effort to gain a better understanding and discover the central problem in the instruction of the English Language, especially in the development of the four basic skills we have considered convenient to investigate: **"CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT "DANIEL ALVAREZ BURNEO" HIGH SCHOOL, PERIOD 2010-2011"** to explore the dimensions of knowledge about the method before mentioned and instructional activities applied by teachers.

As well, we will have the opportunity to know and make the efforts for applying the knowledge, which indicates the theory and research, during our formation as teachers to improve our professional profile. At the same time, the teacher can be an agent for change in a world in desperate need of change: change from competition to cooperation, from conflict to resolution, from prejudice to understanding.

Our professional commitment drives us to help the inhabitants of this planet to communicate with each other, to negotiate the meaning of peace, of goodwill, and of survival on this tender, fragile globe. With all the professional tools available to us and the little difference here and there that we can add up to fulfilling visions of a better and more humane world.

Our interest to develop this research work will take into account all of these factors, and it will be carried out because we have all the resources: human, material, institutional and economic, which are considered indispensable to develop this project.

Finally, all the collected information will provide the data to be analyzed and the results will be shown to the authorities for them to know the dimensions of teachers' perceptions relative to communicative approach which will be focused on the student-learning perspectives.

d. OBJECTIVES

GENERAL

- ✓ To determine if the development of the four basic linguistic skills of the English Language is influenced by the curricular planning at “Daniel Alvarez Burneo” High School, Period 2010-2011.

SPECIFIC

- ✓ To know if the teachers make the meso-planning according to the established goals of the macro-planning in the English area at “Daniel Alvarez Burneo” High School, period 2010-2011
- ✓ To verify if the micro-planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, Period 2010-2011

e. THEORETICAL FRAME

MACRO-PLANNING

CURRICULAR PLANNING

“Etymological “curriculum” is a Latin voice that derives from the verb curro, meaning race, carried out by the student to achieve an academic degree; while study plan is derivated from Latina expression, (ratio studiorum) that means rational organization of studies.”¹⁵

It is a didactic, dynamic, systematic, participative and constant process which educates and organizes learning situations. Among the components of the curricular planning are: formative objectives, contents, skills, activities, strategies, resources, assessment and time.

CURRICULAR DEFINITION

This model sought to guarantee the teaching of the same contents to every student, in order to homogenize their instruction in values, language and

¹⁵Wikipedia Encyclopedia. MINISTERIO DE EDUCACION Y CULTURA. Proyecto EB/PRODEC DINAMEP Reforma Curricular Consensuada. Quito, 1998, pp. 13, 14.

additional knowledge necessary for civic life. The leading was to give equal opportunities to students through equal educational contents. The educational systems experienced a general crisis when their ability to provide relevant knowledge to all students left plenty of room for doubt.

The idea that if an education favouring social inclusion was to be provided, efforts should tend not towards nonegalitarian policies but towards equitable. the need was acknowledged to provide diverse or remedial courses and contents to guarantee equal results. Also deepen our understanding of educational reform processes in general and curricular policy in particular, so that whatever our ambitions for these education systems may be they will become a goal worth achieving.

BASIC FEATURES OF CURRICULAR PLANNING

THE FIRST STUDY PLANS AND PROGRAMMES

During the formation periods of the systems the structure of the study plans and programmes was characterized fundamentally by:

A large number of curricular areas, discipline and school time, which resulted in greater control and homogenization of the activities, the emphasis on those contents related to the simple provision of information, the mechanisms of assessment and control of the learning taught in schools.

TEXTBOOK

No book lacking the approval of the corresponding government department could be distributed in schools.

This enhanced central control over educational contents and the focussing required for their transmission. The Council Education adopted the most adequate textbooks for public schools, encouraging their edition and improvement by means of contests and stimuli.

ASSESSMENT AND CONTROL OF THE SYSTEM

This group visited schools, controlled the students' copybooks to verify that norms set by law were being followed and that no unauthorized content was being taught, and established direct contact with the teaching staff, attending classes and reviewing the lesson plan. It was a form of centralized control over every aspect of teaching in the school.¹⁶

SYNTHESIS: REGULATION OF THE CURRICULUM

The fundamental mechanism to control that the relationship between the policies, proposed at the central level and those effectively executed in educational institutions was the anticipated one.

¹⁶<http://www.theteachersguide.com/> JUNE 2009

This was very effective bearing in mind that one of the main objectives of these education systems was the homogenization of the population in Latin America.

By the end of the 1970 and 1980, unpromising diagnoses begin to accumulate that questioned the capacity of the education systems of the region to offer a good education to the whole school-age population.

On the other hand, changes in society revealed the existence of a school that was transmitting out-of-date information that lacked social significance. Within this frame, the changes and continuities that were operational in the traditionally centralized mechanisms of curricular regulation will be specified.

TEXTBOOK POLICY UNTIL THE 1990s

Committees in charge of these matters were not only slow, they also responded to the government in power.

It is worth noting at this point that during periods of dictatorship in the region not only was the policy of textbook production particularly restricted,

but circulation of some of those already in existence was forbidden by the military governments who considered them ‘subversive’ or contrary to the regime.

INNOVATIONS IN CURRICULAR MANAGEMENT

It is a radical transformation in the forms of curriculum management.

This may be achieved through an institutional curricular project which, while responding to more general considerations, relies on the possibility of putting into practice a set of objectives, contents and educational activities better suited to respond to the needs and expectations of each school’s local community.

The main objective that our schools should pursue is the achievement of academic excellence, through the fulfilment of a complete education, in terms of humanistic, scientific and technical standards. These standards will be the main tools for our students to become qualified professionals and practitioners. These standards will also assure that students start their professional cycles with enough knowledge that enables them to take over the role of real and effective social contributors, being able to solve new problems that characterize the present.

Within this context, determining the basic professional profile of the teacher is a fundamental task. From this determination on, we can create curricular contents in every issue that is relevant to the study plan, academic fields, study programs, teaching methods, and class.

To achieve this goal, the educational process in the schools should not be limited only to the transmission of knowledge from the professor to the student. The professor should guide the students so that they can “learn to learn”; in other words, prepare them to know how to effectively study and do research. In that way, we prevent students from being mere recipients of knowledge.

In the process of integral education is based on the fundamental and indissoluble unit of elements that characterize the academic learning process that includes the execution of teaching activities, research, practical application (i.e. training, internships, pro-bono activities) and dissemination of acquired knowledge. Under this education scheme, students will become highly qualified professionals but also aware of and responsive to the social environment in which they have to interact.

It is also important to adopt drastic decisions to improve the planning and control processes of the use of materials and human resources, in light of the real academic needs.

Through academic planning, the fundamental goal of coordination among the different academic units of the school towards a well-structured Annual Academic Plan will be reached.

Finally, and concerning the processes of curricular definition previously analysed, the establishment at the national level of basic competencies to be achieved may serve as the principle or axis of the process of curricular specification, thus offering a possible means for the articulation of the goals and/or general contents with those specifications of contents and achievements developed at particular local levels.

CURRICULAR REFORM

PROVIDING STUDENTS WITH A MAP OF THE SCHOLARLY ENTERPRISE

INTRODUCTION

Students, however, have difficulty drawing connections across courses from different disciplines. In response, faculty has a tendency to rethink distributional requirements in terms of perspectives rather than content, and thus desire students to integrate across these perspectives.

The point to be made here is that the rhetoric and curricular organization associated with inherited concepts of ‘the discipline’ invite students to think of themselves as pursuing a specific and well-defined competence when the entire ethos of the contemporary world calls for the capacity to cross boundaries, explore connections, move in uncharted directions.

“Such comprehensive material has further advantages; in particular, it allows students to place all of their coursework within a comprehensive map of the scholarly enterprise. This in turn provides a powerful antidote to the tendency, bemoaned by Graff (1992), for students to compartmentalize their knowledge by course, and thus fail to recognize when different instructors reach opposing conclusions about the same subject.”¹⁷

IMPLEMENTING “COMPREHENSIVE” CURRICULAR REFORM

This may seem overwhelming at first, but can easily be mastered during a college education. The list of methods used by scholars is even less difficult; we can reasonably hope to acquaint students with the major advantages and disadvantages of each. Likewise, it is certainly quite feasible to discuss each of the five broad ways in which ethical evaluation can proceed. The typology of theory may be the most difficult.

¹⁷<http://www.education-world.com/> Calidad y eficiencia PRODEC, p. 67- 68 JULY 2009

Elements of the “comprehensive” curriculum might be integrated into existing introductory courses, or new courses might be created. A ‘methods’ course that compared different methods could be invaluable, though methods are best appreciated when applied to something.

An introductory course structured around diverse causal links among the list of simplify could help students choose the area in which they wished to concentrate, as well as provide a base from which to integrate later material.

AN OVERVIEW OF TEACHING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Second language learners learn their second language from anyone who provides them with an opportunity to develop proficiency in the new language. So whether you are an English-as-a second-language (ESL) teacher, a science teacher, or a reading specialist, you can help those students become proficient in English.

NATURAL APPROACH

As the name implies, “the Natural Approach (Krashen and Terrell 1981) focuses on developing language skills in a natural context. Students acquire language through interaction in authentic and meaningful learning experiences. Teachers

provide input in the target language that students can understand (comprehensible input) and add new learning to that base.”¹⁸The principles behind the Natural Approach are:

- *Comprehension precedes production.
- *Production emerges in stages.
- *A syllabus based on communicative goals is more effective.
- *The student’s anxiety level must be low in order for learning to happen.

The following are some of the strategies that are practiced within the Natural Approach:

Total Physical Response (TPR)

“TPR, developed by James Asher (1982), was designed primarily for students in the early stages of language acquisition. Since commands can be made comprehensible to students with very limited language, Asher used commands as the basis for TPR. The teacher gives a command, demonstrates the command, and then students respond physically to the command. Because students are actively involved and not expected to repeat the command, anxiety is low, and student focus is on comprehension rather than production.” Hence, they demonstrate comprehension before their speaking skills emerge. The

¹⁸Carroll, J. (1963). *A model of school learning*

imperatives, such as “Bring me the book” or “Pass your paper to the right,” bring the language alive by making it comprehensible and fun. TPR is a well-known beginning ESL method, but TPR-based activities can be adapted to almost any level and incorporated into mainstream or multi-level classes, particularly in areas where visible directions can be given. TPR also provides a base for literacy development in the second language as students learn to read the commands they followed.

Language Experience Approach (LEA)

The LEA is an effective method to help promote literacy development. Students recount stories based on their own interests and activities, such as a trip, a movie, a story, or a project in which they all participated, and the teacher writes their words. These student-produced stories are then used for reading material and language development. Application of LEA can be used with many different activities and proficiency levels¹⁹.

Literature-Based Approach

In a literature-based approach, stories and literature are used as the base and context for language learning. This is a valuable means of developing oral

¹⁹ Araujo Betty. Curso para docentes. Pag 14-17. Ediciones Educativas Santillana. JULY 2009

language and literacy skills. Pattern books are especially beneficial for younger learners because of rhyme, rhythm, repetition, easily identifiable situations, predictability, high frequency vocabulary, and a strong correlation between the printed text and the use of visuals. Authentic quality materials should be chosen, with a heavy inclusion of multicultural books. Some children's literature, such as historical fiction or stories related to social problems can also be used very effectively with older learners.

Use of Graphic Organizers

The use of semantic webs and graphic organizers is a very helpful way for students to simplify the reading and writing process. Besides helping students to plan and organize material, they can also promote insight into cultural variations. As they are used to elicit students' thoughts and background knowledge, they also help to promote higher-level thinking. Some common examples of graphic organizers are Venn Diagrams, web diagrams, and story maps.

Use of Cooperative Learning

In cooperative structures, students work together in small groups, dependent on each other to reach goals. These activities are very effective with ESL students because they allow for interaction in a non-threatening situation. Students participate and contribute to the group according to their proficiency levels. Some

examples that work well in mainstream content-area classes are “Numbered-Heads-Together,” “Think-Pair-Share,” and “Jigsaw.”²⁰

CONTENT-BASED APPROACH

According to the most recent research, one of the most effective methods of ESL instruction is the content-based approach, where language instruction is integrated with the content areas. Rather than developing an ESL program that is focused on the language needed for social interactions or the structure of language, this method incorporates language into the context of academic content. The core curriculum is the basis for teaching language. Instructors focus on the key principles and concepts and use visuals, hands-on activities, simpler language, adapted readings, graphic organizers, and so forth to help make the most important academic content comprehensible. Thus, language skills develop as children work on math, social studies, science or language arts at their appropriate age and grade levels.

The examples given in this article are recommended because they work with English language learners. These methods include learning situations that provide for the following critical factors:

- ✓ Comprehensible input
- ✓ Low anxiety for the students

²⁰Diller, Karl Conrad (1978). *The Language Teaching Controversy*. Rowley, Massachusetts: Newbury House. [ISBN 912066-22-9](#)

- ✓ Many opportunities for interaction and language use
- ✓ Meaningful communication and natural language
- ✓ Language-learning situations that are fun and motivational
- ✓ Development of higher-order thinking skills

In summary, there is not a single correct method to follow in second language instruction.

BASIC ELEMENTS OF CURRICULUM

Despite its potential drawbacks and limitations, this initial definition has the merit of highlighting and in the foreground which can be considered basic elements of the curriculum, that is, all components that make up the educational curriculum: the objectives, contents, methodology and evaluation.

OBJECTIVES

Ecuadorian Education is committed to provide the most suitable conditions for youth; at the end of their education they achieve the following profile:

- * Clear and deep awareness of Ecuadorians under the recognition of cultural, ethnic, geographic diversity and gender of our country.
- * Aware of their rights and duties in relation themselves, family, community and nation.

*High development of their intelligence, to level of creative, practical and theoretical thinking.

*Able to communicate with corporal, aesthetic, oral, written, messages, and others. With abilities to process the different types of messages in their environment.

*With ability to learn, independent and solidarity personality with its social and natural environment, with positive perceptions from themselves.

*With positive attitudes towards work and the use of free time.

CURRICULUM CONTENTS

This way of understanding the goals have affected so unique to the second of the basic elements of curriculum, contents, which in the previous models of education.

“Ministerio de Educación y Cultura.Educación Básica: Proyecto de were considered the core of teaching and learning. Faced with this privilege central situation in the curriculum, when we think the training in terms of a process aimed at developing skills or competences, and contents are basically converted into tools or instruments for that purpose.

Thus, the contents or teaching subject are conceived at present as a component of a particular ability to be learned for the development from it, as happens with the knowledge of the forms of representation of space on topographic maps, handling of the compass or reading levels, which are necessary components for the development of the ability to navigate in space.

The conceptual contents in the first place, are the set of theoretical knowledge we pretend to be acquired by students from a particular learning process, and include both concepts themselves as principles and theories where are organized these concepts. Similarly, the tern "conceptual content" includes those knowledge are just data that the student must memorize, although some people prefer to call the last tactual contents, in order to make clear their difference with the previous ones .As for **procedural contents**, or procedures, constitute the set of practical knowledge which form the subject of a specific training project, that is, they are techniques, methods, strategies, abilities or skills we want someone acquires through the teaching-learning process.”²¹

However, the conceptual and procedural contents are not enough to develop a capacity, and also human activity also requires certain habits, values, and attitudes which form attitudinal contents.

²¹Anderson, L., & Block, J. (1977). Mastery learning. In D. Treffinger, J. Davis, & R. Ripple (eds.), Handbook on teaching educational psychology. New York: Academic Press.

SEQUENCE

The sequence is practically an unknown aspect by teacher. The question about "**when to teach this or that**", is already developed into curriculum and, teachers often keep sequencing presented in the text or in the official programming. In general, teachers believe that chronological sequence -from the early events until the last- it is just possible and the most appropriate, since the facts were really presented.

Finally, we could say that while contents are sequenced to facilitate compliance with the proposed objectives, they can not be understood as separate elements of curriculum. By defining the purpose and contents, and especially its character, its hierarchy and organization, are being developed guidelines for sequencing. Therefore, it is basically explained that in the curriculum which has favored the transmission of information, teachers think little on the sequencing, and that information and data are essentially arbitrary sequences.

METHODOLOGY

“If the objectives defined what to teach for, and how to teach the content, the methodology defines *how to teach*, that is, it is one element of the curriculum that specifies the best suited activities and experiences so that different types of contents will be learned properly and serve, actually, development of skills and abilities that we intend to develop in students”²². It includes the following elements:

²² SUBIRIA SÁMPER, Julián. “ Los Modelos Pedagógicos”, pp. 23-25 JULY 2009

METHODOLOGICAL:

We call a number of key ideas that is apparently very theoretical and abstract; they really determine all activities that are conducted in any school curriculum. Even if we are not aware of this, since the teaching chooses all kind of material or a way to teach something, it is always made from a determined principle that teacher assumes as appropriate.

METHOS, TEACHING STRATEGIES AND DIDACTIC TECHNIQUES:

The above principles are not enough, because they express general ideas about how to proceed in teaching, so that they should concrete and the same principle can give rise to various teaching methods, which will use certain strategies and teaching techniques, that is, specific teaching procedures. For example, the main idea is: to learn the letters and sounds, after (then) learning to read.

ACTIVITIES AND LEARNING EXPERIENCES:

“In daily practice, the teachers select or invent activities and concrete experiences who propose to their students to achieve what they want, which is dedicated directly when they do not know the teaching-learning process, although they should be final step in the teaching process well-organized.

RESOURCES AND DIDACTIC MATERIALS TO BE USED:

Although sometimes this element is overlooked to consider this methodological issue in education, the fact is that the selection and elaboration of materials and resources for education is an essential aspect of how to teach , because there is no neutral materials. That is, teaching materials did not always serve or do not it, at least, in the same way for any method, but they provide, obstruct or abstract, or in extreme cases, make it impossible. Therefore it is essential to include its selection as a key component in the planning process in the teaching learning process.

CURRICULAR EVALUATION:

The curricular evaluation is a dimension that is part of all stages of design and curriculum development discussed above, as in any process of management, control is a crucial task. The evaluation of the design and curriculum development is a process by which, it is confirmed or checks the validity of the design as a whole, determining the extent to which its projection, practical implementation and outcomes satisfy the demands that society poses to the educational institutions. This assumes consider curriculum evaluation as a comprehensive process, which includes the evaluation the learners' learning and everything that has to do with the academic device, administrative infrastructure that supports the curriculum.

The assessment of learning school allows the interpretation of a measure regarding rules or parameters already established and requires investigate the depth and scope of

the objectives of the curriculum, trying to investigate the frequency of limitations or shortcomings detected in the process, adopts decisions regarding about causes and effects on the achievement of the expectations envisaged, correcting errors, accurate success, improvement levels of efficiency, The Ministry of Education and Culture referring to the System Performance Evaluation of the students' average of the middle level hands the following techniques:

- *Identification of the purposes of evaluation

- *Selection of evaluation techniques articulated in these processes

- *Use of a critical consciousness that identifies the limitations warned in assessment systems whose livelihood is improving instruction, guidance and practical administration processes.

Specify the etiology of the elements that influence in the learning with a view to gather experience through techniques and instrumental on the thematic domain and the degree of application in new situations.

- *Access to register assessments articulated to the process and the student's self-assessment.”²³

²³www.methodologicalstrategies.es JUNE 2009

Meso-planning

SYLLABUS

COURSE CONTENT

“This class teaches an evidence-based method of making decisions: how to evaluate evidence, what alternatives to consider, and what to trust. The main ideas are taken from the scientific method, but the emphasis is on applying that style of decision-making to all sorts of normal problems in daily life.”²⁴ You should learn how to evaluate a newspaper article about some new claim or discovery, what kinds of limitations underlie any study (and thus how to look for weaknesses), and how to improve almost any goal-oriented procedure. The course content consists of lectures and demonstrations (plus a few short videos) in class. Your course grade is determined by your performance on the exams and written homework assignments; this year and an on-line survey (worth a nominal number of points).

²⁴University of Phoenix. Classroom materials and curricular planning. JULY 2009

ELEMENTS-COMPONENTS OF THE DIDACTIC UNIT

INTEGRATOR AXIS

The integrator axis corresponds to the title of unit; it is usually obtained from areas that have social or natural content, and/or transversal axis. Elements of unit are integrated around this axis, so skills and content areas are organized and interact from a problematic, evocative and experiential situation, in accordance with students' needs and interests. The title or axis enunciates the relevant situation that serves to organize its coherence and give it coherence and consistency in globalization and interrelatedness of learning.

This integrator axis or title of unit may be written in propositional sentence form, interrogative, or exclamative, attractive to student, it is always trying of being suggestive and motivate, for example: "What important are children and young people". "Let's keep our community clean and unpolluted". "Health is wealth". "Let's live in brotherhood", and so on.

OBJECTIVES

The objectives are the goals that want to get through the development of the didactic unit. They are written in terms of skills which are going to develop in students as a response to skills that are defined. They have a greater level than the determined objectives for certain areas by years.

SKILLS

“Ecuadorian Curriculum Reform gives a great importance to skills as axis of students' development. The term "skills" is well-known to Ecuadorian educators; therefore, it is not something totally new, but rather to bring them into the first place for developing in conscious or intentional form.”²⁵

If we analyze skills that are proposed in different areas of curriculum, it is deduced that are learning which have already been made, in many cases with students, although they have not explicitly constituted in curriculum.

CHARACTERISTICS

Skill is defined as an "a knowing" or "a knowing do", as the person's ability or competence or applying or using a knowledge independently, when situation requires. This is a definition which explained the features of every skill:

- It is a knowing
- It is a knowing learn
- It is a knowing know
- It is a knowing do
- It is a capability that is used independently
- It is a way to act when the situation requires it.

²⁵www. English skills.com JUNE 2009

If it is emphasized learning and development skills, it is expected that students will be able to act properly in certain situations, which can be developed through processes to "do useful something", and that "something" might be: learn with the best way the development of four basic skills in English Language.

Under this approach the "exploration of the English language" is a skill that is a way of doing things, making an action ordered sequence that allows the student carries out a purpose. Which is pretended with explicit inclusion of skills in the curriculum, is that teachers give the necessary importance and do not take as accessory something that is superficially.

Definition of capabilities or competencies that as a result of learning process will be formed, developed or improved. Nowadays the education in Ecuador is centered in the development basic competences.

COMPETENCES

Competence is human talent put into action to resolve the problems in an efficient, and effective form based on holistic articulation of knowledge, skills and values.

“According to the Minister of Education and Culture, the pillars of education are: knowing to know, knowing to do, knowing to live with others and knowing to be. These principles have a clear relationship with orientation of knowledge on competence.”²⁶

KnowingDirections

To knowknowledge

Knowing to doskills

Knowing to bevalues

OBJECTIVES OF COMPETENCES

- To prepare teacher with a fundamental competence in area, in order to achieve the construction and innovation of the treatment of didactic.
- To develop competences which allow management geographical and social variables for applying into lesson plan in the classroom.
- To develop sensitivity to their social integration through practice of values.

²⁶Campbell, F., & others.(1991). Parental beliefs and values related to family risk, educational intervention, and child academic competence. *Early Childhood Research Quarterly*, 6(2), 167-182 JUNE 2009

TYPES OF COMPETENCES

➤ **Socio-Affective Competence**

Within this type of competence is developed nine categories of the multiple intelligences.

MULTIPLE INTELLIGENCES

“It is an educational theory, first developed by psychologist Howard Gardner that describes an array of different kinds of "intelligences" exhibited by human beings. Gardner suggests that each individual manifests varying levels of these different intelligences, and thus each person has a unique "cognitive profile." Gardner identifies kinds of intelligences based upon five criteria.”²⁷

Linguistic intelligence.- Involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish, Certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember Information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

²⁷Howard Gardner book. JULY 2009

Logical-mathematical intelligence.- Consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence.- “Involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.”²⁸

Bodily-kinesthetic intelligence. Entails the potential of using one's whole body or parts of the body to solve problems, It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Spatial intelligence.- Involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence.- It is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work

²⁸ Howard Gardner book. JUNE 2009

effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

Intrapersonal intelligence.- Entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. in Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

Existential intelligence.-A concern with 'ultimate issues', is, thus, the next possibility that Howard Gardner considers - and he argues that it 'scores reasonably well on the criteria. However, empirical evidence is sparse – and although a ninth intelligence might be attractive, Howard Gardner is not disposed to add it to the list. I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence – at least for now.

Naturalist intelligence.- Enables human beings to recognize, categorize and draw upon certain features of the environment. It "combines a description of the core ability with a characterization of the role that many cultures value.

➤ **Cognitive Competence**

“Ability to develop communication skills to appropriate interdisciplinary knowledge enabling it to improve their standard of life in family, social, intellectual and labor aspects, with the support of new technologies.²⁹

➤ **Communicative Competence**

Language teaching is based on the idea; the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

➤ ***Linguistic competence***

Is known how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

²⁹ Educational competences. Com. JUNE 2009

➤ ***Sociolinguistic competence***

Is known how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

➤ ***Discourse competence***

It is known how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

➤ ***Strategic competence***

It is known how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks:

How do I know when I have misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I do not know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency; That learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

➤ **Valorative Competence**

The students will be able to integrate into their environment, creating enabling environments that will help them to promote attitudes of respect, responsibility and a sense of competence.

➤ **Technical Competence**

This is a key point in technology integration and teacher education. In typical teacher education contexts, with limited student contact time, we do not have the luxury of considering technologies as separate entities. We must go beyond the concept of "technical competence" and consider these technologies within the critical" framework of the English language arts classroom. That means that class time must be spent not only considering technical and user-related aspects of the technologies, but also practicing pedagogical uses and critically analyzing their effective use in various contexts. This does not mean that technical competence is ignored;

“it simply means that this competence must be placed within a larger series of goals or a pedagogical framework. “³⁰In our context, it is not so important to know how to use the technologies—that is, successfully negotiate these technologies as a user—but to be able to teach with the technologies. When an English education class becomes more focused on technology than it does on making those technologies part of a productive and active context of teacher development, then the goals of the course (and the "principles of technology infusion") have been subverted.

CONTENTS

Determination of the concepts, facts or phenomena needed to be taken into account as means for the development of specific skills and accomplishment of the goals.

After, contents are developed to determine overall learning skills that are going to be developed into programming, always having in mind the outcome of the initial assessment, or students' knowledge.

³⁰Thanasoulas Dimitrios. What do teachers bring to the Teaching Learning Process Competences?www.education-world.com/ JULY 2009 JULY 2009

METHODOLOGICAL STRATEGIES

“They are the sequence of actions, activities or processes that will enable to students through meaningful indispensable experiences to generate learning. The interrelations among methodological strategies allow to move from one area to another without causing cuts that break the sequence or integrality, especially in the initial years of education, which the treatment of transversal axis is an appropriate way”³¹.

A didactic unit well-organized and directed gives a wide range of activities to students, in terms: individual, group and collective. To have meaningful educational activities, students should recognize that they contribute to the achievement of the pursued objectives.

Teaching Methods

The experience in teaching learning process of English language has led to different theoretical-methodological approaches. The use of these methods is related to the purposes of the courses. In education should be developed the following methods:

³¹www.methodologicalstrategies.es JULY 2009

➤ **THE GRAMMAR-TRANSLATION APPROACH**

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

➤ *The Direct Approach*

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively—rules are generalized from the practice and experience with the target language. Verbs are used, first and systematically conjugated, only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary

texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

➤ ***The Reading Approach***

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

➤ **THE AUDIOLINGUAL METHOD (COMMUNICATIVE)**

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack skills Reading of speaking Approach of the new material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry. Memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between LI and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

➤ **THE SILENT WAY**

PROCEDURES

This method begins by using a set of colored rods and verbal commands in order to achieve the following:

To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.

➤ **TOTAL PHYSICAL RESPONSE**

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the feels comfortable and confident in understanding and producing the utterance.

RESOURCES

They are necessary means and materials to develop activities: maps, patters, models, objects of the environment, audiovisual equipment, games, videos, movies. Everything is necessary to: manipulate, perform experiments, collect, data, understand proposition, problem solving, drawing object, space and people, and so on. And so generate learning, it composes learning materials required for developing the didactic unit.

These materials must carry out certain-standards to perform its role to facilitate learning. Some of them are:

- To be consistent with the students' level of maturity.
- To be suggestive and motivators.
- To be appropriate for area, study topic, and skills to be developed.
- To be suitable for a comprehensive understanding of concepts and their application.
- To be generators of individuals and group activities.

EVALUATION

“Projection of the way, moment and verification instruments of honoring of the objectives. It must be recognized within the didactic unit, the basis for evaluating if the objectives have been carried out and therefore learning and skills development”³². A unit must contain such clarity on the approach of organizer axis and its objectives, which can be set in advance the criteria and evaluation procedures for determining if they have been carried out.

Teacher can use several assessment forms and tools ad-hoc (to propose) as: oral questions from simple answer, simple wrote test, drawing Instruments, objects, locate and nominate parts and details, solve individual and group exercises and problem, among others who feedbacks achievements and difficulties that the student has presented in the learning process. It is not recommended to establish ratings and quantifications (marks) since it is mainly the student is evaluated.

This scheme constitutes a suggestion technique which will allow the master plan to the didactic unit. In every elements of this scheme will be identified characteristics, which should be noted in the teaching to adequate the planning classroom. These basic elements for the teaching unit are: Objectives, skills, content, activities, resources and assessment, the same people who are placed in the scheme, as follows

³²Celce-Murcia, Marianne. 1991. Ed. *Teaching English as a Second or Foreign Language*. JUNE 2009

SCHEME OF THE DIDACTIC UNIT PLAN

1. INFORMATIVE DATA

School:..... **day:**

School year:

Basic Education Year:

Duration time of the unit:weeks.....

2. TITLE OF THE

UNIT:.....

3. FINAL OBJECTIVE:

It explains the educational intent and has as its starting point the goals of the second level of specificity. They are prepared by each teacher. The objectives should be clear, specific and indicate the types of capabilities, skills or abilities, which are expected the student acquires and develops them. They should set out; depending of student's learning achievements rather than the teacher's participation or the content.

Micro-planning

OPERATIONAL PLANNING

“The Operational Planning process is on-going, and it defines a set of actions for the next year based on the foundation established by the Strategic Plan.”³³

Elements of the Operational Plan include annual objectives and strategies for meeting the objectives. This segment of institutional planning drives the annual budget.

Faculty and staff develop program or service level (unit) plans which include the following components: Unit Mission, Unit Goals, Unit Objectives, Unit Action Plan and Performance Indicators. All employees are involved with this process. Unit level plans are approved at the appropriate organizational level. In March, Units submit proposed operational plans for the upcoming academic year to the Planning Committee (PC) for approval. The approval process is designed to insure that the college is making every effort to respond to all of the anticipated opportunities and challenges that are projected to be in the college’s future. Operational plans which require new funding are submitted to the PC along with a New Funding Request Form. Unit leaders present and discuss individual plans and funding requests with the PC. The PC approves unit operational plans, priorities budget requests and submits a prioritized list of requests to the President’s Administrative Council. In April and May of each

³³BROWN, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy, p. 149 – 153. JULY 2009

year, units submit completed operational plans for that year to include an Evaluation of the Action Plan, Use of Results, and Related Objectives.

THE BASIC OF LESSON DESIGN

A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, when carefully constructed and followed, enables learners to meet their goals efficiently. There are several things to consider in the design of effective lessons, including matching lesson objectives to students' needs and abilities, identifying the types of activities and grouping strategies that will support the objective, and determining the sequencing and pacing of the lesson.

Good lesson design begins with an assessment of students' needs. Once these needs are identified, teachers select which need(s) they will address in the lesson and determine the matching topic, lesson objective, and enabling skills (vocabulary, grammar, and pronunciation). While listening, speaking, reading, and writing are integrated into each lesson, teachers need to consider which of these skills is the focus of the lesson objective and be sure that the lesson evaluation tests those skills. After this critical preliminary work is done, the teacher is ready to devise a lesson plan. Effective lessons generally cycle through review, presentation, practice, evaluation, and application stages. Instructors plan activities that review previously learned material; introduce and

present the new content and language; and provide opportunities for learners to practice, be evaluated, and apply what they have learned. Instructors also spend time identifying the materials and equipment needed to conduct the lesson.

What are the steps in effective lesson design?

- Assessment of students' needs
- Selection of which needs will be addressed, determination of each topic and objectives, and identification of enabling skills
- Consideration of which of the four skills is the focus
- Creation of a lesson plan that follows the stages of warm-up/review, introduction and presentation, practice, evaluation, and application.
- Varying Activities and Grouping Strategies Within the sequence of lesson stages, the lesson plan should incorporate a variety of activity types and grouping strategies. This variety will provide each student with the opportunity to learn in an environment best suited to his or her needs. Varying activity types addresses the learning styles of different learners. For example, reading a passage addresses a print-oriented learner, watching a video clip engages a visual learner, and getting up and talking to another student on the other side of the room addresses both kinesthetic and oral/aural learners. Varying.

The selection of activity types and grouping strategies often depends on the stage of the lesson being planned or the range of proficiency levels within a class. For guided or controlled practice activities, teachers may group students with the same overall proficiency level. When matched with controlled

activities, this type of grouping reinforces students' accuracy. Depending on the lesson focus, students can also be grouped according to their proficiency in one skill area (listening, speaking, reading, or writing). During communicative practice activities, however, teachers often create groups of students with different proficiency levels to create a greater range of communicative resources in the group and build fluency.

How does utilizing a variety of activity types and grouping strategies affect the learning environment?

It provides each student with the opportunity to learn in an environment best environment to his or her needs, addressing the learning styles of different learners and keeping learner interest high.

Managing the Multilevel Class

“Single-level classes usually include students with more than one language-proficiency level, but when the proficiency levels vary widely, a class can be considered multilevel”³⁴. Multilevel classes often occur because of funding constraints or program logistics. Although common, such classes are not ideal because they require extreme patience and flexibility on both the teacher's and learners' parts. Multilevel classes also require the teacher to do extra planning to provide for the differing needs of students.

³⁴www. Multilevel class.ec JULY 2009

To effectively teach a multilevel class, a teacher should start by doing what she or he would do in any class: assess students' abilities and interests. The teacher can then modify the single-level lesson plan format to meet the needs of the multilevel class.

One way for a teacher to design a multilevel lesson plan is to select the same topic for the whole class while identifying different level-appropriate objectives for each proficiency level.

Assigning students specific roles or tasks during the activity also helps the lesson go smoothly.

There are times, of course, when one level may need additional content that the other levels do not need. At those times, the teacher usually assigns a practice activity to the levels that don't need the information and then provides a separate presentation to the other level. The multilevel lesson often combines the communicative practice, evaluation, and application stages by having students work with a role play or other communicative language task.

These tasks provide opportunities for students of varying abilities to work together and allow the teacher to evaluate students' success on their individual objectives.

Multilevel lesson framework

“Assess students’ needs and interests to determine the lesson topic and a lesson objective for each of the general proficiency levels in the class. Next, introduce and present the content for all levels to the whole class”³⁵. During the practice stage, have students use guided activities to practice the content in similar-level groups. In some cases, the teacher may present additional information to one level while the other levels work on their similar-level practice activities. At the communicative practice stage, students of varying abilities work together to complete a communicative language task. This task may also serve as an evaluation and/or application activity.

KEY ASPECTS OF LESSON PLANNING

“While planning the content of the lesson stages is key to effective instruction, the art of teaching requires attention to other elements as well. These elements are addressed once the lesson plan has been sketched out and play an important role in finalizing the plan”³⁶.

³⁵Multilevel lesson framework. ec JULY 2009

³⁶BROWN, H. Douglas. Lesson Planning. JUNE 2009

- **Checking comprehension and giving directions:** How will the teacher determine whether students are ready to move from one stage to the next? How will students know what to do during an activity? How does one give clear directions?
- **Sequencing and pacing:** Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth? Are activities the right length and varied so that learner remain engaged and enthused?
- **Balancing teacher talk time and learner talk time:** Is the amount of time the teacher speaks in class equal to or less than the amount of time the students speak? Does the lesson allow enough time for learners to practice what they have learned—to interact, produce, and initiate language?
- **Flexibility:** Does the lesson plan allow for a “teachable moment”? If the lesson is running long, what types of adjustments could be made? If the planned lesson finishes early, is there a backup activity ready?
- **New or returning students:** How can students catch up to the current lesson? Is there sufficient review of previous instruction? Are there activities that lend themselves to peer tutoring?

Lesson plans are first of all a thinking process. this thinking process basically is completed in four parts.

First, determine the curriculum; that is, what the students will learn what they will be able to do upon completing the activities or work of the lesson. Second, determine what the students already know, before beginning the lesson that can lead into the new curriculum of the day. Third, determine at least one way to assist the students in learning the new curriculum. Fourth, determine at least one way to evaluate the learning outcomes of the students.

ELEMENTS

While variations are plentiful, seasoned teachers generally agree on what the essential elements of a lesson plan should be.

GOALS

Teachers should be able to identify an overall purpose or goal that they will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying for them.

OBJECTIVES

It is very important to state explicitly what teacher wants students to gain from the lesson. Explicit statements here help teacher to:

- Be sure that teacher in deeds know what it is he/she wants to accomplish.
- Preserve the unity of the lesson.
- Predetermine whether or not teacher is trying to accomplish too much.
- Evaluate students' success at the end of, or after the lesson.

MATERIALS AND EQUIPMENT

It may seem a trivial matter to list materials needed, but good planning includes knowing what teachers need to take with you or to arrange to have in their classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorder, a poster, some handouts they left on their desk at home, or the workbooks that students gave them the night before.

PROCEDURES “Methodology”

“At this point, lessons clearly have tremendous variations. But, as a very general set of guidelines for planning, teachers might think in terms of making sure their plan includes:”³⁷

- a. An opening statement or activity as a warm-up.
- b. A set of activities and techniques in which teachers have considered appropriate proportions of time for

³⁷www. Methodologies plans.es JUNE 2009

- * whole-class work
- * small-group and pair work
- * teacher talk
- * student talk
- * Closure

EVALUATION

If the lesson has no evaluative component, teachers can easily find themselves simply making assumptions that are not informed by careful observation or measurement. Now, they must understand that every lesson does not need to end with a little quiz, nor does evaluation need to be a separate element of the lesson. Evaluation can take place in the course of "regular" classroom activity. Some forms of evaluation may have to wait a day or two until certain abilities have had a chance to build. But evaluation is an assessment, formal or informal, that they make after students have sufficient opportunities for learning, and without this component teachers have no means for (a) assessing the success of their students or (b) making adjustments in their lesson plan for the next day,

EXTRA-CLASS WORK

Sometimes misnamed "homework" (students don't necessarily do extra-class work only at home), extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students. Whether teachers are teaching in an EFL (English as a Foreign Language) or ESL (English as a Second Language) situation, they can almost always find

applications or extensions of classroom activity that will help students do some learning beyond the class hour.

TEACHING TECHNIQUE

It is a super ordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And they can, for their purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session.

The techniques teachers plan to use in their lessons depend on:

- The types of students you have and their previous knowledge.
- Their physical teaching environment and the available equipment and resources.
- The type of learning teacher is aiming for.

TASK

“Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as such must minimally have

communicative goals.”³⁸ The task is focuses on the authentic use of language for meaningful of communicative purposes beyond the language classroom.

ACTIVITY

“It is popular term in the literature and activity may refer to virtually anything that learners do in the classroom. More specifically, when we refers to a classroom activity, we usually refer to a reasonably unified set of student behaviors, limit in time, preceded by some direction from the teacher, with a particular objective.”³⁹ Activities include role-plays, drills, games, peer-editing, small-group information-gap exercises, and much more. Because an activity applies some sort of activity performance on the part of learners, it is generally not used to refer to certain teacher behaviors like saying "Good morning" or maintaining eye contact with students, or writing a list of words on the chalk-board.

PROCEDURE

It encourages the actual moment -to-moment techniques, practice, and behavior that operate in teaching a language according to a particular method.

³⁸www.teachnet.com/ JULY 2009

²⁵Wlokwski, 1982 JULY 2009

SAMPLE OF A LESSON PLAN

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

LESSON PLAN ONE

1. INFORMATIVE DATA:

- 1.1. Institution:.....
- 1.2. Area:.....
- 1.3. Class:.....
- 1.4. Coordinator of practice:.....
- 1.5. Supervisor of practice:.....
- 1.6. Training student:
- 1.7. Data:.....
- 1.8. Time:.....
- 1.9. School year:.....
- 1.10. Topic:.....

2. OBJECTIVES:.....

3. METHODOLOGY.....

3.1. WARMUP.....

3.2. TASK DEVELOPMENT.....

4. TEACHING MATERIAL.....

5. ASSESSMENT.....

6. BIBLIOGRAPHY.....

7. OBSERVATION.....

8. SIGNATURES.....

TEACHING STRATEGIES

SKILLS

“For more than six decades now, research and practice in English language teaching has identified the "four skills". ESL curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others. It is perfectly appropriate to identify language performance thus. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. There are, of course, offshoots of each mode. Lumped together under nonverbal communication are various visually perceived messages delivered through gestures, facial expressions, proximity, and so forth. Graphic art (drawings, paintings, and diagrams) is also a powerful form of communication. But attention to the four different skills does indeed pay off as learners of a second language discover the differences and interrelationships among these four primary modes of performance.”⁴⁰

⁴⁰Carroll, J. (1963). A model of school learning and teaching about skills. JUNE 2009

Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills.

EACHING LISTENING

“Listening is the absorption of the meanings of words and sentences by the brain, Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.”⁴¹

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Listening comprehension has not always drawn the attention of educators to the extent that it now has. Perhaps human beings have a natural tendency to look at speaking as the major index of language proficiency.

⁴¹ www.Listening skills.com JULY 2009

STRATEGIES

- **Predicting through vocabulary.-** It used to motivate students to listen and to create interest in the topic or theme of the recorded text, give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about. This task actually pre-teaches vocabulary used in the listening material while preparing learners for the semantic field.
- **Student-generated questions.-** This kind of mental preparation works well as a first listening task. Since students are responsible for generating questions, they have increased personal investment in listening carefully.
- **Listening for specific information.-** Students must listen to a dialogue and check off the items that are mentioned.
- **Putting events/items in the right order.-** Give students the following list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue and number the events in the order that they hear them. Vary this type of task by using pictures or drawings.
- **True/false statements.-** True/false statements are a relatively straightforward task format for teachers to produce.
- **Opened-ended questions.-** Select details from the written text or tape. Form questions about the details, then tell students to use short answer such as "yes, she did" and "four weeks".

- **Multiple-choice questions.-** Multiple-choice questions restrict the options and therefore make the task of finding an answer easier; this task type is suitable for the beginning levels.
- **Note-taking.-** Focus students' listening by introducing several topics.
- **Authentic listening.-** This task that requires listening for specific information, but this one is more authentic. it is based on a situation in which students might find themselves, after listening twice to the recorded text, students fill in the details on the grid and answer questions.

TEACHING SPEAKING

“From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as "Listening/Speaking" courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession”⁴².

⁴²www. Speaking skill.com JUNE 2009

CONVERSATIONAL DISCOURSE

The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class.

TEACHING PRONUNCIATION

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language.

ACCURACY AND FLUENCY

It is very clear that fluency and accuracy are both important goals to pursue in CLT. While fluency *may in* many communicative language courses be an initial goal in language teaching. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the "stream" of speech to "flow"; then, as some of this speech spills over beyond

comprehensibility, the "riverbanks" of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

AFFECTIVE FACTORS

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, or incomprehensible. Because of the language ego that informs people that "you are what you speak", learners are reluctant to be judged by hearers. Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak. However halting, or broken their attempts may be.

THE INTERACTION EFFECT

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So, for the learner, the matter of what to say -a tremendous task, to be sure- is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.

STRATEGTES

ELICITING

The first stage is designed to help students develop the teaching skill of not talking too much while at the same time giving learners guided practice and stimulation them to speak. It can be done in the following ways:

- Ask questions (what, who, where, why, when, and how)
- Give instructions that require verbal interaction.
- Use real objects
- visual aids (drawings, flashcards, videos, etc.)
- Give definitions
- Use synonyms and antonyms
- Use gestures and mime
- Use prompts, cues, and questions in social situations
- Fill gaps in tables, scales, or diagrams
- Review key vocabulary
- Use translation

RESTRICTED ORAL PRACTICE

Learning a specific language structure requires intensive practice. It makes use of eliciting techniques. It has the following types:

- Repetition
- Echo questions
- Questions and answers
- Simple substitution
- Combining sentences
- Chaining

DEVELOPING ORAL FLUENCY

“Teachers need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities. First of all, decide whether the speaking activity promotes fluency or accuracy. To encourage learners to communicate, teacher must adopt an attitude that encourages fluency development and saves

accuracy for another lesson. Keep in mind the following activities to develop fluency.”⁴³

- Choose high-interest topics
- Pre-teach
- Stimulate interest
- Set the scene for discussion
- Give students time to think and prepare
- Make a participation plan
- Organize the time
- Make a recording
- Drama activities
- Games
- Role-play cards

⁴³ MODULE 5, “La planificación, ejecución y evaluación del proceso enseñanza – aprendizaje del Idioma Inglés en los establecimientos de Educación Media”, pp. 24 – 34 JUNE 2009

TEACHING READING

Reading is a transaction between the text and the reader. As students read, they search for and construct meaning based on what they bring to the text and what the text brings to them.

Reading ability is developed best in association with writing, listening, and speaking activities. Even in those course that may be labeled "reading", our goals will be best achieved by capitalizing on the interrelationships of skills, especially the reading-writing connections. So, we focus here on reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of Interactive language teaching.

STRATEGIES

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

IDENTIFY THE PURPOSE IN READING

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

USE GRAPHEME RULES AND PATTERNS

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They can need hints and explanations about certain English orthographic rules and peculiarities.

USE EFFICIENT SILENT READING TECHNIQUES FOR RELATIVELY RAPID COMPREHENSION

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate-to-advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

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

SKIM THE TEXT FOR MAIN IDEAS

Perhaps the two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

SCAN THE TEXT FOR SPECIFIC INFORMATION

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

vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

USE SEMANTIC MAPPING OR CLUSTERING

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy -which is perfectly acceptable.

ANALYZE VOCABULARY

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- Look for prefixes (co, inter, un, etc.) that may give clues,
- Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.
- Look for roots that are familiar.
- Look for grammatical contexts that may signal information.
- Look at the semantic context (topic) or clues.

DISTINGUISH BETWEEN LITERAL AND IMPLIED MEANINGS

This requires the application of sophisticated top-down processing skills. The fact, that not all language can be interpreted appropriately by attending to its literal.

Syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

CAPITALIZE ON DISCOURSE MARKERS TO PROCESS RELATIONSHIPS

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

ORAL AND SILENT READING

At the beginning and intermediate levels, oral reading can:

- Serve as an evaluative check on bottom-up processing skills.
- Double as a pronunciation check and Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.
- For advanced levels, usually only advantage (c) can be gained by reading orally.

INTENSIVE READING

We read intensively when we are concerned about detail. The text may have particular interest for us because it contains needed information. We may need to know exactly what the writer means. This knowledge helps us explore our own thought and feelings. When we read to gain this kind of detailed understanding, we are doing intensive reading. It follows the following steps:

- Create interest
- Pre-teach key vocabulary
- Give a reading task
- Give follow-up activities

EXTENSIVE READING

Reading fluently to get the gist or general understanding of a text is reading called extensive reading. It is often done individually for the purpose of enjoyment, with little teacher involvement; this type of reading is important because it adds to and widens the learner's exposure to the language. Extensive reading aims at acquisition rather than conscious learning, at fluency rather than accuracy.

The readers are usually graded in the following ways:

- Vocabulary
- Grammatical structures
- Idioms and phrasal verbs
- Controlled information

TEACHING WRITING

- Writing expresses a clear point, is tightly structured, grammatically and syntactically correct, substantive, and interesting.

Writing, the visual representation of a language is invaluable for helping students communicative and understand how the parts of language go together. Many students actually learn and remember more through the written word. This section makes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent.

STRATEGIES

- When preparing a writing task, teacher needs to focus on what students need to practice in order to improve their writing skills. Writing tasks should help students practice:

- **Transitions.-** Writing helps students connect the language and make transitions between words.

- **Punctuation.-** To write well, one must be able to use punctuation correctly. The basic rules of punctuation may or may not be the same in the students' native language and English.

- **Spelling.-** Writing is one of the routes to improving spelling (as well as punctuation). Dictation is useful for drawing attention to English spelling and pronunciation. Use a variety of dictation techniques, and keep the passages short.

- **Organization.-** It is the key to developing a writing topic. The more powerful and creative the writer, the more advanced his or her organization skills generally are.

- **Form.-** Through writing, students practice various forms and styles from writing letters to stories. Students need to know these forms, especially business letters.

- **Guided writing,-** Guided writing is writing done through the use of clues, information, or guidelines. At the beginning and intermediate levels, guided writing is a helpful way for students to build confidence in the writing ability.

- **Substitution tables.-** This type of table contains items that can substitution each other in a sentence.

- **Model test.-** Gives students a short text to read and to use as a model for connecting words in a similar way.

- **Questionnaires,-** It is a useful an fun activity for both teachers and students. The student gets a chance to express his/her opinion feelings, and ideas on selected topics, while the teacher learns more about what the student things and wants. Questionnaires can develop from magazine, quizzes, news events, and more. One of the most basic and helpful questionnaires are one that relates directly to the course.

- **Scrambled sequences.-** Teacher can creates scrambled sequences by simply photocopying a short text and cutting apart the sentences or teacher can write his/her own.

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

- **Writing task by level-** In addition to the general guided writing task above, there are various other tasks that work especially well for certain levels.

CHARACTERISTICS OF WRITTEN LANGUAGE

PERMANENCE

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, and to withdraw. Student writers often feel that the act of releasing a written work to an instructor is not unlike putting themselves in front of a firing squad.

PRODUCTION TIME

Given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. The bad news that many educational contexts demand students writing within time limits, or "writing for display" as noted in the previous section (examination writing).

ORTHOGRAPHY

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students. If students are non-literate in the native language, teacher must begin at the very beginning with fundamentals of reading and writing. For literate students, if their native language system *is* not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system, then some attention is due here.

COMPLEXITY

The complexity of written -as opposed to spoken- language was illustrated. Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

- **Vocabulary**

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

TYPES OF CLASSROOM WRITING PERFORMANCE

Consider the following five major categories of classroom writing performance:

- Imitative, or writing down
- Intensive, or controlled
- Self-writing
- Display writing
- Real writing

Each of these elements affects the success of the lesson. Timing, sequencing, pacing, and flexibility all ensure that the lesson objective can be met within an appropriate time frame. Identifying where comprehension should be checked and how directions should be given guarantees that learners will be able to move from one stage (or activity) to the next successfully. Balancing teacher talk time and learner talk time within a lesson is key to giving learners sufficient practice with the target language. Awareness of how new and returning students can affect the lesson helps the teacher create warm up/ review activities and practice activities that take these students into account.

Growth Through Reflection

While most aspects of lesson planning are learned by experience, active reflection on each day's lesson makes it possible to identify those lesson

elements that need to be refined. The questions below are examples of the kind of reflection that teachers may find helpful:

- What did not go as planned? Why?
- If I had to do it over again, what would I change?
- What have I learned about my students that I can incorporate into future lesson planning?

Through the cycle of planning, teaching, and reflecting, teachers can improve their skills and learn to assemble key lesson elements into a cohesive, meaningful sequence of activities that culminates in students' mastery of the lesson objective.

LESSON BASICS

Class Level: Beg. High Topic: Health Class Length: 2.5 hrs. Date: 11-10-05

Lesson Objective: *Students will be able to* describe symptoms to medical personnel Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: *sore, ache, pain in my _____.*

Pronunciation: suffix *ache*

Language Skill

A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, when carefully constructed and followed, enables learners to meet their goals efficiently. There are several things to consider in the design of effective lessons, including matching lesson objectives to students' needs and abilities, identifying the types of activities and grouping strategies that will support the objective, and determining the sequencing and pacing of the lesson.

Good lesson design begins with an assessment of students' needs. Once these needs are identified, teachers select which need(s) they will address in the lesson and determine the matching topic, lesson objective, and enabling skills (vocabulary, grammar, and pronunciation). While listening, speaking, reading, and writing are integrated into each lesson, teachers need to consider which of these skills is the focus of the lesson objective and be sure that the lesson evaluation tests those skills. After this critical preliminary work is done, the teacher is ready to devise a lesson plan. Effective lessons generally cycle through review, presentation, practice, evaluation, application stages, Varying Activities and Grouping Strategies, and learning styles of different learners.

The selection of activity types and grouping strategies often depends on the stage of the lesson being planned or the range of proficiency levels within a

class. For guided or controlled practice activities, teachers may group students with the same overall proficiency level. When matched with controlled activities, this type of grouping reinforces students' accuracy.

During communicative practice activities, however, teachers often create groups of students with different proficiency levels to create a greater range of communicative resources in the group and build fluency.

Managing the Multilevel Class Single-level classes usually include students with more than one language-proficiency level, but when the proficiency levels vary widely, a class can be considered multilevel. Multilevel classes often occur because of funding constraints or program logistics. Although common, such classes are not ideal because they require extreme patience and flexibility on both the teacher's and learners' parts. Multilevel classes also require the teacher to do extra planning to provide for the differing needs of students.

To effectively teach a multilevel class, a teacher should start by doing what she or he would do in any class: assess students' abilities and interests. The teacher can then modify the single-level lesson plan format to meet the needs of the multilevel class.

LINGUISTIC BASIC SKILLS

MAINTAINING FOREIGN LANGUAGE SKILLS.

Helping Students Maintain Foreign Language Skills Beyond the Classroom.

LANGUAGE SKILL ATTRITION AND MAINTENANCE

Language acquisition and maintenance depend on instructional factors, relating to the way in which the language is initially acquired; cultural factors, relating to the status and usefulness of the language in a particular society; and personality factors, relating to individual characteristics of the speaker.

INSTRUCTIONAL FACTORS

Curriculum and instructional methods in language teaching may be very different if the goal is to foster language skills and language-learning skills that can be maintained after formal instruction ends, rather than merely to produce a given level of competence by semester's end.

The differential attrition rate between receptive and productive skills is supported by the various rates of acquisition observed in many individuals. Young children acquiring their first language display rather sophisticated comprehension skills, including understanding of grammatical rules, while their

productive skills may be rudimentary at best. Nearly all adult speakers have some measure of receptive control over more than one dialect of their native language.

Students whose instruction has focused primarily on oral skills may show more rapid and extensive attrition than those whose course of study stressed comprehension and writing skills. Unlike spoken language, the written medium allows the reader to decode at his or her own speed and to re-examine parts that may be unclear on a single reading. Indeed, most learners will not experience attrition equally across all skill areas.

These studies suggest that individuals intensively exposed to a language may use language acquisition processes different from those used by individuals involved in learning a language in chunks over long periods of time. Subsequent attrition rates may also differ for students of intensive and no intensive programs of instruction.

Developmental Considerations

Their more advanced cognitive level allows them to rely on language consciously, to organize material in ways that will facilitate acquisition, and to recognize and plan for the possibility that skills may slowly deteriorate. The degree to which instructional methods capitalize on these developmental

differences not only influences the learner's ease and success in acquisition, but may also affect the extent to which attrition is avoided.

Curriculum Design

Foreign language instructors may incorporate maintenance techniques into the acquisition process by modifying the conventional linear syllabus to allow for the recycling of vocabulary and grammatical structures. Such design would permit review within the acquisition process, rather than requiring learners to refurbish their skills by plodding through the original material in exactly the same form as before.

CULTURAL FACTORS

The result of language contact is usually a gradual shift in use from one language to the other. Factors related to language attrition or even the death of a language or dialect include the number and geographic concentration of speakers, age distribution of speakers, immigration patterns, and speaker literacy in the language involved. In instances in which one language is considered more prestigious than the other, it is unlikely that the less prestigious language would thrive across several generations. Chances of survival are even further reduced when negative attitudes toward bilingualism and strong societal pressures to assimilate are prevalent.

Environment discourages bilingualism and hinders the study and maintenance of skills in languages other than English. In much the same way that a language restricted in domains of use becomes an impoverished and threatened language, an individual learner's language skills are prone to attrition in domains in which they are rarely used.

Foreign language learners can avail themselves of linguistic resources such as films, lectures, and newspapers in the foreign language. Large ethnic communities may also produce minority-language television broadcasts and sponsor live cultural events. These types of activities and resources provide valuable opportunities for foreign language learners to maintain their language skills.

PERSONAL FACTORS

A number of personality factors have been correlated positively with success in learning foreign languages. These include the willingness to take certain kinds of risks, good pattern recognition skills, tolerance for ambiguity in a number of situations, and an outgoing and social nature. Learners of a foreign language are more successful if they understand the need to learn the language, and if they are motivated to do so (Wong Fillmore, 1985). Indeed, the more positively the learner feels toward the language, the speakers, and the culture associated with

the language being learned, the greater the progress that is made. Students of all ages have an excellent chance of becoming proficient second language speakers if they are well-motivated, find the language interesting, and believe that the language is spoken by the kind of people they themselves would like to emulate.

LANGUAGE MAINTENANCE

Beyond these techniques, individuals can prevent attrition of their skills through travel abroad, the use of computer-aided instruction, self-instruction, and specific uses of cultural resources in their local ethnic communities.

DEVELOPING LANGUAGE SKILLS

We provide descriptions of some of the skills language learners develop, based on the ACTFL proficiency guidelines, and give recommendations of techniques and activities to use to develop these skills.

Learning a new language means developing skills that allow you to process what other people say in another language and to communicate what you want to say. As part of the *Lingua Links* product, SIL has developed an extensive set of resources to help the self-directed language learner to understand and develop these skills. The approach is based on the ACTFL proficiency

guidelines. Many of these resources are made available here as part of this website.

PRINCIPAL SKILLS

The goal of the language learner is to achieve communicative competence. These are the principal skills involved in good communication along with recommendations of techniques and activities to use to develop them:

- Pronounce the language properly
- Speak with grammatical accuracy
- Build your vocabulary
- Understand and produce longer stretches of speech, such as stories, directions, or instructions.
- Use the language to accomplish your purposes and get things done.
- Use words and ways of speaking appropriate for different situations.
- Interact with other people appropriately when talking with them.

HYPOTHESES

GENERAL HYPOTHESIS

- The development of the four basic linguistic skills of the English Language is influenced by the different aspects of the curricular planning which are not carried out in a suitable way at “Daniel Alvarez Burneo” High School, period 2010-2011

SPECIFIC HYPOTHESIS

SPECIFIC:

- Teachers do not make the meso-planning according to the established goals in the macro-planning of the English area at “Daniel Alvarez Burneo” High School, period 2010-2011.
- The micro-planning influences on the development of the four basic linguistic skills of the English Language at “Daniel Alvarez Burneo” High School, period 2010-2011

f. METHODOLOGY

To carry out this investigation it is necessary to choose the appropriate methods to develop and analyze all the information gotten. Likewise those are very useful to follow all the steps in the research.

METHODS

SCIENTIFIC METHOD:

This method is the most appropriate because it is based on the theories that some authors have written on handbooks. So, what the researchers will do is contrast, compare and analyze with the doctrine to carry out the investigation.

ANALITIC – SYNTHETIC METHOD:

The researchers will take advantage this method to observe the causes, the nature of the phenomena and object that will be studied, in order to comprehend the essential reality of the problem in the research. Also, the research group will take into in consideration the determination and analysis of the problem and how to determine the two variables: independent and dependent ones.

DESCRIPTIVE METHOD:

It is useful in the description of the place where the research will be carried out. Also with this method the research group can detail criterion about field investigation in relation to our society. It serves us as a help to know the social situation given in the problem research.

EXPLICATIVE METHOD:

As its name says, it can be used to explain all about the theoretical reference the researchers have gotten during the process.

STATISTICAL METHOD:

For the graphic representation the present method will help us to interpret it and by means of numbers all the information or data collected previously to analyze and point out the level of significance, relationship and concordance between the variables and in this way to verify the hypothesis.

HERMENEUTIC METHOD:

It will be applied to interpretation the bibliography that we will study for the design of the didactic guide; so it contains motivating activities that can help to keep the students attendance and the same time to get meaningful learning.

TECHNIQUES

The techniques that will help in the development of the present work are:

- **Bibliography:** It will contribute with the indispensable information to build up the work. By means of elaboration of summaries, calculation files, conceptual maps, and so on
- **Survey:** It will be for collecting data in the educative area and also to obtain the suitable information to continue elaborating the scientific process.

It will be made in a direct form to the English Teachers knowing their opinions about the curricular planning and its incidence in the development of the four basic skills of the English language.

All the information collected, is studied with the proper results and analysis of the topic.

- **Observation:** to obtain data about how the teachers are carrying out the English teaching learning process in the fourth years of Basic education elementary schools and so it let us to improve it in our proposed guide.
- **Interview:** will be applied to the school directors, so they can tell us about the curricular English planning, the difficulties that they face with this subject and with the students' learning.

PROCEDURES

To the elaboration of the didactics guide we will planned the following procedures:

- The selection of the contents that will be part of the guide
- The organization of the contents into units
- The design of the lessons and tasks for each unit will pictures and activities or the learning of the specific topics.
- The design of instruments of evaluation and feedback will be made according to the students' necessities.

POPULATION

Nowadays this Institution has 2913 students; due to the big amount of students the research group has taken a sample of 50 students among the section of high school curriculum. It has carried out by means of the following formule:

$$n = \frac{PQ \times N}{K^2}$$

E2

$$(N-1) \times \frac{PQ}{K^2} + PQ$$

K2

PQ = Primer cuartil (0,25)

N= Población

N = muestra

K = Constante de proporcionalidad (2)

E = Error de muestreo (10%, 0,1)

✓ 50 students in 1st; 50 in 2nd; and 50 in 3rd years of high school curriculum.

In this institution there are 260 teachers for all school subjects, 12 teachers are in charge of the English area, these teachers are distributed from 8th to 3rd years of High School Curriculum. But we are going to work with 6 teachers : 1st; 2nd; and 3rd years of high school curriculum.

POPULATION

“DANIEL ALVAREZ BURNEO” HIGH SCHOOL

ENGLISH TEACHERS	6 Teachers
STUDENTS	Number of Students
First Year of High School Curriculum	50 students
Second Year of High School Curriculum	50 students
Third Year of High School Curriculum	50 students
Total of Students	150 students

g. TIMETABLE

Months Activities	June 2009				July 2009				December 2010				October 2011				December 2011				February 2012			
Choosing Theme	X																							
Organization of the project		X	X		X	X	X	X																
Presenting project									X															
Reviewing and Approving Project											X													
Development of the thesis														X	X									
Analysis of the surveys Conclusions Suggestions																	X	X						
Final revision and approving of the Thesis.																		X	X					
Graduation Ceremony																								X

h. ORGANIZATION AND MANAGEMENT OF THE RESOURCES

RESEARCHERS:

_Silvio Roberto Carrión Sánchez

_ Daysi del Pilar Dávila González

INSTITUTION:

- “Daniel Alvarez Burneo” High School
- English Language Teachers of 1st, 2nd and 3rd years of High School Curriculum and the students whom are in those levels.

MATERIAL RESOURCES

- Computer
- Copies
- Paper
- Internet
- Dictionary
- Notebooks
- Flash Memory

BUDGET

ITEM	COST
Office Material	\$50,00
Transportation	\$60,00
Internet	\$15,00
Copies	\$6,00
Internet	\$100,00
Print	\$40,00
Unforeseen	\$100,00
TOTAL	\$ 371,00

FINANCING

The present investigation will be financed by the people who are going to do this research work.

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ANNEXES

INSTRUMENTS

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

TEACHER'S SURVEY

Dear Teacher: In order to develop our thesis project focused on the “Curricular Planning and its influence on the development of the four basic skills of the English language in the “Daniel Alvarez Burneo” High School, Period 2010 -2011 , we need your collaboration answering the following questions:

1. Which of the following plans, do you consider the most important?

Macro- planning ()

Meso- planning ()

Micro- planning ()

2. Do you elaborate the meso-planning?

Yes ()

No ()

3. Do you plan daily?

Yes ()

No ()

4. What elements do you include in the micro-planning?

- Objectives ()
- Competence ()
- Contents ()
- Procedure ()
- Skills to be developed ()
- Didactic material ()
- Others.....

5. How many units does your book have? Do you cover all of them?

- 5 ()
- 8 ()
- 10 ()
- 12 ()
- Others

6. How often do you evaluate your students?

- Daily ()
- Every week ()
- Every month ()
- Every three months ()

7. What didactic resources do you use in your class?

Mp3 ()

Charts ()

TV ()

Flash Cards ()

Videos ()

Graphic Organizers ()

Diagrams ()

Story map ()

Others

8. What kind of activities do you apply to explore listening skill?

Listen and complete ()

Listen and mark ()

Listen and underline ()

Listen and answer ()

Listen and correct ()

Listen and match ()

Others

9. What kind of activities do you apply to explore speaking skill?

Chain work ()

Interviews ()

Dialogues and role play work ()

Ask and answer ()

Descriptions ()

Pair work ()

Group work ()

Others.....

10. What kind of activities do you apply to explore reading skill?

Read and answer ()

Read and complete ()

Reading a story from a book ()

Reading and circle ()

Reading texts based on the child's language ()

Reading aloud ()

Silent reading ()

Others.....

11. What kind of activities do you apply to explore writing skill?

- Free Writing ()
- Controlled Writing ()
- Fill in the blanks ()
- Letter soups ()
- Word Spiders ()
- Word Order ()
- Dictation ()
- Read and complete ()
- Others

12. Of all the 4 skills in English, which one do you think is being developed the most in your school? Please Put the skills in order from the most developed skill (1) to the least developed skill (4).

- Listening ()
- Speaking ()
- Reading ()
- Writing ()

THANK FOR YOUR COLABORATION

3. How many units does your book have? Do you cover all of them?

5 ()

8 ()

10 ()

12 ()

Others

4. How often does your teacher evaluate?

Daily ()

Every week ()

Every month ()

Every three months ()

Each Unit ()

5. What kind of materials does your teacher use in the class?

Mp3 ()

Charts ()

TV ()

Flash Cards ()

Videos ()

Graphic Organizers ()

Diagrams ()

Story map ()

Others.....

6. What kind of activities does your teacher do to explore listening?

Listen and complete ()

Listen and repeat ()

Listen and underline ()

Listen and answer ()

Listen and correct ()

Listen and match ()

Others.....

7. What kind of activities does your teacher do to explore speaking?

Pair work ()

Group work ()

Dialogues ()

Role plays ()

Interviews ()

Descriptions ()

Ask and answer ()

Others.....

8. What kind of activities does your teacher do to explore reading?

- Read and answer ()
- Read and complete ()
- Reading a story from a book ()
- Reading a class story ()
- Reading texts based on the child's language ()
- Reading aloud ()
- Silent reading ()
- Others.....

9. What kind of activities does your teacher do to explore writing?

- Free Writing ()
- Controlled Writing ()
- Fill in the blanks ()
- Letter soups ()
- Word Spiders ()
- Word Order ()
- Dictation ()
- Others

10. Which of these skills does your teacher reinforce in class?

Listening ()

Speaking ()

Reading ()

Writing ()

THANK FOR YOUR COLABORATION