



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN, ARTE Y COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THESIS

**THE CURRICULAR PLANNING AND ITS INFLUENCE
ON THE DEVELOPMENT OF THE BASIC LINGUISTIC
SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL
BENJAMIN CARRION” HIGH SCHOOL. YANGANA
PARISH. PERIOD 2010-2011.**

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in Sciences of Education. English Language
Major

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CERTIFICATION

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CERTIFIES:

To have directed and revised this thesis, previous to obtain the Licentiate's degree entitled:
THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT "MANUEL BENJAMIN CARRION" HIGH SCHOOL. YANGANA PARISH. PERIOD 2010-2011., under the responsibility of the undergraduates students: Lucía Patricia Mallaguari Armijos and Tedy del Cisne Namicela Saavedra; so that, I authorize its presentation and defense.

Loja, April 2012

Dra. Mg. Sc. Marcia Criollo

THESIS DIRECTOR

AUTORSHIP

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

Lucia Mallaguari

Tedy Namicela

ACKNOWLEDGEMENT

First we want to give our sincere thanks, to the National University of Loja, because it gave us the opportunity to study and obtain the degree as English Language Teachers.

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

Finally, to Dra. Mg.Sc. Marcia Criollo who has given us all her support as our thesis's director to finish this research work.

THE AUTHORESSES

DEDICATION

I would like to dedicate this work to my parents and my brothers, who have been a big support in my life, and who have helped me to finish this work.

TEDY

With special love, I dedicate this work to my parents, my sisters and my little daughter, for giving me their unconditional support to fulfil one of the best wished goals in my life.

LUCÍA

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a) THEME

THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRION” HIGH SCHOOL. YANGANA PARISH. PERIOD 2010-2011.

b) SUMMARY

The present research work entitled **THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT “MANUEL BENJAMÍN CARRIÓN” HIGH SCHOOL. ACADEMIC PERIOD 2010-2011.**, has been developed with the purpose of knowing if the macro, meso and microplanning are elaborated considering the development of the English basic linguistic skills.

One of the methods used during the development of the present research work was the scientific method, which has helped us to find the true about the researched object. But we have also used the descriptive, analytical-synthetic and explicative methods and they have served to develop every part of the research process.

To collect the data inside the researching process we have used the survey as the main instrument that was applied to the teachers and students in order to determine how the curricular planning affects the development of the English basic linguistic skills.

The main results of the research show that the teachers elaborate the annual plan and the didactic unit planning for a school year but it is not socialized with the students neither it includes the four basic skills of listening, speaking, reading and writing as a relevant aspect of the planning. Teachers do not plan for each lesson they just plan weekly based on grammar points rather than on the linguistic skills and for this reason they do not detail techniques to work on the skills; consequently the students' competences in the language are not very good.

As a result we have been able to determine that the curricular planning affects the development of the English basic linguistic skills in the students of the researched High School.

c) INTRODUCTION

Our conceptions on the learning and the teaching and our pedagogic practices into the classroom often come from our own learning experiences. The present research work is about “The curricular planning and its influence on the development of the Basic Linguistic Skills in the English language at “Manuel Benjamín Carrión” High School. Yangana Parish. Academic Year 2010-2011.

A good curricular planning lets improve the students’ knowledge of the English Language. It is known that in most public High Schools the macro-curriculum is represented by the book “Our World Through English”, which is based on our reality and includes a communicative methodology that focus on the development of linguistic skills, for these reasons this research let us to know how the curricular planning influences on the development of basic linguistic skills in the English Language at “Manuel Benjamin Carrion” High School?. Yangana Parish. Period 2010 – 2011.

This problematic is connected with different aspects of planning at different levels, for this, we have characterized the macro and meso-planning that the teachers elaborate and explained the influence of the micro planning on the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High School. Yangana Parish. Period 2010-2011.

According to the empiric knowledge and the main problem of the research, we have stated as general hypothesis that the curricular planning incides in the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrion” high school. Yangana parish period 2010-2011.

The objective that guided this work was, to determine how the curricular planning affects on the development of the basic linguistic skills of the English Language with the students of “Manuel Benjamin Carrion” High School. Yangana Parish. Period 2010-2011.

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

The techniques that we have used was the survey in a participative and experiential way and it was applied to teachers as well to students in order to know the problematic of the Educational Institution.

The present work has been structured in parts which are pointed out under a headline starting with the theme. Then, it has the introduction that presents the thesis work describing the problematic. Next, the revision of literature where there are mentioned the main categories of the variables that were the indicators to prove through a logical analysis the stated hypotheses. After that, it has the summary that describes in a brief and clear way the pertinence of the research. It also contains the results which we found out through this research work and the respective hypotheses proof. Finally it presents some conclusions and recommendations that we got through this thesis work.

d) REVIEW OF THE LITERATURE

CURRICULUM DEFINITION

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

Curriculum may be defined as the full range of learning experiences encountered by students. Clearly, then, curriculum is central to School Development Planning.

Curriculum is the pedagogic-didactic instrument that plans the educational activity at level of educational establishments, with the purpose of articulating the group of having experience-planned in the school and the learning opportunities that the educational center promotes outside of the same one. The elaboration the curriculum expressed in institutions is the adaptation of the prescriptions and legal dispositions on education to appropriate a concrete situation.

The curriculum is a deduced conclusion from a dynamic process adapted to the social change and the educational system. The curriculum is the result of the context analysis, the educating and resources that implies the definition of goals, objectives, specifies means and procedures to assign the resources”¹.

¹ POSNER. George, Análisis de currículo. Edición 2003, pag, 40-45

PLANNING

"Planning means the sequence of all the elements that participate and that are important in a formative process. The planning moves between the mediate and immediately time. Also, planning is the offering of elements and actions necessary to achieve factors to solve the necessities.

Planning is one of the most important project management and time management techniques. Planning is preparing a sequence of action steps to achieve some specific goal. If you do it effectively, you can reduce much the necessary time and effort of achieving the goal.

Planning is also crucial for meeting your needs during each action step with your time, money, or other resources. With careful planning you often can see if at some point you are likely to face a problem. It is much easier to adjust your plan to avoid a coming crisis, rather than to deal with the crisis when it comes unexpected.

LEVELS OF THE CURRICULUM PLANNING

“The structure by levels is consistent with consideration of curriculum as that educational administrations define minimum prescriptive aspects, which should lead to adequacy of the curricular design to different contexts, needs and realities.

They are the steps or phases to be observed from the national curricular planning to institutional curricular planning and the classroom that is from the first concretion level to the second and third concretion level. These steps will enable to teacher guiding the

educative curriculum toward specific and concrete situations, according to the context, realities and need of the school as well as from classroom and their students.

Macro planning level

It comes from the Ministry of Education and Culture and, in this case, it is the product of a process of consensus-building in which have intervened scientists, specialists, educators, psychologists, anthropologists, businessmen, teachers, who have established goals, skills, mandatory common content at national level, the guidelines or methodological and general approaches and evaluation.

Therefore it is not exhaustive. It allows every institutional and every teacher decide, starting with the established, the curriculum elements that correspond to immediate reality and with community's needs and students.

Meso planning level

At this level corresponds the action of directives and teachers of educational institutions? The starting point is the first level and its curricular adjustments into account the institutional context.

It is the set of decisions that enable sustained and articulated concrete curricular design based on appropriate programs to a specific context, which is a priority considering the basic educational needs.

This means that can be specified more goals, prioritize or add techniques to develop skills, adapt or include content, for identifying and proposing methods, resources and choosing or designing evaluation tools. It is the instance to create an own institutional Curriculum

Micro planning Level

As we have mentioned, it is the most important based on the previous level and is located in the area of action in the classroom.

It is made by teacher and contains the basic curriculum elements. It is the work unit for an articulated and complete teaching-learning process, in which are specified goals, skills, content, procedures, teaching-learning activities and assessment tools. All of this, according to needs and characteristics of the specific group of students.

This level of curriculum design guides pedagogical intervention from teacher and therefore educational achievement in area of the classroom.

Why must teacher plan?

The essential objective of the planning is a useful tool and doesn't a labor compromise to the administrative demands. Of there that it seems sometimes necessary remember that to plan means to revise the achievements of previous years, to select information, to estimate times, to calculate resources, in synthesis, to trace a useful plan.

To conceive the planning like a work hypothesis, the central necessity should never be neglected that gives reason of being to the planning: to serve the practice of the teaching in the classroom, this is, to be a tool in favor of the teacher.

The planning not only manages the educational list but it probably contributes to improve the quality of the teaching.

TYPES OF PLANNING

- ❖ **Strategic planning:** It worries fundamentally of the specification through objectives of the existent principles (orientation).

- ❖ **Tactical planning:** Adaptation of the strategic aspect to a context and centered in the organization of means (to analyze resources and environment).

- ❖ **Operative planning:** It is applied to specific situations and directed to develop performances (to order and to develop real actions).

PHASES OF THE PLANNING

We have also outlined specific steps and suggestions for working through this planning process in five phases:

Preparation: Collect data and input and assess needs of key target groups

Planning session: Bring key players together to define a plan

Follow up: Get consensus on and commitment to the Plan

Implementation: Design, test of planning

Monitoring and Evaluation: Measure the results you obtain against the desired results defined in the planning and make changes as needed².

COMPONENTS OF THE DIDACTIC UNIT PLAN

❖ **Informative data:**

“The informative data corresponds to the title of unit; it is usually obtained from areas that have social or natural content. In this section will be able to indicate the specific topic or

² CARRIÓN, Ochoa Segundo, Transversalidad en el Currículo Texto guía, UTPL,2001,pp231-237

name of the unit, the previous knowledge that should have the students to get them, the motivation activities, etc. It would be necessary to make reference, also, to the number of sessions that it consists the unit, to their situation respect the course or cycle, and the moment in that will put on in practice.

❖ **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.

❖ **Skills**

Is definition of capacities, competences that as a product of the learning process will be developed according to the topic.

❖ **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.

❖ **Methodology**

It is a sequence of actions, activities or processes that will enable to students through meaningful indispensable experiences to generate learning. The interrelation among methodological strategies allow to move from one area to another without causing cuts that

break the sequence, especially in the initial years of education, which the treatment of transversal axis is an appropriate way.

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

❖ **Resources**

They are necessary means and materials to develop activities; map, patters, pictures, videos, movies, charts, photographs, flash cards, games, movies. Everything is necessary to manipulate, perform experiments, collect data, understand propositions, problem solving, drawing objects, spaces and so on, and so generate learning, it composes learning materials required for developing the didactic unit.

- These materials must be the following characteristics:
- 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 individual and group activities.

❖ **Evaluation**

“The evaluation understands each other like integral part of the teaching process and learning and it has as function to obtain information to make decisions, to think, to plan and to readjust the educational practice to improve the learning of all the students.

The activities that will allow the valuation of the learning of the students, of the professor's educational practice and the instruments that will use for it, should be located in the general context of the unit, pointing out which the approaches and indicators of valuation of this aspects will be. Also, it is very important to foresee auto evaluation activities that develop in the students the reflection on the own learning”³

WHAT IS A LESSON PLAN

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson.

A daily lesson plan is developed by a teacher to guide class instruction. Planning the material is much more difficult than delivering the lessons. Planning is when you look at the curriculum standards and develop the content that match those standards. Luckily, textbooks that are adopted for your subject areas are typically written with this in mind. All details should be written down to assist the smooth delivery of the content.

ELEMENTS OF THE LESSON PLAN

“There are different elements of the lesson plan:

a. 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.

³ <http://www.stanford.edu/dept/icenter/practical/currpt.html>

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

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore you may need to depart from strictly behavioural terms for some objectives. Try to avoid vague, unverifiable statements like these:

- Students will learn about the passive voice.
- Students will practice some listening exercises.
- Students will do the reading selection.
- Students will discuss the homework assignment.

Teacher would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. In stating objectives, distinguish between terminal and enabling objectives.

Terminal lesson objectives are final learning outcomes that teacher will need to measure and evaluate. Example:

- Students will successfully request information about airplane arrivals and departures.

Enabling objectives are interim steps that build upon each other and lead to a terminal objectives. Example:

- Students will comprehend and produce the following ten new vocabulary items.
- Students will read and understand an airline schedule.
- Students will produce questions with *when*, *where*, and *what* time.
- Students will produce appropriate polite form of requesting.

Teacher may be able to identify a number of other enabling objectives that will vary depending upon what students' proficiency level is and what they have already learned in the course.

c. 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.

d. Procedures (Methodology)

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:

- An opening statement or activity as a warm-up
- 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
- Clouse

e. 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.

f. 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.”⁴

⁴ BROUND, H. DOUGLAS. Teaching by principles: An interactive Approach to Language pedagogy, p124-129

FOUR BASIC LINGUISTIC SKILLS.

LISTENING SKILL

“It is an essential skill for communication, which means paying attention and understanding what you hear.

LISTENING STRATEGIES

- Pre-listening stage
- While-listening Strategies.
- Post-listening Strategies

LISTENING ACTIVITIES

- Predicting through vocabulary
- Putting events/items in the right order
- True or false statements
- Multiple choice questions
- Opened-ended questions
- Note- taking
- Authentic Listening
- Using the dictionary
- Guessing

SPEAKING SKILL

SPEAKING STRATEGIES

Eliciting

It means to get students' participation to increase their motivation and enhances their learning satisfaction

- Ask questions
- Give instructions
- Visual aids
- Giving definitions
- Use synonyms and antonyms
- Use gestures and mimes
- Review key vocabulary
- Use translation

SPEAKING TECHNIQUES

Restricted Oral Practice

Developing Oral Fluency

- Choose high interest topics.
- Pre-teach Explain essential vocabulary items, structures and functions.
- Personalize the topic, relating with students' experiences.
- Establish an anticipatory set, through a warm up.
- Give students enough time to think and prepare
- Types of Fluency Activities Drama Activities, Games, Role-play cards, information gap activities.⁵

⁵ Planning, Execution And Evaluation Of The Teaching Learning Process, Module 5 2006-2007, Unl; Pp 38-5

READING SKILL

“Reading offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary.

“READING STRATEGIES

❖ Pre-reading- activities

- Overviews
- Vocabulary Previews
- Structural Organizers
- A Purpose for Reading
- Author Consideration
- KWL: This strategy consists of three goal cognitive steps for students to use with expository text: What do I **Know**? What do I **Want** to learn? What did I **Learn**?

While-reading activities

❖ Post-reading

“READING TECHNIQUES

- Reading for Detail
- Skimming
- Intensive Reading
- Extensive Reading
- Read the puzzle
- Spelling words
- Anticipation.
- Linking words.
- Read the texts and match the headings to the appropriate paragraph
- Put the bits together to make the end of a story.

- Read the letters and answer the questions.
- Read the two texts and complete the family trees.
- Asking Questions.

WRITING SKILL

It is the visual representation of a language is an extraordinary help for students communication and understanding how the parts of a language go together.

WRITING STRATEGIES

- Prewriting
- Drafting
- Revising and Editing
- Publishing and Reflecting

WRITING TECHNIQUES

- Description
- Exposition
- Narration
- Persuasion
- Comparison and Contrast
- Questionnaires
- Copying
- Filling in forms
- Short Descriptions
- Writing Messages
- Dictation
- Combining Sentences”⁶

⁶ Planning, Execution And Evaluation Of The Teaching Learning Process, Module 5 2006-2007, Unl; Pp 39-43

e) **METHOD OLOGY**

DESIGN OF THE INVESTIGATION

This work was characterized as non-experimental, because it is a socio-educative work and it was developed in a descriptive way. The researchers did not have the chance to manipulate the variables of the work. We applied a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

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

As particular methods we used the **descriptive, analytic - synthetic and explicative methods**. We also used the descriptive statistics as a tool.

We used the **descriptive method** to pick up the information, described the obtained results in the applied instruments and it lets us organize the information according to the hypothesis and the indicators that we found out for each one of the variables.

It gave us the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependant and we can describe coherence in all the researching work presenting the results and supporting the conclusions. This method served to describe how the teachers are developing the didactic unit planning and the lesson plan inside the English teaching learning process.

We used the **analytic-synthetic method**, which served to analyze the empiric information from the applied instruments and therefore we could derive the respective conclusions according to the tendencies of the results in the field information. It was also used to analyse the components of the meso and micro planning that the teachers develop in the researched institution.

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

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

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information we applied a survey about the curricular planning which gave us the guidelines about the meso and micro planning process and to know what is the students' learning achievement at "Manuel Benjamin Carrion" high school. It was applied

to teachers and students with a previous elaborated questionnaire, which contained different types of closed questions about the problematic that we want to know throughout the research work.

PROCEDURES

Once we recover the empiric information we processed it following these phases:

a. Tabulation

In the tabulation of the data obtained in the field research we used the descriptive statistics for the closed questions and theoretical frame from the reason or explanation of every question, and we contrasted the information of the teachers and students which let us get the right information.

The tabulation of applied data to the teachers, students, allowed the crossing of information and the analysis of indicator from three points of view what favored the hypotheses confirmation.

b. Organization

After we organized the empiric information classifying the questions that served to prove every hypothesis and keeping in mind the variables of the same one as a guide that helped us to prove them. In this way we facilitated the next step, the interpretation and analysis.

c. Description

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

e. Graphic Representation

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

f. Interpretation and analysis

Once we have presented the information in tables and graphs, it was studied according to the obtained percentages and it was analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

g. Hypothesis verification

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

h. Formulation of conclusions and elaboration of the report

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

POPULATION

We worked with the whole population because it was a small one.

CHART

COURSES	POPULATION
8th year of basic education	26
9th year of basic education	19
10th year of basic education	26
First year of high curriculum, Sciences	23
Second year of high curriculum, Sciences	17
Third year of high curriculum, Sciences	20
TOTAL	131
Teachers' population	3

f) RESULTS

TEACHERS' SURVEY

HYPHOTESIS No. 1

The meso planning is not elaborated by the teacher considering the development of the basic linguistic skills of the English Language in the students at “MANUEL BENJAMIN CARRION” high school. Yangana Parish. Period 2010-2011.

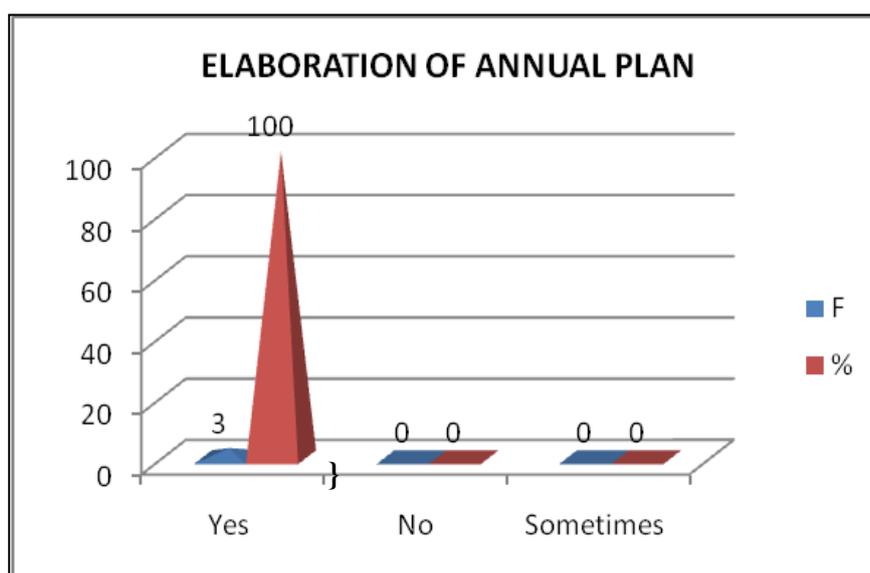
1. Do you elaborate the annual plan?

a) Statistics Table

ELABORATION OF ANNUAL PLAN	F	%
Yes	3	100
No	0	0
Sometimes	0	0
TOTAL	3	100

Source: Teachers' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

The results show that 100% of teachers elaborate the annual plan and this is a good idea to know the contents, methodology, skills and resources that they must develop in the whole school year. It is the starting point in the first level of planning and where teachers can do curricular adjustments taking into account the institutional context.

This means that the teacher can be guided by their annual plan to accomplish the learning outcomes so that they can specify the goals, prioritize or add skills, adapt or include other contents, identify and propose new methods, resources and choose or design evaluation tools, and even change and reorder the contents that they have to teach the students.

2. Which of the following elements do you take into account to elaborate the annual plan?

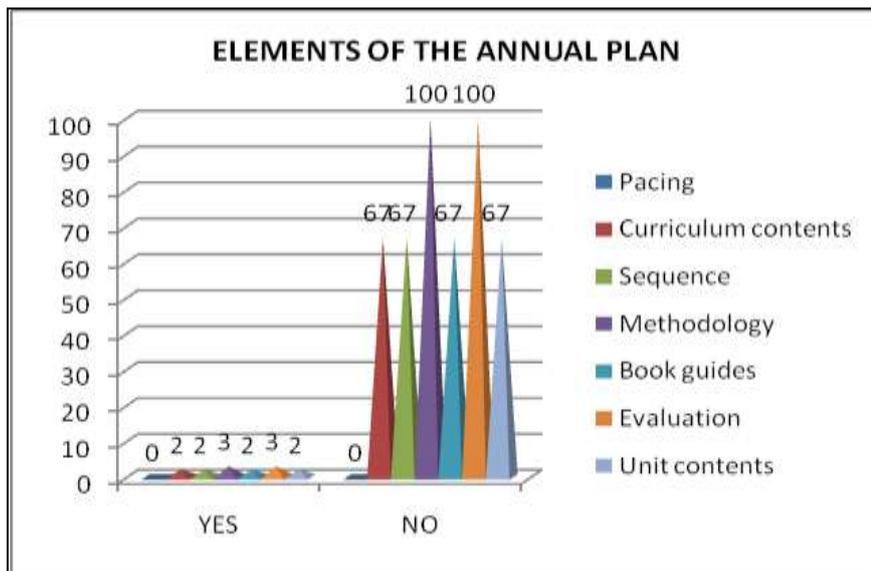
a) Statistics Table

ELEMENTS OF THE ANNUAL PLAN	YES	NO
Pacing	0	0
Curriculum contents	2	67
Sequence	2	67
Methodology	3	100
Book guides	2	67
Evaluation	3	100
Unit contents	2	67

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The graph shows that 100% of teachers pointed out the methodology and the evaluation as elements of the annual plan while 67% of them matched the curriculum contents, sequence, book guides and unit contents.

As we can see the results most teachers did not pointed out the correct elements of an annual plan because they matched book guides. According to the theoretical references the basic parts of an annual plan are: objectives, contents, methodology, skills, evaluation and resources. It is important that teachers identify the correct elements of the unit plan because it will guide their activities every day and it also describes the institutional context and some remarks that must be taken into account in the English teaching learning process.

3. Do you elaborate the Didactic Unit Plan? Tick yes, no or sometimes.

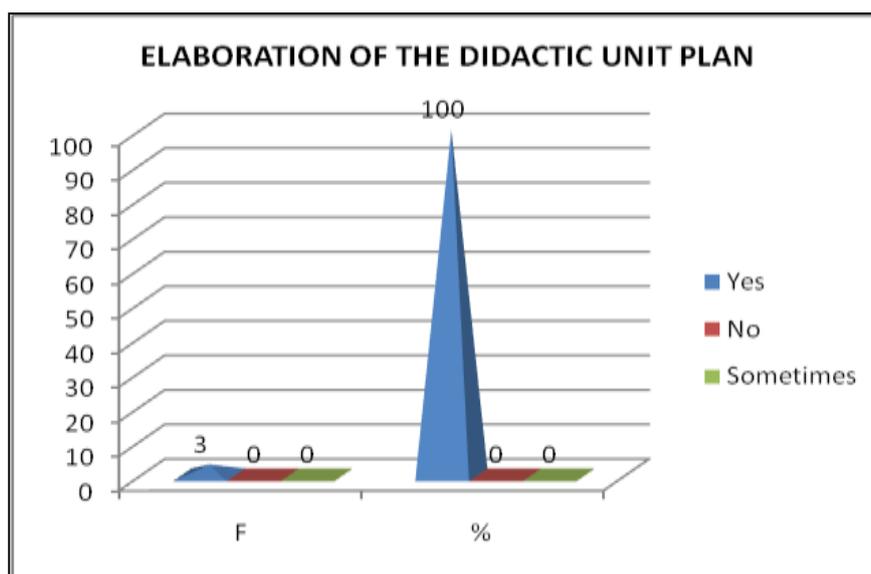
a) Statistics Table

ELABORATION OF THE DIDACTIC UNIT PLAN	F	%
Yes	3	100
No	0	0
Sometimes	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

100% of teachers answered that they elaborate the didactic unit plan which helps them to be conscious about the units that they must develop in a school year.

If teachers elaborate the didactic unit plan they know that it supports the teaching because it includes a sequence of activities or tasks with a final goal and common contents, objectives; methodology, evaluation and that make possible the achievement of a final

task. The didactic unit is a form of planning of the teaching-learning process to study a unit, around a content element that transforms into integrative axes, contributing the consistency and meaning. This part of planning comes from the Curricular annual plan to regulate the practice of the contents, to select the basic objectives that seek to get, the methodological rules, the necessary teaching-learning experiences to perfect this process.

4. What is a Didactic Unit Plan? Choose one.

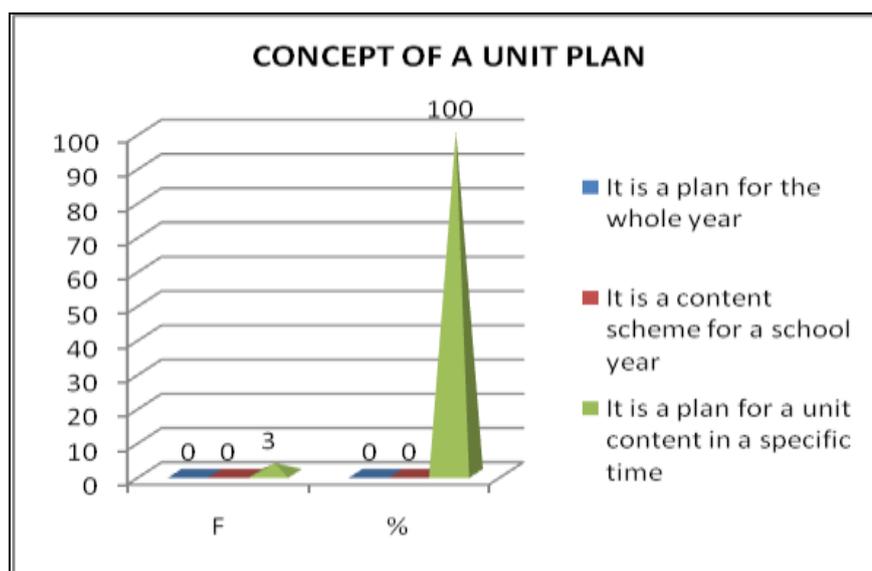
a) Statistics Table

CONCEPT OF A UNIT PLAN	F	%
It is a plan for the whole year	0	0
It is a content scheme for a school year	0	0
It is a plan for a unit content in a specific time	3	100
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

100% of teachers identified the correct concept of a didactic unit plan as It is a plan for a unit content in a specific time.

These results show that most teachers are wrong with the concept of a didactic unit plan because it is a content scheme for a school year. Its elaboration is ideal because it guides the syllabus that must be studied by didactic units; it also describes the objectives, methodology, evaluation and didactic resources that can help to study every unit but it is very important it must be redesigned considering the new trends in methodology and evaluation techniques to develop the English language skills.

5. How do you Plan the Didactic Unit? Tick them.

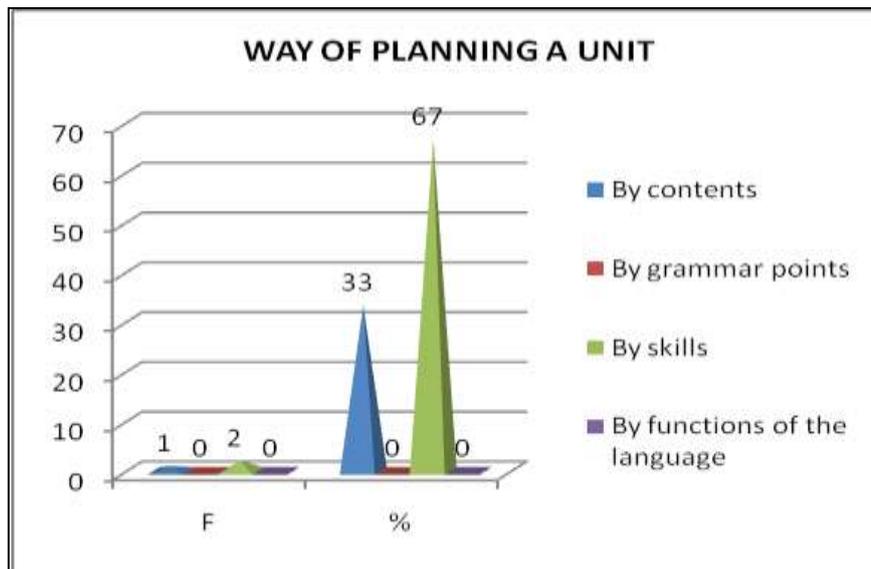
a) Statistics Table

WAY OF PLANNING A UNIT	F	%
By contents	1	33
By grammar points	0	0
By skills	2	67
By functions of the language	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

In this question 67% of teachers answered that they plan by skills and 33% told us that they plan by contents from the book.

The planning guides the whole teaching learning process and it is the reason why it must be elaborated in a way that helps teachers to know the final goal and how to get it.

The elaboration of the didactic unit plan must include clear guidelines to develop each skill and it should be based on the bigger competences that the students must perform at the end of a school year.

6. Tick the components that a unit plan include.

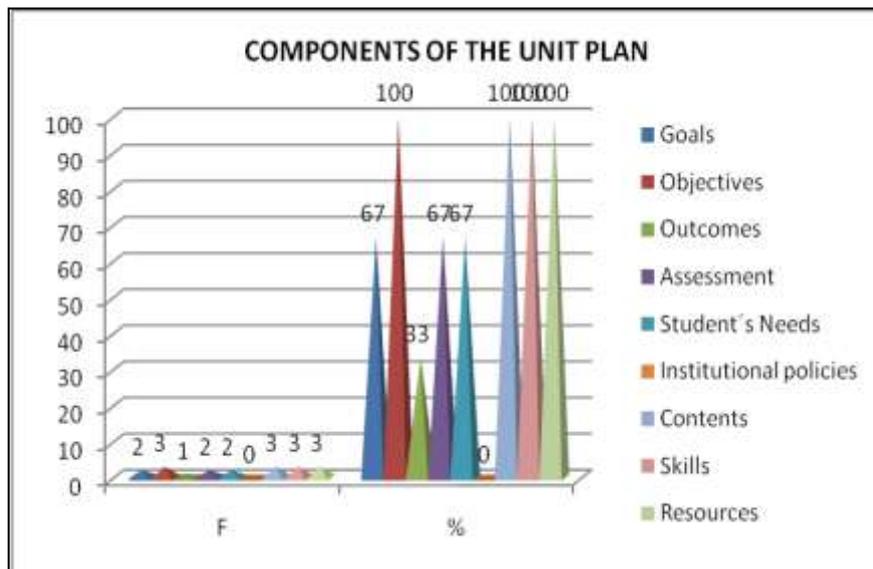
a) Statistics Table

COMPONENTS OF THE UNIT PLAN	F	%
Goals	2	67
Objectives	3	100
Outcomes	1	33
Assessment	2	67
Student's Needs	2	67
Institutional policies	0	0
Contents	3	100
Skills	3	100
Resources	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation

100% of teachers answered that the components of the unit plan are: the objectives, contents, skills and resources, 67% matched the goals, assessment and students' needs and 33% matched the outcomes.

The results show that teachers have some difficulties to recognize all the components of a didactic unit plan which according to the theory are: informative data about the group, the goal that is in relation to the students' profile and competences at the end of the year, the objectives that can be a general and some specifics, the contents distributed by units, the skills that are part of bigger competences, methodology that describes the methods and techniques that underline the learning process, the resources that are available in the institution and the evaluation that includes the whole steps in the different moments of evaluation.

HYPOTHESIS No. 2

The micro planning does not take into account the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High School. Yangana Parish. Period 2010-2011.

7. Do you elaborate the Lesson Plan? Tick yes, no or sometimes. Choose one

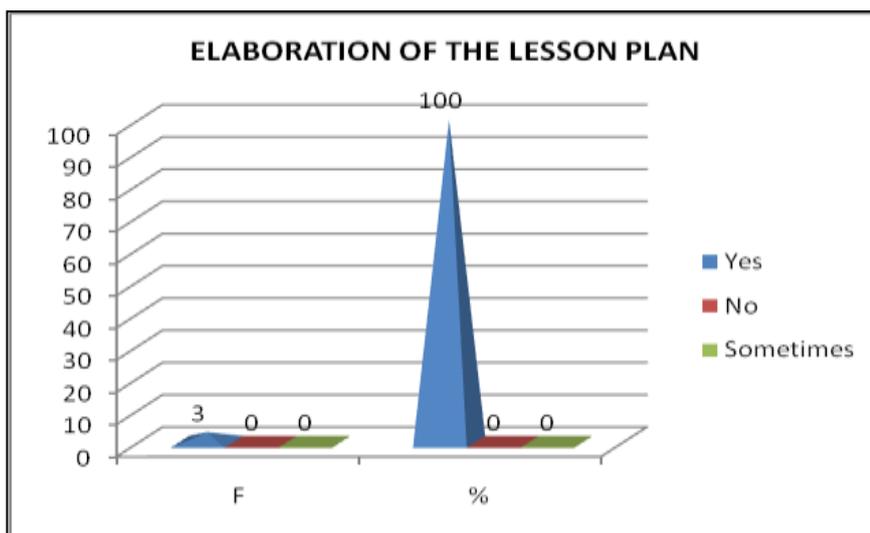
a) Statistics Table

ELABORATION OF THE LESSON PLAN	F	%
Yes	3	100
No	0	0
Sometimes	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

100% of teachers answered that they elaborate the lesson plan which orientates the daily activities in the classroom.

The results evidence that according to teachers' opinion they elaborate the lesson plan, since it is the key for an effective teaching and a critical factor in achieving positive students' outcomes. Lesson plans help teachers to familiarize with the contents and look for the best methodology and resource that are going to use in advance. When you are learning the craft of teaching, organizing your subject-matter content via lesson plans is fundamental.

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

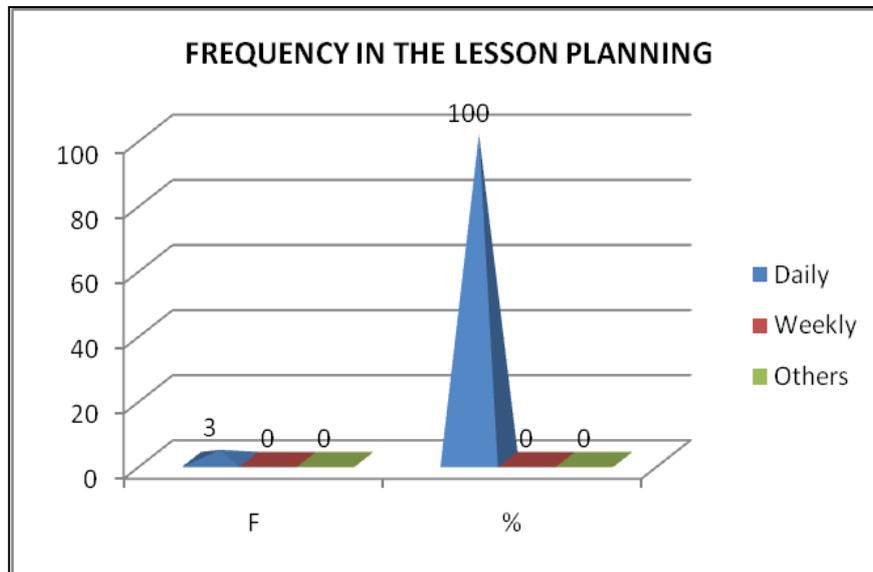
a) Statistics Table

FREQUENCY IN THE LESSON PLANNING	F	%
Daily	3	100
Weekly	0	0
Others	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

In this question, 100% of teachers said that they plan the lesson daily for every class.

The elaboration of the lesson plan is very important because a lesson plan is a teacher's detailed description about the development of an individual lesson. It guidelines the teacher activities in the time available and gives a means of stating the learning objectives of the lesson to your students. It is important because students want to know what you expect them to be able to do by the end of the lesson and by knowing the purpose and objectives that the teachers wants to achieve in a class.

9. Do you use your lesson plan to guide the development of your class?

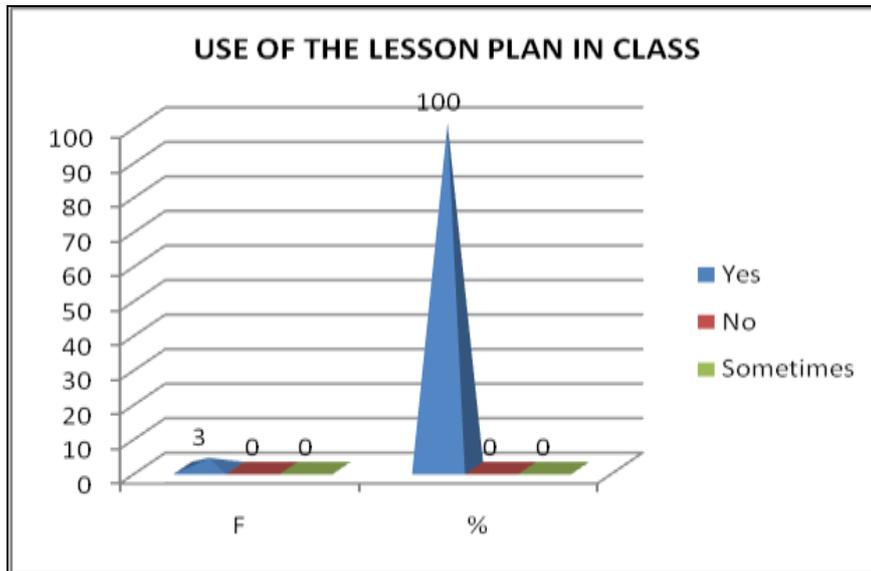
a) Statistics Table

USE OF THE LESSON PLAN IN CLASS	F	%
Yes	3	100
No	0	0
Sometimes	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

As the graph shows, 100% of teachers use the lesson plan in their classes. It is very important to plan in advance the class because the teacher gets better learning outcomes. The lesson plan is an instrument of planning that facilitates the development of the contents and the organization of the teaching processes and learning that will be developed in a period of class in order to achieve specific objectives.

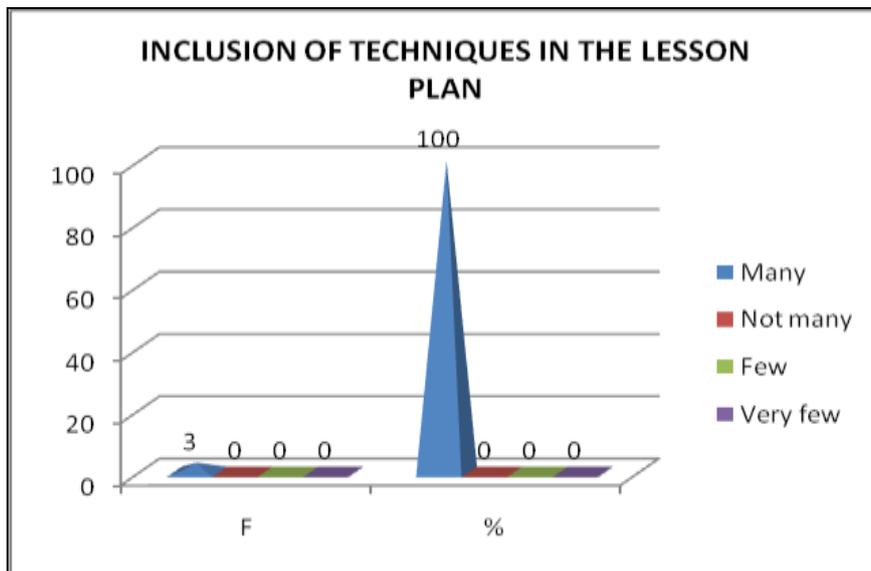
10. Do you include specific techniques to develop the English Language Skills in your lesson plan? Tick them.

a) Statistics Table

INCLUSION OF TECHNIQUES IN THE LESSON PLAN	F	%
Many	3	100
Not many	0	0
Few	0	0
Very few	0	0
TOTAL	3	100

Source: Teachers' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

In this question, 100% of teachers also told us that they include many techniques in the lesson plan.

Most of teachers said they plan the lesson considering the techniques that are going to use in the class. However, it is essential that they not only follow the book contents but they must include specific techniques and activities that let them improve the learning process during a class period. This will assure the accomplishment of the objectives outlined in the didactic unit plan and achieve the skills applied in a real context.

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

11.1. LISTENING AND READING TECHNIQUES

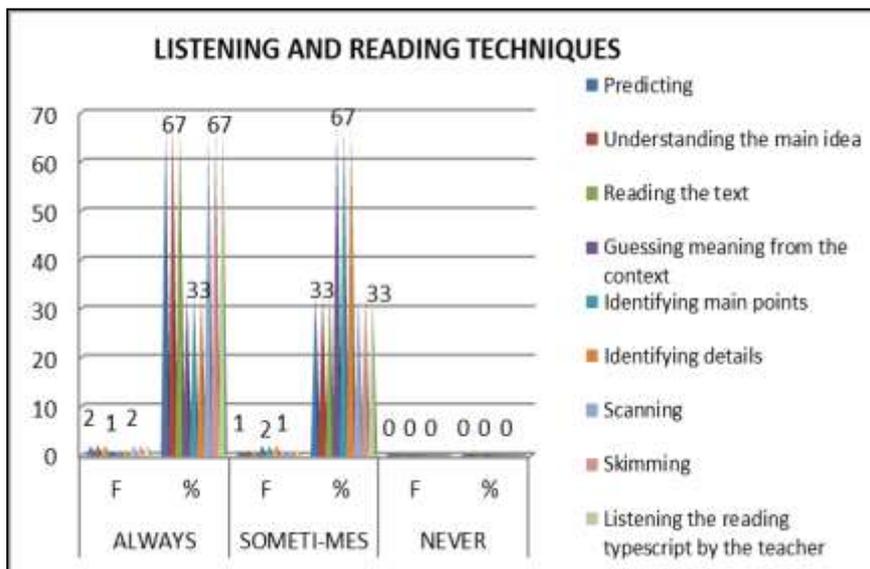
a) Statistics Table

LISTENING AND READING TECHNIQUES	ALWAYS		SOMETI-MES		NEVER	
	F	%	F	%	F	%
Predicting	2	67	1	33	0	0
Understanding the main idea	2	67	1	33	0	0
Reading the text	2	67	1	33	0	0
Guessing meaning from the context	1	33	2	67	0	0
Identifying main points	1	33	2	67	0	0
Identifying details	1	33	2	67	0	0
Scanning	2	67	1	33	0	0
Skimming	2	67	1	33	0	0
Listening the reading typescript by the teacher	2	67	1	33	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

According to the teachers' information teachers they always use during the English Teaching learning process different listening and reading techniques: 67% matched predicting, understanding the main idea, reading the text, scanning, skimming and listening

or reading the tapescript by the teacher; and 33% pointed out guessing meaning from the context, identifying main points and identifying details.

On the other hand 67% of teachers said that they sometimes use: guessing meaning from the context, identifying main points and identifying details while the 33% answered that they sometimes work with: predicting, understanding the main idea, reading the text, scanning, skimming and listening or reading the typescript by the teacher.

As the results show most teachers are confused about the application of techniques to develop the listening and reading skills because the tendency according to the results, teachers always apply the same and easy techniques predicting, understanding the main idea and reading the text while there is little application of interesting listening techniques that help students to become proficient readers or listeners. Listening is a skill where students need to face authentic language where they try to discriminate among several accents. Students learn to communicate and participate in the real world by developing skills and strategies needed to cope with authentic listening material. It is also important that students have a reason for listening. It's not motivating to be confronted by a text without something specific to focus on.

11.2. SPEAKING TECHNIQUES

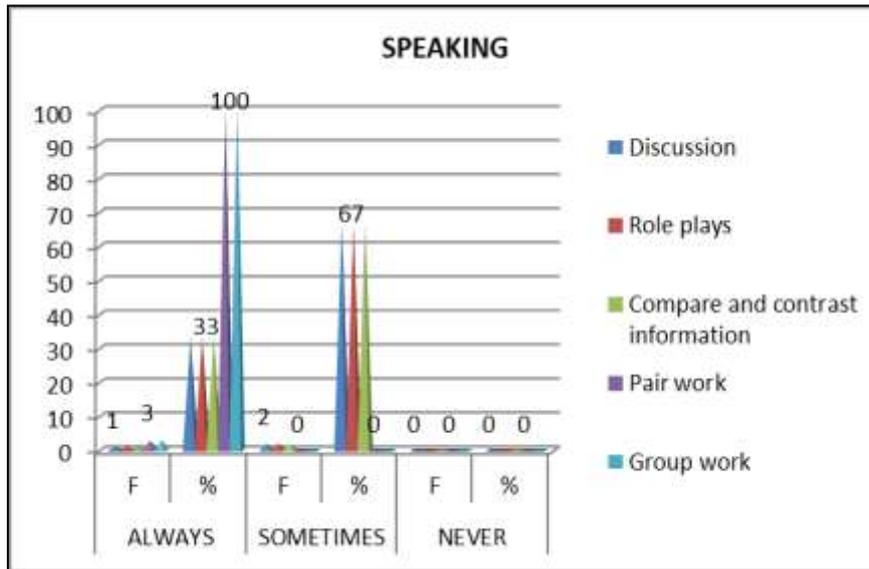
a) Statistics Table

SPEAKING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Discussion	1	33	2	67	0	0
Role plays	1	33	2	67	0	0
Compare and contrast information	1	33	2	67	0	0
Pair work	3	100	0	0	0	0
Group work	3	100	0	0	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

According to students' results the techniques always applied by the teachers to develop the speaking skill are: 100% pair work and group work and 33% discussion, role plays and compare and contrast the information. While 67% said that only sometimes are used: discussion, role plays and compare and contrast information.

As we can see the techniques to develop the speaking skill are not used very often what means that there are trouble in students to communicate in the English language. Speaking is a skill that is developed through a process where students are involved with real situations and they are not given restricted language to use. The main aim of learning a language is to speak it. It means that we know the language well enough to be able to communicate easily in speech and hold a conversation in the language, but the achievements of speaking skills depends largely on being able to listen and understand what is said to us with the purpose to communicate, so that listening is a skill connected with speaking.

11.3. WRITING TECHNIQUES

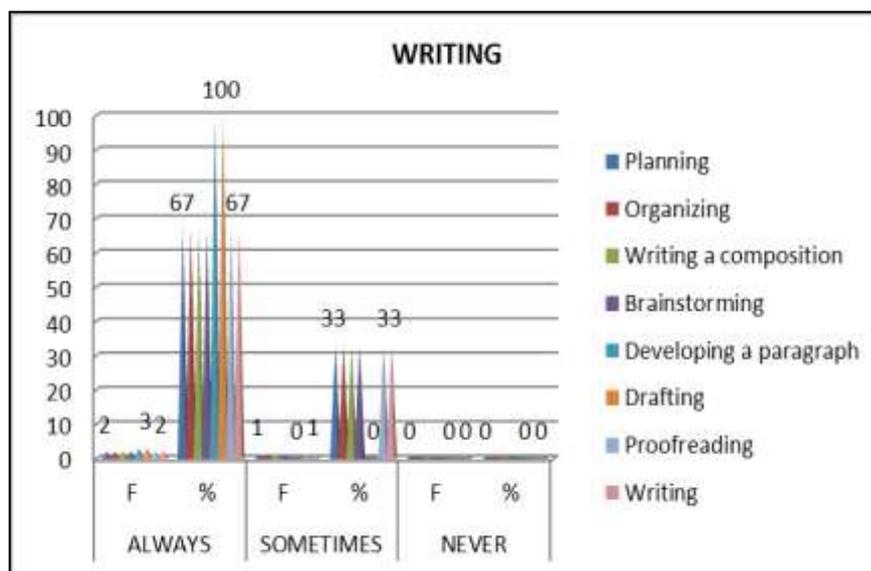
a) Statistics Table

WRITING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Planning	2	67	1	33	0	0
Organizing	2	67	1	33	0	0
Writing a composition	2	67	1	33	0	0
Brainstorming	2	67	1	33	0	0
Developing a paragraph	3	100	0	0	0	0
Drafting	3	100	0	0	0	0
Proofreading	2	67	1	33	0	0
Writing	2	67	1	33	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The techniques always used according to teachers' opinion are: 100% developing a paragraph and drafting and 67% planning, organizing, writing a composition, brainstorming, proofreading and writing. While the techniques sometimes used: 33% planning, organizing, writing a composition, brainstorming, proofreading and writing.

The results show that most of the time teachers just work with drafting and writing paragraph but they do not apply the writing process neither they diversify the written production. The theory said that the writing skill is a complex process even in your native language and it is more difficult learning a foreign one. It is said that, teachers should work step by step through the writing process and students will be able to get enough training to become good at writing.

12. Tick the English Language competences that you think your students have developed during the classes.

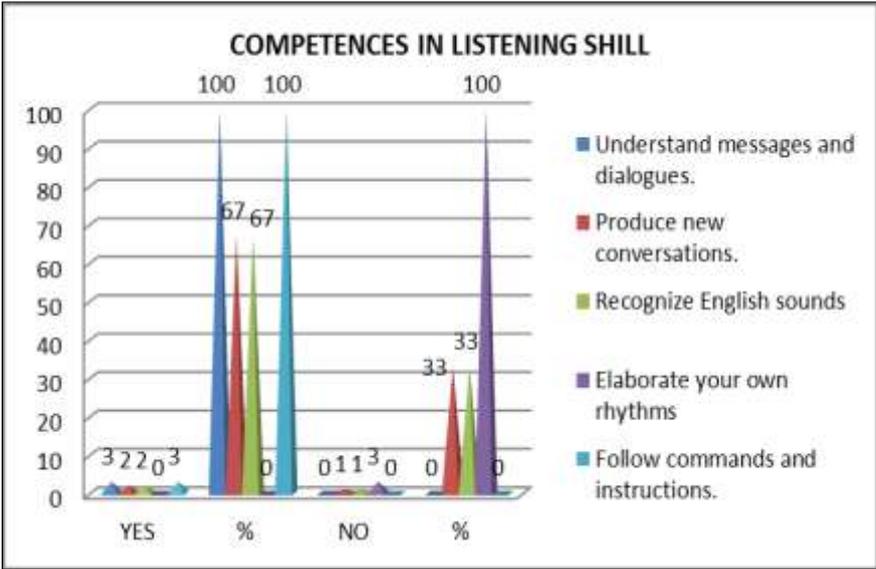
12.1. Competences in Listening Skill

a) Statistics Table

COMPETENCES IN LISTENING SKILL	YES	%	NO	%
Understand messages and dialogues.	3	100	0	0
Produce new conversations.	2	67	1	33
Recognize English sounds	2	67	1	33
Elaborate your own rhythms	0	0	3	100
Follow commands and instructions.	3	100	0	0

Source: Teachers' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

The graph shows that 100% of the teachers said that students are competent in understand messages and dialogues and follow commands and instructions and 67% produce conversations and recognize English sounds. On the other hand 100% said that they do not elaborate their own rhythms and 33% also answered that they do not produce conversations and recognise English sounds.

The results show that most of the time, students are able to understand general messages but competences more relevant such as understand real language in different accents. The listening skill is directly related to the oral production because the listener should store in the memory texts, recognize stress, intonation, identify reduced forms, recognize mechanisms of cohesion and coherent, understand facial expressions and gestures and many other subskills that are part of the listening which needs a real process of teaching.

12.2. Competences in Writing Skill

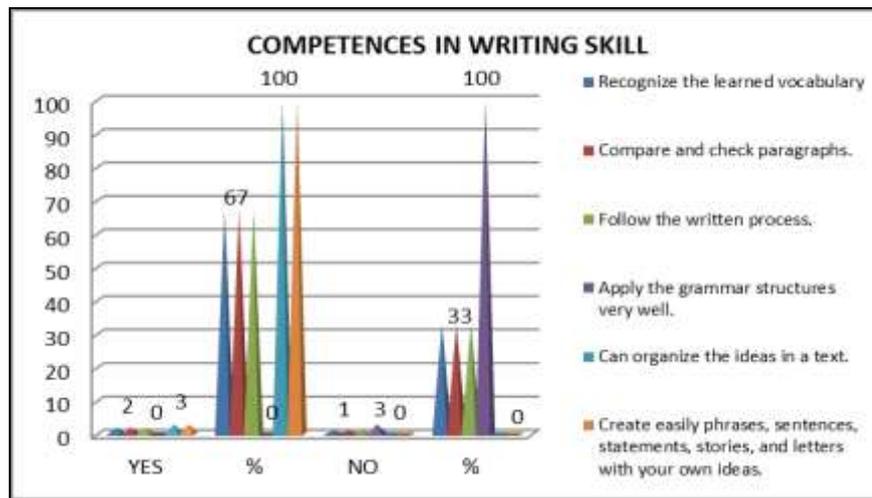
a) Statistics Table

COMPETENCES IN WRITING SKILL	YES	%	NO	%
Recognize the learned vocabulary	2	67	1	33
Compare and check paragraphs.	2	67	1	33
Follow the written process.	2	67	1	33
Apply the grammar structures very well.	0	0	3	100
Can organize the ideas in a text.	3	100	0	0
Create easily phrases, sentences, statements, stories, and letters with your own ideas.	3	100	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

About the competences in the writing skill according to teachers opinion: 100% of students organize ideas in a text and create easily sentences, statements, stories and texts with their own ideas and 67% are not able to recognize the learned vocabulary, compare and check paragraphs and follow the written process. But 100% said that students can not apply the grammas structures very well, 33% do not recognize the learned vocabulary, do not compare and check paragraphs neither they follow the written process.

According to the results, teachers are confused about the competences that students apply in the writing skill because they matched recognize the learned vocabulary and organize ideas in a text which are not writing competences. They must be able to reproduce graphemes, use an acceptable vocabulary, express ideas by using different grammar structures, use rhetoric forms, use links and relations among main and secondary ideas and express different points of view in a written way.

12.3. Competences in Reading Skill

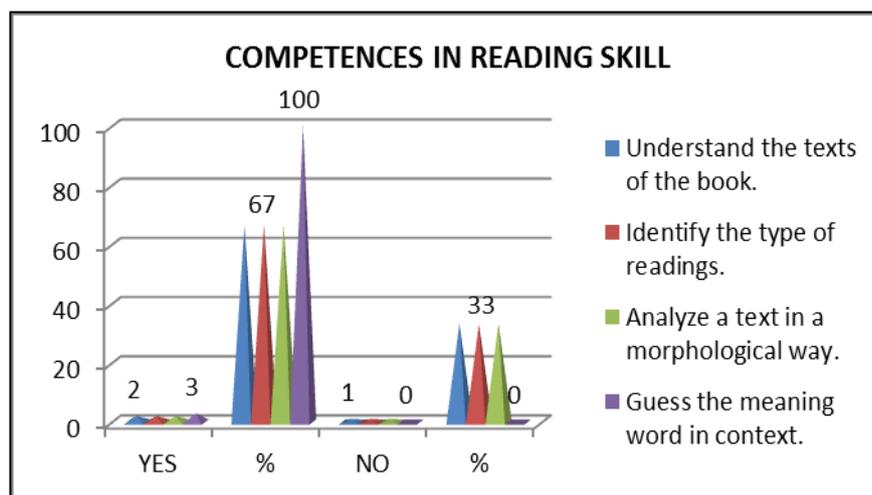
a) Statistics Table

COMPETENCES IN READING SKILL	YES	%	NO	%
Understand the texts of the book.	2	67	1	33
Identify the type of readings.	2	67	1	33
Analyze a text in a morphological way.	2	67	1	33
Guess the meaning word in context.	3	100	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

100% of teachers answered that students can guess the meaning in context, 67% said that they can understand the texts in a book, identify the type of reading, analyze a text in a morphological way but 33% said the opposite that students cannot understand the texts in a book, identify the type of reading, analyze a text in a morphological way.

The results show that most of students can understand some ideas in a text but reading skill involves a series of subskills that students should develop such as: distinguish graphemes and spelling patterns, process texts speedily recognize grammar categories, mechanisms of

cohesion and coherence, recognize rhetoric and communicative functions, infer implicit text, links, main and secondary ideas and so on.

12.4. Competences in Speaking Skill

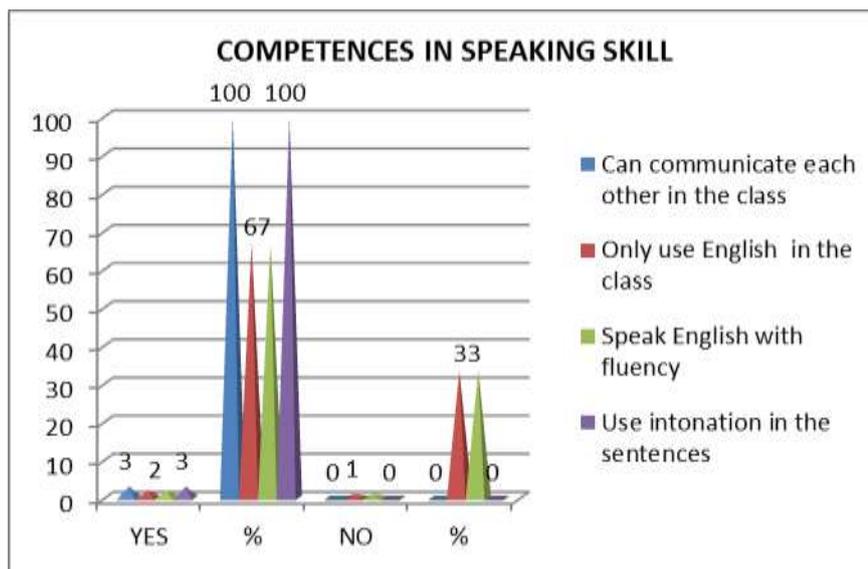
a) Statistics Table

COMPETENCES IN SPEAKING SKILL	YES	%	NO	%
Can communicate each other in the class	3	100	0	0
Only use English in the class	2	67	1	33
Speak English with fluency	2	67	1	33
Use intonation in the sentences	3	100	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

100% of teachers said that students can communicate each other in class and use intonation in the sentences, 67% answered that they can use English in class and speak fluently while 33% of them matched the opposite that is students cannot use English in class neither they can speak fluently.

Teachers informed that students are able to communicate but in limited way, because the speaking skill is the most difficult to develop because teachers do not have enough time to work on real communication. The communicative competence is what everybody would like to perform. However, it involves produce language, use stress, rhythms and intonation patterns, body language, pronounce and use a wide vocabulary to express something, speak fluently, control the message, phrases, pauses, corrections, express an idea in different ways and so on. These are some of the subskills of the speaking due to the communicative competence includes a complex process that needs a daily practice and not only in four class hours in a week.

13. How do you place your skills in the English Language? Point out with an X

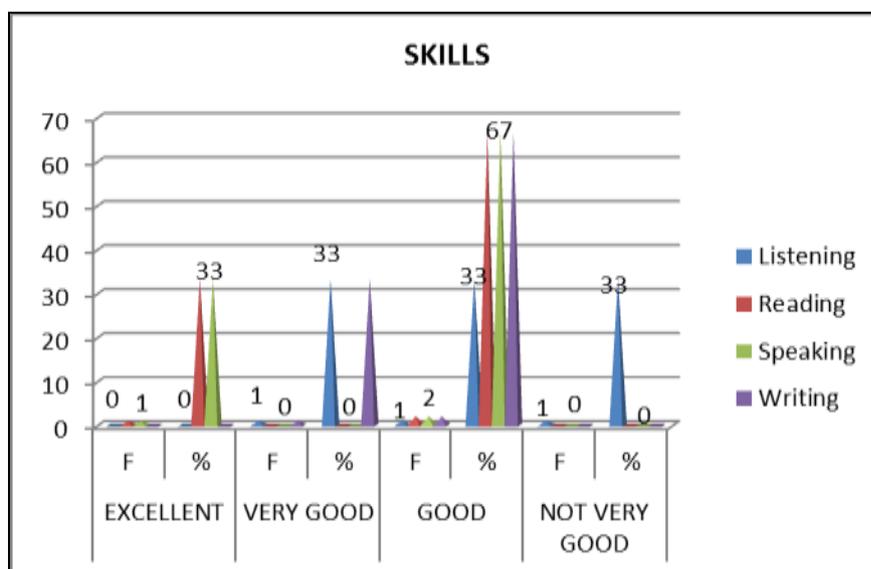
a) Statistics Table

SKILLS	EXCELLENT		VERY GOOD		GOOD		NOT VERY GOOD	
	F	%	F	%	F	%	F	%
Listening	0	0	1	33	1	33	1	33
Reading	1	33	0	0	2	67	0	0
Speaking	1	33	0	0	2	67	0	0
Writing	0	0	1	33	2	67	0	0

Source: Teachers' survey

Responsible: Research group

b) Graph



c) Analysis and Interpretation

According to teachers opinion in the listening skill: 33% are very good 33% good and 33% not very good; in reading and speaking 33% are excellent and 67% good; in writing 33% are very good and 67% are good.

The macro skills of listening, speaking, reading and writing necessitate a long process because learning a language requires a communicative application of the right strategies to develop each skill because every single skills involves a lot of subskills that apparently seem easy in learning a language but they really need practice and the use of the language in a real context.

STUDENTS' SURVEY

HYPHOTESIS No. 1

The meso planning is not elaborated by the teacher considering the development of the basic linguistic skills of the English Language in the students at “MANUEL BENJAMIN CARRION” high school. Yangana Parish. Period 2010-2011.

1. Does your teacher explain you the organization of the English – teaching process for the annual year?

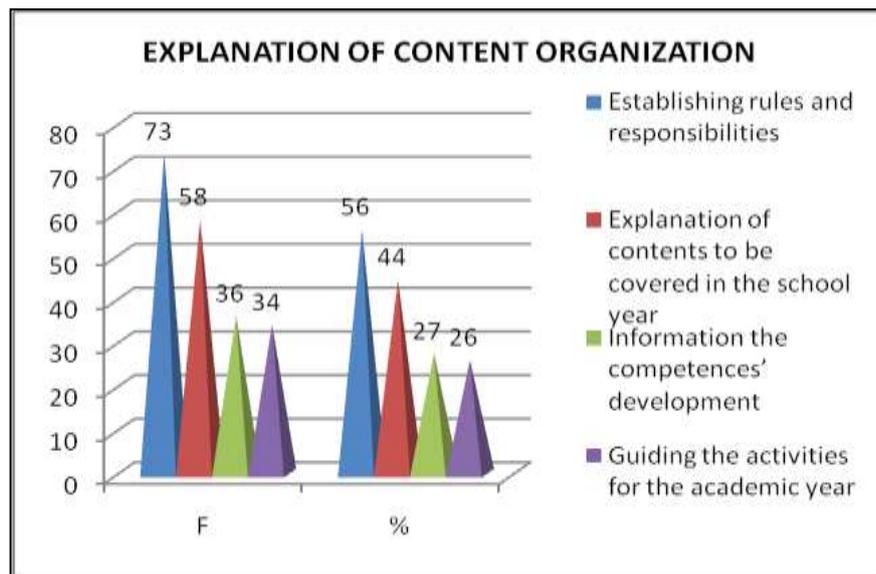
a) Statistics Table

EXPLANATION OF CONTENTS' ORGANIZATION	F	%
Establishing rules and responsibilities	73	56
Explanation of contents to be covered in the school year	58	44
Information about the competences' development	36	27
Guiding the activities for the academic year	34	26

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The students' opinion about the curricular annual plan is that 56% said that the teachers establish rules and responsibilities, 44% answered that they give an explanation of the contents to be covered in the school year, 27% matched that teachers give information about the competences development and 26% told us that teachers guide the activities for the academic year.

If we take into account the students' opinion teachers just talk about the rules and responsibilities at the beginning of the year but they do not receive any other details about the contents that must be covered during the school year. Teachers said that they elaborate the annual plan but it might not be socialized with the students; therefore they are not conscious of their roles to fulfil the whole contents in a school year and most teachers do not accomplish the expected learning outcomes in the English language learning process.

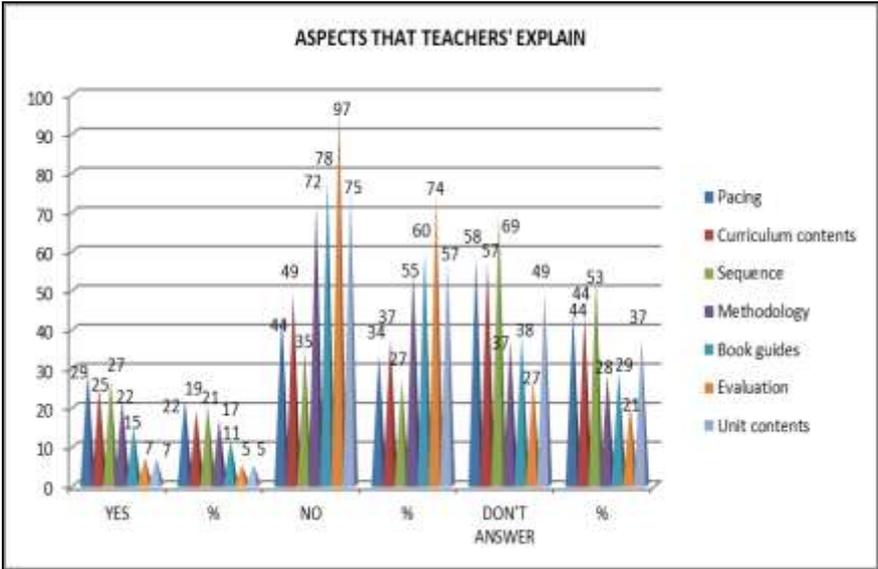
2. Which of the following elements does your teacher explain about, at the beginning of the school year?

a) Statistics Table

ASPECTS THAT TEACHER EXPLAINS	YES	%	NO	%	DON'T ANSWER	%
Pacing	29	22	44	34	58	44
Curriculum contents	25	19	49	37	57	44
Sequence	27	21	35	27	69	53
Methodology	22	17	72	55	37	28
Book guides	15	11	78	60	38	29
Evaluation	7	5	97	74	27	21
Unit contents	7	5	75	57	49	37

Source: Students' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

The aspects that teachers do not explain to the students are: 97% evaluation, 78% book guides, 75% unit contents, 72% methodology, 49% curriculum contents, 44% pacing and 35% sequence. The percentages with a positive answer are: 22% pacing, 21% sequence, 19% curriculum contents, 17% methodology, 11% book guides and 5% evaluation and unit contents. We can also observe big percentages that do not answer.

About the elements of the curriculum annual plan that teachers must inform to the students we can say that the answers are negative, what means that students do not know about the contents that they should study in the school year neither they have knowledge about the methodology evaluation and pacing that teachers will work during the school year. We notice also that there are a lot of students who do not answer the question corroborating our analysis that they do not identify any of the elements of the annual plan.

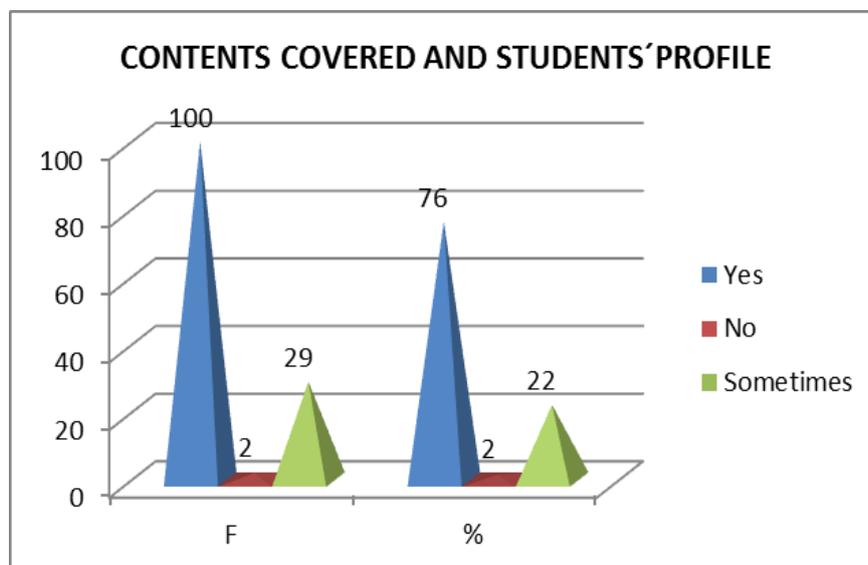
3. Does your teacher tell you about the contents and the academic profile that you should achieve during the school year? Tick yes, no or sometimes.

a) Statistics Table

CONTENTS COVERED AND STUDENTS' PROFILE	F	%
Yes	100	76
No	2	2
Sometimes	29	22
TOTAL	131	100

Source: Students' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

In the graph we can see that 76% of students said that teachers tell them about the contents and the profile that they have to perform, 22% answered that sometimes and 2% matched no.

The results show that, teachers elaborate the unit plan and they explain the students the contents that they have to accomplish during the school year through the book but most teachers do not reach to finish it. The students' profile is given not only by the contents that they have to study but with the skills and values that complement the contents so that it is also necessary to explain the students this and not only show them the contents in the book.

4. Does your teacher explain you about the integration of the school year contents?

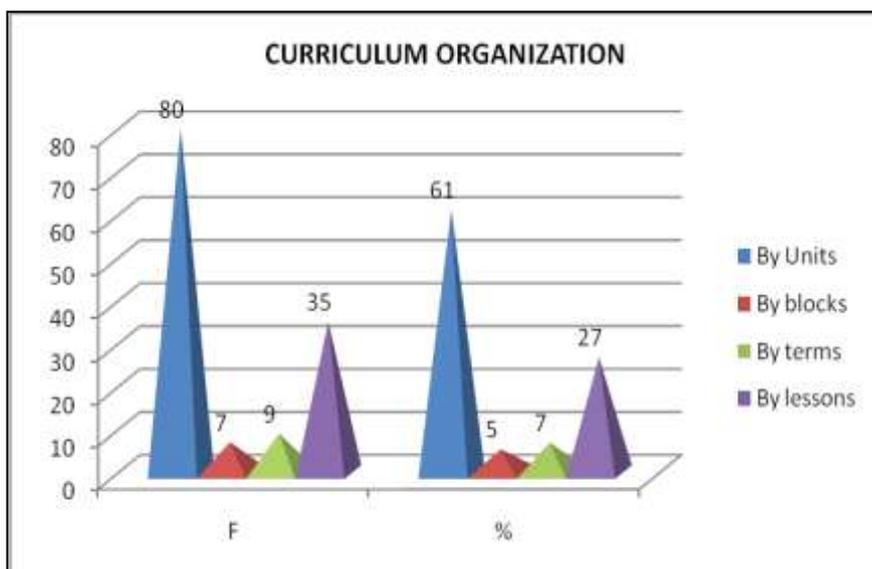
a) Statistics Table

CURRICULUM ORGANIZATION	F	%
By Units	80	61
By blocks	7	5
By terms	9	7
By lessons	35	27
TOTAL	131	100

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

As we can see 61% of students said that teachers explain them the integration of the contents by units, 27% matched by lessons, 7% answered by terms and 5% by blocks.

In the teachers' survey most of teachers answered that they elaborate the mesoplanning that is the organization of the contents by units but we think that there is no a clear explanation of the integration of this plan to the students because some of them also said that teachers organize the contents by lessons. The elaboration of the mesoplanning is so important because it guides the teachers work progressively and it let them to evaluate the process if the want to accomplish it in a school year, but in the researched institution teachers work with the book and they do not use the plan to do the follow-up of the curriculum.

5. How does your teacher work the contents of the English language? Choose one

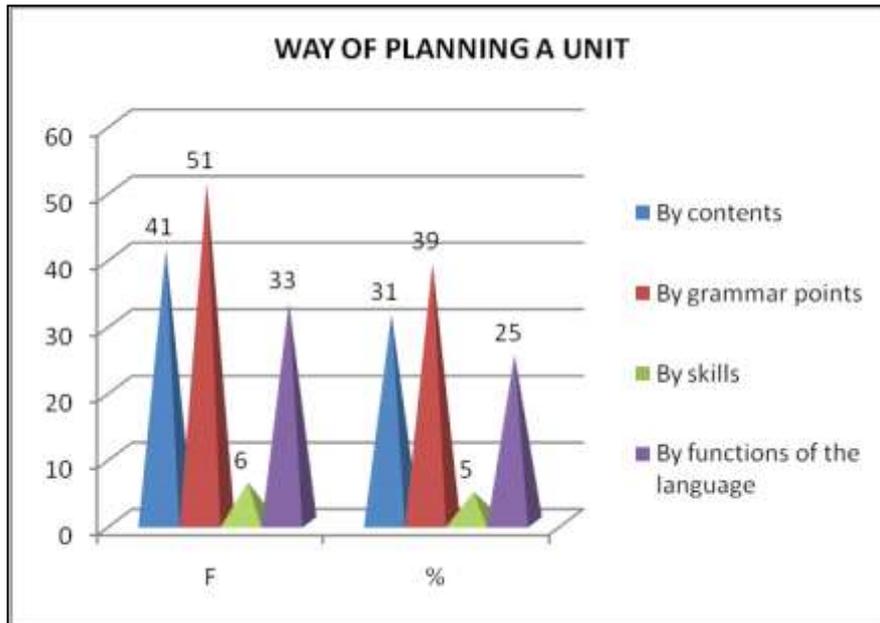
a) Statistics Table

WAY OF PLANNING A UNIT	F	%
By contents	41	31
By grammar points	51	39
By skills	6	5
By functions of the language	33	25
TOTAL	131	100

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

39% of students answered that teachers work the contents by grammar points, 31% matched by contents, 25% by functions of the language and 5% by skills.

There is a disagreement between teachers and students because the first ones matched that they plan by skills but, students said that teachers plan by grammar points. It means that teachers elaborate the didactic unit plan but they do not use it, neither have they socialized it with the students. We know that the mesoplaning includes the skills that students must perform in a period of time. However, if there is not a good outline of the skills that teachers want to reach at the end of the year they do not have a clear profile established which they would have to achieve at the end.

6. Do you know the components that your teacher includes in the unit plan? Mark with an X.

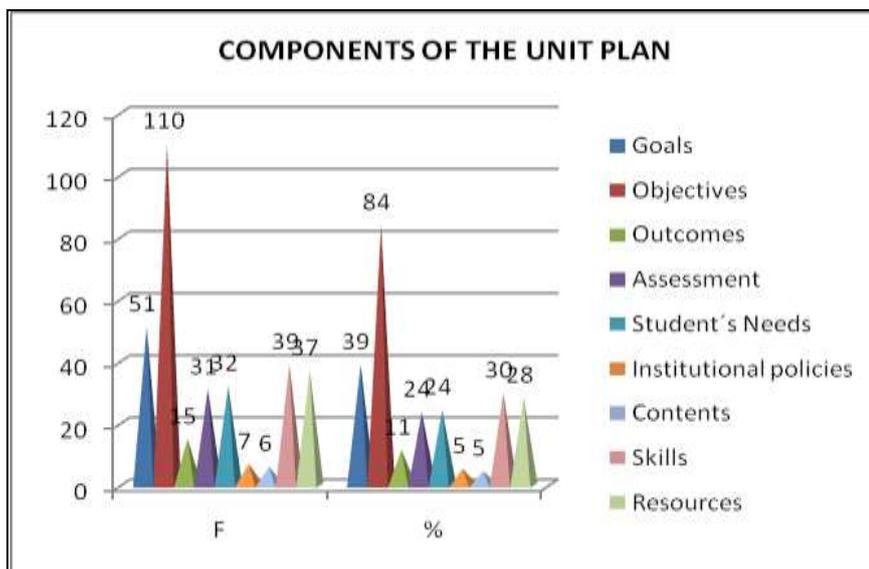
a) Statistics Table

COMPONENTS OF THE UNIT PLAN	F	%
Goals	51	39
Objectives	110	84
Outcomes	15	11
Assessment	31	24
Student's needs	32	24
Institutional policies	7	5
Contents	6	5
Skills	39	30
Resources	37	28

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The components of the unit plan matched by students are: 84% objectives, 39% goals, 30% skills, 28% resources, 24% assessment and students' needs, 11% outcomes and 5% institutional policies and contents.

These results show that even when teachers elaborate the didactic unit plan, it does not include the learning outcomes that represent the students' profile which is the evidence in the planning accomplishment. The skills are an essential element of the didactic unit plan, but most of the time it is not taken into account as the component that guides the competences that a student must get during a school year. We know that planning by skills means taking into account specific strategies that involve a grading procedure to develop a linguistic competence that is shown in the students learning outcomes which is very important as a component of the unit plan because it manages the teachers to get much better results.

HYPOTHESIS NO. 2

The micro-planning does not take into account the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011

7. Does your teacher use a lesson plan in the development of each class?

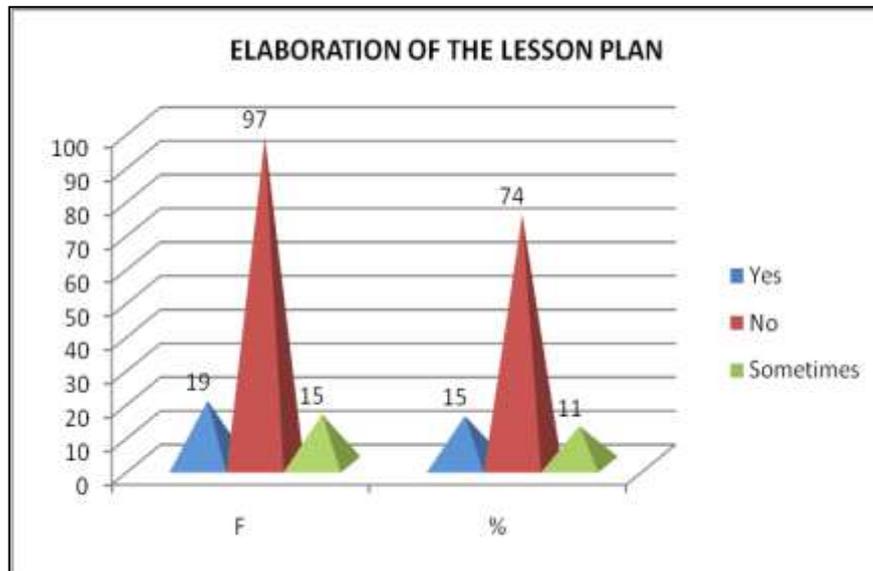
a) Statistics Table

ELABORATION OF THE LESSON PLAN	F	%
Yes	19	15
No	97	74
Sometimes	15	11
TOTAL	131	100

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

74% of students answered that teachers do not evidence the use of a lesson plan during the class, 15% told us that yes and 11% matched sometimes.

As we can see in the teachers' survey, they said that they elaborate the lesson plan but according to students' opinion there is no evidence that they elaborate it because they just work with the book. The lesson plan must be done daily in order to guide the activities that teachers is going to develop during a class period if they want to be successful and get better learning outcomes. It must be used by the teacher to show the different stages in a class such as: warm-up, presentation, development, assessment and feedback.

8. How often does your teacher vary his /her class?

a) Statistics Table

FREQUENCY IN THE LESSON PLANNING	F	%
Daily	24	18
Weekly	105	80
Others	2	2
TOTAL	131	100

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The frequency in the elaboration of the lesson plan is 80% weekly, 18% daily and 2% said that others.

As we can see, even when teachers said that they elaborate the lesson plan daily, according to students' opinion they make a kind of weekly plan. The elaboration of the lesson plan according to teachers' opinion is not important because they already know that they have to teach following the text; but a lesson plan is a teacher's detailed description about the

development of an individual lesson. It is important because students want to know what teachers expect from them and what they will be able to do by the end of the lesson.

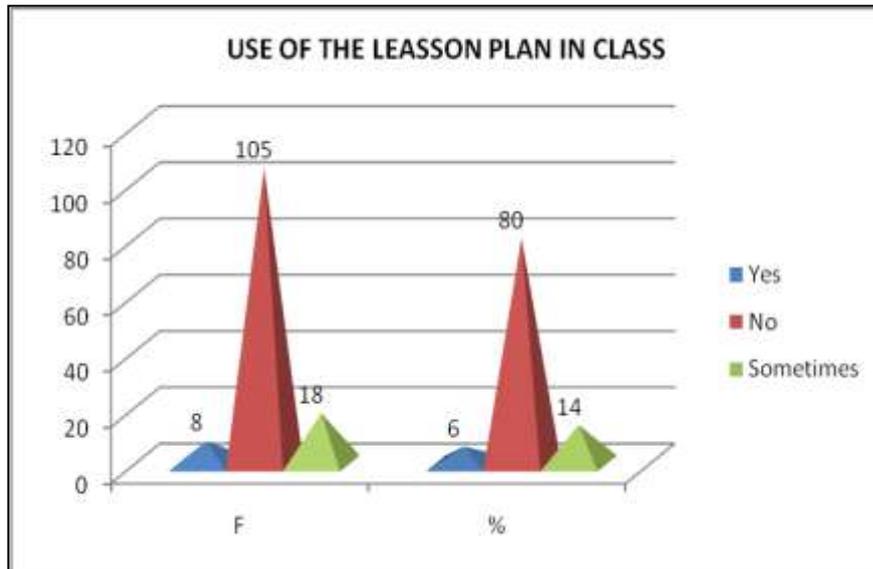
9. Does your teacher support the development of her class with a lesson plan?

a) Statistics Table

USE OF THE LESSON PLAN IN CLASS	F	%
Yes	8	6
No	105	80
Sometimes	18	14
TOTAL	131	100

Source: Students' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

The graph shows that 80% of students answered that teachers do not use the lesson plan, 14% matched sometimes and 6% pointed out yes.

If teachers do not elaborate the lesson plan for each class, it cannot be useful, most of them just do it because it is a requirement in the institution. A lesson plan as its name shows

must be done for each lesson not for a set of lessons and this is reason why teachers do not find it helpful during a class period.

10. How do you consider the development of the English teacher’s class?

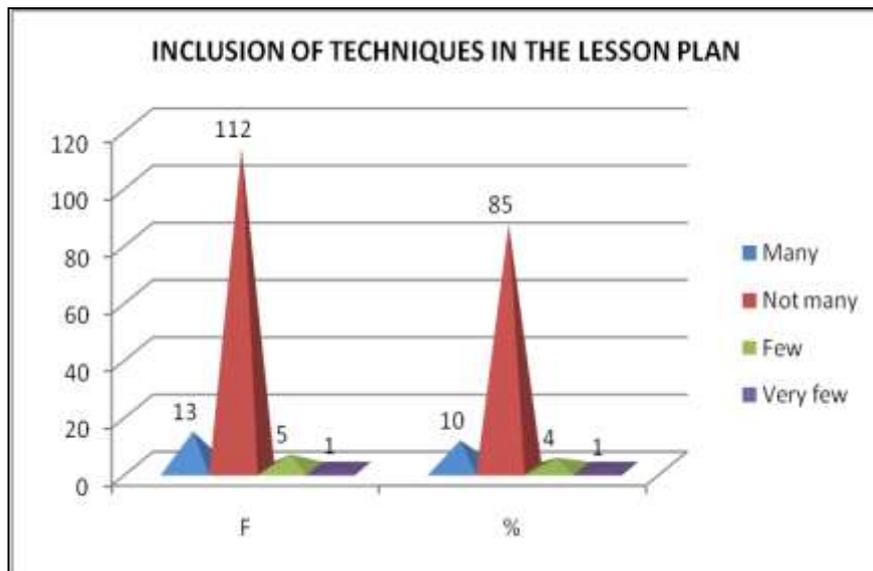
a) Statistics Table

INCLUSION OF TECHNIQUES IN THE LESSON PLAN	F	%
Many	13	10
Not many	112	85
Few	5	4
Very few	1	1
TOTAL	131	100

Source: Students’ survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

85% of students answered that teachers so not use many techniques, 10% matched many, 4% few and 1% very few inclusion of techniques to develop the language skills in the lesson plan.

If most teachers do not elaborate the lesson plan, it will be impossible to include specific techniques to develop the English language skills. We know that texts are designed by functions of the language even when “Our World through English” has a communicative focus, the reality is another. It is necessary that teachers plan the lesson where they include specific techniques and activities that they are going to develop in a class period which will assure the accomplishment of the objectives outlined and much better students’ learning outcomes.

11. Which of the following techniques does your teacher use in class? Point out with an X. 11.1. Listening and Reading Techniques

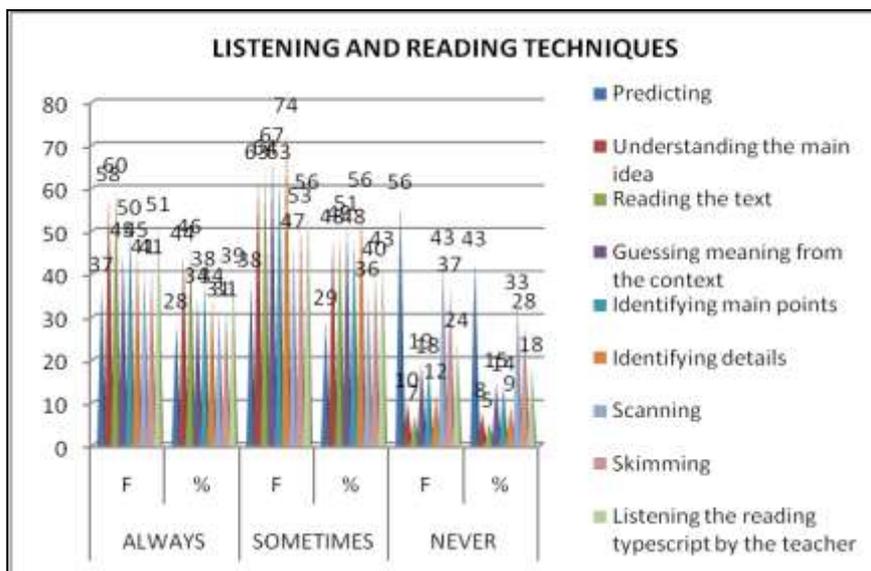
a) Statistics Table

LISTENING AND READING TECHNIQUES	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Predicting	37	28	38	29	56	43
Understanding the main idea	58	44	63	48	10	8
Reading the text	60	46	64	49	7	5
Guessing meaning from the context	45	34	67	51	19	15
Identifying main points	50	38	63	48	18	14
Identifying details	45	34	74	56	12	9
Scanning	41	31	47	36	43	33
Skimming	41	31	53	40	37	28
Listening the reading typescript by the teacher	51	39	56	43	24	18

Source: Students’ survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The techniques **always** used to work listening and reading skills are: 46% reading the text, 44% understanding the main idea, 39% Listening the reading typescript by the teacher, 34% guessing meaning from the context and identifying details, 31% skimming and scanning and 28% predicting. The techniques **sometimes** used are: 56% identifying details, 49% reading the text, 48% understanding main idea and identifying main points, 43% listening the reading typescript, 40% skimming, 36% scanning and 29% predicting.

The techniques **never** used are: 43% predicting, 33% scanning, 28% skimming, 18% listening and reading the typescript by the teacher, 14% identifying main points, 15% guessing meaning from context, 9% identifying details, 8% understanding the main idea and 5% reading the text.

As we can see the main tendencies are in the techniques **sometimes** used and we also realize that teachers and students are confused because understanding the main idea and

identifying main points are the same and they matched them as if they were different. Listening and reading are skills where students need to face authentic language where they try to discriminate among several accents. Students learn to communicate and participate in the real world by developing skills and strategies needed to cope with authentic listening or reading materials. It is also important that students have a reason for listening or reading. It's not motivating to be confronted by a text without something specific to focus on.

To develop the listening and reading skills when students are learning a target language involves a complex process where it is necessary the frequent application of techniques such as: predicting that is to go through the headings and pictures to get an idea what the text is about and create interest in the activity; Understanding the main idea that refers to listening for the gist to get just the core idea; Guessing meaning from the context which involves the interpretation of unknown words by using the context; and, identifying details or scanning that means listening for specific information.

11.2. Speaking Techniques

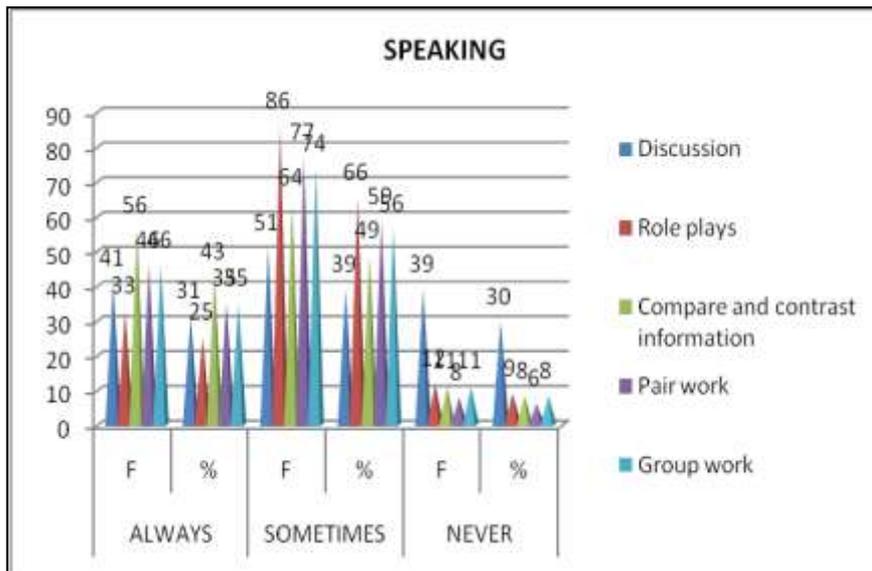
a) Statistics Table

SPEAKING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Discussion	41	31	51	39	39	30
Role plays	33	25	86	66	12	9
Compare and contrast information	56	43	64	49	11	8
Pair work	46	35	77	59	8	6
Group work	46	35	74	56	11	8

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation

The techniques to work the speaking skill that **always** the teachers use are: 43% compare and contrast information, 35% pair and groupwork, 31% discussion and 25% roleplays.

The techniques sometimes used are: 66% roleplays, 59% pair work, 56% group work and 39% discussion. The techniques never used are: 30% discussion, 9% roleplays, 8% compare and contrast information and 6% pair work.

The tendency in the techniques to develop the speaking skill are not used very often what means that there are trouble in students to communicate in the English language. Speaking is a skill that is developed through a communicative process where students are involved with real situations and they are not given restricted language to use. The main aim of learning a foreign language is to speak it. It means that we know the language well enough to be able to communicate easily in speech and hold a conversation in the language, but the achievements of speaking skills depends largely on being able to listen and understand what is said to us with the purpose to communicate, it is important that the teachers use

techniques that help and motivate students to speak as for example: role plays help students to live the real language when they feel the necessity to act in a determined situation of the real life; discussions help them to argue and defend their position in front of a problem; pair work and group work give students an important tool to get fluency and practice questioning and answering at all.

11.3. Writing Techniques

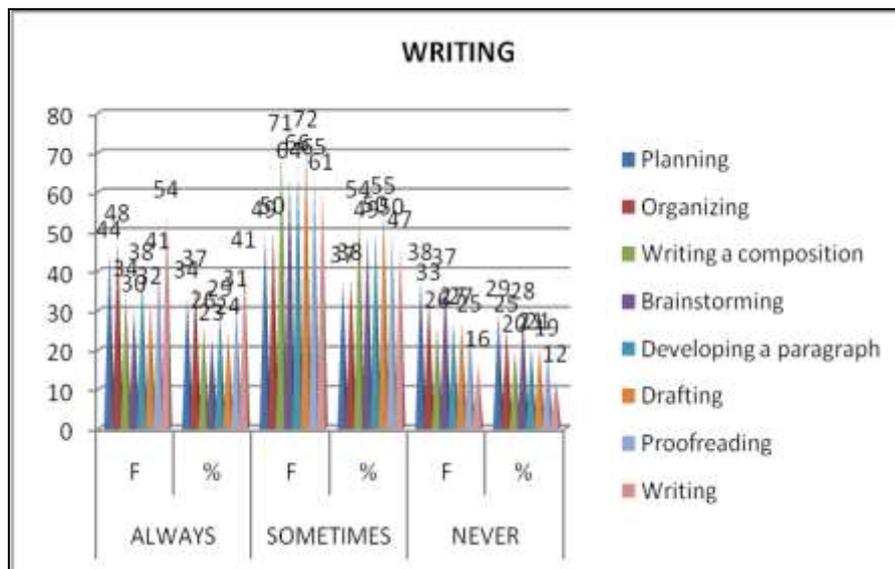
a) Statistic Table

WRITING	ALWAYS		SOMETIMES		NEVER	
	F	%	F	%	F	%
Planning	44	34	49	37	38	29
Organizing	48	37	50	38	33	25
Writing a composition	34	26	71	54	26	20
Brainstorming	30	23	64	49	37	28
Developing a paragraph	38	29	66	50	27	21
Drafting	32	24	72	55	27	21
Proofreading	41	31	65	50	25	19
Writing	54	41	61	47	16	12

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation

The results according to students' results the techniques that are **always** used are: 41% writing, 37% organizing, 34% planning, 31% proofreading, 29% developing a paragraph, 26% writing a composition and 23% brainstorming. On the other hand the writing techniques that teachers use sometimes are: 55% drafting, 54% writing a composition, 50% developing a paragraph and proofreading, 49% brainstorming, 38% organizing and 37% planning. And the techniques never used in writing are: 29% planning, 28% brainstorming, 25% organizing, 21% developing a paragraph and drafting, 20% writing a composition, 19% proofreading and 12% writing.

As we can see in the results, the tendency in the use of writing techniques is sometimes or never used what means that teachers are confused how to work the writing skill. Most of the time, teachers just make students write a composition which is not really a technique but it is a kind of written production and they also showed that brainstorming and drafting are always worked while most of the other techniques are just sometimes or never applied to develop the writing process. We know that writing is a skill that involves a process that begins with a good plan before writing, continues with the brainstorming ideas, organizing them, drafting, proofreading and re-writing. But it also requires that the students already know how to develop a paragraph because they need to identify the topic sentences, the main and secondary ideas and adding details. On the other hand the written production not only could be a composition, but there are a lot of things the students can write and at the same time can integrate reading and writing skills.

12. Which of the following English Language competences have developed in class?

Tick them.

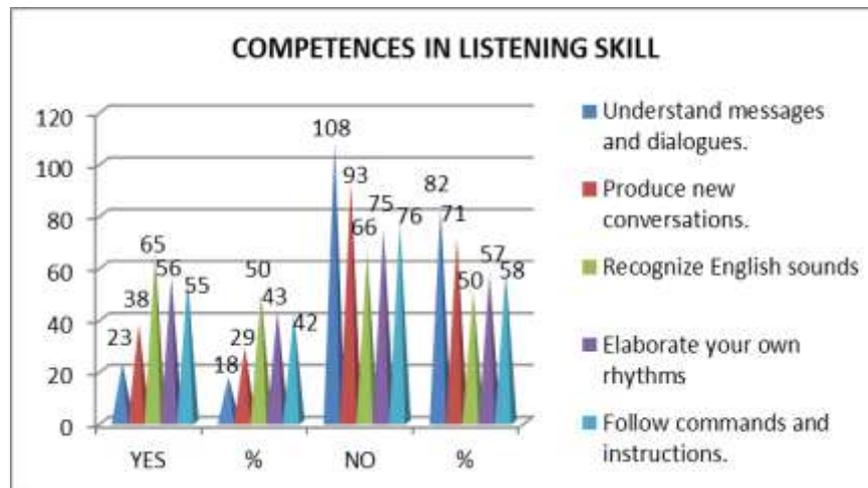
12.1. Competences in Listening skill

a) Statistics Table

COMPETENCES IN LISTENING SKILL	YES	%	NO	%
Understand messages and dialogues.	23	18	108	82
Produce new conversations.	38	29	93	71
Recognize English sounds	65	50	66	50
Elaborate your own rhythms	56	43	75	57
Follow commands and instructions.	55	42	76	58

Source: Students' survey
Responsible: Research group

b) Graph



c) Interpretation and analysis

The results about the competences that students haven't got in the listening skill are: 82% do not understand messages and dialogues, 71% do not produce new conversations, 58% do not follow commands and instructions, 57% do not elaborate their own rhythms and 50% do not recognize some English sounds.

On the other hand the competences that students have got are: 50% recognize English sounds, 43% elaborate their own rhythms, 29% produce new conversation and 18% understand messages and dialogues.

As we said before, the listening skill is a very difficult competence that involves the development of some specific subskills and they require the application of specific technique by part of the teachers. Listening not only is hearing but it also includes, paying attention, understanding main idea, details, catch intonation, understand rhetorical aspects of the language and so on. A good listener is also a good speaker because the both skills are connected and they let a fluid communication for this reason teachers must try to plan some techniques to work on this important skill of the English language.

12.2. Competences in reading skill

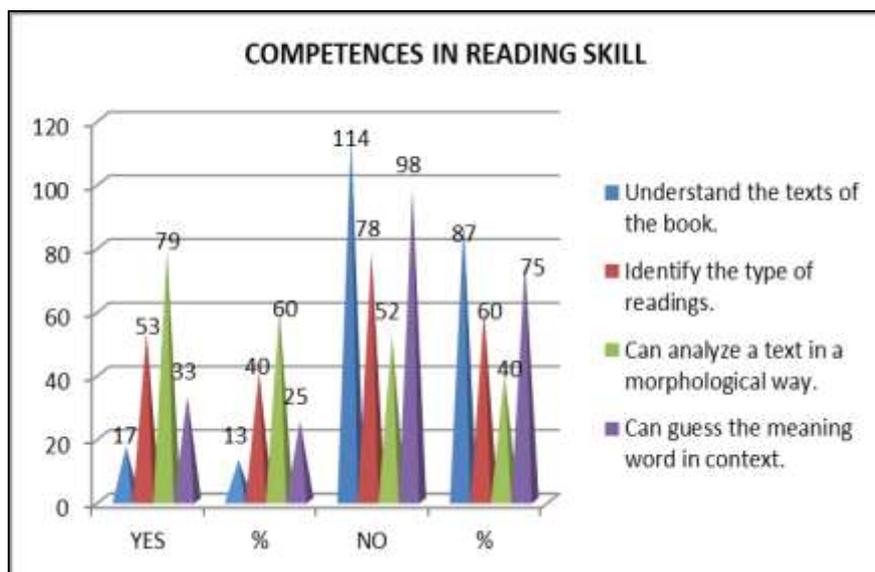
a) Statistics Table

COMPETENCES IN READING SKILL	YES	%	NO	%
Understand the texts of the book.	17	13	114	87
Identify the type of readings.	53	40	78	60
Analyze a text in a morphological way.	79	60	52	40
Guess the meaning word in context.	33	25	98	75

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The competences in reading skill that students have trouble are: 87% do not understand the texts, 75% cannot guess the meaning word in context, 60% do not identify the type of readings, 40% cannot analyze a text in a morphological way. And, the competences that students have got in reading are: 60% can analyze a text in a morphological way, 40% identify the type of readings, 25% can guess the meaning word from the context and 13% understand the text from the book.

It is evident that students have deficiencies in the reading skill because it not only means understanding but a lot of subskills that are related with comprehension, speed, scanning, skimming, recognize sequence signals, pick up clue words, recognize basic synthetic patterns, main sentence constituents, figure out meanings and so on. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

12.3. Competences in speaking skill

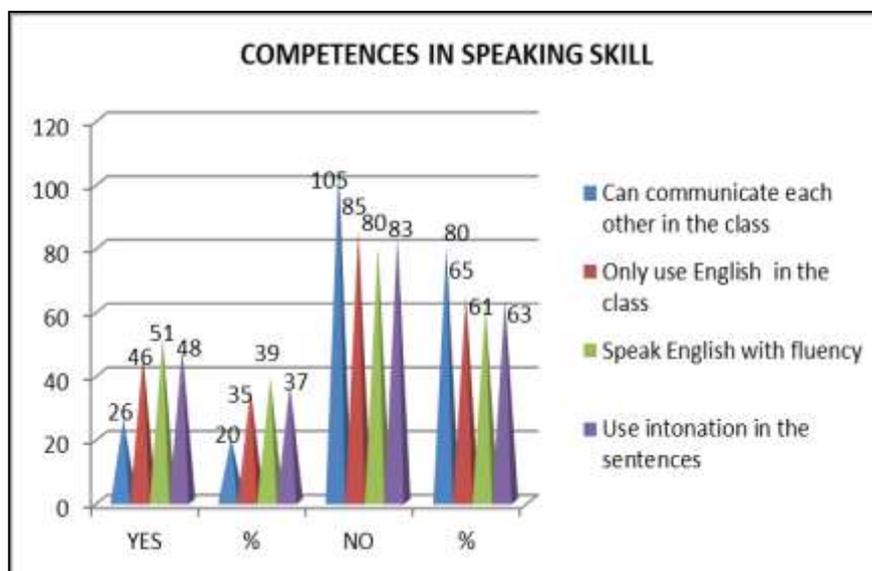
a) Statistics Table

COMPETENCES IN SPEAKING SKILL	YES	%	NO	%
Can communicate each other in the class	26	20	105	80
Only use English in the class	46	35	85	65
Speak English with fluency	51	39	80	61
Use intonation in the sentences	48	37	83	63

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The competences that students have achieved in speaking skill are: 80% cannot communicate each other in class, 65% do not use English in class, 63% do not use intonation in the sentences, 61% do not speak English with fluency. On the other hand, 39% speak English with fluency, 37% use intonation in the sentences, 35% use English in class and 20% can communicate each other in the class.

There are some problems with students in the speaking skill because they are not able to interact each other in class and they cannot communicate with native speakers. We know that, speaking is a productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

12.4. Competences in writing skill

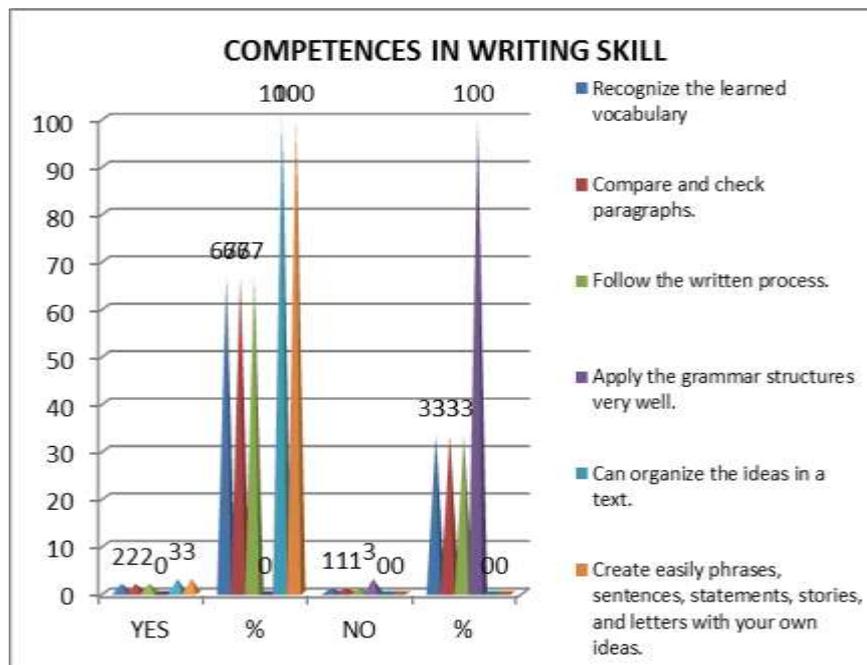
a) Statistics Table

COMPETENCES IN WRITING SKILL	YES	%	NO	%
Recognize the learned vocabulary	15	11	116	89
Compare and check paragraphs.	46	35	85	65
Follow the written process.	38	29	93	71
Apply the grammar structures very well.	55	42	76	58
Can organize the ideas in a text.	43	33	88	67
Create easily phrases, sentences, statements, stories, and letters with your own ideas.	48	37	83	63

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The competences that students have not got in the writing skill are: students do not recognize much vocabulary, 65% do not compare and check paragraphs, 71% follow the written process, 58% so not apply the grammar structures very well, 67% cannot organize the ideas in a text and 63% do not create easily phrases, sentences, statements, stories and letters with their own ideas. On the other hand, 42% apply grammar structures very well, 38% follow the writing process, 37% create easily phrases, sentences, statements, stories and letters with their own ideas, 35% compare and check paragraphs, 33% can organize the ideas in a text and 11% recognize some vocabulary.

As we can see, most students have some difficulties with the writing skill because writing needs to follow a process and teachers usually make students just to write compositions or sentences but do not teach them how to write a paragraph or an essay. Writing is a form of expression which needs to be developed since childhood. Teachers have the whole school

years to work on it because there are many ways of learning how to write. However, most of students do not reach a basic level of the English language in the writing skill. This is an aspect that teachers should worry about because writing is a basic skill into the English language learning.

13. How do you place your skills in the English Language? Point out with an X

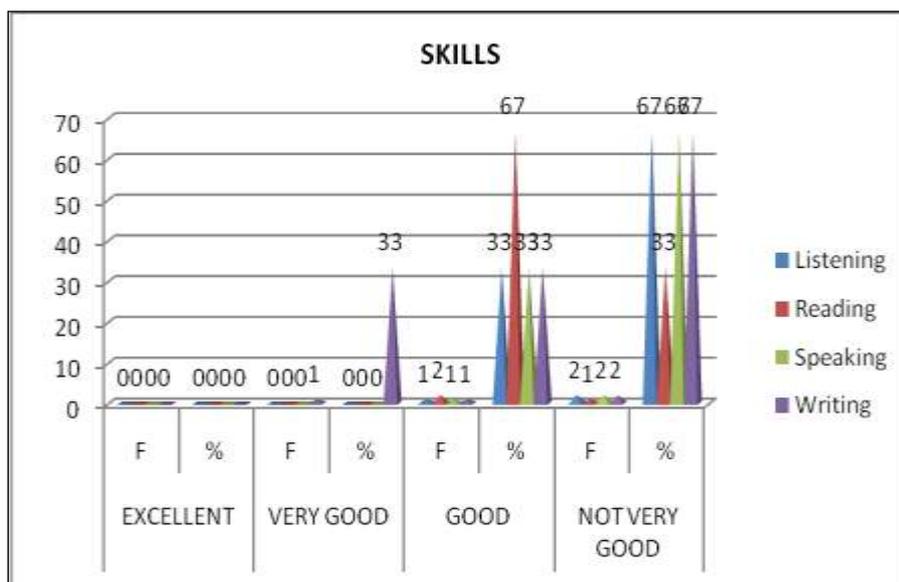
a) Statistics Table

SKILLS	EXCELLENT		VERY GOOD		GOOD		NOT VERY GOOD	
	F	%	F	%	F	%	F	%
Listening	0	0	0	0	1	33	2	67
Reading	0	0	0	0	2	67	1	33
Speaking	0	0	0	0	1	33	2	67
Writing	0	0	1	33	1	33	2	67

Source: Students' survey

Responsible: Research group

b) Graph



c) Interpretation and analysis

The graph show that 67% of students are not very good in listening, speaking and writing and only 33% of them said that they are good in these three skills. In the reading skill 67% answered that they are good and 33% told us that they are not very good.

If teachers do not consider the application of specific techniques to develop the four basic linguistic skills trying to integrate one with another, obviously they are not going to get good results with the students learning. In order to communicate a speaker of a foreign language needs to be able to listen, speak, read and write in the target language. Planning is an essential part of the English teaching learning process because a teacher needs to have a guideline where to determine the students' outcomes represented in specific indicators that show the skills and competences that they must get in a period of time.

g) DISCUSSION

HYPOTHESIS ONE

a) Statement

The meso-planning or unit didactic plan is not elaborated by the teacher considering the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011.

b) Demonstration

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

The question number **ONE**, 100% of teachers and 56% of students said that the teachers elaborate the annual plan in which they establish the rules and responsibilities for students but they do not include the competences that they have to reach by the end of the school year.

In the question **number TWO**, 100% of the teachers identified methodology and evaluation as aspects of the annual plan; and 53% of students said that the aspects that teachers explain them is the sequence and 44% matched the pacing and contents, which means that teachers do not explain neither they include the skills that students must fulfil in the plan.

In the question **number THREE** about the elaboration of the unit plan 100% of teachers and 76% of students agreed that teachers elaborate the unit planning but it does not specify the competences that students have to achieve by unit neither by the end of the school year.

In the question **number FOUR** about the concept of a didactic unit plan, 100% of teachers identified it as a plan for a unit content in a specific time and 61% of students said that the curriculum is organized by units, because the OWTE book is designed by units but it does not specify the linguistic competences that students need by the end of the unit.

In the question **number FIVE**, we asked about the way that teachers organize the contents and 67% of teachers answered that they organize the curriculum by skills. However, 39% of students said that the contents are organized by grammar points therefore there is a contradiction and we think that teachers still are influenced by the traditional grammar points to plan a unit.

In the question **number SIX** about the components of the unit plan, even when 100% of teachers identified the goals, objectives, contents, skills and resources as part of the unit plan; in the students survey we got 84% only with objectives, which means that teacher elaborate the unit plan but it is not socialized with students neither the skills are identified as an essential element of the school plan because they plan based on the contents of the book and on grammar focus.

➤ **Decision**

Based on the results and analysis done in the before questions the group considers the first hypothesis is **accepted** because is not elaborated by the teacher considering the

development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011.

HYPOTHESIS TWO

➤ **Statement**

The micro-planning does not take into account the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011.

➤ **Demonstration**

In the question **number SEVEN**, which was about the elaboration of the lesson plan 100% of teachers answered that they elaborate the lesson plan, but 74% of students matched the opposite. So that, we can say that teachers do not have a guide that orientates the class period neither they work considering the linguistic skills.

In the question **number EIGHT**, was about the frequency in the elaboration of the lesson plan and 100% of the teachers said that they elaborate it daily but 80% of the students answered that teachers plan weekly, what means that teachers do not make the lesson plan because as its name shows it must be done for each lesson.

In the question **number NINE** was about the use of the lesson plan in class and while 100% of teachers said that they use it, 80% of students matched that there is no evidence that teachers use a lesson plan during the class what affirms the thesis that teachers do not elaborate it.

The question **number TEN**, was done to verify the inclusion of techniques to work the linguistic skills in the lesson plan and while 100% of teachers said that they include many techniques; 85% of students answered that teachers do not diversify their teaching techniques.

In the question **number ELEVEN**, was done to check the frequency in the use of techniques for each skill and 67% of teachers matched that they always use most of techniques to work on skills. However, from 63% to 67% of students answered that teachers just sometimes use those techniques to develop each skill. It is important also to mention that in speaking skill teacher never use techniques that help students' interaction and communication. Therefore we can say that teachers do not elaborate the lesson plan, neither they include specific techniques to develop the English Language basic skills.

The question number **TWELVE** was done to validate the competences of the students' in every linguistic skills of the English Language and from 58% to 90% of students are not able to perform the subskills in listening, speaking, reading and writing and this is corroborated by teacher when they said that only some students are good in the English language.

In the question **number THIRTEEN**, which was about the skills developed by students in the English language while 67% of teachers said that most students are good, 67% of students placed themselves as not very good in listening, speaking and writing and only they said that most are good at reading. Therefore, we can say that

teachers are not considering specific techniques to develop the students' English basic linguistic skills in the meso neither in the microplanning.

➤ **Decision**

As we can see, all the analysis done helps us to **accept** the second hypothesis which says that the micro-planning does not take into account the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011.

h. CONCLUSIONS

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

- Teachers of the researched High School elaborate the annual plan in which they indicate the main elements such as: contents, sequence, methodology and evaluation but it does not include the linguistic skills which are the real competences that students should perform and which must be carefully planned to be developed into the English language teaching-learning process.
- Teachers also elaborate the didactic unit plan every school year which is so important to settle on the goals, objectives, contents, skills, methodological strategies, assessment, and resources among others; but, they do not socialize it with the students due to they can recognize their roles into the learning process. Most of the time teachers show them the contents from the book and emphasize in the rules for task accomplishment in every class but students are not aware of the skills that they should develop during the school year and which should be planned in advance.
- The didactic unit plan is elaborated by grammar points and the main components are: goals, objectives, assessment and resources which are part of the plan but it does not include the English linguistic skills, which should be the main component of it because it is the element that guides the planning of a unit; and which are closely related with the students' profile by the end of the school year.
- Teachers do not plan the lesson daily and they just work following the book units without any guide that determines the specific activities that teachers must do during a

period class, neither the outcomes that they expect to get. A lesson plan let teachers outline in advance all the actions and subskills that students must achieve and it even facilitates the assessment process.

- Teachers do not plan specific techniques for the development of the English Language skills in a lesson plan, because most of them plan weekly. We know that a plan includes all the activities for a class period for that reason it cannot be developed for a week. Therefore, if there is not a lesson plan, it will be impossible to include techniques to work on the linguistic skills that students have to achieve.
- The students' competences and skills in listening, speaking and writing reached by students in the researched High School are not very good, and some of them are good only in reading skill. Therefore, it is easy to identify the difficulties that students' have got in managing the English language. A factor that is affecting the development of the English linguistic skills is because teacher do not elaborate the lesson plan.

i) RECOMMENDATIONS

- That teachers, continue doing the annual plan but they should include the skills and subskills that they are going to fulfil in the whole school year and it can be used as a guide to establish the indicators that are part of the evaluation process. It is also advisable to use the annual plan to be clear about the learning outcomes that teachers must get into the English language learning process.
- That teachers, socialize the annual and unit plan with the students and establish teachers and students' roles and responsibilities into the English language learning due to they can improve it in a short period of time because this problem is affecting the quality of education.
- That teachers include all the components of the didactic unit plan which are: goals, objectives, contents, skills or competences, methodological strategies time, assessment and resources and that they determine the subskills in listening, speaking, reading and writing in the didactic unit plan because these subskills will facilitate the statement of the indicators for the assessment process and these will let them follow-up step by step their development and consequently they will improve the learning outcomes.
- That authorities try to manage some training for teachers about the elaboration of the lesson plan which will help them to set up all the phases that teachers must perform during a class period and it also will let them to use it in the development of the book contents integrating the four basic linguistic skills of the English language.

- That teachers, plan and do some research about specific techniques for the development of the English Language skills and subskills. They must include them in the lesson plan and it will let them be clear about the strategies that can help students to learn easily; and teachers will know the learning outcomes that they should fulfil by the end of a class period.

- That teachers, implement strategies immediately to improve the meso and microplanning due to, they can get better learning outcomes with the students in the English language learning. This will let teachers improve the students' competences in the four basic linguistic skills and perform them in real communication.

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k) ANNEXES

PROJECT

a. THEME

“THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRION” HIGH SCHOOL. YANGANA PARISH PERIOD 2010-2011”.

b. PROBLEM STATEMENT

BACKGROUND

With the creation of "Manuel Benjamin Carrion" High School, the community of Yangana reached its development; in the Economic, Social, Cultural and mainly in the humanistic aspects.

Thanks to Mr. Vicente Samaniego, Headmaster of "Fray Vicente Solano" school all the necessary means were carried out to create the high school in this sector. He travelled to Quito with the relevant documents to register the high school that was created in 1978 as belonging to the Yangana sector. By mean of the Supreme ordinance of the Government council, signed with the number 3184-C, on January 25th, 1979 and published in the official register 770 on February 9th of the same year, the "Basic level of Yangana High School" was created. This name was changed in June, 1979 by mean of Decree Number 1144, taking illustrious name of Mr. Dr. "Manuel Benjamin Carrión".

The academic work began on October 1978 with 43 registered students and 4 teachers. On October 20th, 1979 teacher Jaime Veintimilla was in charge of the high school management in an efficient way to guide the future of the high school until March 1981. After this time teacher Cristobal Tapia was named as the principal of the high school for 7 years, and He bought the land where the high school was built.

In the school year 1982-1983 and 1984 the ministerial resolutions were obtained and allowed the starting work of the first, second and third years of basic education.

In 1984 -1985, the first eight students got the bachelor's degree. Since then, there have been 21 groups of students in the speciality of Biological Chemical, who have finished their studies in this high school; a large percentage of these students continued their

studies at university, and they have gotten their degrees as Doctors, Lawyers, Agricultural Engineers, Teachers, Veterinarians, etc.

The students increase annually around 10%, and this shows the acceptance and trust gained by the high school. This is why this institution is preferred by students in the local area.

Nowadays the high school has 15 teachers 2 administrative staff and 2 employees of service staff. The new headmaster is Lic. Ines Maria Poma Loja, who has collaborated in the development of this high school.

The "Manuel Benjamin Carrion" High school of Yangana parish has three English teachers and 131 students: 71 students and in the basic level and 60 in the high school curriculum.

CURRENT SITUATION OF THE RESEARCH OBJECT

At the present time our country is immersed in a crisis that affects all the aspects of social life as: economical, political, moral and educational. The capitalism, neo-liberal politicians, bad government, and corruption have reached worrying levels. Also, the globalization promoted by the industrialized countries and the multilateral organisations such as the "International Monetary Fund" and the World Bank that continue affecting more and more the economical, social and cultural development of countries like Ecuador.

The problem of education cannot be isolated from the socioeconomically structure and current political problems, since it constitutes a reflection of it and has a direct relationship with the general crisis in which we live. It means that involves life's conditions, work and poverty which affect a large number of the population.

It is certain that in our country, education has experienced a continuous process of deterioration at all levels which has not fulfilled people expectations and has not responded with effectiveness to the necessities of the students and society in general. A neo-liberal model has been adapted to our education so, today it is seen as an investment that should not be profitable and respond to the demands of the market, which is .created to give a efficiency, efficacy, profitability and quality educational system. It focuses on the prevailing economic pattern according to the interest encouraging more industrial careers in advance of scientific development.

The different curriculum syllabus of the National Educational System has problems that affect the integral development of the students so; it is not applied according to the economic, political or cultural reality of the regions. Some of the causes of this situation are the following:

- ✓ The problem of the curriculum planning has not been object of a serious, organized and systematic investigation. There is no concrete or specific information that serves as basic input for reaching a proposals solution to this crisis.
- ✓ In the development of the curriculum the methodologies, strategies and techniques of planning, teaching-learning process, evaluating, designing and use of didactic materials are all still based on the traditional theories.
- ✓ High schools have maintained a passive attitude in connection with the general actions determined by the Cultural and Educational Minister, then; students do not demand their rights to change the curriculum, where they are the main element to achieve the teaching learning process, so teachers need curricular planning in order to develop meaningful learning.

✓ The Ecuadorian Educational System is governed through plans and programs emanated by the Ministry of Education and Culture. These ones are not elaborated according to the necessities and demands of students and the local necessities where they live.

Responding to the demands of national and local development, it is necessary to learn English, since most of the scientific and technical information is written in this language. In addition, who speaks English has better opportunities of work in our country and of course in foreign countries.

According to the problematic on May 12, 1993; through the Ministerial agreement No. 2511 and resolution No. 2271, The Ministry of Education decides 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 book sare the curricular net that must be studied in all the public high schools as in our research institution.

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

This serie of six books must be studied from 8th year of basic education to 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 3 to 5 tasks.

The Our World Through English book is numbered in order to be studied since 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 the scholar year is not enough to finish all the units becoming a real trouble because in the next school year the students should study the next book without the previous basis from the before one.

Although the mentioned texts have been revised on three occasions by the "Manuel Benjamin Carrión" High School, the students are still reaching the sixth year without being able to communicate themselves in English properly. According to our student research and several opinion, students say that they have little interest in learning, they do not like the subject, they do not understand the teacher and at certain times they are quoted saying "the classes are very long and boring", they only make them fill the book without giving them more explanations and hardly ever use dynamic group work to improve the student's knowledge.

The book "OWTE" in its tasks tries to develop the listening, speaking, reading and writing skills, but the most of the teacher do not count with the enough didactic material in order to develop every skill, even they do not have a the tape recorder to work in the listening skill therefore the listening tasks are developed while the teacher reads the tape script.

On the other hand, teachers elaborate the annual plan, meso planning of the subject following the guidelines given by the Ministry but they do not elaborate micro planning or lesson plan in order to guide the contents in order to develop each linguistic ability of the language (Listening, Reading, Speaking And Writing,) including the objectives,

methodology, evaluation and didactic resources that can help to study every unit. So, as group of research we need to know HOW DOES THE CURRICULAR PLANNING INFLUENCE ON THE DEVELOPMENT OF BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRION” HIGH SCHOOL YANGANA PARISH. PERIOD 2010 - 2011”?

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. At “Manuel Benjamin Carrión” high school the institutional Curricular planning is organized taking into account the didactic plan for each year such as: general and specific objectives, according this plan does not have mission and vision.

For that, we have stated the following problem research:

RESEARCH PROBLEM

HOW DOES CURRICULAR PLANNING INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRIÓN” HIGH SCHOOL. YANGANA PARISH PERIOD 2010-2011?

DELIMITATION OF THE RESEARCH

a) Temporal

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

b) Spatial

The research will be done at “Manuel Benjamin Carrión” High School” Yangana Parish.

c) Observation Units

According to the nature and characteristics of the object of investigation, it is considered necessary to involve in the process to the following instances and people:

Headmaster	1
English Teachers	3
Secretary	1
Students	131

d) Sub - problems

¿What ways of meso-planning are the teachers elaborating to develop the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrion” High school. Yangana Parish. Period 2010-2011?.

¿How does de microplanning affects in the development of basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana Parish. Period 2010-2011?

c. JUSTIFICATION

Education is the only alternative to change the social, political and economical structures of the towns, it is necessary to improve the quality of it, for this reason the proposed theme as an research work is justified since it refers to several aspects of the curricular planning that effect in the quality of the English teaching- learning process.

The main purpose of this investigation is to know the macro, meso and micro planning and

HOW DOES CURRICULAR PLANNING INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRIÓN” HIGH SCHOOL. YANGANA PARISH PERIOD 2010-2011?

The present research is of great importance because the planning is the first step to achieve the educative goals in the institutions, where, teachers and students are involved in the teachers learning process at “Manuel Benjamin Carrion ” high school which let us to knowhow the development of the basic linguistic skills impacts in the students’ English learning, from eighth year of basic education to third year of high school curriculum in order to propose some alternatives of solution to the problems detected in the researched High school.

It is relatively easy to carry out this research because we can count with the collaboration of the whole educational community, like: authorities, teachers, students, and parents. It is also very beneficial to us because we will improve our academic formation through the use of the different scientific, technological and bibliography resources which guide us to get a clear understanding about planning and strategies and techniques to develop the communicative skills.

It will also contribute to the academic improvement of the mentioned institution, especially within the English Area, therefore, students will be benefited, because, the aims are focused on improving the quality of education in the foreign language learning.

We can say that "The education can transform the culture, but only in the measure that its educators have changed", for that, it is necessary that the teachers change their mentality so, the urgencies that new society imposes are looking for a constructivist educational model improving their processes in the teaching and mainly giving importance to the curricular planning, especially to lesson plan so that, they specify the objectives to reach the English teaching learning process. Our intention is to provide certain guidelines and techniques that raise the teachers' activity in the classroom with students, making possible the change demanded by the new society.

Finally, it is a previous requirement to obtain the English Teaching Licentiate Degree, English Language specialization and we count with the enough economical budget to carry out all the process that this research involves.

d. OBJECTIVES

GENERAL OBJECTIVE

- ✓ To determine how the curricular planning affects in the development of the basic linguistic skills in the English Language in the students at “Manuel Benjamin Carrion” high school. Yangana Parish. Period 2010-2011.

SPECIFICS OBJECTIVES

- ✓ To develop the creativity and the attitude of developing the meso-planning that the teachers elaborate to develop the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” high school. Yangana Parish. Period 2010-2011.
- ✓ To explain the incidence of the microplanning in the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” high school. Yangana Parish. Period 2010-2011.

e. CURRICULAR PLANNING

Curriculum

Definition

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

Curriculum may be defined as the full range of learning experiences encountered by students. Clearly, then, curriculum is central to School Development Planning.

Curriculum is the pedagogic-didactic instrument that plans the educational activity at level of educational establishments, with the purpose of articulating the group of having experience-planned in the school and the learning opportunities that the educational center promotes outside of the same one. The elaboration the curriculum expressed in institutions is the adaptation of the prescriptions and legal dispositions on education to appropriate a concrete situation.

The curriculum is a deduced conclusion from a dynamic process adapt to the social change and the educational system. The curriculum is the result of the context analysis, the educating and resources that implies the definition of goals, objectives, specifies means and procedures to assign the resources.

The curriculum is the expression of the social and cultural function of an institution that involves many types of pedagogic practice; it articulates the different educational practice

in the classrooms; it is an instrument of pedagogic action that contains the information on the educating action.

The Curriculum from different points of view

From the sociological view

The curriculum is interested in the presentation of the knowledge and the understanding instrumental and expressive learning. (EGGLESTON, 1980)

From the behavioural view

"Curriculum is a structured serie of learning objectives. The curriculum is what prescribes the results of the institution during the development of the process" (JOHNSON, 1981).

From the procesual view:

"A curriculum is a tentative to communicate the principles and essential characteristics of an educational purpose. so the curriculum can be changed based on critical discussions and it can be transferred indeed to the practice" (STENHOUSE, 1991).

TYPES OF CURRICULUM

There are three types of curriculum:

Formal or explicit curriculum

It is simple, which is written as part of formal instruction of school experience. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the instructional agenda of a school. Thus, the overt curriculum is

usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers.

Real or lived curriculum

It is the implementation of the formal curriculum with the inevitable and necessary modifications that requires the test and adjustment between the curriculum and the reality of the classroom. It resolves the dilemma or how faces and confront the development of the objectives of the subject which has assumed the support and strength of the school, in order to learn, including what must be done to implement those purposes.

The hidden or covert curriculum

The hidden curriculum is a latent, non-explicit provider of teaching the educational institution is able to offer so that teacher has a clear notion, and also a common ideology on this subject, as it tries to form students with good example.

The hidden curriculum catalyzes and motorizes a new discourse, attitudes, actions, words, valuations, omissions, which are not visible but which are transmitted by various ways.

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 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, 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 corpora, 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 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 term “conceptual content” includes those knowledge are just data that the student must memorize, although some people prefer to call the last factual 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.

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 purposes 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 favoured 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 serves, actually, development of skills and abilities that we intend to develop in students.

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 principles that teacher assumes as appropriate.
- ❖ **Methods, 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, with 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 don't 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 issues 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.
- ❖ Access to register assessments articulated to the process and the student's self-assessment.
- ❖ "The good evaluator is interested in the quality of view from learners that their attitudes as individuals and members of the human species and creative appropriation of reality through structural learning":

Types of Evaluation

The evaluation of characteristics of the student's learning and his executions is guided to give information among opportunities. According to the curriculum reform are taken into account three types of evaluation.

- ❖ **Initial or Diagnostic Evaluation.-** At the beginning of a teaching unit, semester or school year to establish goals to be able to plan and organize appropriate educational programs.

- ❖ **Formative or Procedural Evaluation.**- At different periods during the development of the educational program for providing feedback to the student and teacher.
- ❖ **Accumulative or Summative Evaluation.**- At the end of the unit or semester so that you can have an indication about the student's process and can be taken in account the relevant decisions.

Forms the Curriculum

- ❖ As a document that will be the starting point to plan the instruction.
- ❖ As a curricular system to the one that commonly has been called planning and curricular implementation, and that denominates curricular engineering.
- ❖ As a study field that includes three elements: the curricular design, the curricular engineering, and the investigation and the necessary theory to explain the two previous elements.”¹⁸

¹⁸ POSNER, George, Análisis de currículo. Edición 2003, pág. ,40-45

CRADLE PROJECT

“Republic of Ecuador

Ministry of Education

National Curriculum Foreign Languages Division

ENGLISH NATIONAL PROGRAMME FOR THE YEARS 1o.A 7th. OF THE BASIC EDUCATION CURRICULAR DESIGN FOR SKILLS

1. PHILOSOPHY AND FOUNDATION

One of the reasons supported by some linguists to teach English as foreign languages from the early years of Basic Education is the fact that children have an easier to understand and imitate what they hear, that adolescents. Considering that children are closer to the age at which naturally learn their native language, try to take advantage of this favorable circumstances.

Learning English at an early age should be based on psychological preparation, it might help children discover that concepts they have mastered in their native language can be expressed equally well using other languages in which different forms serve the same communicative purpose than his own language.

The Children learn language by using it, so we need to provide the possibility of using the English language in different circumstances to ensure successful learning. All situations in the classroom are good alternatives for learn and teachers should take advantage.

The English language is generally used in the classroom following a belief established the order in which it acquires any language: listening, speaking, reading and write. This means that:

- If the language is presented orally, the child hears.
- If after receiving several experiences of language, asks the child that language plays orally, the child speaks.
- If presented in written language, the child reads,
- If you are prompted to finally play this language in written form, the child writes.

The functional-communicative approach

The programming of the subject of English for seven years of Education Basic has a functional-communicative approach by which it is intended that children develop receptive language skills: listening and reading, and productive skills: speaking and writing. The program focuses on receiving and sharing information through these skills as a primary focus, and as an approach Secondary emphasis is placed on aspects of socialization among other expedite the communication functions of this information. With language skills a functional approach opens the possibility of exploring issues or items of interest for children so he can express themselves through English. Call encourage children to learn through English, issues about your neighborhood of their city, its people, services offered to the community.

Learning to listen

Learning to listen is a key objective in the curriculum of the English language. It suggests that the language used by children is composed of short sentences simply used in a meaningful context and following good models of language spoken. The most appropriate

to provide a correct model is the professor, who, leading the class in English, will provide the opportunity to develop listening skills in a natural way. Among the forms to improve students' ability to listen, are:

i) check whether the message heard is correct, this would be achieved if that students are able to follow instructions, for example.

ii) see if they can complete the information, fill in the blanks, answer questions.

The ability to listen is very important for language learning English, so that there are different activities that can be used and developed in accordance with the progress of students.

Learn to Speak

To fulfill the purpose of using the English language to communicate, you must present an oral language through different media and students can and should listen to audio material, teacher, native people speakers in both formal classroom situations and in informal situations.

Some linguists think that one of the most important benefits of learning a new language at an early age is the ease with which children play their sounds and rhythms. This means that while they have more exposure to the language English, the best way they can play in spoken form. Initially, the objective to speak in English, is to ensure that children are able to communicate in a simple and natural. It is very important to consider that children have different levels of skill in imitation, speech, expression and creativity. Moreover, from a psychological standpoint, it's a good idea not to force children to talk unless they want to do. Gradually, students acquire confidence enough to talk even more than mere sentences at the beginning.

Learning to speak in English means for children non-native speakers of the language, accept the fact that it is also possible to communicate in another language.

This is accomplished by providing, among other things, language models that are as more authentic as possible within a context.

It should be emphasized that the goal of education which considers the student as the center of teaching-learning process serves to encourage him to acquire necessary responsibility to ensure that you gain in autonomy learning. This means that the teacher has to avoid interrupting the student when speaking to correct it, allowing it to express as free and spontaneously as possible, in the same way a child does so from they naturally learn their native language. In addition, we recommend use of visual aids such as real objects, pictures, pictures of plants animals and people to stimulate oral production significantly.

Learning to read and write

With children we must concentrate our attention mainly on listening and speaking skills. In the early years of Basic Education, will also difficulties in developing literacy skills. However, the order of language acquisition: listening, speaking, reading and writing be given appropriate opportunities to develop skills of reading and write. This does not mean that students simply listen or read something over time and immediately are able to reproduce perfectly. He said does not happen or the use of native language, something like this happen with a second language. Writing is the last skill to be developed as the child needs sufficiently mature to acquire a motor and psycholinguistics.

2.PERFORMANCE INDICATORS (STANDARDS)

The education of Ecuadorian children should be in accordance with the needs of new millennium that demand to create a diverse and interdependent society and same time capable of interacting with people of other nations and cultures. The greatest challenge of education in this century must be to prepare all students to live in this new world which is needed to establish the performance indicators or *standards* to be achieved.

The performance indicators described in the document content for years, specified English language skills that students in the years first-seventh of the need for Basic Education:

Oral and written use of English that corresponds to a baseline

*access to content information in English are treated as main transverse

* At the basic level, children acquire a vocabulary that includes words and phrases covering many daily activities. They use English spontaneously but may have difficulty expressing all their ideas because the vocabulary restricted and limited management of the structures of language. Children talk using simple sentences that are understandable and appropriate, but are often marked by some errors.

The proper reading may vary considerably depending on the familiarity of children and prior knowledge of the issues, concepts, characters, gender, etc. They progress more if they have prior knowledge on which to build new knowledge.

For the formulation of performance indicators has been taken into account following: The English language as a communication medium

The learning of English through meaningful and functional use

The learning of English through mainstreaming

Cognitive processes, attitudinal, procedural, cultural and social

English language learning and academic development

The assessment that respects the guidelines followed in the process education

The provision of training for educators to achieve their students to achieve these indicators

The focus on the learner as the center of education for obtaining these performances

The development of thinking that learning must be simultaneous

3.GENERAL PURPOSE OF THE CURRICULUM FOR ENGLISH

3.1.Specific objectives:

- Help develop a psycho-motor, intellectual and personal of children.
- Develop in children a sense of trust and personal assessment.
- Develop communication skills through language resources varied, games, songs, videos, practical work and projects.
- Develop children's abilities to give and receive information about them and their environment in a simple and natural, in a context significant.

May provide basic knowledge of the English language to children to communicate in a simple and natural and are prepared to continue their learning with a solid foundation in the early 8o. 10 degrees. Education Basic and 1st. to 3o.Bachelor's.

4.CONTENTSFOR THE SEVEN YEARS (SEE ALSO APPENDIX)

Note: do not develop thematic blocks sequentially-linear but cyclically. It takes into account the contents of the skills and standards of competence.

5.METHODOLOGY

A content-based Education

We recommend the use of content on different topics and life situations to develop the actual process of teaching and learning English. The advantage of the use of the content is that the lessons are more meaningful and are therefore more motivating. With a methodology based on the use of contents are established clear links between language learning and other types of learning.

2 Integrating language skills

The curriculum for basic education in the subject of English, has goal is to present and develop language skills: speaking, writing, hear and read in an integrated manner. It implies that in a cycle of tasks or experience steps in an activity, the student must have experience initial receptive, listening or reading text on a variety of topics and searching for the meaning of what they hear or read.

To develop these skills, we take into account how they are occur in real life. For example, people listen and pick up a message for a purpose, but not to repeat verbatim what is heard. In the process of Learning these goals and the interrelationship of language skills accompany them to guide the work cycle.

5.1.General methodological principles

Children learn English as a Foreign Language

* In a natural way, in the same way they learned their language native.

* Through proper motivation. This depends on the style of the teacher. If is a good motivator, children will learn faster.

* Hearing the same words and sentences in different contexts.

* Imitating the teacher.

* Mistakes.

* Engaging and interacting with others in an atmosphere of trust and acceptance.

* Through a variety of interesting and fun activities in a meaningful context.

* Through games.

5.2.Grammar

The criterion for the selection of the grammar is based on the functions and thematic. The grammar is experienced in a meaningful context that motives and interests of children. There are no grammatical structures in the form isolated and decontextualized.

Traditionally grammar learning has been passive and focused rules and forms. In the new English curriculum the emphasis is on language use with meaning and great importance is attached to the stimulus to be provided for children, actively involved, to analyze usage patterns Language and deduced some rules for themselves.

5.3.Vocabulary

The language, like grammar, is focused on the roles and thematic blocks. The words are experienced and used in context within significant texts, written and oral, but not as isolated words in lists translation of vocabulary.

The number of new words should be taught more than the number of vocabulary that students are expected to occur. Thus, the receptive competence development progresses faster than its productive competence, reflecting the natural process of language development.

It is recommended not to explain the new vocabulary in advance but to motivate children find the meaning of it using different resources available. It is advisable to empower children to solve their own problems of vocabulary so that elements may be constituted active and dynamic in the learning process.

5.4.Pronunciation

The pronunciation is inclusive education-oriented activities develop oral skills, not as an isolated or separated from language. The curriculum does not aim to empower children to identify the symbols phonetic or produce sounds in isolation, but rather seeks to enable them process and produce oral texts comprehensible to the variety of purposes described.

The ability of such communication depends on the prosody, that is music spoken language, for example, the emphasis in the tone of voice to pronounce the prayer, rhythm and intonation, rather than the segmental level of the language.

For this reason, prosody appears first priority in this list aspects of pronunciation in this curriculum.

Aspects of speech are not covered in a linear way in curriculum of seven years, but are recycled throughout the program and are:

- Prosody: accent in his voice in prayer, rhythm, intonation (Ascending and descending) in the sentence and between sentences.

- Sounds in context that are or would be problematic for Hispanics speakers:
- Final plosives, *eggba*
- Word initial / s / in consonant clusters, *egsport*
- Word final clusters, *egned operations*
- Segmental sounds that are or may be problematic for Hispanics speakers, in descending order of importance:
- Consonants / b /, / v /, / z /
- Voiced and voiceless dental and palato-alveolar fricative, eg the first sounds in *th is*, *th in*, *shut* and the middle consonant in *vi sion*.
- Voiced and voiceless palato-alveolar affricates, eg the final sound in *judge* and *tea ch* - Ensure the final nasal sound in *egif ng*
- Schwa, eg the vowel sound of the determiner *a* and the first and third vowels in *a b ananto*
- Other vowels (short / long / diphthongs and triphthongs)
- Increasing impact of voice in words, *egtionis preserved*¹⁹

PLANNING

Definition

Planning means the sequence of all the elements that participate and that are important in a formative process. The planning moves between the mediate and immediately time. Also,

¹⁹ www.thecradleproject.org

planning is the offering of elements and actions necessary to achieve factors to solve the necessities.

Planning is one of the most important project management and time management techniques. Planning is preparing a sequence of action steps to achieve some specific goal. If you do it effectively, you can reduce much the necessary time and effort of achieving the goal.

A plan is like a map. When we follow a plan, you can always see how much you have progressed towards your project goal and how far you are from your destination. Knowing where you are is essential for making good decisions on where to go or what to do next.

Planning is also crucial for meeting your needs during each action step with your time, money, or other resources. With careful planning you often can see if at some point you are likely to face a problem. It is much easier to adjust your plan to avoid a coming crisis, rather than to deal with the crisis when it comes unexpected.

LEVELS OF THE CURRICULUM PLANNING

The structure by levels is consistent with consideration of curriculum as that educational administrations define minimum prescriptive aspects, which should lead to adequacy of the curricular design to different contexts, needs and realities.

They are the steps or phases to be observed from the national curricular planning to institutional curricular planning and the classroom that is from the first concretion level to the second and third concretion level. These steps will enable to teacher guiding the educative curriculum toward specific and concrete situations, according to the context, realities an need of the school as well as from classroom and his/her students.

Macroplanning level

It comes from the Ministry of Education and Culture and, in this case, it is the product of a process of consensus-building in which have intervened scientists, specialists, educators, psychologists, anthropologists, businessmen, teachers, who have established goals, skills, mandatory common content at national level, the guidelines or methodological and general approaches and evaluation.

Therefore it is not exhaustive. It allows every institutional and every teacher decide, starting with the established, the curriculum elements that correspond to immediate reality and with community's needs and students.

Mesoplanning level

At this level corresponds the action corresponds to directives and teachers of centers or educational institutions. Its starting point is the first level and is curricular adjustments into account the institutional context.

It is the set of decisions that enable sustained and articulated concrete curricular design based on appropriate programs to a specific context, which is a priority considering the basic educational needs.

This means that can be specified more goals, prioritize or add skills, adapt or include content, for identifying and proposing methods, resources and choosing or designing evaluation tools. It is the instance to create an own institutional Curriculum.

Microplanning Level

As we have mentioned, it is perhaps the most important. It has as its basis the previous level and is located in the area of action in the classroom.

It was made for teacher and contains the basic curriculum elements. It is the work unit for an articulated and complete teaching-learning process, in which are specified goals, skills, content, procedures, teaching-learning activities and assessment tools. All of this, according to needs and characteristics of the specific group of students.

This level of curriculum design guides pedagogical intervention from teacher and therefore educational achievement in area of the classroom.

Why must teacher plan?

The essential objective of the planning is a useful tool and doesn't a labor compromise to the administrative demands. Of there that it seems sometimes necessary remember that to plan means to revise the achievements of previous years, to select information, to estimate times, to calculate resources, in synthesis, to trace a useful plan.

To conceive the planning like a work hypothesis, the central necessity should never be neglected that gives reason of being to the planning: to serve the practice of the teaching in the classroom, this is, to be a tool in favor of the teacher.

The planning not only manages the educational list but it probably contributes to improve the quality of the teaching.

TYPES OF PLANNING

- ❖ **Strategic planning:** It worries fundamentally of the specification through objectives of the existent principles (orientation).
- ❖ **Tactical planning:** Adaptation of the strategic aspect to a context and centered in the organization of means (to analyze resources and environment).
- ❖ **Operative planning:** It is applied to specific situations and directed to develop performances (to order and to develop real actions).

Phases of the Planning

We have also outlined specific steps and suggestions for working through this planning process in five phases:

Preparation: Collect data and input and assess needs of key target groups

Planning session: Bring key players together to define a plan

Follow up: Get consensus on and commitment to the Plan

Implementation: Design, test of planning

Monitoring and Evaluation: Measure the results you obtain against the desired results defined in the planning and make changes as needed.

INSTITUTIONAL CURRICULAR PROJECT (ICP)

Definition

“The selection of contents and the articulation of different strategies will allow through the Institutional Curricular Project to relate all the aspects that involve the educational fact and to reach in this way the different purposes of the process.

Aspects that the Institutional Curricular Project develop:

- ❖ Analysis of the pedagogic problems of every year and classroom through: previous diagnosis, determination of strengths and weaknesses of problems, elaboration of action strategies and evaluation.
- ❖ Elaboration of an integrated proposal: integration of contents (selection of contents, approaches and organization, periods of implementation, didactic methodologies, evaluation agreements, organization of times, spaces.)
- ❖ Work for areas: analysis of the curricular proposal, selection and organization of contents with the students profile.
- ❖ Contents that teachers teach and contents that memorize, evaluation approaches, it forms the contents, modifications, incorporations and new strategies.
- ❖ Pedagogic activities, methodologies, performance type required the student and the educational one, training demands, relationship among methods and results, design of new instruments.
- ❖ How teachers evaluate didactic methodologies. Analysis of results and adjustment of the planning.

Objectives of the Curricular Project

- ❖ Efficient decision about the Pedagogical coordination
- ❖ Specify the pedagogical line in the institution
- ❖ Organize the task among teachers
- ❖ Determine the planning system and classroom organization
- ❖ It is a motivational and organizational element in the classrooms
- ❖ It facilitates the teachers' participation in a shared education
- ❖ It lets to make changes and improve the pedagogical action
- ❖ In addition, objectives let to prove and detect the institution progress.

MAKING AN INSITUTIONAL CURRICULAR PROJECT

THE INSTITUTIONAL ANALYSIS

- ❖ **Curricular:** constituted by all the curricular constructions that the institution possesses which give concretion to each one of the educational offers.
- ❖ **Human Group:** composed by the different groups of participant: directive, teachers, students, administrative, parents. The human team should be that that favors the curricular application.
- ❖ **Financial:** referred to the institutional financial politicians, budget, political maintenance sources, etc. it is the component that facilitates the economic distribution in the curricular application.
- ❖ **Infrastructure:** physical constructions, physical spaces, equipment, general materials and documents that give support to the institutional operation.

Analysis of the Institutional Environments

Each one of the four institutional environments should be analyzed through the next

techniques:

- ❖ Elaboration of a matrix of Strengths, Weaknesses, Opportunities and Threats (SWOT), to have the situational state of each one of the institutional environments.

Elaboration of a matrix of valuation of the internal and external factors of the educational institution base on the content of each matrix SWOT, with the purpose of achieving an identification and characterization of the necessities of the institutional environment.

OBJECTIVES

- ❖ Write the Basic Education Objectives proposed by the Minister of Education in the curricular net.

- ❖ Write the institutional general objectives which should offer appropriate conditions to students so; at the end of their studies they will be able to incorporate the learning in the professional life.

- ❖ Write the area objectives.

CONTENTS

- ❖ Write the obligatory contents found in the curricular net. Teachers agree the area objectives taking into account the period assigned for each subject.

SKILLS FOR AREAS AND YEARS

- ❖ First, teachers formulate those skills that can be practiced for all areas; they can be based on values. Example: To listen to people when they are speaking.

- ❖ Second, teachers write some of the specific skills classify in areas.

ATTITUDES

❖ The institution is responsible of the attitudes planned for the scholar year. These are written in a compromise form in a logical action which involves the transversal axes. Examples: Interest in....., creativity in, etc.

METHODOLOGICAL STRATEGIES

❖ This parameter does not have specific steps; these depend of the teachers' creativity through which students can receipt the message. Methodologies are directly involved with the evolution development whom learn; also with the imagination of teachers so a same strategy can be used for different goals and with new resources.

DIDACTIC RESOURCES

❖ As well as methodologies, the didactic resources can be useful in any opportunity, it depends on the interest that students have in a specific material.

EVALUATION

INITIAL

- ❖ Register done the first day of the year
- ❖ Interviews with parents to know the possibilities of every students
- ❖ Applying a quiz of skill, knowledge, and human behavior.

FORMATIVE

- ❖ It is the advanced register of every student in all aspects

- ❖ Accreditation of expositions, videos, charts and academical festival.
- ❖ Authorities, teachers and parents meetings to analyze advances, strategies, difficulties and make important decisions.

SUMMATIVE OR FINAL

- ❖ Test, questionnaires, co-evaluations, auto evaluation, oral expositions, systematic observations, researches and task.

OBSERVATIONS

- ❖ All those positive or negative situations found during the execution of the program and take them to correct the mistake”²⁰

THE INSTITUTIONAL DEFINITION

The Institutional Environment

It is based on the social realities of where come the students of the educational institution. It refers to typical descriptions about the social realities of its students. To make the analysis of the context depends of the institutional location. If it is located in the rural place, is adequate to use a community project. To the urban and marginal urban places is recommended to apply SOWT analysis, that consist in visualize to the (S) strengths and (W) institutional weaknesses to emphasize the factors that are external circumstances to the institution are determined for the characteristics of the means. This way, strengths and

²⁰CARRIÓN, Ochoa Segundo, Transversalidad en el Currículo Texto Guía, UTPL, 2001, pp 231-237

weaknesses are internal circumstances while (O) opportunities and threats (T) are product of the external analysis. .

The institutional philosophy

It means the exhibition of the principles and values that manage the institutional actions. It is necessary to elaborate a clear exhibition of this principles and values, and how they are understood by the educational institution.

All the institutional normative instruments will keep agreement with this exhibition of principles and values.

The Institutional Mission

It constitutes the identification of what is the reason of the educational institution; the institutional goals that have permanent validity through many years which needs o be adequate according to the cultural development, precisions and explanations.

The Institutional Vision

It constitutes the identification and concretion that the institutional has the target. It is a pronouncement that bases the address of the institutional development; therefore it needs upgrades in the time by means of enrichments, precisions, explanations.

MESOPLANNING

DEFINITION

A didactic unit is a teaching planning that includes a sequence of activities or tasks with a final goal and common contents, objectives; methodology, evaluation and that make possible the achievement of a final task.

The didactic unit is a form of planning of the teaching-learning process to study a unit, around a content element that transforms into integrative axes, contributing the consistency and meaning. This form of organizing knowledge and experiences should consider the diversity of elements that contextualizes the process. This part of planning comes from the Curricular Project to regulate the practice of the contents, to select the basic objectives that seek to get, the methodological rules, the necessary teaching-learning experiences to perfect this process.

The didactic unit or programming unit will be the intervention of all the elements that intervene in the teaching-learning process with a methodological internal coherence and for a determine period of time. (Ibanez and other, 1992, 104)

COMPONENTS OF THE DIDACTIC UNIT PLAN

❖ Informative data:

The informative data corresponds to the title of unit; it is usually obtained from areas that have social or natural content. In this section will be able to indicate the specific topic or name of the unit, the previous knowledge that should have the students to get them, the motivation activities, etc. He/she would be necessary to make reference, also, to the number of sessions that it consists the unit, to their situation respect the course or cycle, and the moment in that will put on in practice

❖ 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.

❖ **Skills**

Is definition of capacities, competences that as a product of the learning process will be developed according to the topic.

❖ **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.

❖ **Methodology**

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

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

❖ **Resources**

They are necessary means and materials to develop activities; map, patters, pictures, videos, movies, charts, photographs, flash cards, games, movies. Everything is necessary to manipulate, perform experiments, collect data, understand propositions, problem solving,

drawing objects, spaces and so on, and so generate learning, it composes learning materials required for developing the didactic unit.

- These materials must be the following characteristics:
- 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 individual and group activities.

❖ **Evaluation**

“The evaluation understands each other like integral part of the teaching process and learning and he/she has as function to obtain information to make decisions, to think, to plan and to readjust the educational practice to improve the learning of all the students.”²¹

The activities that will allow the valuation of the learning of the students, of the professor's educational practice and the instruments that will use for it, should be located in the general context of the unit, pointing out which the approaches and indicators of valuation of this aspects will be. Also, it is very important to foresee auto evaluation activities that develop in the students the reflection on the own learning.

²¹<http://www.stanford.edu/dept/icenter/practical/currpt.html>

EXAMPLE OF DIDACTIC UNIT PLAN OR MESO PLANNING

INSTITUTIONAL CURRICULAR PROJECT

1. INFORMATIVE DATA

School:.....

Day:.....

School Year:.....

Basic Education Year:.....

Duration time of the unit:.....

Weeks:.....

2. TITLE OF THE UNIT:.....

3. FINAL OBJECTIVES

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.

- Skills: Knowing to think, knowing to do, knowing to apply a knowledge or information, and knowing to act autonomously. Student's capability to develop and solve problems independently, or when the situation requires.
- Contents: They are topics or sub-topics that will be developed during this time of the unit. These are the means to achieve the acquisition of skills.

The contents should:

- ❖ To have logical sequence

- ❖ To start from simple to complex
- ❖ To maintain a relation with each other.
- Methodological strategies: They are processes, techniques and actions to achieve learning.

They allow the acquisition and development of skills.

They must be planned to avoid improvisation and activism meaningless. At this level should consider the activities with a high degree of specification.

- Resources: They are ways that facilitate interaction learner-reality.

They must be selected by both the teacher and the student.

The main resources are: the environment, objects, chart, maps, videos, movies..

- Evaluation: They are ways to check the acquisition and development of skills.

The must start from an initial assessment and diagnosis, to a formative evaluation and culminate in a summative evaluation or final.

It is suggested to use tools such as: oral and written tests, group work, consultations, exhibitions, comments, development guides, and so on.

MICROPLANNING

DEFINITION

“It is an instrument of planning that facilitates the development of the contents and the organization of the teaching processes and learning that will be developed in a period of class.

“Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others.

It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. The corollary is, of course, that there is no one "best way" to plan lesson.”

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

While some teachers prepare written lesson plans to guide their teaching activities, others do not. Why do teachers need to spend time on documenting their lesson plans? There are several good reasons. One of reasons is that it helps them consider very important elements

and questions before the actual instruction, and thus enhance the probability of successful teaching activities.

Many lesson-planning tools have been developed in order to help teachers increase their productivity. The tools appearances are all different and the included elements in the lesson planning tools are similar in some ways and different in other ways. There is no best lesson-planning tool. It all depends on the situation and the users.

WHAT IS LESSON PLAN?

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson.

A daily lesson plan is developed by a teacher to guide class instruction. Planning the material is much more difficult than delivering the lessons. Planning is when you look at the curriculum standards and develop the content that match those standards. Luckily, textbooks that are adopted for your subject areas are typically written with this in mind.

All details should be written down to assist the smooth delivery of the content.

ELEMENTS OF THE LESSON PLAN

There are different elements of the lesson plan:

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:

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

Objectives are most clearly captured in terms of stating what students will do.

However, many language objectives are not overtly observable, and therefore you may need to depart from strictly behavioural terms for some objectives. Try to avoid vague, unverifiable statements like these:

- Students will learn about the passive voice.
- Students will practice some listening exercises.
- Students will do the reading selection.
- Students will discuss the homework assignment.

Teacher would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. In stating objectives, distinguish between terminal and enabling objectives.

Terminal lesson objectives are final learning outcomes that teacher will need to measure and evaluate. Example:

- Students will successfully request information about airplane arrivals and departures.

Enabling objectives are interim steps that build upon each other and lead to a terminal objectives. Example:

- Students will comprehend and produce the following ten new vocabulary items.
- Students will read and understand an airline schedule.
- Students will produce questions with *when*, *where*, and *what* time.
- Students will produce appropriate polite form of requesting.

Teacher may be able to identify a number of other enabling objectives that will vary depending upon what students' proficiency level is and what they have already learned in the course.

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:

- ❖ An opening statement or activity as a warm-up
- ❖ 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
- ❖ Clouse

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.

GUIDELINES FOR LESSON PLANNING

HOW TO BEGIN PLANNING

In most normal circumstances, especially for a teacher without much experience, the first step of lesson planning will already have been performed for students: choosing what to teach. No doubt teachers will be-or have already been-given a text-book and told to teach from it, with either a suggestion or a requirement of how many chapters or units they should cover. As they look over the chapter they are to cover for a class hour, they might go through the following sequence:

- ❖ Assuming that they are already familiar with (i) curriculum their students are following and (ii) the overall plan “tone” of the textbook(s), look over the textbook chapter.
- ❖ Based on (i) their view of the whole curriculum and (ii) their perception of the language need of their students, determine what the topic and purpose of the lesson will be and write that down as the overall goal.
- ❖ Again considering the curriculum and the students’ need, draft out perhaps one to three explicitly stated terminal objective for the lesson.
- ❖ Of the exercises they are in the textbook, decide which ones they will do, change, delete, and add to, all based on the objectives they have drafted.
- ❖ Draft out skeletal outline of what their lesson will look like.

- ❖ Carefully plan step-by-step procedures for carrying out all techniques, especially those that involve changes and additions. State the purposes of each techniques and/or activity as enabling objectives.

For teacher who have never taught before, it is often very useful to write a script of the lesson plan in which their exact anticipated words are written down and followed by exactly what they would expect students to say in return. Scripting out a lesson plan helps them to be more specific in their planning and can often prevent classroom pitfalls where they get all tangled up in explaining something or students take them off on a tangent. Writing a complete script for a whole hour of teaching is probably too laborious and unreasonable, but more practical and instructive are partial scripts that cover.

- ❖ Introductions to activities
- ❖ Directions for a task
- ❖ Statements of rules or generalizations
- ❖ Anticipated interchanges that could easily bog down or go astray
- ❖ Oral testing techniques
- ❖ Conclusion to activities and to the class hour.

VARIETY, SEQUENCING, PACING, AND TIMING

As teachers are drafting step-by-step procedures they need to look at how the lesson holds together as a whole. Four considerations come into play here:

- ❖ Most successful lessons give students a number of different activities during the class hour, keeping minds alert and enthusiasm high.

❖ Ideally, elements of a lesson will build progressively toward accomplishing the ultimate goals. Easier aspects will usually be placed at the beginning of the lesson; tasks that require knowledge gained from previous exercises will be sequenced appropriately.

❖ Pacing can mean a number of things. First, it means that activities are neither too long nor too short. Teacher could, for example, have so many short activities that just as students are getting the “feel” for one activity, they get bounced to the next. Second, teacher needs to anticipate how well their various techniques “flow” together. Trye would not, for example, find a smooth flow in a class that had five minutes each of whole-class work, pair work, whole-class work, group work, pair work, whole-class work, etc. nor would they normally plan two silent reading activities in a row. Third, good pacing also is a factor of how well they provide a transition from one activity to the next.

❖ The lesson appropriately timed is one of the most difficult aspects of lesson planning to control. It is not unusual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience it is more common that we don’t complete our lessons within the planned time allotment. The latter is not a cardinal sin, for most likely it means teachers have given some time to students for genuine interaction and creative use of language. But timing is an element that teachers should build into a lesson plan: (1) if their planned lesson ends early, have some backup activity ready to insert; (2) if their lesson is not completed as planned, be ready to gracefully end a class on time and, on the next day, pick up where you left off.

GAUGING DIFFICULTY

Figuring out in advance how easy or difficult certain techniques will be is usually learned by experience. It takes a goods deal of cognitive empathy to put themselves in their

students' shoes and anticipate their problem areas. Some difficulty is caused by tasks themselves; therefore, make their directions crystal clear by writing them out in advances.

Another source of difficulty, of course, is linguistic. If you can follow the principle of providing material that is just a little above, but not too far above, students' ability, the linguistic difficulty should be optimal. The main problem here lies in the heterogeneity of a classroom full of learners whose proficiency range is very broad. Individual attention, feedback, and small-group work can sometimes bring balance into the classroom.

INDIVIDUAL DIFFERENCES

For the most part, a lesson plan will aim at the majority of students in class who compose the "average" ability ranger. But your lesson plan should also take into account the variation of ability in their students, especially those who are well below or well above the classroom norm. Teacher can take several steps to account for individual differences:

- ❖ Design techniques that have easy and difficult aspects or items.
- ❖ Solicit responses to easier items from students who are below the norm and to harder items from those above the norm.
- ❖ Try to design techniques that will involve all students actively.
- ❖ Use judicious selection to assign members of small groups so that each group has either (1) a deliberately heterogeneous range of ability or (2) a homogeneous range (to encourage equal participation).
- ❖ Use small-group and pair work time to circulate and give extra attention to those below or above the norm.

STUDENT TALK AND TEACHER TALK

Give careful consideration in the lesson plan to the balance between student talk and teacher talk. Our natural inclination as teachers is to talk too much. As teacher plans the lesson, and as he perhaps scripts out some aspects of it, see to it that students have a chance to talk, to produce language, and even to initiate their own topics and idea.

ADAPTING TO AN ESTABLISHED CURRICULUM

The assumption is that the primary task is not to write a new curriculum or to revise an existing one, but to follow an established curriculum and adapt to it in terms of teacher's particular group of students, their needs, and their goals, as well as his/her own philosophy of teaching.

Each class hour must contribute to the goals that a curriculum is designed to pursue. But perhaps the institution has no curriculum spelled out in a document; in other words, it is a "textbook-driven" curriculum that, in practice, simply tells us to teach everything in a textbook. There are two factors that contribute to curriculum planning:

CLASSROOM LESSON "NOTES"

A final consideration in the lesson planning process is a very practical one. If teachers have pages and pages of notes and reminders and scripts, they will never free themselves for spontaneity. Most experienced teachers operate well with no more than one page of a lesson outline and notes. Some prefer to put lesson notes on a series of index cards for easy handling. By reducing the plans to such a physically manageable minimum, teachers will reduce the chances of getting bogged down in all the details that went into the planning phase, yet they will have enough in writing to provide order and clarity as they proceed.

TEACHING TECHNIQUES

It is focused in the following techniques:

TASK

Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as much must minimally have communicative goals, 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 refers to virtually anything that learners do in the classroom. More specially, when we refers to a classroom activity, we usually refer to a reasonable unified set of student behaviours, limit in time, preceded by some direction from the teacher, with a particular objective. Activities include role-play, 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 behaviours 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.

PRACTICE, BEHAVIOUR, EXERCISE, STRATEGY

These terms, and perhaps some others, all appear to refer, in varying degrees of intensity, to what is **defined below as technique**.

TECHNIQUE

It is a superordinate 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 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 use in their lessons depends 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 for²²

²²BROUND, H. DOUGLAS. Teaching by principles: An interactive Approach to Language pedagogy, p 124-129

EXAMPLE OF A LESSON PLAN

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

English Language Career

LESSON PLAN ONE

1. INFORMATIVE DATA:

INSTITUTION: “Manuel Cabrera Lozano” High School.

AREA: FOREIGN LANGUAGE

CLASS: Nine “E”

COORDINATOR OF PRACTICE: Dr. Amable Bravo

SUPERVISOR OF PRACTICE: Lic. Graciela Armijos.

TRAINING STUDENT: María Cristina Rojas Armijos

DATE: October 31st, 2007

TIME: 09:50 - 11:20

SCHOOL YEAR: 2007-2008

TOPIC: Use of “There is” and “There are” in Negative Sentences.

2. OBJECTIVES

- ✓ To use there is and there are in negative sentences, and questions.
- ✓ To know some nationalities.

3. METHODOLOGY

3.1. WARM UP

T. introduces himself and greets his students.

T. says. Good morning student, my name is Maria Cristina Rojas

T. writes his name on the board and encourages his students to answer. Good morning teacher.

T. sings a song with his students.

Good morning teacher

Good morning teacher

How are you?

How are you?

Very well thanks

Very well thanks

3.2. TASK DEVELOPMENT

Task One: Reading and Writing,

- ✓ T. explains his students about the use of there is and there are in negative sentences. Ss. Read some examples and understands the structure.
- ✓ T. explains his students the instructions of the following exercise and gives the meaning of new words. Ss. Answer the questions in affirmative and negative form of there are and there are.
- ✓ T. explains his students about some nationalities: Ss. Read and understand the different nationalities.
- ✓ T. helps his students to recognize the correct nationalities of the persons that are in each picture. Ss. answer the questions with Yes or No and put the correct nationalities.

4. TEACHING MATERIAL

Chart, Fomix.

5. BIBLIOGRAPHY

Our World Through English ,Book 2

PONCE, Rita; RIVERA, Marlene; ROSERO, Irene; MILLER, Kari. Our World Through English ,Book 2. Editorial Edimpres. Quito, 2007.

7. OBSERVATIONS

8. SIGNATURES

.....

.....

ENGLISH TEACHER

HEADMASTER

THE FOUR BASIC SKILLS IN THE CURRICULAR PLANING

DEFINITION OF SKILL

“A skill is the learnt capacity or talent to carry out pre-determined results often with the minimum outlay of time, energy, or both.” The four basic linguistic skills are:

- ❖ Reading
- ❖ Listening.
- ❖ speaking
- ❖ Writing

Reading and listening skill are the receptive ones. Speaking and writing skills are the productive ones. The four skills approach gives equal emphasis to developing each of the four skills, and to Integrating skills.

WHY TEACH READING?

There are many reasons why getting students to read English texts is an important part of the teacher's job.

In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading is useful for other purposes too: any exposure to English is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well- rounded, fascinating lessons.

READING SKILL

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is an important means of communication, also offers additional exposure to the language; an exposure that can often be stimulating, interesting, and up - to date in terms of vocabulary.

Reading is making meaning from print. It requires that we:

- ✓ Identify the words in print – a process called word recognition

- ✓ Construct an understanding from them – a process called comprehension
- ✓ Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency”

“USEFUL READING STRATEGIES

A reading lesson might reflect this process in a variety of ways. There are a lot of classroom procedures that activate and encourage pupils to realize that reading can be fun.

All reading techniques are classified according to three main types of classroom procedures:

- ❖ pre-reading
- ❖ during-reading
- ❖ After-reading

Pre-reading- activities

They precede the reading of the text: web maps, brainstorming, warming -ups, describing pictures, puzzles, questions, questionnaires, making lists, memory games, anticipation, predicting, etc.

- ❖ **Overviews:** Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Never give an assignment before this step has been completed. Spend enough time before the students begin the assignment to insure understanding of it.

❖ **Vocabulary Previews:** Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.

List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown. Share information with students. Verbally quiz them on the information before assigned reading begins.

❖ **Structural Organizers:** Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.

❖ **A Purpose for Reading:** When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student.

❖ **Author Consideration:** Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?

- ❖ **KWL:** This strategy consists of three metacognitive steps for students to use with expository text:

What do I **Know**? What do I **Want** to learn? What did I **Learn**?

During-reading activities

These are designed to scan, skim, reassemble jumbled sentences and texts, think of a suitable title, jig-saw reading, locate a key sentence/paragraph, complete a chart, examine punctuation and grammar.

After-reading

After reading technique is traditionally consisted of questions now answer the questions, multiple-choice questions, put the instructions in order, deducing information, read and write a report/ a letter / a project, etc., These techniques remind readers of what they do in fact know and think, encourage them to be active and reflective, realize that reading can be enjoyable and fun.

READING TECHNIQUES

- ❖ **Reading for Detail:** reading all of a particular text to find out specific information. It is used for a very particular purpose; To give instructions, to describe situations, to report events, to generalize
- ❖ **Scanning:** reading quickly in order to find a specific point or item. It is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used

when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it. When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

❖ **Skimming:** reading quickly to get a general idea of what the text is about. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. These strategies depend on the purpose of reading and should be taught adequately.

❖ **Intensive Reading:** we read intensively when we are concerned about detail. The text may be having particular interest for us because it contains needed information. But in language teaching, we often have other reasons for the intensive reading of texts:

- To examine the use of specific grammatical features, like verbs, tenses or forms.
- To infer meaning of new vocabulary and gain understanding of new words and context.
- To learn about discourse markers (how phrases are used to introduce other phrases)

❖ **Extensive Reading:** reading fluently to get the gist or general understanding of a text. Extensive reading 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 learners' exposure to the language. Extensive reading aims to acquisition rather than conscious learning.

“READING ACTIVITIES

- ❖ Read the puzzle. Spelling words
- ❖ Anticipation. What do you know about robots? Read and complete the chart.
- ❖ Linking words. Choose the best word.
- ❖ Read the texts and match the headings to the appropriate paragraph
- ❖ Put the following bits together to make the end of a story.
- ❖ Read the letters and answer the questions. Write an excuse.
- ❖ Read the two texts and complete the family trees.
- ❖ Read the text and write about the typical food of your country or region.
- ❖ Asking Questions to check reading comprehension and the ability to ask questions.
- ❖ Cloze Activities to create a cloze exercise, remove every fifth or seventh word from the text. The aim of this activity is to cloze the gap by filling the blanks with the missing words or phrases. We can remove key vocabulary, tenses or structural items.

WRITING SKILL

It is the visual representation of a language is an extraordinary help for students communication and understanding how the parts of a language go together. Writing almost always is connected with reading, the two skills the receptive and the productive.

This skill is the last one to be developed because during the classes students do different activities like read, speak, copy, repeat new vocabulary, but write is the consolidation among all the skills. Writing demands knowledge of grammatical structures and understanding of orthographic symbols in order to produce writing and not only interpret it.

Writing is conceived as physical and mechanical act of a complex composition process. According to Paulson “Writing is the activity and composition is the objective”.

Writing involves the ability to copy on paper: words, phrases, sentences and any kind of grammatical compositions; this activity controls syntax and vocabulary for introducing ideas in a context. There are some benefits when students have learnt writing:

- Writing lets students express their personalities.
- Writing activities help to consolidate learning in the other skill areas.
- Writing activities allow for conscious development of language and help aid memory. Writing tasks should help students to practice the following aspects:

- ❖ **Transitions:** students connect the language and make transitions between words. They learn to write sentences using words like: and, but, although, if, when, so and therefore.
- ❖ **Punctuation:** Students must be able to use the basic rules of punctuation correctly.
- ❖ **Spelling:** Dictation is useful for drawing attention to English spelling and pronunciation.
- ❖ **Organization:** is the key to developing a writing topic: order, logical and sequence.
- ❖ **Form:** Through writing students can practice various forms and styles.

WRITING STRATEGIES

Prewriting

As teachers plan how to write, explore your idea a little more. Read a text, and then we can compare our experiences, ask questions, observe, listen and write the main idea.

Steps:

- Choosing the topics
- Collect as much information as you can.

❖ Drafting

Express your ideas and thoughts on paper, your communication ability, firstly you write as much as you can and then you can correct mistakes.

Steps:

- Free writing. Put the notes from your list and the ideas from your word clusters into whole sentence.
- Do not worry. When you are composing your text this will help you to know new words and how to spell them.

❖ Revising and Editing

Now your ideas are on the paper, take a good look for observing if there are mistakes, or you can ask another person for checking it. When you proofread, you improve your spelling and grammar to eliminate mistakes, this is editing.

Steps: If you finished take a break and asking these questions:

- Are they arranged in logical order?
- Is something missing?
- Are punctuation and grammar correct?

❖ **Publishing and Reflecting**

Exercise your imagination and think how will you present the final work? You can show your work to your classmates or teacher.

WRITING TECHNIQUES

❖ **Description**

Through description, a writing activity helps the reader use the senses of feeling, seeing, hearing, smelling, and tasting to experience what the writer experiences. Description helps the reader more clearly understand the people, places, and things about which the writer is writing. It is the most common form of writing. You will find descriptive writing in newspapers, magazines, books, and most other forms of written communication.

❖ **Exposition**

Through exposition, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description to help the reader understand with greater clarity and depth the ideas and thoughts of the writer. Expository writing, like descriptive writing, is commonly found in newspapers, magazines, books, and most other forms of written communication.

❖ **Narration**

Through narration, a writer tells a story. A story has characters, a setting, a time, a problem, attempts at solving the problem, and a solution to the problem. Bedtime stories are examples of short stories while novels are examples of long stories. The scripts written for movies and plays are further examples of narrative writing.

❖ **Persuasion**

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or in between. Editorials, letters to the editor in newspapers and magazines, and the text for a political speech are examples of persuasive writing.

❖ **Comparison and Contrast**

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is alike or in common. Contrast is used to show what is not alike or not in common.

TYPES OF WRITING

❖ **Descriptive Writing**

Steps:

- Make a carefully observation about what you will describe.
- Ask yourself questions. What do you notice?
- Concentrate on describing characteristics.

❖ **Narrative Writing** It tells what is happening in a story.

Steps:

- Sequence, it is the key for narration.
- Map helps you to structure your writing.
- ❖ **Informative Writing** It gives information about the facts in a special and interesting way.

Steps:

- Give your readers a close up view.
- Tie your topics to your readers.
- Use informative, colorful and narrative language to present your facts.
- ❖ **Persuasive Writing** It tries to do the same thing to persuade someone to take a certain action, thing or way.

Steps:

- Start by summarizing the principal facts.
- Use your own opinion or feelings.
- Give excellent reasons to support you opinion.
- Express in few words what do you want your audience think?

WRITING ACTIVITIES

- ❖ **Questionnaires:** these are a useful and fun activity for both, teachers and students. Students get a chance to express their opinions, feelings and ideas about selected topics, while teacher learns more about what students think and want.

- ❖ **Copying:** using short texts already studied .Ask students to copy, this reinforces language learned orally.
- ❖ **Filling in forms:** Ask students to complete forms or applications with correct details (names, addresses, telephone numbers, and other personal information.)
- ❖ **Short Descriptions:** for example describe yourself, your family, or your home in fifty words.
- ❖ **Writing Messages:** Provide the beginning of a message and ask students to complete it.
- ❖ **Dictation:** this reinforces information learnt from text already read and understood.
- ❖ **Combining Sentences:** teach students to use specific linking words.
- ❖ **Substitution table:** this provides material for students to use in writing connected sentences.

WRITTEN REPORTS

The process of writing formal reports is:

- ❖ **Organizing ideas** Consist in order the sentences having a sequence to make the connection among the paragraphs.
- ❖ **Relating Ideas: linking words and phrases** analyze and choose the correct word or phrase to make sense and finish report.
- ❖ **Selecting and ordering information** check the paragraph, adding linking words, phrases and sentences if were necessary.
- ❖ **Writing text based on visual information** be sure that the paragraph have similar connection with visual aids.

LISTENING SKILL

It is an essential skill for communication, which means paying attention to, and understanding what you hear. But the successful listening depends in the ability to understand different sounds.

PURPOSES FOR LISTENING

- ❖ **Listening for gist:** or global understanding.
- ❖ **Listening for specific information:** listening to an announcement at a bus station.
- ❖ **Listening to establish the context:** listening to know the aspects that are involved in the dialogue.
- ❖ **Listening to provide information for a later discussion:** applying games or dynamics to exchange information. The main functions of a listening task should be to help learners gain confidence in their listening ability and build strategies that help them make sense of the task. The success of a listening task depends on teacher attitude.

“LISTENING STRATEGIES

❖ **Pre-listening stage** is the planning and preparation stage which serves as a time for students to actively engage with the listening materials. Modes of engagement can range from simple “tuning in” activities to more advanced activities in accordance with the listening material itself and the teaching demands of a certain listening lesson. The purpose of this stage is to help the students to comprehend and learn from the listening material by encouraging them to prepare and plan their pre-listening activities such as: situation description, background presentation, extrapolation, deductive and critical thinking, common sense and prediction, prediction and common sense are the most important listening strategies.

Teachers can find many things to help themselves, such as: the topic of the unit, pictures and sometimes body languages used by the people in the pictures, some sentences in the exercises, and even the teacher's explanation and instruction. If teachers do predict correctly, then they may form a general understanding of what the dialogue is about and the dialogue is between who and who beforehand. With the general understanding formed, the students will be able to access and process the input information easily and successfully. It will help the students to develop a detailed information. Gradually it can help the students to build their self-confidence and do a better job in future.

❖ **While-listening Strategies**

- **While-listening stage** is the information-collecting stage, during which students try their best to catch and collect as much information as possible to confirm or negate their predictions. Common sense can often help us to predict what the speaker will say next, what words and tense he or she will use, and what will occur next.

❖ **Post-listening Strategies**

- **Post-listening stage** is a stage full of different tasks, such as comparison of various answers in pairs, discussion, checking or clarifying "missed" or confusing information, summarizing what have been heard on the tape and reporting to the class. In order to complete these tasks successfully, students have to activate their previous knowledge and existing vocabulary, and use the language heard on the tape to express their answers to the questions well. Moreover, it is well known that a person's listening skill can never be improved without improving his or her speaking, reading and writing skills at the same time. So it is necessary to make the post-listening stage serve as a bridge between listening activity and activities of speaking and writing in particular. As a result, a very important strategy, the combination of listening with speaking and writing.

Having employed the above-mentioned listening strategies in the listening activities, teacher will have the next result:

- The listening strategies can help the listening process become more efficient and save valuable classroom time, although it takes time for both teachers and students to get used to them in the beginning.
- The listening strategies can help students to develop good learning habits that allow students to comprehend and process the information caught on the tape better.
- The listening strategies can help students to make greater achievement. Students will experience more successes, which in turn will help them to form the sense of achievement and gradually build up their self-confidence. Their sense of achievement and self-confidence will then inspire them to make greater progress.
- The development of the listening skill depends on the application of good strategies. Some of the above-mentioned strategies have already been incorporated in the listening activities. Nobody can neglect them or keep them from being employed. Instead, we must study them and make the best use of them.²³

LISTENING TECHNIQUES

❖ “ENCOURAGING

Definition: The use of a variety of verbal and non-verbal means to encourage others to continue talking. Teachers can use phrasal to keep the listening "Uh-huh", "I see", or repeat key words uttered, etc. The benefits of encouraging:

- Encouraging utterances communicate to students that you are really listening.

²³ Foreign Language Teaching In Schools 2003. 1. Vol. 26

- A restatement of key words may direct students' progress.

❖ PARAPHRASING

Definition: Restating what student said in different words to allow them to confirm that you have understood what they intended.

The benefits of paraphrasing:

- Encouraging students to continue because you are listening.
- Stopping students from continuing to repeat the same statement over and over.
- Encouraging students to explore and clarify.

The tone of your voice will also convey to students whether you want them to continue or further explore and clarify or move on to a different point of discussion. Similarly, non-verbal gestures, in face to face contact, will have this effect.

An accurate paraphrase usually includes the following four elements:

- A sentence stem (examples: looks like... sounds like... are you saying that?...do you mean that?)
- A repetition of the main ideas using some of the key words used by the client to describe the situation or person.
- The essence or a summary of what the record said. Transform what may have been confused statements into meaningful statements.
- A check for accuracy. A question, at the end of the paraphrase, to ensure that you have understood correctly.

❖ NOTING AND REFLECTING FEELINGS

Definition: Identifying and sorting out students' feelings can contribute greatly to determining appropriate action to be taken in any situation. Start by using affective words to label the emotions. For example: angry, happy, scared, confused, annoyed, sad, guilty, and worried. To help you, use:

- Words used by the students;
- Emotions that are expressed through tone or words though not specifically spoken.

When interacting with a student face to face, you should also note:

- Non-verbal emotional cues, and
- Mixed verbal and non-verbal emotional cues that seem contradictory and indicate confusion.

While paraphrasing is concerned with feeding back the essence of what was said, **reflection of feeling** feeds feelings back to students. This becomes an opportunity to show that you **empathize** with them, that you care about fixing the problem and reducing any inconvenience.

Empathizeisnot:

- Evaluating other points of view.
- Probing to gain consistency with your point of view.
- Interpreting the behavior of others.

Empathizeis :

- Gaining an accurate understanding of the message and the feelings behind the message.

❖ **SUMMARIZING**

Definition: This is very similar to paraphrasing but includes a restatement of more or all of a conversation and in some cases previous conversations as well. Example: A week after the client's call, you call to see how things went.”²⁴

LISTENING ACTIVITIES

- ❖ **Predicting through vocabulary:** give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about.
- ❖ **Putting events/items in the right order:** give students a 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. Teacher can vary using pictures or drawings.
- ❖ **True or false statements:** this task requires a high level of attention from students to check the correct answers.
- ❖ **Multiple choice questions:** give several options to mark the correct one that students listen to the tape, it is suitable for beginning levels.
- ❖ **Opened-ended questions:** form questions about the details, then tell students to use short answers such as: **yes, she did**
- ❖ **Note-taking:** as you listen to the recorder take notes about the topic it can be names, places, food, weather, people, transportation, etc.
- ❖ **Authentic Listening:** listening for specific information based on a situation in which students might find individually the required answers.

²⁴

www.rcmp-learning.org/iim/ecdi0073.htm

- ❖ **Using the dictionary:** It is a great way to discover new vocabulary words when you listen to something, using a dictionary can help students to understand the listening. When you do not understand something, try to find it in the dictionary. You will discover new words and their spellings.
- ❖ **Guessing:** Use the information around the parts you don't understand to guess the meaning in context.

ADVICES TO DEVELOP LISTENING ACTIVITIES AND TASKS

The purpose of listening activities should not be to test learners or to set traps for the learners to fall into. Learners need to reduce their fear of not being to understand a listening task. There are some keys to develop listening activities:

- ❖ One of the most important things you can do while listening is to "pay attention." You should TRY to listen and understand. It is okay to stop listening to think about what something meant, but don't completely stop listening to the new things. Always remember to focus your attention again to what you are listening to.
- ❖ You can take notes, writing down new expressions you hear or the new words you hear. This will help you better remember the things you hear. This will reinforce the things you are listening to so that you can understand them when you hear them again at a later time or when you say them in a conversation.
- ❖ Motivate students in the listening task.
- ❖ Introduce key vocabulary.
- ❖ Have a listening purpose. Students need reasons for listening
- ❖ Assure suitable tasks for learners' level.
- ❖ Introduce listening material with a simple global understanding question, like: Is the dialogue about a football game? This simple question reduces the student's fear.

- ❖ Assure students that they will hear the tape more than once, this helps them relax and listening openly.
- ❖ Place learners in pairs or small groups. In this way they share their individual difficulties in finding the answers.
- ❖ Check and reconfirm students' answers and ideas.
- ❖ Be aware of different listening strategies.

SPEAKING SKILL

“SPEAKING STRATEGIES

❖ Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage learners to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

❖ Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script like: greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms.

Teachers can help students to develop speaking skill by making them aware of the scripts for different situations so that they can predict what they will need to say in response, through interactive activities, teachers can monitor and feedback the practice during classes

❖ **Using language to talk about language**

Language learners are often shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this situation giving students strategies and phrases to use for clarification and comprehension check. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.”

“SPEAKING TECHNIQUES

❖ **Description**

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❖ **Comparison and Contrast**

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is alike or in common. Contrast is used to show what is not alike or not in common.”²⁵

SPEAKING ACTIVITIES

❖ **Eliciting**

It means to get students' participation to increase their motivation and enhances their learning satisfaction. Eliciting can be done in the following ways:

²⁵

[www.Onestopenglish-classroommanagement speaking correctiontechniques.com](http://www.Onestopenglish-classroommanagement-speaking-correctiontechniques.com)

- **Ask questions:** elicits information and checks understanding, only elicits “yes” or “no”.
- **Give instructions:** that requires verbal interaction using description or real objects.
- **Visual aids:** drawings, flashcards, videos.
- **Giving definitions:** first, teacher can say the meaning of words then, students will have an idea of the new vocabulary.
- **Use synonyms and antonyms:** give to students a list of synonyms and antonyms to they recognize similar words.
- **Use gestures and mimes:** many verbs and adjectives can be easily elicited using gestures and facial expressions.
- **Review key vocabulary:** make a list of words from previous lessons
- **Use translation:** it according to the students’ level and the context that class is about.

❖ **Restricted Oral Practice**

You should give the cue or the model of the sentence before you ask a particular student to respond. Also vary the exercises and use games which are excellent ways of drilling.

- **Question and Answers:** This type of practice can be used to follow up repetition practice.
- **Combining Sentences:** this exercise is useful practice in using relative pronouns.

❖ **Developing Oral Fluency**

Keep in mind the following steps to develop an oral fluency activity.

- Choose high interest topics.
- Pre-teach Explain essential vocabulary items, structures and functions.
- Personalize the topic, relating with students’ experiences.
- Establish an anticipatory set, through a warm up.

- Give students enough time to think and prepare.
- Organize the time .It should not take up too much time.

❖ **Types of Fluency Activities**

- **Drama Activities:** is an excellent way to of getting learners to speak in lively situations.
- **Games:** are important parts of a teacher’s repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught. Learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language.²⁶
- **Role-play cards:** should give a brief description of each role. On the other hand give information about specific situations or problems.
- **Information gap activities:** are successful ways to motivate students to talk to one another and exchange what they know. Teacher can adequate and personalize the activities using information about their lives, their jobs, knowledge of the world and others.

²⁶ Forum magazine - English teaching p-34.

HYPOTHESIS

THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRION” HIGH SCHOOL. YANGANA PARISH. PERIOD 2010-2011.

GENERAL

- ✓ The curricular planning incides in the development of the basic linguistic skills of the English Language in the students at “**Manuel Benjamin Carrion**” high school. Yangana parish period 2010-2011.

SPECIFICS

- ✓ The mesoplanning is not elaborated by the teacher considering the development of the basic linguistic skills of the English Language in the students at “**MANUEL BENJAMIN CARRION**” high school. Yangana parish. Period 2010-2011.
- ✓ The microplanning does not take into account the development of the basic linguistic skills of the English Language in the students at “**MANUEL BENJAMIN CARRION**” high school. Yangana parish. Period 2010-2011

f. METHODOLOGY

DESIGN OF THE INVESTIGATION

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researchers will not have the chance to manipulate the variables of the work. We will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

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

As particular methods we will use the descriptive, analytic - synthetic and explicative methods. We will also use the descriptive statistics as a tool.

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

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

We will use the analytic-synthetic method, which will serve to analyze the empiric information from the applied instruments and therefore we can derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyse the components of the meso and micro planning that the teachers develop in the researched institution.

The explicative method will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be able to prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

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

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information we will apply a survey will be applied to obtain information about the curricular planning which will give us the guidelines to find out about the meso and microplanning process and to know what is the students' learning achievement at "MANUEL BENJAMIN CARRION" high school curriculum. It will be applied to teachers and students with a previous elaborated questionnaire, which will

contain different types of closed questions about the problematic that we want to know throughout the research work.

PROCEDURES

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

TABULATION

In the tabulation of the data obtained in the field research we will use the descriptive statistics for the closed questions and theoretical frame from the reason or explanation of every question, and we will contrast the information of the teachers and students which will let us to get the right information.

The tabulation for count of applied data to the teachers, students and the realized observation, will allow the crossing of information and the analysis of indicator from three points of view what will favour the hypothesis confirmation.

Organization

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

Description

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

Graphic Representation

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

Interpretation and analysis

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

Hypothesis verification

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

Formulation of conclusions and elaboration of the report

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

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

POPULATION AND SAMPLE

We are going with the whole population because it is necessary to check are hypothesis and to contrast the information.

CHART N °1

COURSES	POPULATION
8th year of basic education	26
9th year of basic education	19
10th year of basic education	26
First year of high curriculum, Sciences	23
Second year of high curriculum, Sciences	17
Third year of high curriculum, Sciences	20
TOTAL	131
Teachers' population	3

Consequently, we are going to take the whole population because the number of students and teachers is the necessary for our research.

g. TIME TABLE 2010-2011

MONTHS ACTIVITIES	October				November				December				January				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			X																									
Write the recommendation to the project					X																							
Checking and redesign of the research instruments									x						x													
Application of the research																												
Processing of the research													x															
Drawing conclusion																	x											
Elaboration of the project																					X							
Private qualification of the thesis																									x			
Writes the recommendation																											x	
Public sustentation and graduation																												X

h. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

RESOURCES

HUMAN RESOURCES

Researcher Group: Lucía Patricia Mallaguari, Tedy del Cisne Namicela

MATERIAL RESOURCES

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

BUDGET

Impression of the first, draft	\$	100
Impression of the second draft	\$	75
Impression of the final work	\$	200
Unforeseen	\$	300
TOTAL	\$	675

FINANCING

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

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ANNEXES

NATIONAL UNIVERSITY OF LOJA
 AREA OF EDUCATION, ART AND COMUNICATION
 ENGLISH LANGUAGE CAREER
 TEACHERS' SURVEY

As undergraduate students of the English Language Career, we want to get information from students about the meso and microplanning and the development of the four basic linguistic skills of the English Language. For this reason we ask you to answer the questionnaire:

1. Do you elaborate the annual plan? Tick yes or no

Yes () No ()

Why.....

2. Which of the following elements do you take into account to elaborate the annual plan? Point out with an X

ASPECTS	YES	NO
Pacing	()	()
Curriculum contents	()	()
Sequence	()	()
Methodology	()	()
Book guides	()	()
Evaluation	()	()
Unit contents	()	()

3. Do you elaborate the Didactic Unit Plan? Tick yes, no or sometimes.

Yes () No () Sometimes ()

Why:.....

4. What is a Didactic Unit Plan? Choose one.

- It is a plan for the whole year ()
- It is a content scheme for a school year ()
- It is a plan for a unit content in a specific time ()

5. How do you Plan the Didactic Unit? Tick them.

- By text contents ()
- By Grammar points ()
- By skills ()
- By functions of the Language ()

6. Tick the Components that you include in the Unit Plan

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

7. Do you elaborate the Lesson Plan? Tick yes, no or sometimes.

Yes () No () Sometimes ()

Why:

8. How often do you elaborate the Lesson Plan in your High School? Choose one

- a) Daily ()
- b) Weekly ()
- c) Others ()

Why:

9. Do you use your lesson plan to guide the development of your class? Tick them.

Yes () No () Sometimes ()

Why:

10. Do you include specific techniques to develop the English Language Skills in your lesson plan? Tick them.

- a) Many ()
- b) Not many ()
- c) Few ()
- d) Very few ()

Why:

11. Which of the following techniques does your lesson plan include? Point out with an X.

Listening and Reading			
	Always	Sometimes	Never
• Predicting	()	()	()
• Understanding the main idea	()	()	()
• Reading the text	()	()	()
• Guessing meaning from the context	()	()	()
• Identifying main points	()	()	()
• Identifying details	()	()	()
• Scanning	()	()	()
• Skimming	()	()	()
• Listening the reading typescript by the teacher	()	()	()

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

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

12. Tick the English Language competences that you think your students have developed during the classes.

COMPETENCES	YES	NO
LISTENING SKILL		
Understand messages and dialogues.		
Produce new conversations.		
Recognize English sounds		
Elaborate your own rhythms		
Follow commands and instructions.		
COMPETENCES	YES	NO
WRITING SKILL		
Recognize the learned vocabulary		
Compare and check paragraphs.		
Follow the written process.		
Apply the grammar structures very well.		
Can organize the ideas in a text.		
Create easily phrases, sentences, statements, stories, and letters with your own ideas.		

COMPETENCES	YES	NO
READING SKILL		
Understand the texts of the book.		
Identify the type of readings.		
Can analyze a text in a morphological way.		
Can guess the meaning word in context.		

COMPETENCES	YES	NO
SPEAKING SKILL		
Can communicate each other in the class		
Only use English in the class		
Speak English with fluency		
Use intonation in the sentences		

13. How do you place the level of the students' skills in the English language? Point out with an X

SKILLS	Excellent	Very Good	Good	Not very good
Listening				
Reading				
Speaking				
Writing				

THANKS FOR YOUR COLABORATION

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

As undergraduate students of the English Language Career, we want to get information from students about the meso and microplanning and the development of the four basic linguistic skills of the English Language. For this reason we ask you to answer the questionnaire:

1. Does you teacher explain you the organization of the English – teaching process for the annual year?

How: Tick them

Establishing rules and responsibilities	()
Explanation of contents to be covered in the school year	()
Information the competences' development	()
Guiding the activities for the academic year	()

2. Which of the following elements does your teacher explain about, at the beginning of the school year?

ASPECTS	YES	NO
Pacing	()	()
Curriculum contents	()	()
Sequence	()	()
Methodology	()	()
Book guides	()	()
Evaluation	()	()
Unit contents	()	()

3. Does your teacher tell you about the contents and the academic profile that you should achieve during the school year? Tick yes, no or sometimes.

Yes ()
 No ()
 Sometimes ()

4. Does your teacher explain you about the integration of the school year contents? Tick them

• By units	()
• By blocks	()
• By terms	()
• By lessons	()

5. How does your teacher work the contents of the English language? Choose one

- By text contents ()
- By grammar points ()
- By skills ()
- By functions of the language ()

6. Do you know the components that your teacher includes in the unit plan? Mark with an X.

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

7. Does your teacher use a lesson plan in the development of each class? Tick Yes, No or Sometimes

- Yes () No () Sometimes ()

Explain:.....

8. How often does your teacher vary his /her class? Choose one.

- a) Daily ()
- b) Weekly ()
- c) Others ()

Explain:.....

9. Does your teacher support the development of her class with a lesson plan? Tick Yes, No or Sometimes

- Yes () No () Sometimes ()

Explain:.....

10. How do you consider the development of the English teacher's class?

- a) Many techniques ()
- b) Not many techniques ()
- c) Few ()
- d) Very few ()

Explain:.....

11. Which of the following techniques does your teacher use in class? Point out with an X.

Listening and Reading			
	Always	Sometimes	Never
• Predicting	()	()	()
• Understanding the main idea	()	()	()
• Reading the text	()	()	()
• Guessing meaning from the context	()	()	()
• Identifying main points	()	()	()
• Identifying details	()	()	()
• Scanning	()	()	()
• Skimming	()	()	()
• Listening the reading typescript by the teacher	()	()	()

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

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

12. Which of the following English Language competences you have developed in class? Tick them.

COMPETENCES	YES	NO
LISTENING SKILL		
Understand messages and dialogues.		
Produce new conversations.		
Recognize English sounds		
Elaborate your own rhythms		
Follow commands and instructions.		

COMPETENCES	YES	NO
WRITING SKILL		
Recognize the learned vocabulary		
Compare and check paragraphs.		
Follow the written process.		
Apply the grammar structures very well.		
Can organize the ideas in a text.		
Create easily phrases, sentences, statements, stories, and letters with your own ideas.		

COMPETENCES	YES	NO
READING SKILL		
Understand the texts of the book.		
Identify the type of readings.		
Can analyze a text in a morphological way.		
Can guess the meaning word in context.		

COMPETENCES	YES	NO
SPEAKING SKILL		
Can communicate each other in the class		
Only use English in the class		
Speak English with fluency		
Use intonation in the sentences		

13. How do you place your skills in the English Language? Point out with an X

SKILLS	Excellent	Very Good	Good	Not very good
Listening				
Reading				
Speaking				
Writing				

THANKS FOR YOUR COLABORATION

CONSISTENCY MATRIX

THE CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS IN THE ENGLISH LANGUAGE AT “MANUEL BENJAMIN CARRIÓN” HIGH SCHOOL. YANGANA PARISH PERIOD 2010-2011.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does the curricular planning influence on the development of the basic linguistic skills in the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish period 2010-2011?	<p>General</p> <p>To determine how the curricular planning affects the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011</p>	<p>General</p> <p>The curricular planning affects in the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011</p>	<ul style="list-style-type: none"> Curricular planning Models to design a curricular planning 	
<p>SUBPROBLEMS</p> <p>¿What ways of meso-planning are the teachers elaborating to develop the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2008 -2010?</p> <p>¿How does the micro planning affects in the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2008 - 2010?</p>	<p>Specifics</p> <ul style="list-style-type: none"> To characterize the meso-planning that the teachers elaborate to develop the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011? To explain the incidence of the micro-planning in the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011? 	<p>Specifics</p> <ul style="list-style-type: none"> The meso-planning is not elaborated by the teacher considering the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011? The micro-planning does not take into account the development of the basic linguistic skills of the English Language in the students at “Manuel Benjamin Carrión” High school. Yangana parish. Period 2010-2011? 	<ul style="list-style-type: none"> The mesoplanning The microplanning The Development of the basic linguistic skills of the English Language 	<ul style="list-style-type: none"> Definition Components Definition of the lesson plan Structure the lesson Elements of a lesson plan Skill Strategies Activities

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