



# **NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCATION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

## **THEME:**

**“CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010”.**

THIS IS PREVIOUS TO OBTAIN THE LICENTIATE'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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### **CERTIFIES:**

The present research work titled: “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010”, carried out by candidates to licenciate’s degree in English Career: Carmen Susana España Minga and Sara Cecilia Macas Quizhpe, it has been supervised, guided, and evaluated in each one of its parts, in consequence I authorize its presentation, sustentation, and defense.

Loja, January 2010

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## **AUTHORSHIP**

“The responsibility for the facts, ideas, and criteria exposed in this thesis concern its authoresses”.

*Carmen Susana España Minga*

*Sara Cecilia Macas Quizhpe*

## **ACKNOWLEDGMENT**

We leave constancy of the fulfilled duty with sense of professional maturity, in order to thank to the National University of Loja, Area of Education, Art and Communication, English Language Career for constituting an Organism of Superior Education that facilitate the development the human being's capacity and potentiality in an integral way through permanent processes.

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To Dra. Bertha Ramón our permanent gratefulness, who gave her intellectual capacity, her time and mainly the most valuable gift that is her friendship for our benefit as students.

***THE AUTHORESSES***

## **DEDICATION**

In each instant of my life I prove the God's presence who protects me for culminating this goal; therefore I dedicate this work to people who gave me a word of encouragement in the difficult moments, to my family in a special way to my son.

*Carmen Susana*

I want to thank to God for giving me health and this way to have forces to be able to study. I dedicate this present thesis to my son and my mother who understood me in all moment and get my goal.

*Sara Cecilia*

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## **SUMMARY**

The present research work titled: “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010”, its general objective is “to determine how the Curricular Planning affects in the development of the Basic Linguistic Skills of the English Language in the students of the Jaime Roldós Aguilera Night High School, academic year 2009-2010”.

To develop the field work we applied the instrument of the survey to the teachers and students; to process the information we used scientific, analytic-synthetic, and explicative methods which helped us to represent the information in a descriptive way.

The hypotheses that guided this research work were two: “The Mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language in the students, and “The Microplanning does not take into account the development of the Basic Linguistic Skills of the English Language in the students at the “Jaime Roldós Aguilera” High School.

The main results in the different items of the survey showed that the mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language, in the same way the microplanning does not take into account the development of the basic linguistic skills of the English Language.

Finally, the Didactic Unit Plan and Lesson Plan are not elaborated taking into account the most important elements which are skills for the development of the teaching-learning process of the English Language.



# INTRODUCTION

The present research work, whose topic is: "CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE, has as theoretical sustenance sources, concepts, and categories related with the curriculum and the curricular planning and how this determines the development of basic skills in the English Language in the students of the High schools of Loja city, and particularly at the Jaime Roldós Aguilera Night High School.

The problem of the Curricular Planning and its influence on the development of the Basic Linguistic Skills of the English Language is not a new topic, but nowadays it acquires a greater meaning, given the educational demands that this new millennium brings in the scientific-technical development and therefore in the development of the future generations.

The Curricular Planning in the Middle Education is projected for contributing to the improvement of students' quality, with concrete orientations on the skills and knowledge to develop, methodological proposals of how to carry out the teaching-learning process, as well as the precision of evaluation indicators in the different areas and years of study; being summed up in the classes and processes of classrooms and in the system of reinforcements of learning.

The Curricular Process promotes the human being's development over all

developing the students' formation with a system of values which allow acting themselves in the society about, responsibility, honesty and solidarity, within the values of the good live.

The Epistemologic Dimension of the curricular design; that is, the construction process of knowledge is guided to the development of a thought and a way of logical, critical, and creative acting of students, in the concretion of educational objectives with a system of skills and knowledge, and it solves situations and real problems of life.

The skills with performing approaches constitute the main referent so that the teacher elaborates the curricular planning with the system of classes and learning tasks. On the base of its development and systematizing, they will be graduated from progressive and sequenced way the conceptual knowledge and theoretical ideas, with diverse integration levels and complexity.

According to the problematic regarded at the "Jaime Roldós Aguilera" Night High School, the group stated the following problem of research: ***"How does the Curriculum Planning influence in the Basic Linguistic Skills of the English Language in the students of the "Jaime Roldós Aguilera" Night High School, academic year 2009-2010?"***, with the subproblems: "What ways of mesoplanning are the teachers elaborating to develop the Basic Linguistic Skills of the English Language", and "How does the Lesson Planning affects in the development of the

Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010?”. The group decided to research this theme because we want to know how to plan as well as Macroplanning, Mesoplanning, and Microplanning.

On the other hand, we established specific objectives which are: “To characterize the Mesoplanning that the teachers elaborate to develop the Basic Linguistic Skills of the English Language”, and “to explain the influence of the Microplanning as the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010”. In accordance to the main objective we have stated as general hypothesis saying that “The Curricular Planning influences in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” Night High School. Academic year 2009-2010”.

To make this research work we used three methods: the first one was the scientific method which helped us to develop the phrases of observation, enquiry and verification of the object researched; analytic-synthetic method which allowed to analyze, criticize and describe the theoretical frame work and synthesize the obtained data; and the explicative method to establish the logical relation of the stated hypothesis and prove them according to the obtained results. Among the technique that we have used is the survey which let us to know the phenomenon in a participative and experiential way and it was applied to teachers as well to students in order to know the truth.

The research work is elaborated with 4 chapters, which are detailed in the following way:

The chapter I is focused on Literature Review, it contains the most outstanding theoretical references that gave us light to analyze and prove the hypothesis.

In Chapter II, focuses on the used methodology where are methods, technique and instruments used for the development of the investigation, the investigated population, used methodology is specified for: the process of information, and hypothesis verification.

In the Chapter III where is the analysis and interpretation of surveys applied to students and teachers of the "Jaime Roldós Aguilera" Night High School of Loja city; the verification of two hypotheses: "The mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language" and "The microplanning does not take into account the development of the Basic Linguistic Skills of the English Language in the students of the "Jaime Roldós Aguilera" High School. Year 2009-2010".

Finally, in Chapter IV are the conclusions after we have obtained and analyzed the field results, in relation to the hypothesis that we wanted to prove and recommendations that we can suggest based on a critical analysis about the presented results on conclusions that we reached.

# CHAPTER I

## LITERATURE REVIEW

## **CHAPTER I**

### **THE MACROPLANNING**

#### **1. CURRICULUM PLANNING**

##### **1.1. CONCEPTUALIZATION**

The Curriculum Plan responds to the need for a framework for action that ensures consistency between the different areas of education-planning purposes and general and specific objectives, content, methodology, evaluation and analysis from allowing a broad perspective of all the factors involved in the teaching and learning process.

##### **1.2. CURRICULUM PLANNING FOUNDATIONS**

When it comes to selecting the various elements that make up the curriculum, it is necessary to take into account various sources, among which we emphasize, essentially four complementary: sociological, epistemological, psychological and pedagogic.

###### **1.2.1. SOCIOLOGICAL FOUNDATION**

Sociological foundation of curriculum refers to all demands that society performs

a specific training project and has as aims to adequate the project into needs, values and social expectations. Since then, those needs, values and expectations should be influenced in a special way in determining goals and selection of curricular contents, but they must also be taken into account in methodological decisions and evaluation, as the four types of curricular elements are interdependent (for example, it is not possible to develop the ability to solve problems in a flexible manner without giving the opportunity to students during the teaching process).

### **1.2.2. EPISTEMOLOGICAL FOUNDATION**

As for epistemological foundation, relates to the demands placed on curriculum design, own characteristic of disciplines which are used as a reference to select and organize the contents. For example, when in the high school curriculum studies are organized the contents in geography, history, physics, chemistry, etc.. It is precisely the epistemological approach which is being taken into account as organization criteria of contents (the same contents could be organized starting different criteria, such as problems in the world today: sustainable development, immigrants' social integration... which would address the same contents, but from a different perspective, with an interdisciplinary treatment).

### **1.2.3. PSYCHOLOGICAL FOUNDATION**

Psychological foundation refers to concepts and theories about development and

learning that we take into account as reference when we are deciding the methodology, selection and formulation of objectives and content organization among other aspects. So, if we think, a certain capacity is developed from a group discussion, research and personal processing of information, we will not plan its teaching with repetitive and individual memory activities of data provided by teacher and routine exercises, but through cooperative group activities, research projects or similar techniques. So, what we do when we look at a student or a student group are not progressing according to our expectative, it will depend on what our concept on how to learn this type of content (working more hours, making simple activities, receiving more helping from teacher...).

#### **1.2.4. PEDAGOGIC FOUNDATION**

Finally, pedagogic foundation does with the theoretical concepts, we argue about how to teach, both of them affect a particular subject or content. Of course, these different sources from which we plan and carry out curriculum are not always "formal" and explicit; however they are always present in any educational project. Therefore, if we are developing an appropriate and successful educational practice, the best way is to try for making them explicit and to develop a reflexive way, reporting us before they take a decision.

### **1.3. BASIC ELEMENTS OF CURRICULUM**

In the Curriculum are considered the following elements:



- Objectives
- Contents
- Methodology
- Evaluation

#### **1.4. LEVELS OF CURRICULUM PLANNING**

##### **1.4.1. MACROPLANNING**

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.

It allows every institution and every teacher decide, starting with the established, the curriculum elements that correspond to immediate reality and with community's needs and students.

##### **1.4.2. MESOPLANNING**

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.

### **1.4.3. MICROPLANNING**

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 specific group of students.

This level of curriculum design guides pedagogical intervention from teacher and therefore educational achievement in area of the classroom.<sup>1</sup>

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<sup>1</sup> MINISTERIO DE EDUCACIÓN Y CULTURA. Educación Básica: Proyecto de Desarrollo, Eficiencia y Calidad.EB/PRODEC, pp. 4, 5.

## **CHAPTER II**

### **THE MESOPLANNING**

## **2. DIDACTIC UNIT PLAN**

### **2.1. 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 and evaluation. Many of the didactic units that we can find are designed around certain topics, but we know that the real use of a foreign language involves much more than the knowledge of some lexical fields. For this reason we support the task-based approach: a didactic unit is a sequence of activities or tasks that make possible the achievement of a final task.<sup>2</sup>

### **2.2. ELEMENTS-COMPONENTS OF THE DIDACTIC UNIT**

It contains the following elements:

- Integrator Axis
- Objectives
- Skills

Competences: Socio-affective, Cognitive, Communicative, Valorative, and

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<sup>2</sup> [http://wiki.gleducar.org.ar/Astaffolani:Precisiones en torno de la unidad didáctica.](http://wiki.gleducar.org.ar/Astaffolani:Precisiones%20en%20torno%20de%20la%20unidad%20did%C3%A1ctica)

Technical.

- Contents
- Methodology strategies

Teaching methods: Grammar-translation Approach, The Audio-lingual method, the silent way, and Total physical response.

- Resources
- Evaluation

## **CHAPTER III**

### **MICROPLANNING**

### **3. LESSON PLAN**

#### **3.1. DEFINITION**

The term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. These classroom time units are administratively significant for teachers because they represent “steps” along a curriculum before which and after which you have a hiatus in which to evaluate and prepare for the next lesson.<sup>3</sup>

#### **3.2. ELEMENTS**

The Lesson Plan contains these elements:

- Goals
- Objectives
- Materials and equipment
- Procedures (Methodology)
- Evaluation
- Extra-class work

---

<sup>3</sup> BROUND, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy, p. 1249.

### **3.3. TEACHING TECHNIQUES**

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

## **CHAPTER IV**

### **TEACHING STRATEGIES**

#### **4. SKILLS**

##### **4.1. TEACHING LISTENING**

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

##### **4.2. STRATEGIES**

In the Listening skill are developed the following strategies:

- Predicting through vocabulary
- Student-generated questions
- Listening for specific information
- Putting/events items in the right order
- True/false statements

- Opened-ended questions
- Multiple-choice questions
- Note-taking
- Authentic listening

### **4.3. TEACHING SPEAKING**

From a communicative pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labelled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.

#### **4.3.1. STRATEGIES**

The speaking skills have the following strategies

- **Eliciting**
  - Ask questions
  - Give instructions
  - Use real objects



- Use visual aids
  - Give definitions
  - Use synonyms and antonyms
  - Use gestures and mime
  - Use prompts, cues, and questions in social situations
  - Fill gaps in tables, scales, or diagrams
  - Review key vocabulary
  - Use translation
- 
- **Restricted oral practice**
    - Repetition
    - Echo questions
    - Questions and answers
    - Simple substitution
    - Combining sentences
    - Chaining
- 
- **Developing oral fluency**
    - Choose high-interest topics
    - Pre-teach
    - Stimulate interest
    - Set the scene for discussion
    - Give students time to think and prepare

- Make a participation plan
- Organize the time
- Make a recording
- Drama activities
- Games
- Role-play cards

#### **4.4. TEACHING READING**

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

##### **4.4.1. STRATEGIES**

In the teaching reading are developed the following strategies:

- Identify the purpose in reading
- Use graphemic rules and patterns
- Use efficient silent reading techniques for relatively rapid comprehension
- Skim the text for main ideas
- Scan the text for specific information
- Use semantic mapping or clustering

#### **4.4.2. TYPES OF CLASSROOM READING PERFORMANCE**

There are the following types:

- Oral and silent reading
- Intensive reading
  - Create interest
  - Pre-teach key vocabulary
  - Give a reading task
  - Give follow-up activities: True/false statements, Yes/no questions, Either/or questions, Word search, Asking questions, Cloze activities, Guided writing, and Finish the story
- Extensive reading
  - Vocabulary
  - Grammatical structures
  - Idioms and phrasal verbs
  - Controlled information

#### **4.5. TEACHING WRITING**

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

Writing, the visual representation of a language is invaluable for helping students

communicative and understand how the parts of language go together. Many students actually learn and remember more through the written word. This section makes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent.<sup>4</sup>

#### **4.5.1. STRATEGIES**

In this skill are used these strategies:

- Transitions
- Punctuation.
- Spelling
- Organization
- Form
- Guided writing
- Substitution tables
- Model text
- Questionnaires
- Scrambled sequences
- Narratives

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<sup>4</sup> MODULO 5, “La planificación, ejecución y evaluación del proceso enseñanza-aprendizaje del Idioma Inglés en los establecimientos de Educación Media”, p. 51

# CHAPTER II

# METHODOLOGY

## **2. METHODOLOGY**

Our research group made a descriptive research about a palpable problem in the reality, which gave an important contribution to the National University of Loja, an institution that formed us during our university career; the “Jaime Roldós Aguilera” Night High School, institution that allowed us to make this research and contributed to the eradication of problems afflicting the education system, both nationally and locally.

### **2.1. DESIGN OF THE INVESTIGATION**

In the development of this research work we used methods, techniques, and tools (survey applied to teachers and students) which helped to achieve the proposed goal for completing with success the present investigation. This informative process of our investigation it is made to know how is the application work developed from elaborated instruments, collection and organization of data, processing, analysis and scientific interpretation of results, the way of proving or disproving the hypothesis which allowed us to elaborate conclusions and recommendations.

### **2.2. METHODS, TECHNIQUE AND INSTRUMENTS**

#### **2.2.1. METHODS**

In the research work we used scientific, analytical-synthetic, and explicative methods. **The scientific method** facilitated the logical procedures in order to

discover the internal and external relationships of the participative variables on Curricular Planning and its incidence appropriately in the development of the Basic Skills of the English Language in the Educational Establishment.

**Analytical-synthetic method** allowed to analyze, criticize and describe the theoretical frame work, the Curricular Planning and its influence on the Basic Linguistic Skills of the English Language of those that the teachers have been giving to impart their knowledge and the current active methods of Curricular Planning, allowing to reconstruct concepts, ideas; but also to analyze and synthesize the obtained data from the applied surveys to teachers and students, concluding with the conclusions and recommendations listed by order of importance and the investigator's personal interest, without disturbing the truth.

**Explicative Method** was used to establish the logical relation of the stated hypothesis and in this way it could prove the same according to the obtained results in the field research and the theoretical frame work. In this way it could explain the hypothesis contrasting the explanation giving in the questions with more frequency.

### **2.2.2. TECHNIQUE AND INSTRUMENTS**

The technique and instrument for collection of data that we used in this research work were the survey and questionnaires, which were applied to teachers of the English area, and students of the "Jaime Roldós Aguilera" Night High School in

order to know and determine the Curricular Planning in the High Schools and its incidence in the development of the Basic Linguistic Skills of the English Language. This information allowed us to verify the accomplishment of the goals and hypothesis.

### **2.2.3. PROCEDURE**

We used the analytic procedure which allowed starting from acceptance and collaboration of authorities, teachers of the English area and students of the "Jaime Roldós Aguilera" Night High School for applying the instruments in the research work.

After selecting the empiric necessary information, this was recollected, organized, processed, analyzed, and interpreted scientifically, taking like base guider the hypotheses, variables subjected to verification in this research. This systematizing allowed opening a gamma of coherent conclusions with their respective recommendations.

The mentioned information previously has a relationship between the theoretical foundations and empiric information, the same ones that constitute the scientific pillars of the research work, which we present to readers' consideration.



### 2.3. POPULATION AND SAMPLE

To verify the hypothesis the population was 365 and we took a sample of 78 students of 8th, 9th, and 10th Years of Basic Education; and 1st, 2nd and 3rd years of High School Curriculum through the formula:

$$n = \frac{PQ \times N}{(n-1) \frac{E^2}{K_2} + PQ}$$

as well as we worked with all population of teachers, because they are just three of the English area.

**CHART N° 1**

Courses	Population	Parallel			Sample
		A	B	C	
8 <sup>th</sup> year of basic education	70	5	5	5	15
9 <sup>th</sup> year of basic education	53	6	6	-	12
10 <sup>th</sup> year of basic education	57	6	6	-	12
<b>Total</b>	<b>180</b>				<b>39</b>

**CHART N° 2**

Courses	Population	Parallel			Sample
		Chemistry	Business	Graphic Design	
1 <sup>st</sup> High School Curriculum	76	5	5	6	16
2 <sup>nd</sup> High School Curriculum	70	5	5	5	15
3 <sup>rd</sup> High School Curriculum	39	3	3	2	8
<b>Total</b>	<b>185</b>				<b>39</b>

# CHAPTER III

## EXPOSITION AND DISCUSSION OF THE RESULTS

### 3. EXPOSITION AND DISCUSSION OF THE RESULTS

The investigation instruments were applied to 78 students and 3 teachers, the same ones that keep direct relationship to investigation object. Subsequently, the results and their corresponding analysis are shown which will allow checking the validity of the outlined hypotheses.

#### 3.1. ANALYSIS AND INTERPRETATION OF THE APPLIED SURVEY TO TEACHERS OF THE “JAIME ROLDOS AGUILERA” NIGHT HIGH SCHOOL.

##### 1. Do you elaborate the Mesoplanning or Didactic Unit Plan?

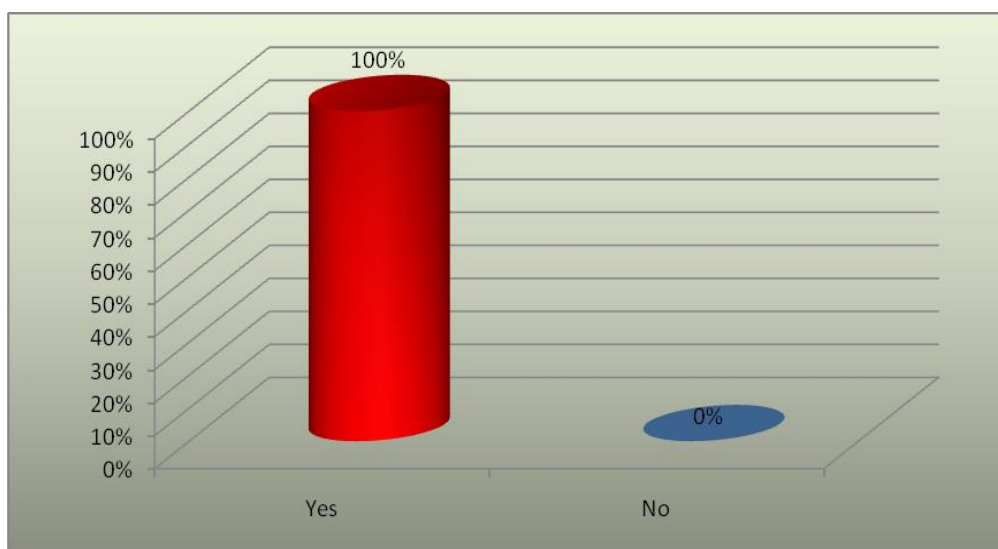
###### a) Statistic chart

**TABLE ONE**

<b>Elaborate the Mesoplanning or Didactic Unit Plan?</b>	<b>f</b>	<b>%</b>
Yes	3	100
No	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>

**Source:** “Jaime Roldós Aguilera” Night High School

**Authoresses:** Research Group

**b) Graphic representation****GRAPHIC ONE****c) Analysis and Interpretation**

100% of the surveyed teachers answered that they elaborate the Didactic Unit Plan and all of them include the basic skills.

This question is done with the purpose to know if the teachers do the curricular planning; so the results indicate us clearly that they accomplish with the planning established at the high school, allowing them this way to teach the topics of the class based on a determined planning, including the basic skills, the same that are accomplished according to students' level.

## 2. What elements do you apply for elaborating the Didactic Unit Plan?

### a) Statistic chart

**TABLE TWO**

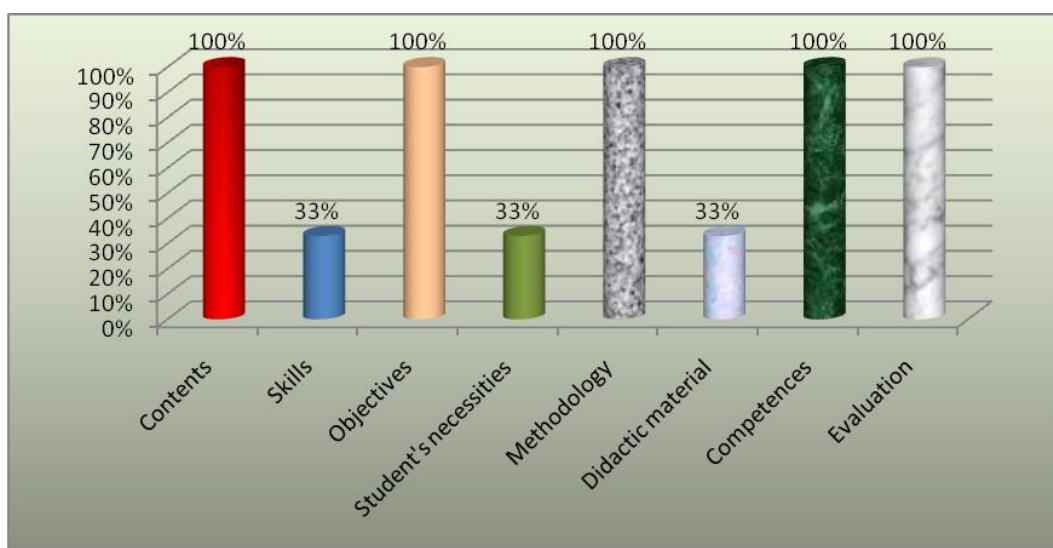
Elements for elaborating the Didactic Unit	f	%
Contents	3	100
Skills	1	33
Objectives	3	100
Student's necessities	1	33
Methodology	3	100
Didactic material	1	33
Competences	3	100
Evaluation	3	100

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

### b) Graphic representation

**GRAPHIC TWO**



### c) Analysis and Interpretation

100% of the teachers manifested that they apply contents, objectives, methodology, competences, and evaluation; while 33% manifested that they include skills, student necessities, and didactic material for elaborating the Didactic Unit Plan.

According to the observed results, the highest percentage is pointed to the majority of elements, but with a low percentage of skills. We can see that the teachers do not plan taking into account all the basic elements for elaborating the Didactic Unit, mainly the most important element such as skills, because they are the ways of doing things, following an ordered action sequence which allows to students carry out their purposes in the teaching-learning process of the English Language.

### 3. Does the Didactic Unit Plan point to the competences or skills that you are going to develop in the whole unit?

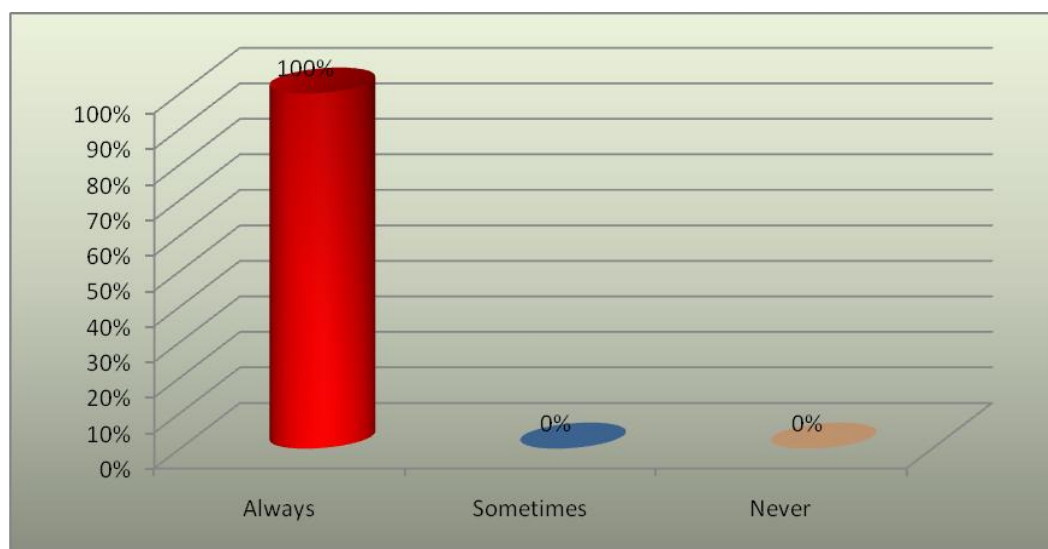
#### a) Statistic chart

**TABLE THREE**

<b>The Didactic Unit Plan points to competences or skills</b>	<b>F</b>	<b>%</b>
Always	3	100
Sometimes	0	0
Never	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

**b) Graphic representation****GRAPHIC THREE****c) Analysis and Interpretation**

100% of all surveyed population answered that they *always* point to the competences or skills that they are going to develop in the whole unit.

In the same way, as we observed, the obtained results are excellent, because teachers are pointing to the competences or skills; that demonstrates us that the teachers are educating students with capacity of applying their knowledge, abilities and attitudes in the efficient performance of tasks or activities, and so accomplish with their aims.

#### 4. Do you fulfill all the planned units in the school year?

##### a) Statistic chart

**TABLE FOUR**

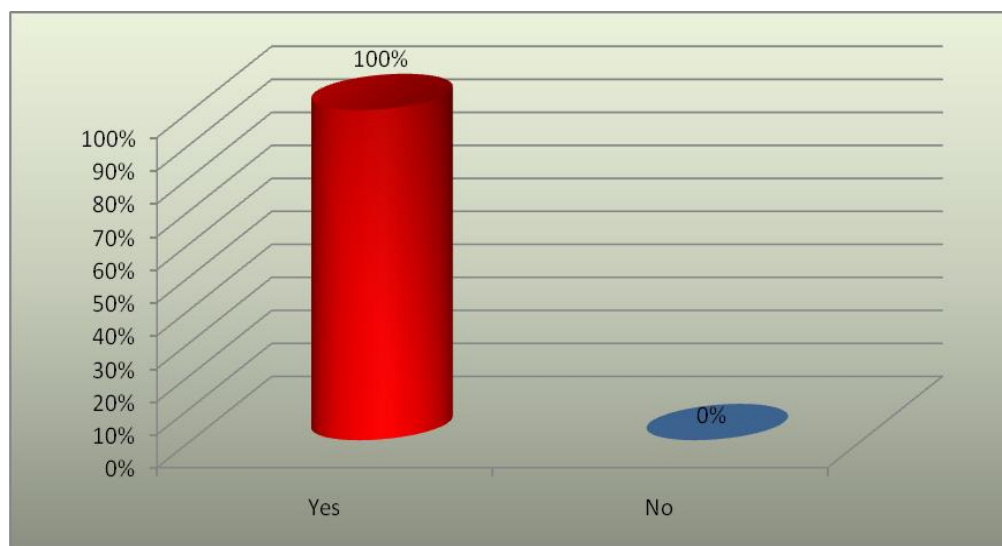
<b>Fulfill all the planned units in the school year</b>	<b>f</b>	<b>%</b>
Yes	3	100
No	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>

**Source:** “Jaime Roldós Aguilera” Night High School

**Authoresses:** Research Group

##### b) Graphic representation

**GRAPHIC FOUR**



##### c) Analysis and Interpretation

100% of the teachers said that they fulfill all the planned units in the school year.

Taking into account the results, we can manifest that teachers plan according to



the units established on the text, and the distribution of time allowing them fulfill with all the planned units in the school year, and so the students get a high level of knowledge which are be applied the next year.

## 5. Do you plan daily?

### a) Statistic chart

**TABLE FIVE**

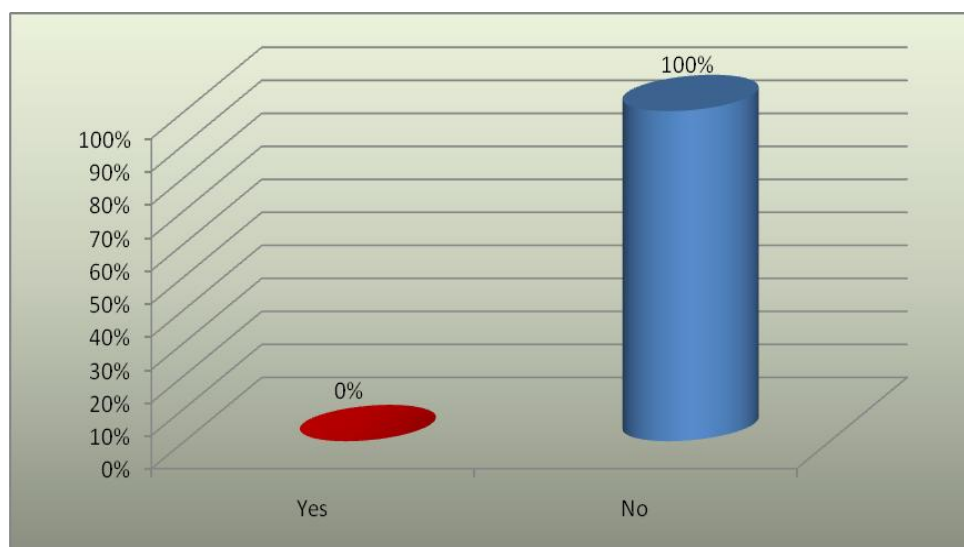
<b>Plan daily</b>	<b>f</b>	<b>%</b>
Yes	0	0
No	3	100
<b>TOTAL</b>	<b>3</b>	<b>100</b>

**Source:** “Jaime Roldós Aguilera” Night High School

**Autoresses:** Research Group

### b) Graphic representation

**GRAPHIC FIVE**



### c) Analysis and Interpretation

100% of the surveyed population expressed that they do not do a plan daily. After the analysis of this question, we can see that the teachers do not consider important to plan daily; they expressed that they plan weekly, but they review the topics which are going to be taught during the week.

We think that the daily planning is so important because it is used to structure the lesson and help with the flow of the class, it is also significant for teacher because it represents steps along the curriculum before which and after which they have a hiatus in which to evaluate and prepare for the next lesson.

## 6. Tick the elements that you include in the Lesson Plan.

### a) Statistic chart

**TABLE SIX**

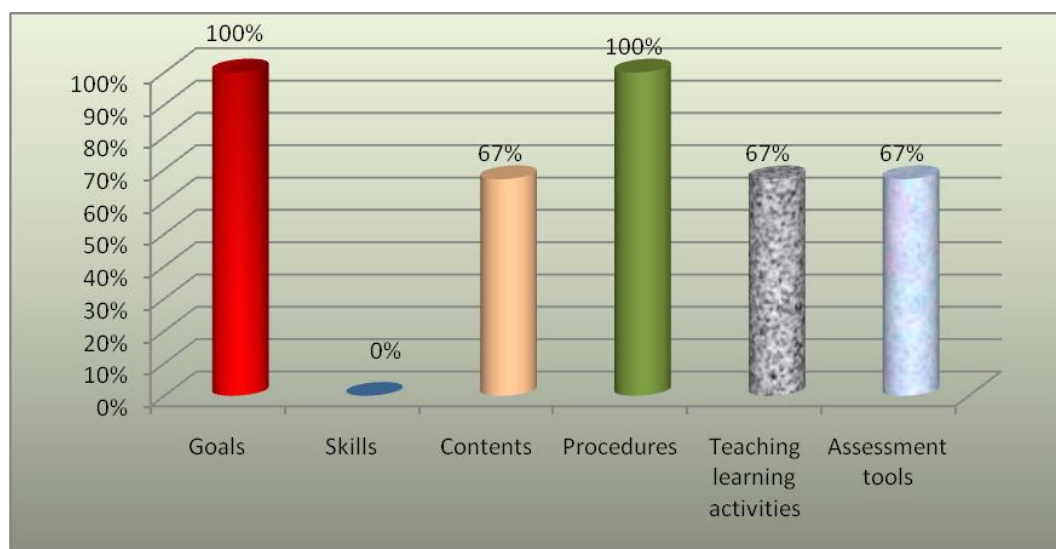
<b>Elements in the Lesson Plan</b>	<b>f</b>	<b>%</b>
Goals	3	100
Skills	0	0
Contents	2	67
Procedures	3	100
Teaching-learning activities	2	67
Assessment tools	2	67

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

## b) Graphic representation

**GRAPHIC SIX**



## c) Analysis and Interpretation

In the question number six 100% of teachers manifested that the elements they plan in the Lesson Plan are goals, and procedures; 67% expressed contents, teaching-learning activities, and tools; and they do not include skills.

This question is done to know if the teachers include the elements in a correct way in the Lesson Plan, which are enlisted in the table. According to the results, we realize that the teachers are not very clear about if skills must be included in the Lesson Plan, skills that are developed into the contents; for that reason we consider that skills and contents must have the same percentage.

## 7. What do you understand as Microplanning or Lesson Plan?

### a) Statistic chart

**TABLE SEVEN**

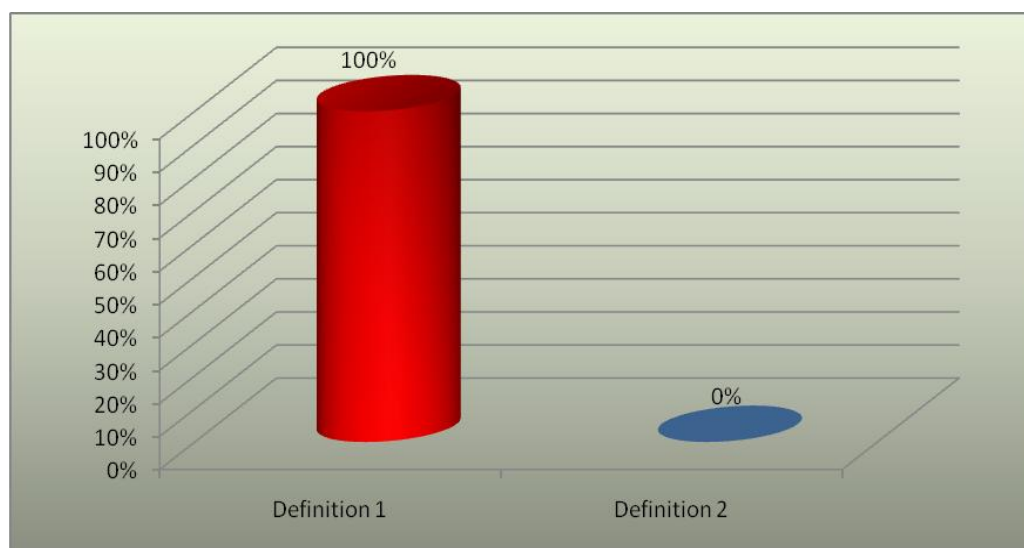
What is Microplanning or Lesson Plan?	f	%
1. A set of activities that cover a period of classroom time.	3	100
2. An integrated study is one in which students broadly explore knowledge in various subjects related to certain aspects of their environment.	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>

Source: "Jaime Roldós Aguilera" Night High School

Authoresses: Research Group

### b) Graphic representation

**GRAPHIC SEVEN**



### c) Analysis and Interpretation

As the table seven shows us, 100% of the teachers expressed that the first definition is the correct one.

With the obtained results, without doubt the teachers know what is the Microplanning or Lesson Plan clearly. So, it would be important that they apply it, which helps them to be more specific in their planning and prevent classroom pitfalls, especially in the beginning teachers.

### 8. What kind of strategies do you plan to develop the listening and reading?

#### a) Statistic chart

**TABLE EIGHT**

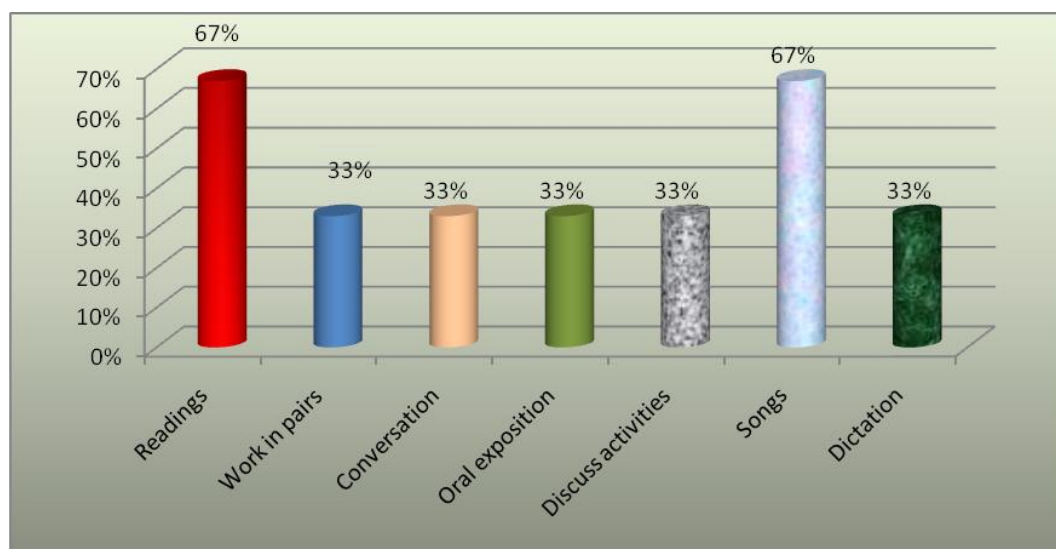
<b>Strategies for developing listening and reading</b>	<b>f</b>	<b>%</b>
Readings	2	67
Work in pairs	1	33
Conversation	1	33
Oral exposition	1	33
Discuss activities	1	33
Songs	2	67
Dictation	1	33

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

## b) Graphic representation

**GRAPHIC EIGHT**



## c) Analysis and Interpretation

67% of surveyed teachers manifested that they use readings and songs for developing listening and speaking skills; while 33% expressed that they use work in pairs, conversation, oral exposition, and dictation.

We can see that they use few strategies because in this question, the research group gave the option that they mention the strategies that they use to develop listening and reading skills, and for that reason we believe that teachers must use more strategies that encourage students to learn English better.

## 9. Tick the techniques that you plan to develop speaking and writing.

### a) Statistic chart

**TABLE NINE**

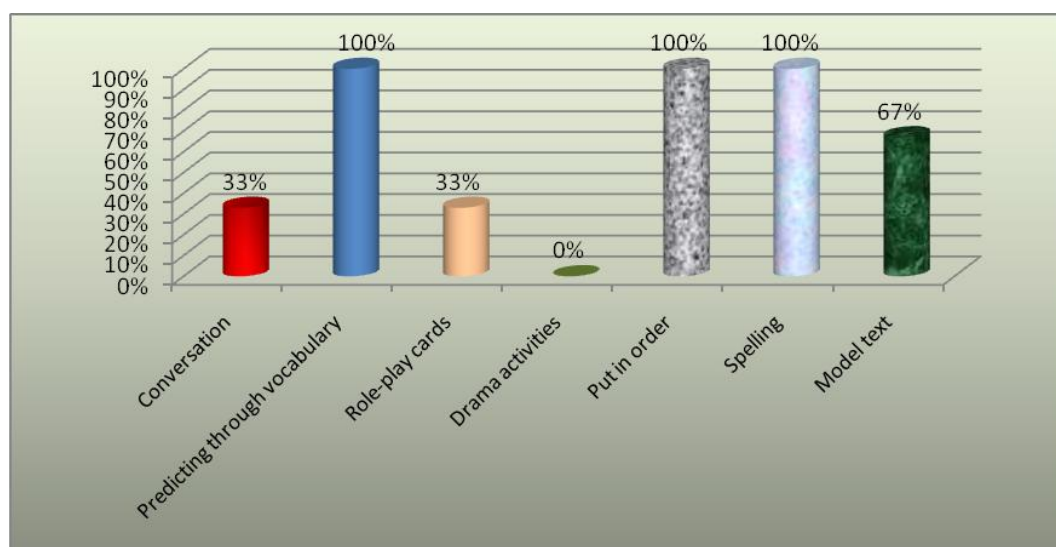
Techniques for developing speaking and writing	f	%
Conversation	1	33
Predicting through Vocabulary	3	100
Role-play cards	1	33
Drama activities	0	0
Put in order	3	100
Spelling	3	100
Model text	2	67

Source: "Jaime Roldós Aguilera" Night High School

Authoresses: Research Group

### b) Graphic representation

**GRAPHIC NINE**



### c) Analysis and Interpretation

100% of teachers answered that they apply predicting through vocabulary, put in order, and spelling; 67% expressed model text; 33% matched conversation, and role-play cards, and they do not apply drama activities to develop speaking and writing skills.

According to theoretical frame for developing speaking and writing skills teachers must apply the following techniques: substitution tables, questionnaires, scrambled sequences, games, echo questions, questions and answers, role play cards, drama activities, spelling, model text, and so on; but they ticked predicting through vocabulary, technique used in listening and reading.

## 10. What is the students' level in the English language in the development of skills?

### a) Statistic chart

**TABLE TEN**

Students' level in the English Language	Listening		Reading		Speaking		Writing	
	f	%	f	%	f	%	f	%
20-18	0	0	0	0	0	0	0	0
17-15	3	100	3	100	0	0	1	33
14-12	0	0	0	0	3	100	2	67
11-0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>

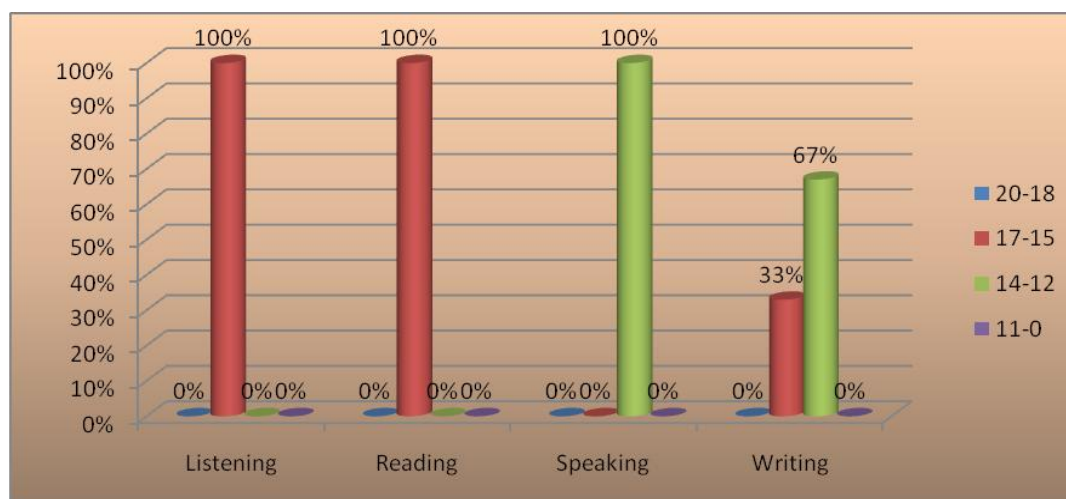
Source: "Jaime Roldós Aguilera" Night High School

Autoresses: Research Group



## b) Graphic representation

### GRAPHIC TEN



## c) Analysis and Interpretation

100% of teachers expressed that the students' level in the English Language is around 17-15 in the development of *listening*, and *reading*, in the same way 100% expressed 14-12 in *speaking*; 67% are around 14-12, and 33% are around 17-15 for developing the *writing* skill.

After analyzing the data, the highest percentages are pointing to listening, reading, and speaking skills. We think, the teaching-learning process of the English Language must be focused into the four basic linguistic skills, because all of them contribute to language performance, and so the students will be able to act themselves and get their aims in an efficient way in the learning of the English Language.

### 3.2. ANALYSIS AND INTERPRETATION OF THE APPLIED SURVEY TO STUDENTS OF THE “JAIME ROLDOS AGUILERA” NIGHT HIGH SCHOOL.

#### 1. Have you participated together with the teacher in planning of the Didactic Unit?

##### a) Statistic chart

**TABLE ELEVEN**

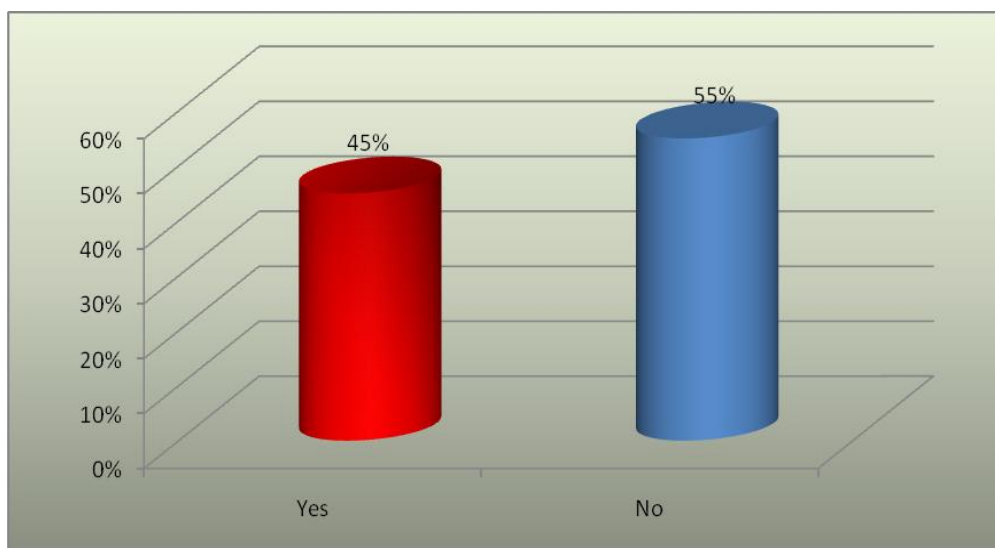
Participate in the planning of the Didactic Unit	f	%
Yes	35	45
No	43	55
<b>TOTAL</b>	<b>78</b>	<b>100</b>

Source: “Jaime Roldós Aguilera” Night High School

Authoresses: Research Group

##### b) Graphic representation

**GRAPHIC ELEVEN**



### c) Analysis and Interpretation

55% of students manifested that they do not participate with the teacher in planning of the didactic unit; and 45% manifested that they participate with them.

In the first question we can deduce that the highest percentage is pointing to teachers who do not take into account the students' criteria about the contents planning of the Didactic Unit, because they plan together the Area Coordinators, or they plan alone. They also expressed that they would like to be taken into account in the planning and this way to know the topics which will be studied during the school year, and contribute to the achievement of the pursued objectives.

## 2. What elements do you think that the teacher applies for elaborating the Didactic Unit Plan?

### a) Statistic chart

**TABLE TWELVE**

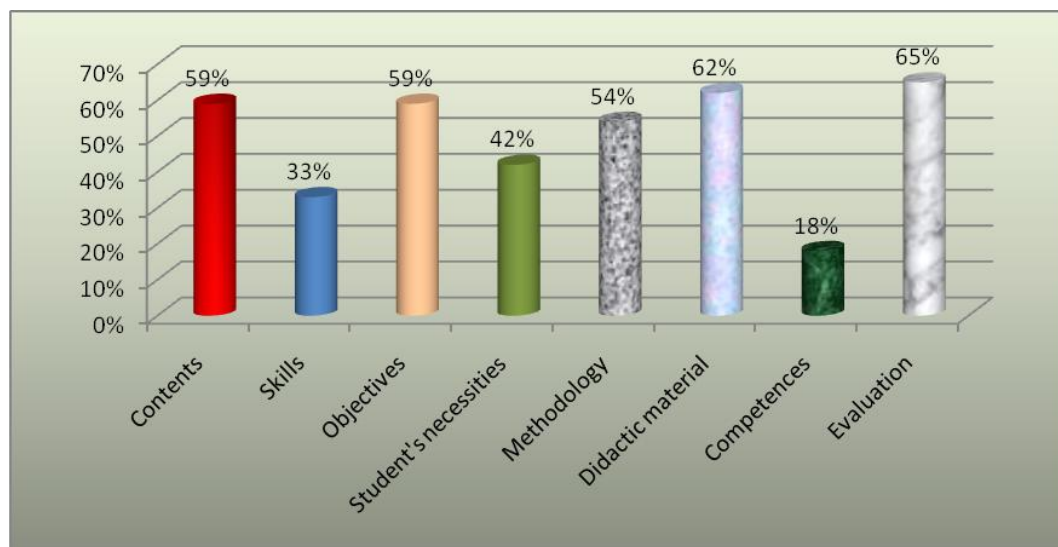
<b>Elements for elaborating the Didactic Unit Plan</b>	<b>f</b>	<b>%</b>
Contents	46	59
Skills	26	33
Objectives	46	59
Students' necessities	33	42
Methodology	42	54
Didactic material	48	62
Competences	14	18
Evaluation	51	65

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

## b) Graphic representation

**GRAPHIC TWELVE**



## c) Analysis and Interpretation

65% of surveyed students expressed that the teachers should applied the evaluation; 62% answered didactic material; 59% contents and objectives; 54% manifested that teachers have to apply methodology; 42% students' necessities, 33% answered skills; and only 18% answered competences.

With these results, we can see that the most of students know about the elements which are must be applied for elaborating the Didactic Unit, but with a low percentage about competences and skills. We believe that the didactic unit plan is not well organized and directed into the basic elements.

**3. Does the Didactic Unit Plan point to the competences or skills that the teacher is going to develop in the whole unit?**

**a) Statistic chart**

**TABLE THIRTEEN**

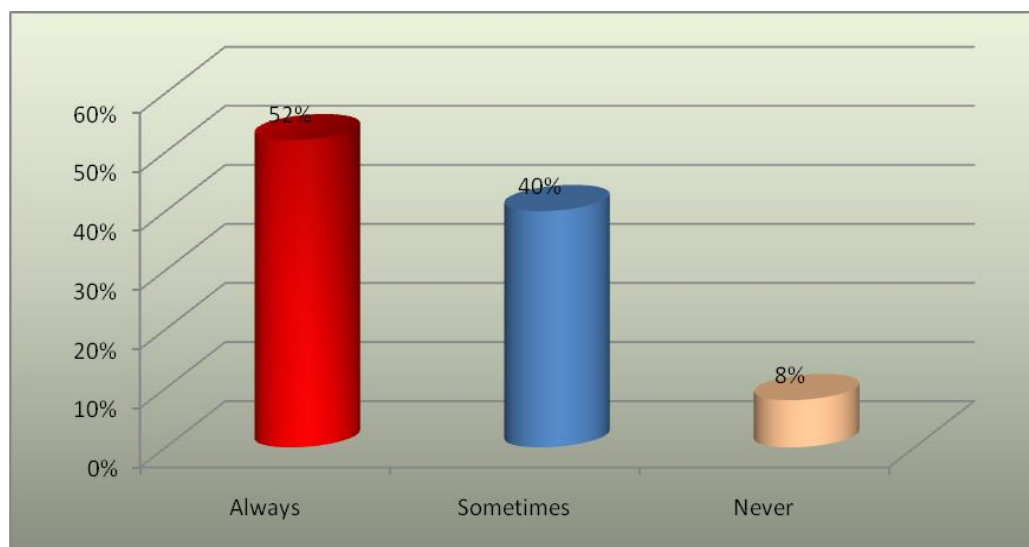
<b>The Didactic Unit Plan points to competences or skills</b>	<b>f</b>	<b>%</b>
Always	41	52
Sometimes	31	40
Never	6	8
<b>TOTAL</b>	<b>78</b>	<b>100</b>

**Source:** “Jaime Roldós Aguilera” Night High School

**Autoresses:** Research Group

**b) Graphich representation**

**GRAPHIC THIRTEEN**



### c) Analysis and Interpretation

52% of students answered that the didactic unit plan is always focused to the competences or skills; 40% sometimes; and 8% manifested never.

According to the results, we can see that there is no major difference between the percentages of *always* and adding *sometimes* and *never*. Therefore we can deduce that the Didactic Unit does not take into account the development of competences in 100% as the teaching-learning process of the English Language should be developed.

#### 4. Do you fulfill all the planned units in the school year?

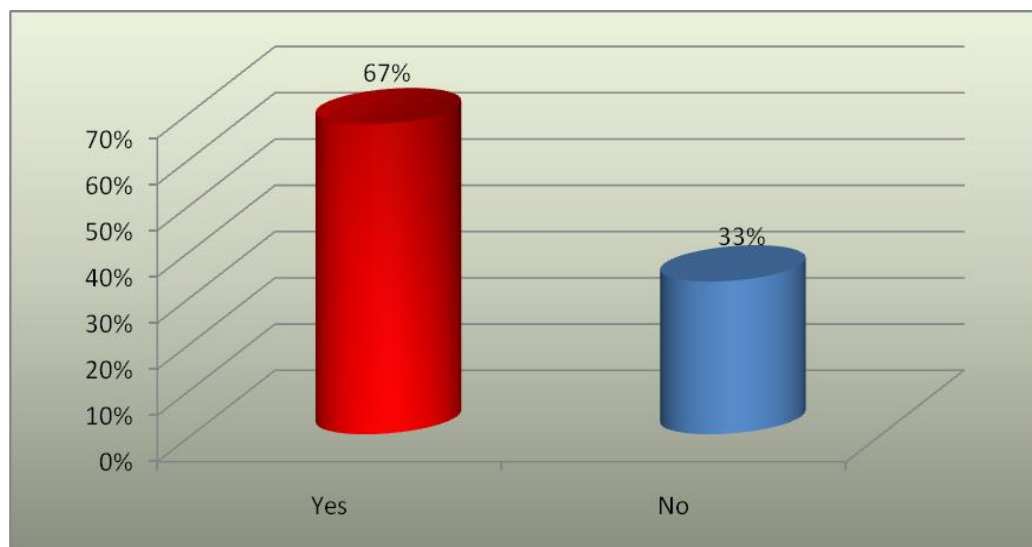
##### a) Statistic chart

**TABLE FOURTEEN**

<b>Fulfill all the planned units in the school year</b>	<b>f</b>	<b>%</b>
Yes	52	67
No	36	33
<b>TOTAL</b>	<b>78</b>	<b>100</b>

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

**b) Graphic representation****GRAPHIC FOURTEEN****c) Analysis and Interpretation**

Most of the surveyed students that is 67% expressed that they fulfill all the planned units of the school year; while 33% manifested that they do not fulfill with them.

The results showed us that the planned units are not fulfilled totally as teachers manifested in a previous question, in this way students do not cover the basic knowledge to continue with next year.

## 5. Do you notice that the teacher plans his/her daily class?

### a) Statistic chart

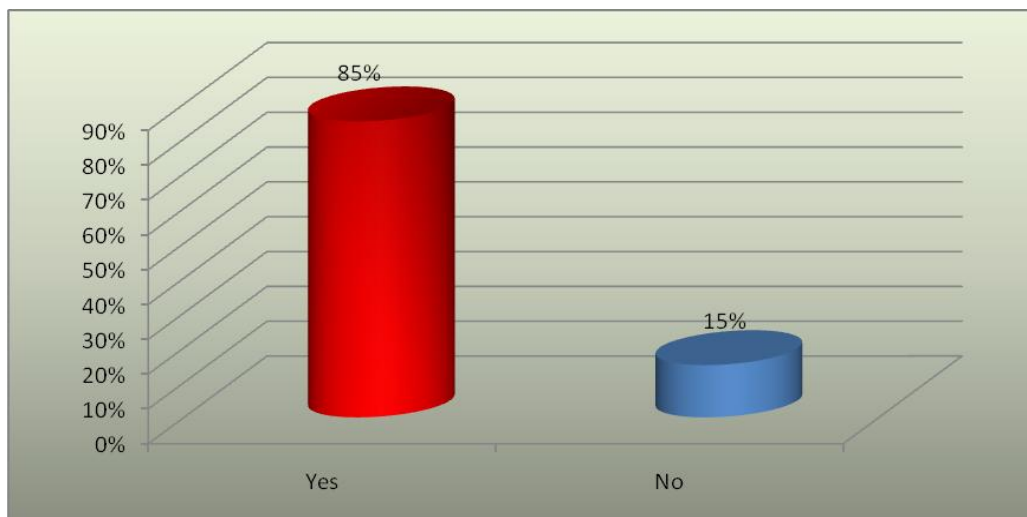
**TABLE FIFTEEN**

The teacher plans the daily class	f	%
Yes	66	85
No	12	15
	<b>78</b>	<b>100</b>

Source: "Jaime Roldós Aguilera" Night High School

Authoresses: Research Group

**GRAPHIC FIFTEEN**



### b) Analysis and Interpretation

85% of students manifested that the teachers plan the lesson plan; and just 15% answered that the teachers do not plan it.

In the question five, the highest percentage shows us that the students notice the teachers plan their daily class, because they realize that the teacher is prepared and



use good methods for the teaching-learning process. If we take into account the teachers' answers which are analyzed before, they expressed that they plan weekly and no daily class.

## 6. Tick the elements that you believe that your teacher includes in the Lesson Plan.

### a) Statistic chart

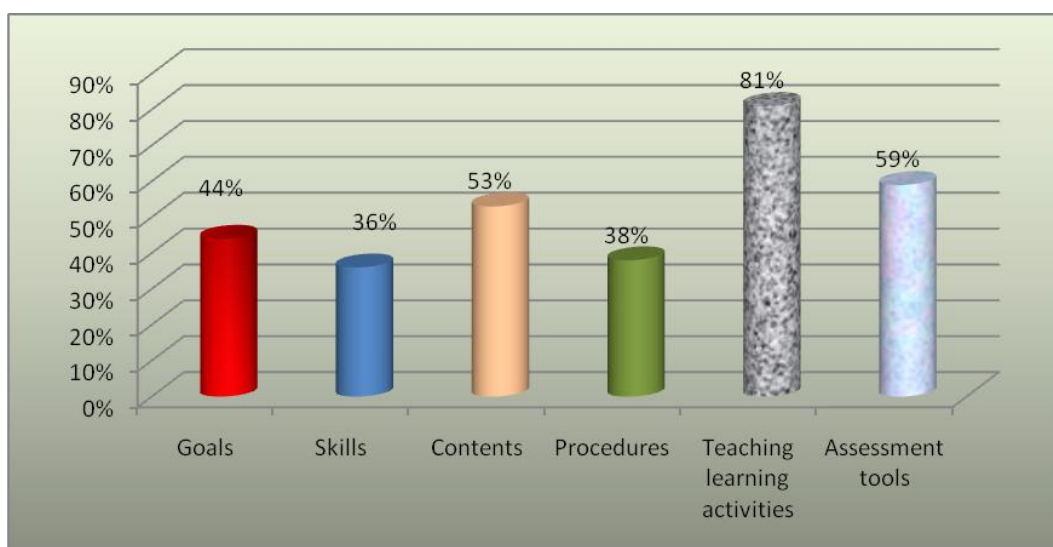
**TABLE SIXTEEN**

Elements in the Lesson Plan	f	%
Goals	34	44
Skills	28	36
Contents	41	53
Procedures	30	38
Teaching-learning activities	63	81
Assessment tools	46	59

Source: "Jaime Roldós Aguilera" Night High School  
 Authoresses: Research Group

### b) Graphic representation

**GRAPHIC SIXTEEN**



### c) Analysis and Interpretation

81% of students manifested that the teachers include teaching-learning activities in the lesson plan; 59% answered assessment tools; 53% contents; 44% goals; 38% procedures; and 36% expressed skills.

According to the obtained results, we deduce that, there is great difference in the percentages among the elements of the Lesson Plan. Consequently, students do not know clearly about the basic elements which must be included in a daily planning. We think that the teachers do not follow a sequence when they are developing the class. Carefully the teachers must make notice step-by-step procedures, which are being developed in the class, and so students can identify the elements that are included in the lesson.

## 7. What do you understand as Microplanning or Lesson Plan?

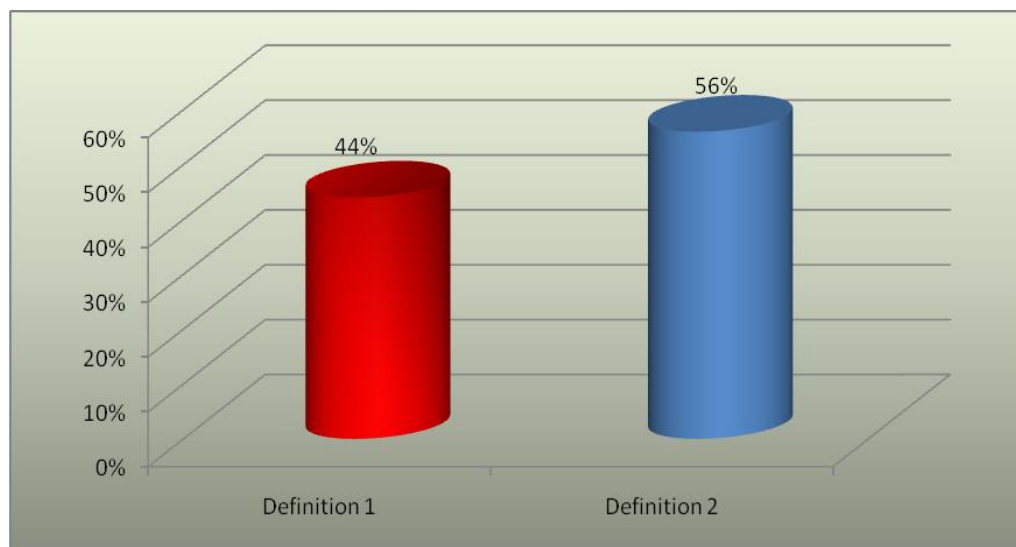
### a) Statistic chart

**TABLE SEVENTEEN**

<b>What is Microplanning</b>	<b>f</b>	<b>%</b>
1. A set of activities that cover a period of classroom time.	34	44
2. An integrated study is one in which students broadly explore knowledge in various subjects related to certain aspects of their environment.	44	56
	<b>78</b>	<b>100</b>

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

**b) Graphic representation****GRAPHIC SEVENTEEN****c) Analysis and Interpretation**

56% of surveyed students do not know the meaning of Microplanning or Lesson Plan; and 44% of students know about it.

There is a high percentage where the students do not know what the Lesson Plan is. We deduce that it is due to the lack of information or communication from teachers, because they must plan the lesson involving to students.

**8. What teaching strategies does the teacher use when he/she develops listening and reading skills?**

**a) Statistic chart**

**TABLE EIGHTEEN**

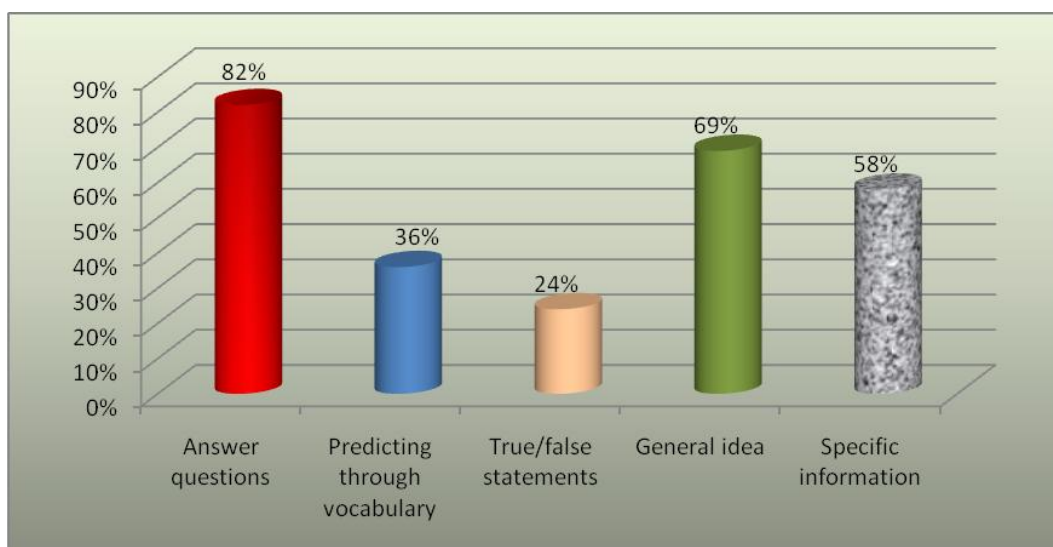
<b>Strategies for developing listening and reading</b>	<b>f</b>	<b>%</b>
Answer questions	64	82
Predicting through vocabulary	28	36
True/false statements	19	24
General idea	54	69
Specific information	45	58

**Source:** “Jaime Roldós Aguilera” Night High School

**Autoresses:** Research Group

**b) Graphic representation**

**GRAPHIC EIGHT**



### c) Analysis and Interpretation

82% of the surveyed population manifested that the teachers use answer questions; 69% general idea; 58% expressed specific information; 36% said predicting through vocabulary; and 24% true-false statements for developing the listening and reading skills.

We realize that the results indicate all listed strategies are used by teachers in different percentages, but there are three strategies which are most used to develop these two basic skills. It is important if teachers include a variety of strategies to teach the lesson, so creating a pleasant period of class with the students, encouraging them to work in their tasks, and keeping minds alert and high enthusiasm.

### 9. Tick the techniques that the teacher plans to develop speaking and writing.

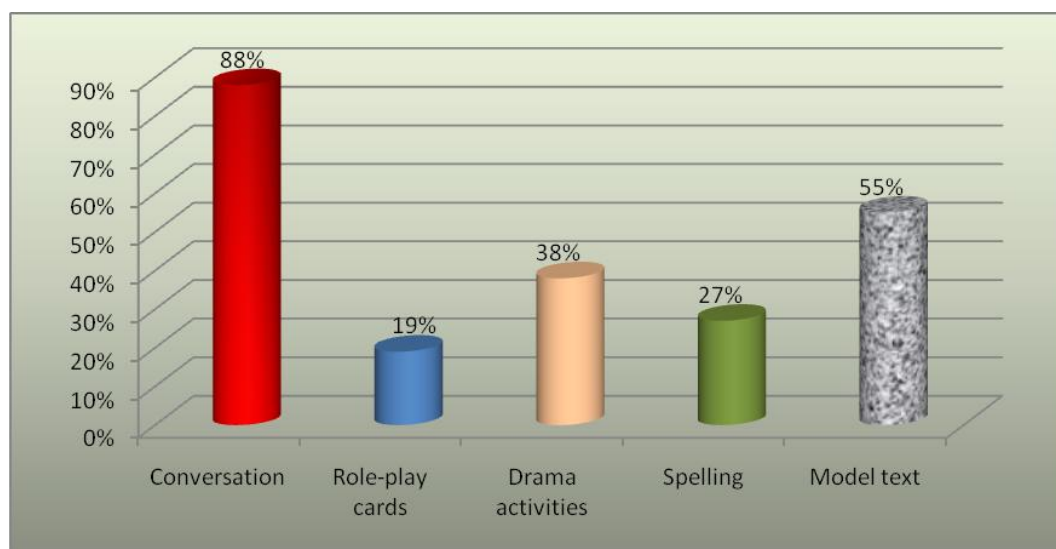
#### a) Statistic chart

**TABLE NINETEEN**

<b>Techniques for developing speaking and writing</b>	<b>f</b>	<b>%</b>
Conversation	69	88
Role-play cards	15	19
Drama activities	30	38
Spelling	21	27
Model text	43	55

**Source:** "Jaime Roldós Aguilera" Night High School

**Authoresses:** Research Group

**b) Graphic representation****GRAPHIC NINETEEN****c) Analysis and Interpretation**

88% of surveyed students said that the teachers use the conversation technique; 55% expressed model text; 38% answered drama activities; 27% spelling; and 19% role-play cards in the development of speaking and writing skills

These results indicate us that conversation, and model text are the techniques with a high percentage, which are applied in the development of speaking and writing skills by teachers. In the same way, we think the teachers should apply a variety of techniques to motivate the students and so obtain a better learning in the development of the English Language.

**10. What is your learning level in the English language in the development of skills?**

**a) Statistic chart**

**TABLE TWENTY**

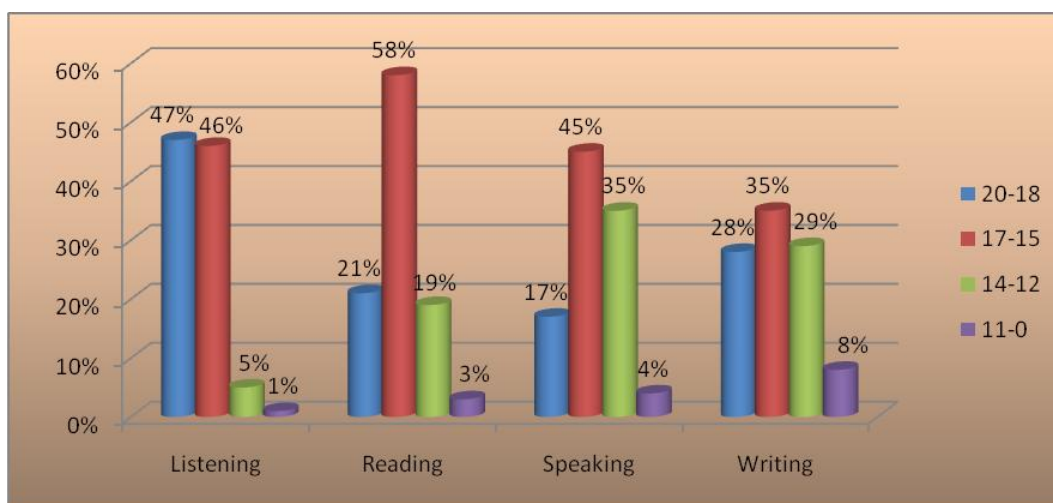
Levels in the English Language	Listening		Reading		Speaking		Writing	
	f	%	f	%	f	%	f	%
20-18	37	47	16	20	13	16	22	28
17-15	36	47	45	58	35	45	27	35
14-12	4	5	15	19	27	35	23	29
11-0	1	1	2	3	3	4	6	8
<b>TOTAL</b>	<b>78</b>	<b>100</b>	<b>78</b>	<b>100</b>	<b>78</b>	<b>100</b>	<b>78</b>	<b>100</b>

Source: "Jaime Roldós Aguilera" Night High School

Autoresses: Research Group

**b) Graphic representation**

**GRAPHIC TEN**



### c) **Analysis and Interpretation**

This question is focused to students' level in the English language on the development of basic skills, which are analyzed of the following way:

In the *Listening skill*, 94% of the students answered that their level is around 20-15; while 6% are around 14-0. In the *Reading skill*, 78% expressed that their level is around 20-15; and 22% are around 14-0. In *Speaking skill* 61% are around 20-15; while 39% are around 14-0. In *Writing skill* 63% are around 20-15, and 37% are around 14-0

According to the obtained results, we deduce that the students' level is very good. We think these results are gotten according to the strategies and techniques that teachers use when they develop the class. Also, we can say that the learning of the English Language is centered in the developing of the basic skills.



### **3.3. CONTRASTATION AND VERIFICATION OF THE HYPHOTESIS**

To contrast and verify the hypothesis that our group has stated the project; we used the obtained results through a logical analysis of the information gathered as from the teachers as the students of “Jaime Roldós Aguilera” Night High School, this information has let us to prove if the hypotheses are accepted or denied and after this, we have been able to establish the respective conclusions and suggestions to improve the Curricular Planning and consequently getting meaningful learning of the English Language.

#### **3.3.1. HYPOTHESIS ONE**

##### **a) Statement**

The mesoplanning is not elaborated by the teachers considering the development of the basic linguistic skills of the English Language in the students at the “Jaime Roldós Aguilera” High School, academic year 2009-2010.

##### **b) Demonstration**

The first hypothesis has two variables the independent one is the Mesoplanning, and the dependent variable is the basic linguistic skills in the English language, academic year 2009-2010.

The hypothesis has been proved through the question number ONE of the teachers and students' survey, where we noticed that teachers plan the unit but they do not take into account the students' opinions to elaborate it, so there is unknowledge by the students about the topics that will be studied during the next academic year.

The question number TWO, we can realize that the teachers do not elaborate the Didactic Unit Plan considering the most important elements which are the linguistic skills and competences of the English language; therefore the students do not get good achievements and meaningful learning experiences to enable the development of English Language Skills and Competences.

In the question number THREE, we can deduce that the teachers do not plan the Didactic Unit pointing to the development of the competences or skills. Therefore, the students will not be able to use and solve problems themselves in an efficient and effective way based on the development and improvement of the Linguistic Skills.

In the question number FOUR, we asked if they fulfill all the planned units in the school year, and taking into account the students' answer they do not fulfill with all planned units in the school year. For that reason the students do not get with the enough knowledge in order to develop themselves with the new topics in the next school year.

### **c) Discussion and Conclusion**

The researching group based on the obtained results in the field work and after the demonstration with the respective questions in the students and teachers applied surveys **accepts the first hypothesis** because we have proved that the mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language in the students at the “Jaime Roldós Aguilera” High School, academic year 2009-2010.

### **3.3.2. HYPOTHESIS TWO**

#### **a) Statement:**

“The microplanning does not take into account the development of the basic linguistic skills of the English Language in the students at the “Jaime Roldós Aguilera” High School. Year 2009-2010”

#### **a) Demonstration:**

As we can see in the second hypothesis there are two variables, the Microplanning is the independent variable, and the second one the basic linguistic skills of the English Language, they are not taken into account in the students at the “Jaime Roldós Aguilera” High School. Year 2009-2010.

So, to prove this hypothesis we have the question number FIVE where teachers do not do a lesson plan according to the established regulation in the Curricular Planning, they are not able to develop a successful class for a good understanding in the students; in addition the Lesson Plan is used to structure the lesson and help with the flow of class, specially the teachers who are beginning the teaching.

The question number SIX is pointed to the elements that the teacher plans in the daily lesson plan; taking into account the teachers' answer, we can say that they have little interest about the use of the Linguistic Skills for developing the class.

The question number EIGHT was analyzed from the teachers' survey, where they do not identify the appropriate strategies to develop listening and reading skills. So we can say that there are a variety of strategies for getting good results in the teaching-learning process in the English Language.

In the same way, the question number NINE is pointed to the techniques which are developed in speaking and writing. Analyzing the results of teachers as well as the students we can see that the teachers do not apply the enough and correct techniques during the development of these skills in the class. Moreover the students are not motivated by the teachers creating a little interest in the learning of the English Language.

The question number TEN shows us students' level in the English language in the

development of skills. We consider that if the teachers plan a daily class the development of the four skills would be in the same level, because all of them are very important for getting a meaningful learning in the English Language.

#### **b) Discussion and Conclusion**

With these results in the field work that the group has been able to get through the survey applied to teachers as well as to students, **accepts the second hypothesis** of this research work which says that the Microplanning does not take into account the development of the basic Linguistic Skills of the English Language in the students at the “Jaime Roldós Aguilera” High School. Year 2009-2010.

# CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

## 4. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. CONCLUSIONS

After culminating our research work we could establish some conclusions, which do not reflect a finished investigation but it is created as a starting point for later investigations.

- ✍ The teachers of the “Jaime Roldós Aguilera” plan the Didactic Unit, but they do not take into account the Students’ opinions, so the students do not know the topics which will be studied during the academic year.
- ✍ The Didactic Unit Plan is elaborated, but it does not take into account in a high percentage the skills, being they an important element in the teaching-learning process of the English Language.
- ✍ According to the obtained results in the survey we conclude that the Didactic Units are not fulfilled in the school year, leaving unknowledge in the students about the topics that should be studied during the school year.
- ✍ The teachers teach the classes without a daily lesson plan according to the Curricular Planning.
- ✍ The teachers do not identify and applied the appropriate strategies and enough techniques for developing the Basic Linguistic Skills.

## 4.2. RECOMMENDATIONS

- ✍ Our research group suggests that the teachers should plan the Didactic Unit Plan involving students on the planning with the purpose to create interest on them the sequence of activities and tasks will be developed in the academic year.
- ✍ The teachers should take into account the skills for elaborating the Didactic Unit, because they help students to communicate or use the English Language in a suitable level.
- ✍ We recommend teachers that they organize the most important units which will be necessary and useful for students in the next academic year according to their real experience, so the contents do not affect the level of students' knowledge.
- ✍ The teachers should recognize and apply the correct strategies and techniques according to the skill that they will be developed in the class; every skill has a variety of strategies and techniques which help to develop each one of them in order to achieve meaningful learning in the English Language.
- ✍ We suggest the teachers must plan their daily class, so that they can prepare and choose the best strategies and didactic material according to the topic and the skill that they will want to develop in that period time.



**ANNEXE**



# **NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCATION, ART AND COMMUNICATION  
ENGLISH CAREER**

## **PROJECT**

**CURRICULAR PLANNING AND ITS INFLUENCE ON THE  
DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE  
ENGLISH LANGUAGE AT THE "JAIME ROLDÓS AGUILERA"  
NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010**

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LOJA – ECUADOR  
2009

## **1. THEME**

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010.

## **2. PROBLEM STATEMENT**

### **2.1. CONTEXTUAL FRAME**

“Calasanz” Educative Unit, “Jaime Roldós Aguilera” Night High School is located at “El Valle” Parish in Loja city, province of Loja.

In the education field, in the year 1980, it began to elaborate the first documentation for requesting the creation of a Particular High School, this excellent idea of the Priest Vicente Ortega Ordoñez, and the Bishop of the Diocese of Loja, Monsignor Alberto Zambrano Palacios. He gave the necessary support as a Pastor of the “Lojana” church, because he knew the necessity of creating this institution.

On September 15<sup>th</sup>, 1980 they got the authorization by the Minister of Education, Dr. Galo García Feraud, so this institution got the name of “El Valle” High School and it started the basic level.

In 1980 it was inaugurated the school year 1980-1981, with 60 students and 5 teachers, and the first Headmaster the Priest Vicente Ortega. During the school year 1982-1983 was prepared the documentation to request the creation of the High school curriculum in Agroindustries and Electricity.

In October 1983 it started the high school curriculum with the two requested specializations and with the name of “Jaime Roldós Aguilera” Technical

Particular High School, this name was chosen to remember the memory of a great Ecuadorian President, who died in May of 1981.

In the school year 1983-1984 all the documentation was prepared in order to try to get the fiscomisionalizacion of the high school, with the purpose of taking part of the state; requirement that was accepted by the Minister of Education.

In September 1985, Segundo Abel León Ojeda took in charge the Headmaster, who was a good professional, with a great experience in the educative management within the catholic institution. Firstly, he changed the Vespertine section into Morning, one with the intention of creating night section to help the youth that works during the day. In September 1986, with the respective documentation was gotten the creation of “Jaime Roldós Aguilera” Night High School.

In the school year 1998-1999, the Priest Angle Campelo Campelo was named as Headmaster of the High School, who continues with that job until now.

On October 19<sup>th</sup>, 2000, was presented to the Department of Curriculum of the Ministry of Education a new specialization, Business and Marketing, which was approved with resolution No. 1860 with date April 3<sup>rd</sup>, 1996.

In the school year 2008-2009 this educational institution becomes to be managed by the Minister of Education and Culture, in the presidency of the Econ. Rafael Correa Delgado.

Regard to the infrastructure, this High School began with 3 classrooms, year by year it has been transformed with the spaces like: 2 buildings of classroom, a church, an acoustic ground, a cafeteria and a teachers' sitting-room, a sports ground, and a Computer Laboratory. At the moment it is being built a multiple court.

Nowadays, the High school has 365 students, 27 teachers, a Headmaster, a Depute-headmaster, a Secretary, an Accountant, two guiders, an Inspector, a Librarian, a Caretaker. The high School offers three specialties which are: Business and Marketing, Graphic Design, and Propedeutic (Chemistry-Biology).

The high school offers to youth an educational integral service, which develops the competences within the analytic-critic and spiritual people, to join the efforts of the high school and laying out the continue improvement of the quality management system for answering requirement of the knowledge society.

The high school vision is to form good professionals in every technical career that it offers to the students, and in the future they serve to the society in the best way.

Among the main High school's aims are:

- To strengthen the profile of teaching-learning in the human-Christian formation.
- To improve the interpersonal relations and teamwork of the educational, administrative staff and their support across the accomplishment of two commissions.
- To elaborate, to run the internal regulation of ISPED.
- To diminish students' difficulties of learning in the high school.

## **2.2. CURRENT SITUATION OF THE RESEARCH OBJECT**

Ecuador needs and deserves a better destiny. The education is indispensable if we take into account that people try to improve the quality and standard of students' life, because nowadays the English language is very useful and necessary.

Opposite to the crisis of the quality of the Ecuadorian education demonstrated by high indexes of repetition and desertion, loss of relevancy and significance of the education, lower efficiency and deficiency of the educative system, the

Department of Education formulated as a priority policy the improvement of the quality of basic, intermediate and advanced education across the Curricular Reform.

The Ministry of Education through the CRADLE Project orders to the state educational institutions to work with the text "Our World Through English". This text is elaborated with 12 units and 5 lessons every unit.

In our city, this problem has validity because the most of the teachers are consumers of the Curriculum and non designers. So, they use the elaborated materials such as: texts, guides, printed material, etc., and to their suggestions, so that they should build new materials or improve them to the real needs of the situations, which will develop the teaching. The teacher are not able to elaborate curricular design, curricular projects, micro-curricular planning; for that reason the quality of teaching is being deteriorated and consequently the students do not have the capacity to develop the 4 basic abilities of the English language.

To carry out a first approach to the problems related with the variables of the investigation, we went to the "Jaime Roldós Aguilera" Night High School where we applied the surveys to the teachers and students, which allowed us to have a global and current vision of the problems derived to Curricular Planning.

The Curricular Plan is structured with the following elements: Informative data, Diagnosis, Aims, Skills and Contents, Methodology, Didactic resources, Evaluation, Bibliography, Observation, and Signatures.

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

If the Didactic Unit Plan is not taken into account according to its concept, it can create some problems in the educational institutions.

The teachers do not expire with the contents planned in the Didactic Unit Plan; the students will go to the following year with some academic problems. So, the high schools do not have a demand to fulfill the school year contents. In addition, there is lack in collaboration from students into the subject of the English language for lack of motivation from the teacher. The "OWTE" book has 12 units for the school year, with an hourly charge from 5 hours per week, with a period of 45 minutes; and it is very short to be able to expire with the planning of the unit.

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

The lesson plan, as it has been employed universally, and describes the goals, objectives, material and equipment, procedures (methodology), evaluation, and extra-class work.

In the "Jaime Roldós Aguilera" Night High School of Loja city, in agreement with The Minister of Education and Culture, the executives and teachers of the English language, they have established to work with the texts "OUR WORLD THROUGH ENGLISH", which ones is constructed in 12 units and 5 lessons every unit, developed in a period of class of 35 minutes with 4 hours per week. Since we have observed in that educational institution they get themselves some problems such as:

Due to the fact that the high school works in the evening section, the periods of

class are short, being each one of them of 35 minutes, and it is not enough to develop a class with the planned topics. Moreover, the most of the students who study in that institution are people who work dairy, so that it prevents them from studying in a diurnal high school, for this reason they do not have a good performance in class.

### **2.3. RESEARCH PROBLEM**

According to the problematic regarded at the “Jaime Roldós Aguilera” Night High School, the group states the following problem of research: How does the curriculum planning influence in the basic linguistic skills of the English language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010?.

### **2.4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal**

Our research project will be carried out during the academic year 2009-2010.

#### **b) Spatial**

The present research will be done in “Calasanz” Educative Unit, “Jaime Roldós Aguilera” Night High School.

#### **c) Observation Units**

According to the research object, our group has considered that is necessary to take into account in our research the following people of the high school:

Headmaster	1
English Teachers	3
Inspector	1
Students	366



**d) Subproblems**

- What ways of mesoplaning are the teachers elaborating to develop the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010?
- How does the lesson planning affects in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010?

**3. JUSTIFICATION**

The related problems with the practice of Curriculum Planning motivated us to make the research: CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010.

This investigation is aimed toward a study and critical-aimed analysis with the purpose of contributing with elements of practical character for the improvement of institutional curriculum practice as a fundamental element, so that teachers and micro-curricular planning use methodological strategies according to students' educational necessities.

This investigation is outstanding for current educational society and the future generations of teachers and students, so that they will be the beneficiaries of the results of this research work, moreover it will give theoretical-practical contribution that will guide the professional practice of the curricular planning to improve the significant learning of the English language.

We also justify this research because it is considered viable and feasible of developing it, because we have the necessary economic resources, through which will allow us to get the Degree in Sciences of Education, English Language, and

insert us in the labor world and to be able to satisfy the economic necessities, personal as family.

The importance of its execution is guided to be conscious the directives and teachers of the educational institutions, so that they propitiate an education and teaching based on a curricular planning allowing the understanding and stability of learning on the students according to their interests and purposes.

It aims to affect the analysis of scientific rigor in the use of educational and employment for the assessment of articulated learning in the Curriculum Reform of Education in Schools in the city of Loja, in order to affect the profiles of teaching and students as constituent, interacting and indeterminate subjects of educational theory and current practice.

#### **4. OBJECTIVES**

##### **4.1. GENERAL**

To determine how the Curricular Planning affects in the development of the basic linguistic skills of the English language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010.

##### **4.2. SPECIFICS**

- To characterize the mesoplanning that the teachers elaborate to develop the basic linguistic skills of the English language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010.
- To explain the influence of the microplanning as the development of the basic linguistic skills of the English language in the students of the “Jaime Roldós Aguilera” Night High School, academic year 2009-2010.

## **5. THEORETICAL FRAME**

### **CHAPTER I THE MACROPLANNING**

#### **1. CURRICULUM PLANNING**

##### **1.1. CONCEPTUALIZATIONS**

Etymologically “curriculum” is a Latin voice that derives from the verb *curro*, meaning race, carried out by the student to achieve an academic degree; while study plan is derivated from another Latin expression, <<*ratio studiorum*>> that means rational organization of studies.

Shoemaker defines curriculum as “education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive”<sup>5</sup>

The Curriculum Plan responds to the need for a framework for action that ensures consistency between the different areas of education-planning purposes and general and specific objectives, content, methodology, evaluation and analysis from allowing a broad perspective of all the factors involved in the teaching and learning process.

##### **1.2. FEATURES OF EDUCATIONAL CURRICULUM**

Educational curriculum, as a rule that governs every levels, stages, courses and degrees in education system, it should carry out five main features:

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<sup>5</sup> Shoemaker, 1989, p. 5

**Open.-** Curriculum is a common part to the national territory and another completed by every autonomous communities with competences in education. Another feature is that the application must be made in accordance with the context of school. It should be generated in the same geographical spaces (physical and human) in which the school is located.

The open curriculum, transforms the teaching <<simple executor>> professional skills to diagnose, imagine, propose creating and recreating, in other words, the designer of curriculum.

- **Flexible.-** We can adapt to reality of educational environment and students to whom it is directed.
- **Comprehensive.-** There is a common part of training for all students to national level, which get these teachings.
- **Taking into account diversity.-** It allows to include differences or identity of every autonomous Community.
- **Reflexive Teacher.-** A curriculum with the previous characteristics, should result in the figure of a reflexive, guide and counselor teacher.

### **1.3. THE CURRICULAR REFORM IN ECUADOR**

Since 1980 the National Commission was created on Curriculum, which puts the same emphasis on the coordination of actions of the curriculum design, seeking to challenge the traditional school and putting emphasis on Integrated Rural Development.

In 1992 the National Consultation was put into effect "Education Twenty-first Century ", which holds the same broad lines of problematization, which are: 1. Education and Labor, 2. State and Society, Education and Society; Quality and Efficiency Education System; also they are warmed over University and Modernization or Privatization, Desconcentration and Decentralization and the

Administrative Decentralization, or what it is like searching for the functional efficiency business. With this background in 1996 Curriculum Reform is induced to the educative qualification, which seeks to explain the student's constructivist formation represented on conceptual pedagogical approaches and genetic psychology from Vigotski, Piaget, Merani, among others and also it gets the responsibility development of five cycles:

1. National
2. Conceptual
3. Formal
4. Categorical
5. Development of Scientific Thought (university)

The most outstanding aspect is to recreate the possibility that the Curriculum Reform on Education is a strategy of integration supported by institutions, legal and regulatory standard and human resources to challenge, structuring and operationalize a new concept of curriculum planning in the educational field, which must be appropriated into the skills and requirements of Ecuadorian society, and frontally opposed to the repetitive and theorist concept, but it is necessary to note that attempt operating shift governments due to the neoliberal international organism's designs. "The Curricular Reform on the principle that teachers are professionals in the education and therefore they are free to choose the pedagogic current that meets their requirements and conditions."<sup>6</sup>

This section is determined on opposition reflections because the Curriculum Reform gets a free call to the pedagogic current teaching, which opposes the pursuit of social transformation and that compromises the support of economic and political transformation.

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<sup>6</sup> MEC CONSEJO NACIONAL DE EDUCACIÓN, Reforma Curricular de Educación, Quito, 1966, p. 5

... The National Government since 1992 has driven the design and nowadays, the launch of Curriculum Reform. The process has been led by the Ministry of Education and has received efforts from people and Ecuadorian institutions from highest level of the different regions and provinces of the country."<sup>7</sup>

Another specific point raised by the Educational Curricular Reform is referred to the rapprochement between "participative democracy" and "Ecuadorian community" doomed to respect the time limits for the formal effect. The school year 1996-1997 was implemented the reform in all preschools and elementary schools of our country, constituting Ecuadorian students' the first and second year of the new basic education. Each school year was incorporated into the reform two years more to complete in 2000 the full implementation of the new curriculum in all educational schools.

Reform grows in an educational policy that affects all the country's education system, from preschool to postgraduate. The sociological-philosophical and psycho-pedagogic foundations that argued by Reform, modify the institutional behavior and they neglect the anthropocentric base, neglecting the human entity as a bio-psycho-social structure.<sup>8</sup>

The curriculum is originated from two aspects: the national reality that takes into account the social, cultural and economic realities of our country, its relationship with the planet and a forward-looking approach of the conditions in which they will be developed those children and young people when entering their basic formation and national educative standards with its purposes, principles, objectives of the educational system and all legal instruments that regulate it.

#### **1.4. CURRICULUM PLANNING FOUNDATIONS**

When it comes to selecting the various elements that make up the curriculum, it is

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<sup>7</sup> CONSEJO NACIONAL DE EDUCACION, MEC, Quito, Ecuador, p. 6

<sup>8</sup> IBIDEM, p. 8

necessary to take into account various sources, among which we emphasize, essentially four complementary: sociological, epistemological, psychological and pedagogic.

#### **1.4.1. SOCIOLOGICAL FOUNDATION**

Sociological foundation of curriculum refers to all demands that society performs a specific training project and has as aims to adequate the project into needs, values and social expectations. Since then, those needs, values and expectations should be influenced in a special way in determining goals and selection of curricular contents, but they must also be taken into account in methodological decisions and evaluation, as the four types of curricular elements are interdependent (for example, it is not possible to develop the ability to solve problems in a flexible manner without giving the opportunity to students during the teaching process).

#### **1.4.2. EPISTEMOLOGICAL FOUNDATION**

As for epistemological foundation, relates to the demands placed on curriculum design, own characteristic of disciplines which are used as a reference to select and organize the contents. For example, when in the high school curriculum studies are organized the contents in geography, history, physics, chemistry, etc.. It is precisely the epistemological approach which is being taken into account as organization criteria of contents (the same contents could be organized starting different criteria, such as problems in the world today: sustainable development, immigrants' social integration... which would address the same contents, but from a different perspective, with an interdisciplinary treatment).

#### **1.4.3. PSYCHOLOGICAL FOUNDATION**

Psychological foundation refers to concepts and theories about development and

learning that we take into account as reference when we are deciding the methodology, selection and formulation of objectives and content organization among other aspects. So, if we think, a certain capacity is developed from a group discussion, research and personal processing of information, we will not plan its teaching with repetitive and individual memory activities of data provided by teacher and routine exercises, but through cooperative group activities, research projects or similar techniques. So, what we do when we look at a student or a student group are not progressing according to our expectative, it will depend on what our concept on how to learn this type of content (working more hours, making simple activities, receiving more helping from teacher...).

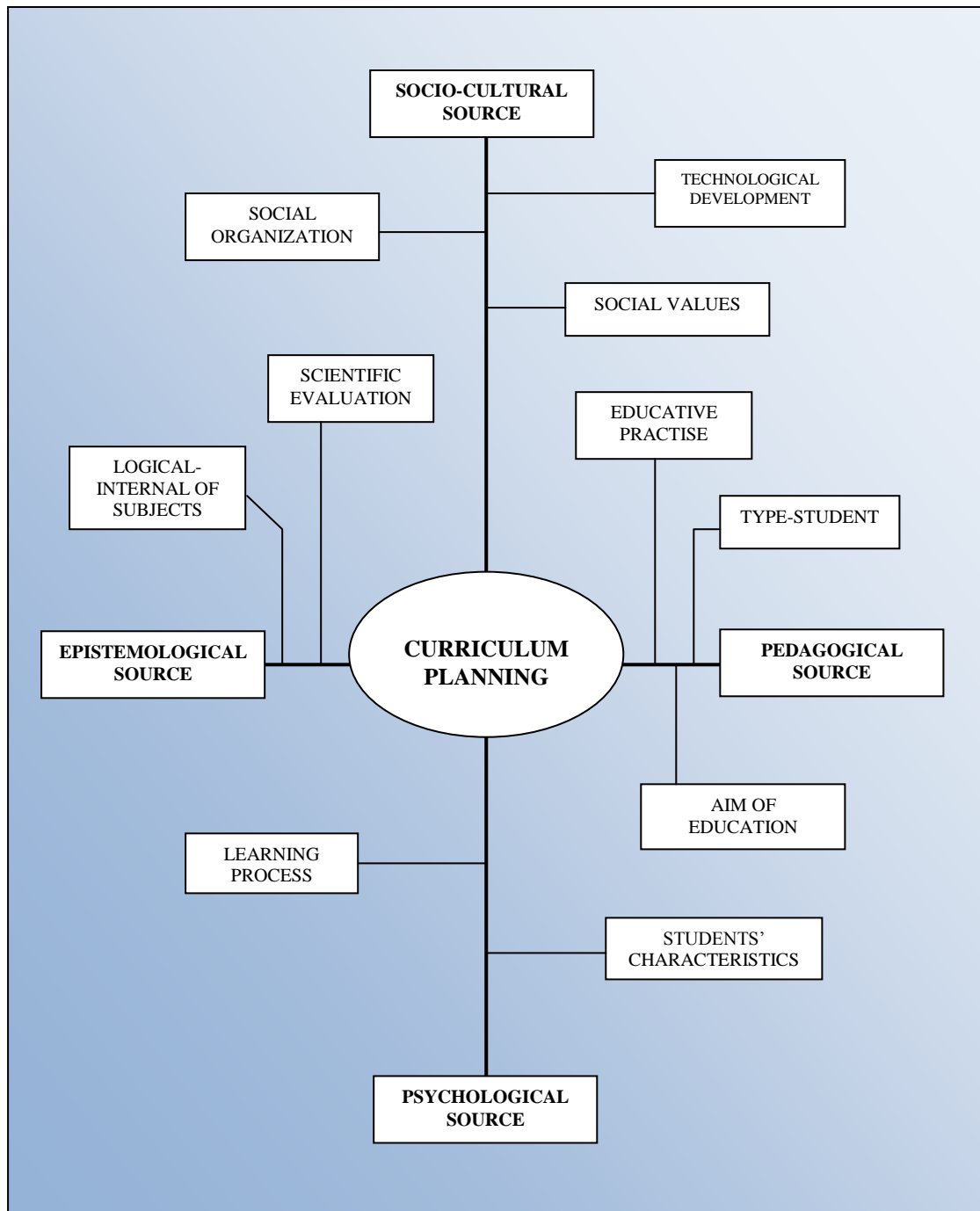
#### **1.4.4. PEDAGOGIC FOUNDATION**

Finally, pedagogic foundation does with the theoretical concepts, we argue about how to teach, both of them affect a particular subject or content.

Of course, these different sources from which we plan and carry out curriculum are not always "formal" and explicit; however they are always present in any educational project. Therefore, if we are developing an appropriate and successful educational practice, the best way is to try for making them explicit and to develop a reflexive way, reporting us before they take a decision.



## CURRICULUM SOURCES



## **1.5. TYPES OF CURRICULUM**

In the curriculum planning of Ecuador are recognized three types:

### **1.5.1. FORMAL OR EXPLICIT CURRICULUM**

It is simple, which is written as part of formal instruction of school experiences. 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.

### **1.5.2. 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 confronts 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<sup>9</sup>.

### **1.5.3. 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 examples.

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.

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<sup>9</sup> CASARINE RATTO, Martha. Teoría y Diseño Curricular, México, 1999.

#### **1.5.4. BASIC ELEMENTS OF CURRICULUM**

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

##### **1.5.4.1. Objectives**

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

1. Clear and deep awareness of Ecuadorians under the recognition of cultural, ethnic, geographic diversity and gender of our country.
2. Aware of their rights and duties in relation themselves, family, community and nation.
3. High development of their intelligence, to level of creative, practical and theoretical thinking.
4. Able to communicate with corporal, aesthetic, oral, written, messages, and others. With abilities to process the different types of messages in their environment.
5. With ability to learn, independent and solidarity personality with its social and natural environment, with positive perceptions from themselves.
6. With positive attitudes towards work and the use of free time.<sup>10</sup>

##### **1.5.4.2. 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

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<sup>10</sup> Ministerio de Educación y Cultura. Educación Básica: Proyecto de Desarrollo, Eficiencia y Calidad. EB-PRODEC, p. 3

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.<sup>11</sup>

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<sup>11</sup> SUBIRÍA SÁMPER, Julián. “Los Modelos Pedagógicos”, pp. 23-25

#### 1.5.4.3. Sequence

The sequence is practically an unknown aspect by teacher. The question about “**when to teach this or that**”, is already developed into curriculum and, teachers often keep sequencing presented in the text or in the official programming.

In general, teachers believe that chronological sequence -from the early events until the last- it is just possible and the most appropriate, since the facts were really presented.

Finally, we could say that while contents are sequenced to facilitate compliance with the proposed objectives, they can not be understood as separate elements of curriculum. By defining the purpose and contents, and especially its character, its hierarchy and organization, are being developed guidelines for sequencing. Therefore, it is basically explained that in the curriculum which has favoured the transmission of information, teachers think little on the sequencing, and that information and data are essentially arbitrary sequences.<sup>12</sup>

#### 1.5.4.4. Methodology

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

It includes the following elements:

- 1) **Methodological principles:** We call a number of key ideas that is apparently very theoretical and abstract; they really determine all activities that are

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<sup>12</sup> IBIDEN, p. 26

conducted in any school curriculum. Even if we are not aware of this, since the teaching chooses all kind of material or a way to teach something, it is always made from a determined principle that teacher assumes as appropriate.

- 2) **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, which will use certain strategies and teaching techniques, that is, specific teaching procedures. For example, the main idea is: to learn the letters and sounds, after (then) learning to read.
- 3) **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.
- 4) **Resources and didactic materials to be used:** Although sometimes this element is overlooked to consider this methodological issue in education, the fact is that the selection and elaboration of materials and resources for education is an essential aspect of how to teach , because there is no neutral materials. That is, teaching materials did not always serve or do not it, at least, in the same way for any method, but they provide, obstruct or abstract, or in extreme cases, make it impossible. Therefore it is essential to include its selection as a key component in the planning process in education.<sup>13</sup>

#### 1.5.4.5. 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,

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<sup>13</sup> IBIDEN, pp. 30-32

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:

- 1) Identification of the purposes of evaluation
- 2) Selection of evaluation techniques articulated in these processes
- 3) Use of a critical consciousness that identifies the limitations warned in assessment systems whose livelihood is improving instruction, guidance and practical administration processes.
- 4) 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.
- 5) 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".

#### **1.5.4.5.1. Types of Evaluation**

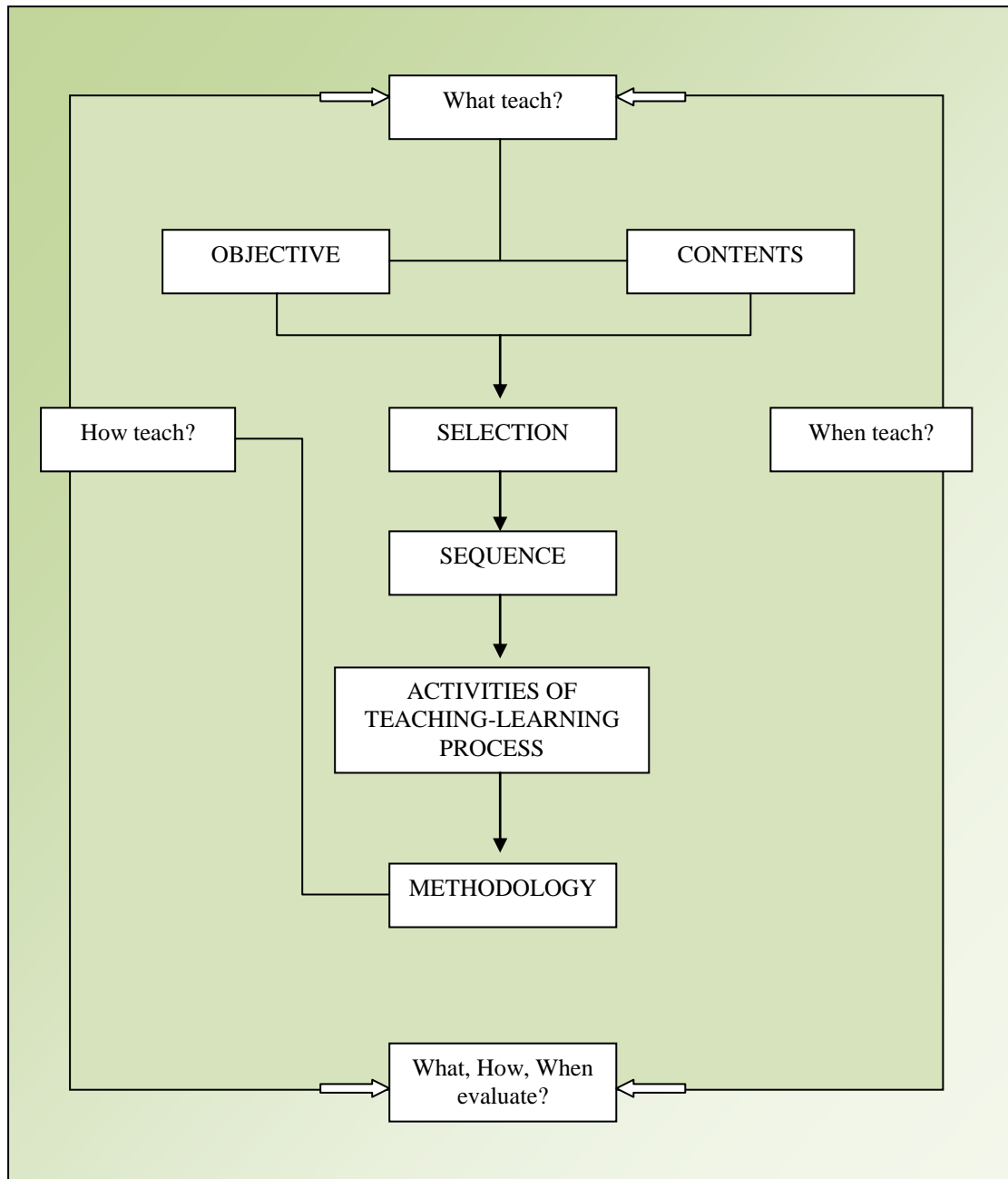
The evaluation of characteristics of the student's learning and his executions is guided to give information among opportunities. According to the Curriculum Reform are taken into account three types of evaluation.

- **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.<sup>14</sup>

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<sup>14</sup> KLAUSMEIR, Goodwin. Psicología Educativa, p. 435





## **1.6. 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 needs of the school as well as from the classroom and his/her students.

### **1.6.1. 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 institution and every teacher decide, starting with the established, the curriculum elements that correspond to immediate reality and with community's needs and students.

### **1.6.2. 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**.

### **1.6.3. 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.

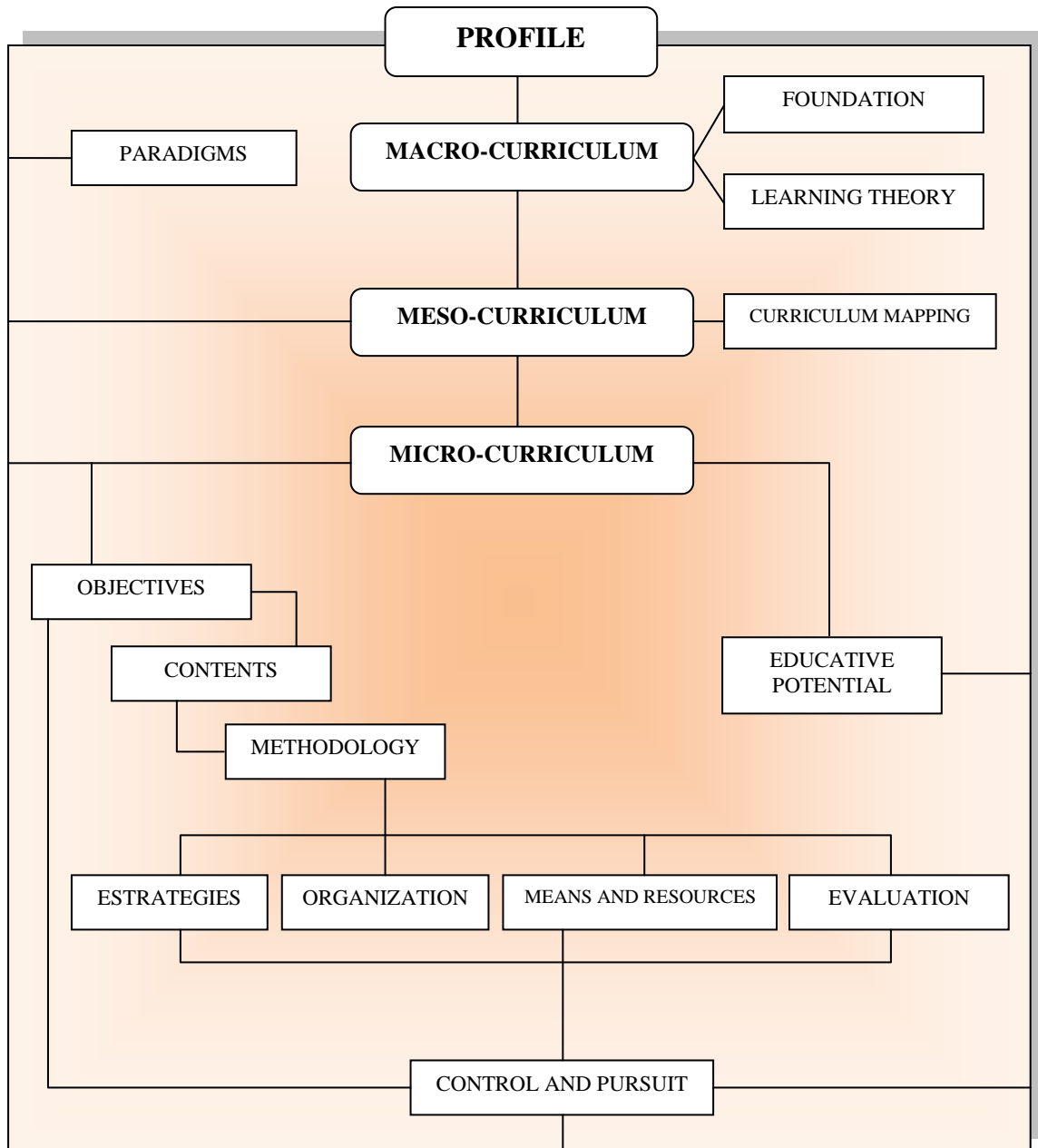
It was made for teacher and contains the basic curriculum elements. It is the work unit for an articulated and complete teaching-learning process, in which are specified goals, skills, content, procedures, teaching-learning activities and assessment tools. All of this, according to needs and characteristics 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.<sup>15</sup>

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<sup>15</sup> MINISTERIO DE EDUCACIÓN Y CULTURA. Educación Básica: Proyecto de Desarrollo, Eficiencia y Calidad.EB/PRODEC, pp. 4, 5.

**CONCRETION LEVELS OF CURRICULUM**



## **CHAPTER II**

### **THE MESOPLANNING**

#### **2. DIDACTIC UNIT PLAN**

The curriculum program is referring to each teacher develops the didactic unit plan. To develop this programming classroom, we must remove the goals, skills and content of the curriculum program on an appropriate number of didactic units, properly sequenced in order to carry out the teaching-learning processes.

##### **2.1. 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 and evaluation. Many of the didactic units that we can find are designed around certain topics, but we know that the real use of a foreign language involves much more than the knowledge of some lexical fields. For this reason I support the task-based approach: a didactic unit is a sequence of activities or tasks that make possible the achievement of a final task.<sup>16</sup>

Unlike the fragmented presentation based in units by areas, the didactic unit puts its emphasis into a series of related and significant activities suggesting a global organization. The relationship among elements of the unit is natural and inherent no artificial. To carry out requirements of unit idea, there must be natural cohesion and consistency in your organization. Therefore the didactic unit is an organizational strategy of didactic activities for the teachers' performance in the classroom.

The didactic unit is formed by comprehensive series of related elements developed so that the student achieves goals, it looks for important useful, and

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<sup>16</sup> [http://wiki.gleducar.org.ar/Astaffolani:Precisiones en torno de la unidad didáctica.](http://wiki.gleducar.org.ar/Astaffolani:Precisiones%20en%20torno%20de%20la%20unidad%20did%C3%A1ctica)

meaningful learning experiences to enable the development of skills and abilities.

In this definition are implied some aspects which characterize the learning process:

1. It gets learning as an active process in which the emphasis is on developing of the abilities and the student's skills.
2. The activities are set up as a continuous interconnected directed towards targets with global and unit sense and in which are represented; in addition, the treatment of transversal axis: values, intercultural, environment and development of intelligence.
3. It is recognized that learning is important because it is useful and meaningful to the student.
4. The focus of the unit idea is learning by necessary experience for acquiring and developing skills.<sup>17</sup>

## **2.2. ELEMENTS-COMPONENTS OF THE DIDACTIC UNIT**

### **2.2.1. INTEGRATOR AXIS**

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

This integrator axis or title of unit may be written in propositional sentence form,

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<sup>17</sup> MINISTERIO DE EDUCACIÓN Y CULTURA. Proyecto EB/PRODEC DINAMEP. Reforma Curricular Consensuada. Quito, 1998, pp. 13, 14.

interrogative, or exclamative, attractive to student, it is always trying of being suggestive and motivate, for example: "What important are children and young people". "Let's keep our community clean and unpolluted". "Health is wealth". "Let's live in brotherhood", and so on.

### **2.2.2. OBJECTIVES**

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

### **2.2.3. SKILLS**

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

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

#### **2.2.3.1. Characteristics**

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

1. It is a knowing
2. It is a knowing learn

3. It is a knowing know
4. It is a knowing do
5. It is a capability that is used independently
6. It is a way to act when the situation requires it

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

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

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

#### **2.2.3.2. Competences**

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

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



**Knowing**

To know

Knowing to do

Knowing to be

**Directions**

knowledge

skills

values

**Objectives of Competences**

- To prepare teacher with a fundamental competence in area, in order to achieve the construction and innovation of the treatment of didactic.
- To develop competences which allow management geographical and social variables for applying into lesson plan in the classroom.
- To develop sensitivity to their social integration through practice of values.<sup>18</sup>

**Types of competences**

- **Socio-Affective Competence**

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

**Multiple intelligences**

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

- 1) **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish

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<sup>18</sup> FORGAS, J. 2004

certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

- 2) **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
- 3) **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.
- 4) **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.<sup>19</sup>
- 5) **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.
- 6) **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

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<sup>19</sup> <http://www.ascd.org/readingroom/edlead/9911/scherer2.html>

- 7) **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.
- 8) **Existential intelligence**, a concern with 'ultimate issues', is, thus, the next possibility that Howard Gardner considers - and he argues that it 'scores reasonably well on the criteria. However, empirical evidence is sparse - and although a ninth intelligence might be attractive, Howard Gardner is not disposed to add it to the list. 'I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence - at least for now.
- 9) **Naturalist intelligence** enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value.'<sup>20</sup>

- **Cognitive Competence**

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

- **Communicative Competence**

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

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<sup>20</sup> IBID.

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

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

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

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

*Strategic competence* is known how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

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

socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

- **Valorative Competence**

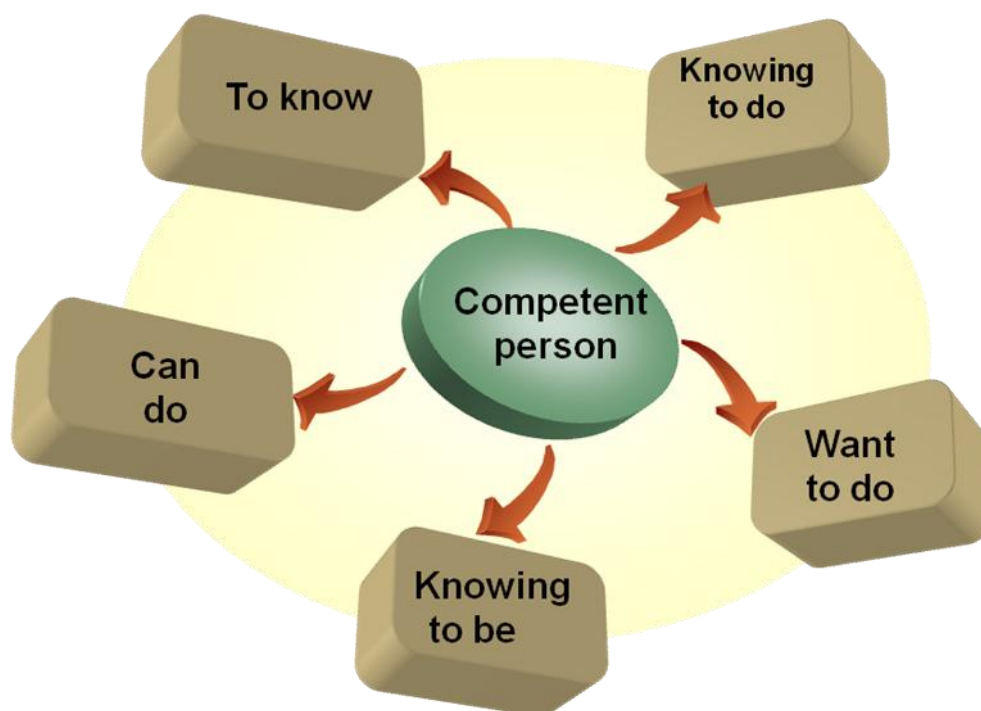
The students will be able to integrate into their environment, creating enabling environments that will help them to promote attitudes of respect, responsibility and a sense of competence.

- **Technical Competence**

This is a key point in technology integration and teacher education. In typical teacher education contexts, with limited student contact time, we do not have the luxury of considering technologies as separate entities. We must go beyond the concept of “technical competence” and consider these technologies within the critical framework of the English language arts classroom. That means that class time must be spent not only considering technical and user-related aspects of the technologies, but also practicing pedagogical uses and critically analyzing their effective use in various contexts. This does not mean that technical competence is ignored; it simply means that this competence must be placed within a larger series of goals or a pedagogical framework. In our context, it is not so important to know how to use the technologies—that is, successfully negotiate these technologies as a user—but to be able to teach with the technologies. When an English education class becomes more focused on technology than it does on making those technologies part of a productive and active context of teacher development, then the goals of the course (and the “principles of technology infusion”) have been subverted.<sup>21</sup>

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<sup>21</sup> <http://www.citejournal.org/vol2/iss4/english/CITEBushEnglish1commentary.pdf>



#### 2.2.4. 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.

#### 2.2.5. METHODOLOGICAL STRATEGIES

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

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

#### **2.2.5.1. Teaching Methods**

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

- **THE GRAMMAR-TRANSLATION APPROACH**

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

#### ***The Direct Approach***

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother

tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

### ***The Reading Approach***

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

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

### **• THE AUDIOLINGUAL METHOD (COMMUNICATIVE)**

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.



New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

- **THE SILENT WAY**

### **Procedures**

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

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

components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the star

- **TOTAL PHYSICAL RESPONSE**

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

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

#### **2.2.6. RESOURCES**

They are necessary means and materials to develop activities: maps, patters, models, objects of the environment, audiovisual equipment, games, videos, movies. Everything is necessary to: manipulate, perform experiments, collect data, understand propositions, problem solving, drawing objects, spaces and

people, and so on. And so generate learning, it composes learning materials required for developing the didactic unit.

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

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

### **2.2.7. EVALUATION**

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

Teacher can use several assessment forms and tools ad-hoc (to propose) as: oral questions from simple answer, simple wrote test, drawing instruments, objects, locate and nominate parts and details, solve individual and group exercises and problems, among others who feedbacks achievements and difficulties that the student has presented in the learning process. It is not recommended to establish ratings and quantifications (marks) since it is mainly the student is evaluated.<sup>22</sup>

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<sup>22</sup> IBIDEM, p. 16

## SCHEME OF THE DIDACTIC UNIT PLAN

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

### 1. INFORMATIVE DATA

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

**School year:**.....

**Basic Education Year:**

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

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

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

Skills	Contents	Methodological strategies	Resources	Evaluation
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.	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.	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.	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, charts, maps, videos, movies, etc.	They are ways to check the acquisition and development of skills.  They 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.

## **CHAPTER III**

### **MICROPLANNING**

#### **3. LESSON PLAN**

##### **3.1. DEFINITIONS**

The term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. These classroom time units are administratively significant for teachers because they represent “steps” along a curriculum before which and after which you have a hiatus in which to evaluate and prepare for de next lesson<sup>23</sup>

A daily lesson plan is developed by the teacher to guide the instruction. Planning the instruction is much more difficult than delivering the instruction. Planning is when you look at the curriculum standards and develop lesson content that match those standards. Luckily, textbooks that are adopted for your subject areas are typically are written with this in mind. All details should be written down to assist the smooth delivery of the content. The extent of the detail will vary depending on the number of years of experience that the teacher has and the number of times he/she has taught the lesson. Obviously a teacher with several or many years of experience may have plans that are much less detailed than beginning teachers. There will be requirements mandated by the school system that employs you regarding your responsibilities.<sup>24</sup>

Lesson plans are not written for teachers to read to the class. They are used to structure the lesson and to help with the flow of the class, especially when something has occurred to distract everyone, including the teacher.

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<sup>23</sup> BROUND, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy, p. 1249.

<sup>24</sup> [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)

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

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

### **3.2. ELEMENTS**

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

#### **3.2.1. 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.

#### **3.2.2. OBJECTIVES**

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

- a. Be sure that teacher indeeds know what it is he/she wants to accomplish,
- b. Preserve the unity of the lesson,
- c. Predetermine whether or not teacher is trying to accomplish too much, and
- d. 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 behavioral 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 objective. 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 forms 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.

### **3.2.3. 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.

### **3.2.4. 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:

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

### **3.2.5. 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.

### **3.2.6. 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.<sup>25</sup>

### **3.3. TEACHING TECHNIQUES**

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 the teacher. And they can, for their purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session.

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

- The types of students you have and their previous knowledge
- Their physical teaching environment and the available equipment and resources

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<sup>25</sup> BROWN, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 149-153.

- The type of learning teacher is aiming for.<sup>26</sup>

### **3.3.1. TASK**

Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as such must minimally have communicative goals. The task is focuses on the authentic use of language for meaningful of communicative purposes beyond the language classroom.

### **3.3.2. ACTIVITY**

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

### **3.3.3. PROCEDURE**

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

### **3.3.4. 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.

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<sup>26</sup> BROWN, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy, p. 128-129.

## SAMPLE OF A LESSON PLAN

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

#### LESSON PLAN ONE

#### 1. INFORMATIVE DATA:

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

#### 2. OBJECTIVES:

.....

#### 3. METHODOLOGY

.....

##### 3.1. WARM UP

.....

##### 3.2. TASK DEVELOPMENT

.....

#### 4. TEACHING MATERIAL

.....

#### 5. ASSESSMENT

.....

#### 6. BIBLIOGRAPHY

.....

#### 7. OBSERVATION

.....

#### 8. SIGNATURES

## **CHAPTER IV**

### **TEACHING STRATEGIES**

#### **4. SKILLS**

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

Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills.<sup>27</sup>

#### **4.1. TEACHING LISTENING**

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes

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<sup>27</sup> BROWN, H. Douglas. *Teaching by Principles: and interactive approach to language pedagogy*, New York, 2001, p. 232

attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. Listening comprehension has not always drawn the attention of educators to the extent that it now has. Perhaps human beings have a natural tendency to look at speaking as the major index of language proficiency.<sup>28</sup>

#### 4.1.1. STRATEGIES

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

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<sup>28</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, New York, p. 232

items or events mentioned on the tape. Ask them to read the list, listen to the dialogue and number the events in the order that they hear them. Vary this type of task by using pictures or drawings.

- **True/false statements.-** True/false statements are a relatively straightforward task format for teachers to produce.
- **Opened-ended questions.-** Select details from the written text or tape. Form questions about the details, then tell students to use short answer such as “yes, she did” and “four weeks”.
- **Multiple-choice questions.-** Multiple-choice questions restrict the options and therefore make the task of finding an answer easier; this task type is suitable for the beginning levels.
- **Note-taking.-** Focus students’ listening by introducing several topics.
- **Authentic listening.-** This task that requires listening for specific information, but this one is more authentic. It is based on a situation in which students might find themselves, after listening twice to the recorded text, students fill in the details on the grid and answer questions.<sup>29</sup>

## 4.2. TEACHING SPEAKING

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

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<sup>29</sup> Module 5, School year 2006-2007, pp. 21-23

profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.

#### **4.2.1. ORAL COMMUNICATION SKILLS**

##### **4.2.1.1. Conversational discourse**

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

##### **4.2.1.2. Teaching pronunciation**

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

##### **4.2.1.3. Accuracy and fluency**

It is very clear that fluency and accuracy are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the “stream” of speech to “flow”; then, as some of this speech spills over beyond comprehensibility, the “riverbanks” of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

The fluency/accuracy issue often boils down to the extent to which our techniques should be message oriented as opposed to language oriented. Current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.

#### **4.2.1.4. Affective factors**

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

#### **4.2.1.5. The interaction effect**

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So, for the learner, the matter of what to say –a tremendous task, to be sure- is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.<sup>30</sup>

### **4.2.2. STRATEGIES**

#### **4.2.2.1. Eliciting**

The first stage is designed to help students develop the teaching skill of not

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<sup>30</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, New York, pp. 267-269.



talking too much while at the same time giving learners guided practice and stimulating them to speak. It can be done in the following ways:

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

#### 4.2.2.2. Restricted oral practice

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

- **Repetition.**- It can be used to help learners improve their pronunciation as well as to correct common faults.
- **Echo questions.**- This practice is useful because learners may often hear statements that they do not understand.
- **Questions and answers.**- This type of practice can be used to follow up repetition practice.
- **Simple substitution.**- It requires more careful listening by the students.

- **Combining sentences.**- It is useful practice in using relative pronouns (who, whose, sentences, etc.). Moreover involves using language artificially.
- **Chaining.**- It can be used when a phrase or sentence causes difficulty because of its pronunciation or length.<sup>31</sup>

#### 4.2.2.3. Developing oral fluency

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

- **Choose high-interest topics.**- Choosing topics of interest to the learners is a crucial first step in achieving successful, motivated participation in free-speaking activities.
- **Pre-teach.**- Introduce and explain essential vocabulary items, structures, and functions.
- **Stimulate interest.**- This can be done in one of the following ways:
  - Use visuals (pictures, short videotape clips, cartoon drawings).
  - Display newspaper headlines and ask students to write details to fit the headlines.
  - Personalize the topic, relating it to students' experience an/or their background.

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<sup>31</sup> MODULE 5, “La planificación, ejecución y evaluación del proceso enseñanza-aprendizaje del Idioma Inglés en los establecimientos de Educación Media”. pp. 24-34

- Establish an anticipatory set through a warm-up with questions and opinions.
- **Set the scene for discussion.**- Arrange students' charges for face-to-face interactions.
- **Give students time to think and prepare.**- Students need this time to decide what they want to express. If they are going to be part of a role-play or stimulation, having them read and understand their part is essential for their success.
- **Make a participation plan.**- This plan should ensure that all students in the class participate in the discussion.
- **Organize the time.**- Make sure that one activity does not take up too much time.
- **Make a recording.**- If possible, make a recording on audio-cassette or video of the discussion speaking activities. A recording gives useful feedback for the correction of common errors (which could be done in a later lesson). Make the recording as unobtrusive as possible so that it doesn't inhibit the nervous or reserved students.
- **Drama activities.**- Like role-play and simulation, are particularly popular with learners and are excellent ways of getting learners to speak in lively situations.
- **Games.**- Are the grade way to get students speaking fluently because students get wrapped up in playing the game and don't worry so much about how to speak correctly. Rather, they concentrate on what they have to say.
- **Role-play cards.**- Many students find it easier to speak about specific situations or problems of interest than about large, general issues. Journalist

“personalize” these large, general issues by focussing on the individual human interest angle. Teacher should incorporate this form of personalizing into their free-speaking lesson are well. One excellent way to do this is to prepare role-play cards. Role-play cards should give a brief description of each role and the problem associate with that role.<sup>32</sup>

### **4.3. TEACHING READING**

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

Reading ability is developed best in association with writing, listening, and speaking activities. Even in those course that may be labelled “reading”, our goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connections. So, we focus here on reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching.<sup>33</sup>

#### **4.3.1. STRATEGIES**

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

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<sup>32</sup> MODULE 5, “La planificación, ejecución y evaluación del proceso enseñanza-aprendizaje del Idioma Inglés en los establecimientos de Educación Media”, pp. 24-34

<sup>33</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, p, 298.

#### **4.3.1.1. Identify the purpose in reading**

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

#### **4.3.1.2. Use graphemic rules and patterns**

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

#### **4.3.1.3. Use efficient silent reading techniques for relatively rapid comprehension**

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

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

#### **4.3.1.4. Skim the text for main ideas**

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

#### **4.3.1.5. Scan the text for specific information**

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

#### **4.3.1.6. Use semantic mapping or clustering**

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

#### **4.3.1.7. Guess when you aren't certain**

This is an extremely broad category. Learners can use guessing to their advantage to:

- Guess the meaning of a word
- Guess a grammatical relationship
- Guess a discourse relationship
- Infer implied meaning (between the lines’')
- Guess about a cultural reference
- Guess content messages

Students should utilize all their skills and put forth as much effort as possible to be on target with their hypotheses. But the point here is that reading is, after all, a guessing game of sorts, and the sooner learners understand this game, the better off they are. The key to successful guessing is to make it reasonably accurate. Teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligence attempts to use whatever clues are available to them.

#### **4.3.1.8. Analyse vocabulary**

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

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

#### **4.3.1.9. Distinguish between literal and implied meanings**

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

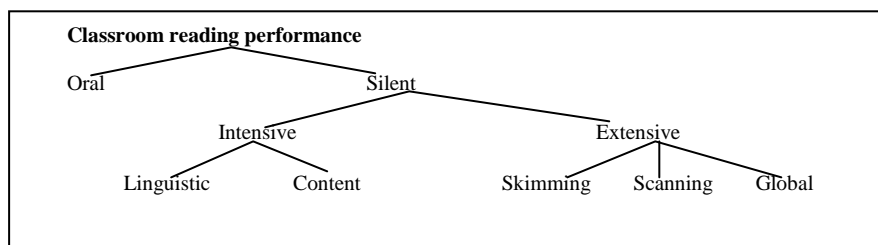
syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

#### 4.3.1.10. Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.<sup>34</sup>

### 4.3.2. TYPES OF CLASSROOM READING PERFORMANCE

Variety of reading performance in the language classroom is derived more from the variety of texts to which you can expose students than from the variety of overt types of performance.



#### 4.3.2.1. Oral and silent reading

At the beginning and intermediate levels, oral reading can:

- a. Serve as an evaluative check on bottom-up processing skills.
- b. Double as a pronunciation check, and
- c. Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally.

<sup>34</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, New York, pp. 306-310..



As a rule of thumb, teacher wants to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- a. Oral reading is not a very authentic language activity.
- b. While one student is reading, others can easily lose attention.
- c. It may have the outward appearance of student participation when in reality it is mere recitation.<sup>35</sup>

#### 4.3.2.2. Intensive reading

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

- 1) **Create interest.**- Before teacher gives learner the text, personalize the subject by relating it to their experience or their plans.
- 2) **Pre-teach key vocabulary.**- Select words that are likely to be unknown and/or uses of words may not be clear.
- 3) **Give a reading task.**- Give the students a few questions that the teacher is going to use to check understanding after the reading.
- 4) **Give follow-up activities.**- Follow-up activities should focus on detailed understanding. Teacher can do this through a concentration on vocabulary, structure, receptive reading skills and/or writing. Here are ideas for follow-up activities using a short simple test:
  - True/false statements

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<sup>35</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, New York, p. 312.

- Yes/no questions
- Either/or questions
- Word search
- Asking questions
- Cloze activities
- Guided writing
- Finish the story

#### 4.3.2.3. Extensive reading

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

- **Vocabulary.**- Readers are graded by frequency and range of meaning or their vocabulary. Priority is given to common words (such as nouns, like man, woman, car, and street and prepositions like to, from, in, and, on). Words with a wide range of meaning are used rather than words with a specific meaning.
- **Grammatical structures.**- The way the language is used in readers is carefully graded and usually follows the order of grammar introduced in most textbooks.
- **Idioms and phrasal verbs.**- Use of these items is limited. Writers of graded readers usually avoid them at beginning and intermediate levels.
- **Controlled information.**- The amount of information in each reader is carefully limited and the logical connection between items is made as clear as

possible by means of transitions words like because, when, and however.<sup>36</sup>

#### 4.4. TEACHING WRITING

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

Writing, the visual representation of a language is invaluable for helping students communicative and understand how the parts of language go together. Many students actually learn and remember more through the written word. This section makes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are interdependent.<sup>37</sup>

##### 4.4.1. STRATEGIES

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

- **Transitions.**- Writing helps students connect the language and make transitions between words.
- **Punctuation.**- To write well, one must be able to use punctuation correctly. The basic rules of punctuation may or may not be the same in the students' native language and English.
- **Spelling.**- Writing is one of the routes to improving spelling (as well as

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<sup>36</sup>MODULO 5, “La planificación, ejecución y evaluación del proceso enseñanza-aprendizaje del Idioma Inglés en los establecimientos de Educación Media”, pp. 39-46

<sup>37</sup> MODULO 5, “La planificación, ejecución y evaluación del proceso enseñanza-aprendizaje del Idioma Inglés en los establecimientos de Educación Media”, p. 51

punctuation). Dictation is useful for drawing attention to English spelling and pronunciation. Use a variety of dictation techniques, and keep the passages short.

- **Organization.**- It is the key to developing a writing topic. The more powerful and creative the writer, the more advanced his or her organization skills generally are.
- **Form.**- Through writing, students practice various forms and styles from writing letters to stories. Students need to know these forms, especially business letters.
- **Guided writing.**- Guided writing is writing done through the use of clues, information, or guidelines. At the beginning and intermediate levels, guided writing is a helpful way for students to build confidence in the writing ability.
- **Substitution tables.**- This type of table contains items that can substitute each other in a sentence.
- **Model text.**- Gives students a short text to read and to use as a model for connecting words in a similar way.
- **Questionnaires.**- It is a useful and fun activity for both teachers and students. The student gets a chance to express his/her opinion, feelings, and ideas on selected topics, while the teacher learns more about what the student thinks and wants. Questionnaires can develop from magazine, quizzes, news events, and more. One of the most basic and helpful questionnaires are one that relates directly to the course.
- **Scrambled sequences.**- Teacher can create scrambled sequences by simply photocopying a short text and cutting apart the sentences or teacher can write

his/her own.

- **Narratives.**- As students to write a simple narrative based on a sequence of pictures or a cartoon strip.
- **Writing task by level.**- In addition to the general guided writing task above, there are various other tasks that work especially well for certain levels.

#### **4.4.2. CHARACTERISTICS OF WRITTEN LANGUAGE**

##### **4.4.2.1. Permanence**

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

##### **4.4.2.2. Production time**

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

##### **4.4.2.3. Distance**

One of the thorniest problems writers face is anticipating their audience. That anticipation ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted. The distance factor requires what might be termed “cognitive” empathy, in that good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge,

cultural and literary schemata, specific subject-matter knowledge, and very important, how choice of language will be interpreted.

#### **4.4.2.4. Orthography**

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

#### **4.4.2.5. Complexity**

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

- **Vocabulary**

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

#### **4.4.2.6. Formality**

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult

and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.<sup>38</sup>

#### **4.4.3. TYPES OF CLASSROOM WRITING PERFORMANCE**

Consider the following five major categories of classroom writing performance:

##### **4.4.3.1. Imitative, or writing down**

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some form of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following steps:

- a. Teacher reads a short paragraph once or twice at normal speed.
- b. Teacher reads the paragraph in short phrase units of three or four words each, and each unit is followed by a pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- e. Scoring of students’ written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

##### **4.4.3.2. Intensive, or controlled**

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to

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<sup>38</sup> BROWN, H. Douglas. Teaching by Principles: and interactive approach to language pedagogy, New York, pp. 341-342.

present a paragraph to students in which they have to alter a given structure throughout.

Guided writing loosens the teacher's control but still offers a series of stimulators. For example, the teacher might get students to tell a story just viewed on a videotape by asking them a series of questions. Another form of controlled writing is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times, then the teacher asks students to rewrite the paragraph to the best of their recollection of the reading. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

#### **4.4.3.3. Self-writing**

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to, while ostensibly written for oneself, has two audiences.

#### **4.4.3.4. Display writing**

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.



#### 4.4.3.5. Real writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing. Three subcategories illustrate how reality can be injected:

- a. **Academic.** The Language Experience Approach gives groups of student's opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, and some of this learning uses the written word. Group problem-solving tasks, especially those that relate to current issues and other personally relevant topics, may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one and provides real writing opportunity.
- b. **Vocational/technical.** Quite a variety of real writing can take place in classes of students studying English for advancement in their occupation. Real letters can be written; genuine directions for some operation or assembly might be given; and actual forms can be filed out.
- c. **Personal.** In virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat contrived, nevertheless the genuine exchange of information can happen.<sup>39</sup>

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<sup>39</sup> IBIDEM, pp. 343-345

## **6. HYPOTHESIS**

### **GENERAL HYPOTHESIS**

- The Curricular Planning influences in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School. Academic year 2009-2010.

### **SPECIFIC HYPOTHESIS**

- The mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School. Academic year 2009-2010.
- The microplanning does not take into account the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School. Academic year 2009-2010.

## **7. METHODOLOGY**

### **7.1. DESIGN OF THE INVESTIGATION**

As researchers we have proposed to make a descriptive research about a palpable problem in the reality, which will give an important contribution to the National University of Loja, an institution that formed us during our university career; the "Jaime Roldós Aguilera" Night High School, institution that allowed us to make this research and contributed to the eradication of problems afflicting the education system, both nationally and locally.

In the development of this research work we will use methods, techniques and

tools which will help to achieve the proposed goal for completing with success the present investigation. In this context, the methodological design of research that will use is described below:

## **7.2. METHODS, TECHNIQUES AND PROCEDURES**

### **7.2.1. METHODS**

- a) **Scientific Method:** It will guide us throughout the investigation process by picking up the information, organizing it, data processing, information analysis, and interpretation of results. It will let us to follow a whole process of research step by step trying to prove our hypotheses.

In addition we will use other methods such as: the analytic- synthetic and explicative.

- b) **Analytical-Synthetic Method:** It will help us to analyze the empirical information from the instruments used, as well as to analyze the theoretical contents underpinning research variables and therefore we can derive the conclusions and recommendations according to the results in the field work.
- c) **Explicative Method:** It 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 contrasted with the theoretical referents.

### **7.2.2. TECHNIQUES AND INSTRUMENTS**

#### **7.2.2.1. Techniques**

The technique used in this research work is the following:

**SURVEY:** This will be headed to the teachers of the English area and to the students who are educated in the institution, whose information will allow us to verify the accomplishment of the goals and hypothesis.

#### **7.2.2.2. Instruments**

Our research group will use the following instruments:

**Questionnaires.-** Which is aimed to English teachers, and students of the high school.

### **7.3. PROCEDURES**

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

#### **7.3.1. Tabulation**

In the tabulation of the obtained data in the field research we will use the descriptive statistics for the closed questions and unifying criteria 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 by similar instruments applied to teachers, students and observation carried out, allow the crossing of information and analysis of the indicators since three points of view which would help the hypotheses verification.

#### **7.3.2. 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

ones as a guide that will help us to prove them. In this way we will facilitate the next step, the interpretation and analysis.

### **7.3.3. Description**

The obtained data once we have organized it. We will describe it in statistic tables that will show the frequency and the percentages of the obtained indicators in the applied instruments. This will let us to represent the information graphically.

### **7.3.4. 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.

### **7.3.5. Interpretation and Analysis**

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

### **7.3.6. 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.

### 7.3.7. Formulation of conclusions and elaboration of the report

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

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

## 7.4. POPULATION AND SAMPLE

The student population is 365 students, which we will take an accidental sample of 78 students of 8th, 9th, and 10th year of basic education; and 1st, 2nd and 3rd years of High School Curriculum, as well as we will work with all population of teachers because they are just 3 of the English area.

In order to get the sample of the students' population, it was necessary to apply the following formula:

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

PQ = first quartile (0,25)

N = population

n = sample size

E = error (1 %, 0,1)

K = constant of proportionality (2)

$$n = \frac{0,25 \times 365}{(364) \frac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{91,25}{364(0,0025) + 0,25}$$

$$n = \frac{91,25}{1,160}$$

$$n = 78,7 = 78$$

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

n = simple size

N = Population

e = maximum error admissible (1 %)

$$n = \frac{365}{1 + 365(0,01)}$$

$$n = \frac{365}{4,65}$$

$$n = 78,49 = 78$$

#### 7.4.1. Sample Distribution

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

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

F = distribution factor

$n$  = Factor

$N$  = population

$$F = \frac{79}{365}$$

$F = 0,2137$

This factor was multiplied by students' population of every year of the "Jaime Roldós Aguilera" Night High School, therefore in this way we obtain the sample per course. We detailed the sample in the next chart:

**CHART N° 1**

Courses	Population	Parallel			Sample
		A	B	C	
8 <sup>th</sup> year of basic education	70	5	5	5	15
9 <sup>th</sup> year of basic education	53	6	6	-	12
10 <sup>th</sup> year of basic education	57	6	6	-	12
<b>Total</b>	<b>180</b>				<b>39</b>

**CHART N° 2**

Courses	Population	Parallel			Sample
		Chemistry	Business	Graphic Design	
1 <sup>st</sup> High School Curriculum	76	5	5	6	16
2 <sup>nd</sup> High School Curriculum	70	5	5	5	15
3 <sup>rd</sup> High School Curriculum	39	3	3	2	8
<b>Total</b>	<b>185</b>				<b>39</b>
Teachers' population	3				3



## 8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

### 8.1. RESOURCES

#### 8.1.1. Human

##### Research Group

**Teacher Supervisor:** Dra. Bertha Ramón R.

**Research group:** Carmen Susana España Minga  
Sara Cecilia Macas Quizhpe

#### 8.1.2. Material

- Office material
- Books
- Copies
- Computer
- Printer
- Paper
- Folders
- Paper clips

### 8.2. BUDGET

• Impression of the first draft	\$ 200
• Impression of the second draft	\$ 250
• Impression of the final work	\$ 450
• Unforeseen	<u>\$ 350</u>
<b>Total</b>	<b><u>\$ 1,250</u></b>

### 8.3. FINANCING

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

## 9. TIME TABLE

ACTIVITIES	MONTHS																							
	October				November				December				January				February				March			
	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	x																				
Write the recommendatios to the project					x	x																		
Checking and redesing of the research instruments						x																		
Application of the research instruments							x																	
Processing of the research								x	x	x	x	x												
Drawing conclusions													x	x										
Elaboration of the report														x	x	x	x							
Private qualification of the thesis																	x	x						
Write the recomendations																			x	x				
Public sustentation and Graduation																							x	x

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## 11. ANNEXES

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

Dear teachers, please answer this following questionnaire in order to make a Project of Thesis, we are very grateful for your collaboration.

#### SURVEY TO TEACHERS

#### 1. Do you elaborate the Mesoplanning or Didactic Unit Plan?

Yes ( )

No ( )

.....  
.....

#### 2. What elements do you apply for elaborating the Didactic Unit Plan. Tick them.

- Contents ( )
- Skills ( )
- Objectives ( )
- Student's necessities ( )
- Methodology ( )
- Didactic material ( )
- Competences ( )
- Evaluation ( )

#### 3. Does the Didactic Unit Plan point to the competences or skills that you are going to develop in the whole unit?

Always ( )

Sometimes ( )

Never ( )

#### 4. Do you fulfill all the planned units in the school year?

Yes ( ) No ( )

Why? .....

.....

#### 5. Do you plan daily ?

Yes ( ) No ( )

Why? .....

.....

**6. Tick the elements that you include in the Lesson Plan.**

- Goals ( )
- Skills ( )
- Contents ( )
- Procedure ( )
- Teaching-learning activities ( )
- Assessment tools ( )

**7. What do you understand as Microplanning or Lesson Plan? Tick one.**

- A set of activities that cover a period of classroom time. ( )
- An integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment. ( )

**8. What kind of strategies do you plan to develop the listening and reading? Mention them.**

.....

.....

.....

**9. Tick the techniques that you plan to develop speaking and writing.**

- Conversation ( )
- Predicting through vocabulary ( )
- Role-play cards ( )
- Drama activities ( )
- Put in order ( )
- Spelling ( )
- Model text ( )

**10. What is the students' level in the English language in the development of skills?**

	20-18	17-15	14-12	11-0
- Listening	( )	( )	( )	( )
- Reading	( )	( )	( )	( )
- Speaking	( )	( )	( )	( )
- Writing	( )	( )	( )	( )

*THANKS*

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

Dear student, please answer this following questionnaire in order to make a Project of Thesis; we are very grateful for your collaboration.

**SURVEY TO STUDENTS**

**1) Have you participated together with the teacher in planning of the Didactic Unit?**

Yes ( )

No ( )

Why .....

.....

**2) What elements do you think that the teacher applies for elaborating the Didactic Unit Plan? Tick them.**

- Contents ( )

- Skills ( )

- Objectives ( )

- Students necessities ( )

- Methodology ( )

- Didactic material ( )

- Competences ( )

- Evaluation ( )

**3) Does the Didactic Unit Plan point to the competences or skills that the teacher is going to develop in the whole unit?**

Always ( )

Sometimes ( )

Never ( )

**4) Do you fulfill all the planned units in the school year?**

Yes ( ) No ( )

Why? .....

.....

**5) Do you notice that the teacher plans his/her daily class?**

Yes ( ) No ( )

Why? .....

.....

**6) Tick the elements that you believe that your teacher includes in the Lesson Plan.**

- Goals ( )

- Skills ( )
- Contents ( )
- Procedure ( )
- Teaching-learning activities ( )
- Assessment tools ( )

**7) What do you understand as Microplanning or Lesson Plan? Tick one.**

- A set of activities that cover a period of classroom time. ( )
- An integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment. ( )

**8) What teaching strategies does the teacher use when he/she develops listening and reading skills? Tick them.**

- Answer questions ( )
- Predicting through vocabulary ( )
- True/false statements ( )
- To get general idea ( )
- To find a specific point or item ( )

**9) Tick the techniques that the teacher plans to develop speaking and writing.**

- Conversation ( )
- Role-play cards ( )
- Drama activities ( )
- Spelling ( )
- Model text ( )

**10) What is your learning level in the English language in the development of skills?**

	20-18	17-15	14-12	11-0
- Listening	( )	( )	( )	( )
- Reading	( )	( )	( )	( )
- Speaking	( )	( )	( )	( )
- Writing	( )	( )	( )	( )

*THANKS*



**CURRICULAR PLANNING AND ITS INFLUENCE IN THE DEVELOPMENT OF THE BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE AT THE “JAIME ROLDÓS AGUILERA” NIGHT HIGH SCHOOL, ACADEMIC YEAR 2009-2010**

<b>PROBLEM</b>	<b>GENERAL OBJECTIVE</b>	<b>GENERAL HYPOTHESIS</b>	<b>VARIABLE</b>
How the Curricular Planning affects in the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.	To determine how the Curricular Planning affects in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.	The Curricular Planning influences in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.	<ul style="list-style-type: none"> <li>- The Curricular Planning</li> <li>- Models to design a Curricular planning.</li> </ul>
<b>SUBPROBLEM</b>	<b>SPECIFIC OBJECTIVES</b>	<b>SPECIFIC HYPOTHESIS</b>	
<ul style="list-style-type: none"> <li>- What ways of mesoplanning are the teachers elaborating to develop the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.</li> <li>- How does the lesson planning incide in the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.</li> </ul>	<ul style="list-style-type: none"> <li>- To characterize the mesoplanning that the teachers elaborate to develop the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.</li> <li>- To explain the incidence of the microplanning as the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.</li> </ul>	<ul style="list-style-type: none"> <li>- The mesoplanning is not elaborated by the teachers considering the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010</li> <li>- The microplanning does not take into account the development of the Basic Linguistic Skills of the English Language in the students of the “Jaime Roldós Aguilera” High School, academic year 2009-2010.</li> </ul>	<ul style="list-style-type: none"> <li>- The Mesoplanning</li> <li>- The microplanning (Lesson Plan)</li> <li>- The development of the basic linguistic skills of the English Language.</li> </ul>