



**NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

THESIS

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL MORNING SECTION. ACADEMIC PERIOD 2009-2010.

Thesis work previous to obtain the Licentiate's degree in Sciences of Education, English Language specialization

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CERTIFICATION

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Loja, March 2011

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AUTORSHIP

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

Patricio Romero

Marco Macao

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

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

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THE AUTHORS

DEDICATION

I want to dedicate this work firstly to God, by giving me the most important, the life. To my parents who gave me their unconditional support to become a professional. Finally, to my wife and my daughter, who have been my motivation and strength to be here. To all of them, thanks for helping me to fulfil one of my significant goals.

PATRICIO

When I finish a goal in the life, I have seen back and realised that, in all my steps is my mother, my brothers and sister; that is why, with love and gratitude I offer this work to all of them.

MARCO

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SUMMARY

The present research work entitled, “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEAR OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL MORNING SECTION. ACADEMIC PERIOD 2009-2010”, has been developed with the purpose of knowing if the meso and microplanning are elaborated considering the development of the English basic linguistic skills.

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

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

The main results of the research show that the teachers elaborate the didactic unit plan but it is not made considering the development of the English language basic skills neither they cover the units planned in the school year. We also found that the teachers do not plan the lesson and they have trouble to recognize the elements and the stages of it. They do not plan specific techniques to work on receptive and productive skills, which is reflected on students’ learning in the English language subject that is placed in a regular level.

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

1. INTRODUCTION

The present research work is about “CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL MORNING SECTION. ACADEMIC PERIOD 2009-2010.”

The lack of a good planning by part of teachers has left behind the students’ knowledge of the English Language. The book “Our World Through English” is the curricular plan that is established as a syllabus for studying the English language in our country. It was elaborated with topics about our reality and includes a communicative methodology that focus on the development of four basic linguistic skills. However there are problems with the High School students because they do not learn the English Language during their whole school life. It must have many different reasons but which have addressed this research work are in relation with the lack of planning in what corresponds to meso and micro-planning inside the English teaching process.

For these reasons the problem that moved us to develop this work was: How does the curricular planning affects the development of the English basic linguistic skills of the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School” Morning Section. Academic Period 2009-2010.

The specific objectives that were related to the present research are: to distinguish the ways of meso-planning that the teachers use to develop the English basic linguistic skills and to describe the relationship of the micro-planning with the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School Morning Session. Academic Period 2009-2010.

To reach the proposed objectives and the correspond hypotheses, we have stated the specific ones, which say: the meso-planning is not used by the teacher considering the development of the English basic linguistic skills and that the micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School Morning Session. Academic period 2009-2010.

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

Among the techniques that we have used is the survey which let us 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 present work includes the following contents:

First, it has the introduction that presents the thesis work in its whole parts and it also describes the main problem that was the motivation to develop this research.

Then, it presents, the revision of literature where the main categories of the variables mentioned in the hypotheses are synthesized and which served as indicators to prove through a logical analysis the stated hypothesis.

Next, it has the summary that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through this thesis work.

It also contains the materials and methodology used during the research process where it is described the methods, techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the description of the results obtained in the research instruments. They are presented in tables and graphs to facilitate their interpretation and analysis of the data.

After that, it describes the discussion of the results, considering the ones that are the most representative and it also presents the verification of the stated hypothesis through a descriptive analysis.

It also refers to the conclusions which have been possible to draw after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it includes the recommendations or possible solutions to the problematic found and which worth the whole process of research. They can be used to improve the institutional weaknesses regard to the meso and micro planning.

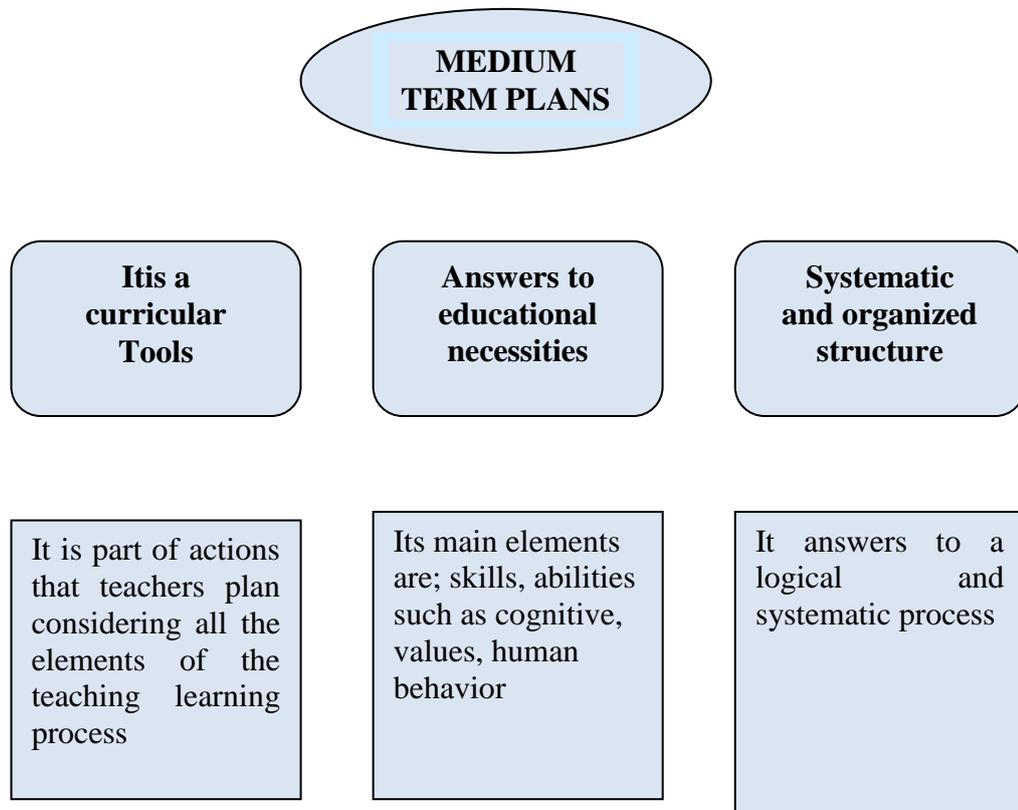
2. REVISION OF THE LITERATURE

2.1. MEDIUM TERM PLANS (DIDACTIC UNIT PLAN)

There are different ways of describing medium- term plans. For the purpose of these materials, a medium-term plan is a planned sequence of work for a subject (or for more than one subject) for a period of weekends, such us a half term or term, or for a number of lessons.

Medium-term planning focuses on organizing coherent units of work. Medium term plans identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives (whether in blocked periods or regular lessons over a period of weeks).

A Language Learning Unit Plan is a subdivision of the language learning program made up of a series of daily lesson plans. The Units may be determined in various ways, depending on the overall approach to language learning being followed. The meso-planning is an important tool for managing the curriculum. It is focused on the content of learning programs and the practical issues and their implementation.



“It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation.”¹

Didactic Unit Plan is structured for a set of comprehensive elements toward students can achieve their goals; the learning opportunities are important, useful, and meaningful which let the development of skills and competences.

Some aspects that characterize the learning process are:

¹ Transversalidad en el Currículo Guide Text, Carrión Ocho Segundo, p.243

1. -The learning is taken as an active process
2. - The activities are established in a systematic scheme, in addition, the application of the transversal axes: values, intercultural, environment, and intelligence development.
3. - The important learning is useful and meaningful for the student.
4. - The core of the unit idea is the learning through experiences to get skills.

2.1.1. BASIC COMPONENTS OF A DIDACTIC UNIT

“In the didactic unit plan the following elements can be distinguished:

- **Informative data:** title of the project, area, year of education, term, time of duration, start date and teacher
- **Integrative Axis:** it is the unit title, generally it is obtained for the areas that have cultural or natural content and form the transversal axis. The elements of the unit are integrated around this axis, skills and contents of areas organize each other according to the interest and students' necessities. This unit title can be written in proposal sentences, interrogative way, it must be interesting, attractive and motivated for students. Example: keep our city clean without pollution.
- **Objectives** constitute the goals that teachers achieve through the development of didactic unit. These are written referring to the competences that students will develop as result of the defined skills.

- **Skills** capacities, competences that as a product of the learning process will form, develop, improve in the students.
- **Contents** formulation of concepts, facts and problems taken into account to increase the specific skills and achievement of the objectives.
- **Methodology** constitutes the logical sequence of actions, activities or procedures that let students have experiences to generate good learning. A well managed and organized didactic unit plan give students a wide set of activities in individual, collective and group terms, specially the last one which gives a shared knowledge, it develops communicative skills
- **Resources** are the means that will make possible the activities where students apply different techniques and didactic material like: maps, pictures, videos, movies, charts, photographs, flash cards, tape recorder and television. These materials must have the following characteristics:
 - Be according to the students level
 - Be suggestive and motivational
 - Be appropriate to the area, study theme and skills
 - Be easy to understand
 - Be workable individually and in group
- **Evaluation** checks the accomplishment of learning objectives, learning and development of the skills. A unit must have as clear form as possible to look up evaluation procedures that assure the learning.”²

²Bird Arizmendi, V. (1995).Teaching English (p. 218).Puerto Rico: Logo Editorial.

2.1.2. BENEFITS OF THE DIDACTIC UNIT PLAN

- It organizes the activities in a logical and systematic order.
- Teachers control the processes, trust in themselves and in their proposals
- It eliminates incomplete programs since it involves reflection teachers around Area Project.
- It helps the best use of the class period.
- When it is designed in group it favors the creativity and it makes a feedback in the groups.
- It guides strategies and methodologies that teachers put in practice during the teaching-learning process.
- It allows adapting teacher's work according to the necessities and group characteristics.
- It generates professional growth when this takes conscious decisions, and come through the reflection and auto revision from what happens in the classes.

2.1.3. HOW TO CREATE A DIDACTIC UNIT PLAN

To create a didactic unit plan teachers must investigate:

- What do students know? Pre-requisites, previous learning.
- What do students want to know? Basic educative necessities, interest and problems.
- What do teachers want students know? Contents.

- What do teachers want students to do? Development of skills and procedures.
- How must teachers guide?
- How should teachers make students reflect? Analysis, synthesis and activities
- What have students learnt? Through evaluation
- What are students going to be? All the commitments and attitudes that were teaching in the unit.

2.1.4. LAYOUT OF A DIDACTIC UNIT PLAN

DIDACTIC UNIT PLAN N° 1

1. INFORMATIVE DATA

- 1.1. INSTITUTION:** Name of the institution
- 1.2. LOCATION:** where the institution is placed
- 1.3. TYPE OF INSTITUTION:** Governmental/Particular
- 1.4. DATE:**
- 1.5. TERM:**
- 1.6. SCHOOL YEAR:**
- 1.7. START DATE:**
- 1.8. TEACHER:**
- 1.9. UNIT TITLE:**

3. OBJECTIVES

- To understand general information of easy oral messages in English about skills and abilities.
- To communicate likes and dislikes about themselves.
- To complete a vacation brochure using new vocabulary.
- To write postcards applying vocabulary about music, sports and vacations

4. SKILLS

LISTENING

- Teacher introduces the vocabulary and the topic before they start the listening activity.
- They emphasize in the pronunciation

SPEAKING

- The students will practice dialogues in pairs where they apply the grammar already studied.

READING

- Each reading will involve the practice of pronunciation, grammar, vocabulary and grammatical structures.

WRITING

- This skill will be applied to memorize some phrases, grammar, vocabulary and checking the homework and written test.

5. CONTENTS

A Can you swim?

B I love jazz

C In Jamaica

D Vacations

6. METHODOLOGY

- To encourage students to develop the four basic linguistic skills, first, teacher introduces the vocabulary and the topic through games, questions, and vocabulary.
- To improve the speaking skill students will participate actively; every body will say their own examples and opinions.
- To develop reading we will use short readings according to each level. Here we will practice the intonation and the fluency.
- Teacher will monitor the written activities and checking the grammar and the punctuation.

7. RESOURCES

- Book
- Work book
- Didactic material like: flash cards, pictures, photographs.

8. EVALUATION

INITIAL

- You interview and develop informal dialogues on English and vocabulary learned in the previous years.
- Recognition of abilities and the students' problems.

PROCESSUAL

- Registration of the systematic observations of the different students' participations
- Conversation about the interest for this new language
- Quality of the participation in the classroom

SUMMATIVE

- Auto evaluation of the students' participation during the classes.
- Group evaluation among classmates to know the strengths and weakness.

Signatures: English Teacher

Headmaster.

2.2. SHORT TERM PLAN (MICRO PLANNING)

There are different ways of describing short-term plans (micro-planning). For the purpose of the material, a short-term plan is a set of activities for a week a day, or a lesson.

Short term planning is based on the needs of individual schools and teachers. Teacher often use short-term plans to think through the structure and content of a lesson and to note information such as key questions, resources, differentiation and assessment opportunities, especially where this is not already included in the medium-term plan.

Many teachers use lesson plans selectively, for particular activities or subjects, rather than for every lesson. Experienced teachers often work directly from a medium-term plan and make notes as and when needed to support their teaching.

Short term plan involves everything that happens in each classroom. It includes:

- The creation of a safe, empowering learning environment.
- The application of educator's skills as facilitators, mediators and managers of learning.
- Devising teaching strategies to design effective learning experiences.
- The effective use of resources.
- Time management.
- Class organization (for example group work, whole class teaching, individual learning, co-operative learning, and planning a physical classroom).

“It is the curricular instrument that teacher considers in the classroom planning, with the purpose to make the process of student's learning based on a specific content efficient”³

2.2.1. PLANNING AT MICRO LEVEL MEANS:

- a) The participation of the learners, teachers and authorities for identifying needs.
- b) Generating available resources in terms of material inputs cooperative action, creation of more resources through efforts, and;
- c) Preparation of group plan.

Lesson plans are written by teachers to structure the learning for competences or skills. Research indicates that all students benefit from and appreciate well structured lessons.

All lesson plans are based on curriculum; that is, what is intended that the students learn. Sometimes the curriculum reflects intended learning outcomes that are processes, like learning to research a topic.

2.2.2. OBJECTIVES OF MICRO-PLANNING

- a) **Preparing** plan based on people's participation.
- b) **Presentation** after having selected the target structure, the pronunciation

³ Curricular Planning, UTPL, p. 253

features, and the new language, present the language situations or context.

c) Creating teachers and students participate in planning and implementation of the scheme in the program.

d) Practice makes intensive use of the key items already presented, can be worked in pairs, groups or whole class.

e) Ensuring enrolment and regular attendance of all students in the school / centre.

f) Extending all necessary support to teachers.

g) Production emphasizes communication between students using the target structures and vocabulary, can be developed through activities like: information gap, role-play, written exercises and others activities according to the topic.

2.2.3. HOW TO PLAN A LESSON

“The previous chapter introduced you to (a) an array of techniques that have been effectively used to teach various aspects of language, (b) a set of guidelines for evaluating and using textbooks in your classroom, and (c) a reminder of the various technological aids that can enhance learning. These are, in a manner of speaking, the building blocks of lessons that you plan, carry out, and evaluate as you teach, it is appropriate at this point to address one of your most pressing issues: how to plan a lesson.

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 (of a day or more) in which to evaluate and prepare for the next lesson. Sometimes planning seems to be caught up in a never-ending series of lesson plans. But those lessons, from the point of view of your own and students' time management, are practical, tangible units of effort that serve to provide a rhythm to a course of study.

2.2.4. FORMAT OF A LESSON PLAN

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

1. Goal(s)

They should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme for you. Thus, in the sample lesson plan, "under-standing telephone conversations" generally identifies the lesson topic.

2. Objectives

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

- a. be sure that you indeed know what you want to accomplish,
- b. preserve the unity of your lesson,
- c. predetermine whether or not you are 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 behavioural terms for some objectives. Try to avoid vague, unverifiable statements like these;

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

You would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. The objectives in the sample lesson plan at the end of the chapter are the sorts of statements that you can turn back to after a lesson and determine, to some extent anyway, how well students accomplished the objectives.

In stating objectives, distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective. Consider the following examples:

Terminal lesson objective:

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

Enabling objectives:

- 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.

You 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. For another example notice the difference between terminal and enabling objectives in the sample lesson plan.

3. Materials and Equipment

It may seem a trivial matter to list materials needed but good planning includes knowing what you need to take with you or to arrange to have in your 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 you left on your desk at home, or the workbooks that students gave you the night before.

4. Procedures

At this point lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in terms of making sure your plan includes.

- a. an opening statement or activity as a warm-up
- b. a set of activities and techniques in which you have considered appropriate-

proportions of time for

- i whole-class work
- ii small-group and pair work
- iii teacher talk
- iv student talk

c. closure.

5. Evaluation

Next how can you determine whether your objectives have been accomplished? If your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. Now you must understand that every lesson does not need to end with a little quiz nor does evaluation need to be a separate element of your 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 you make after students have sufficient opportunities for learning, and without this component you have no means for (a) assessing the success of your students or (h) making adjustments in your lesson plan for the next day.

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. If English is taught as an EFL or ESL we can

almost always find applications or extensions of classroom activities that will help students do some learning beyond the class hour”⁴.

2.2.5. SAMPLE LESSON PLAN

What follows here is a lesson plan" designed for an intermediate level pre-university class at the American Language Institute at San Francisco State University. The 16 Students in the class range in age from eighteen to twenty-five. Their general goals are academically oriented. Their native languages are Japanese, Korean, Mandarin, Indonesian, that, and Arabic.

1. Goal

Students will increase their familiarity with conventions of telephone conversations.

2. Objectives

Terminal objectives:

1. Students will develop inner "expectancy rules" that enable them to predict and anticipate what someone else will say on the phone.
2. Students will solicit and receive information by requesting it over the telephone.

Enabling objectives:

1. Students will comprehend a simple phone conversation (played on .1 tape recorders).

⁴DOUGLAS BROWN, H. Teaching by Principles” An Interactive Approach to Language Pedagogy, Second Edition, 2000. Pag. 149.

2. In the conversation students will identify who the participants are, what they are going to do, and when.
3. Students will comprehend and produce necessary vocabulary for this topic.
4. Students will comprehend cultural and linguistic background information regarding movies, theatres, and arranging to see a movie with someone.
5. Students will infer what a second speaker is saying on the phone by "caves-dropping" on one speaker only.
6. Each student will ask someone to go to a movie with him or her and respond appropriately to a reciprocal request.
7. Students will get "live" movie information over the phone.

3- Materials and Equipment

Tape recorder with taped conversation a telephone (if possible) or a toy facsimile
eight different movie advertisements movie guide page for extra-class work

4. Evaluation

Terminal objective (1) and enabling objectives (1) through (5) are evaluated as the activities unfold without a formal testing component. The culminating pair work activity is the evaluative component for terminal objective (2) and enabling objective (6). As pairs work together, T circulates to monitor students and to observe informally whether they have accomplished the terminal objective. The success of the extra-class assignment—enabling objective (7)—will be informally observed on the next day”⁵.

⁵Idem

3. MATERIAL AND RESOURCES

3.1. HUMAN

The resources that participated in the present research work were:

Research group: Gilbert Patricio Romero Jimenez and Marco Adolfo Macao Faicán

Teachers and students of 8th, 9th and 10th years of Basic Education of Bernardo Valdivieso High School

3.2. MATERIAL

The material sources that we used in this research work were:

- Office material: books, copies, paper, folders and binding
- Technical Resources: computer, scanner, printer and flash memory

3.3. BUDGET

- Project	\$	400
- Thesis first draft	\$	100
- Thesis second draft	\$	300
- Thesis final report	\$	200
- Unforeseen	\$	100
TOTAL	\$	1,100

3.4. FINANCING

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

4. METHODOLOGY

4.1. DESIGN OF THE INVESTIGATION

We could describe this research work as a **descriptive research**, because it was an educational problem. So that, it was developed observing the facts and describing them as they were presented in the reality. The researchers did not manipulate the variables of the work.

4.2. METHODS, TECHNIQUES AND PROCEDURES

4.2.1. METHODS

As a general method we used the scientific one, which let us develop a set of procedures oriented to discover, demonstrate and verify the stated hypotheses contrasting the theory with the real found problem. Through this method we developed the phases of observation and questioning about the problem in the same way as it is in the reality. It was also used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents. Finally it was useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

We also used the descriptive, analytic-synthetic and explicative methods and we used the descriptive statistics as a tool to represent the information in tables and graphs that permitted the interpretation of the information easily.

The **descriptive method** was used to collect the information, describe the field obtained results in the applied instruments and it let us organize the information according to the hypotheses and the indicators that we stated for each one of the variables included in the research work.

It let us get enough support to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we described all the obtained results in the field work which also served as support to draw the respective conclusions in the thesis report. This method was used to describe how the teachers are carrying out the meso and micro-planning inside the English teaching learning process.

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

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

4.2.2. TECHNIQUES AND INSTRUMENTS

To obtain the empirical information, we applied a survey to the teachers as well to the students of the researched high school, and this let us obtain enough data about the meso and micro-planning process and also we were able to know what is the students' level and what is its relation with the before mentioned variables. It was applied with a questionnaire, which contained different types of questions about the researched topic.

4.2.3. PROCEDURES

In order to develop the research process the groups carried out the following steps:

4.2.3.1. Tabulation

Once we have applied the survey, we tabulated the obtained information in the field research where we used the descriptive statistics to interpret the closed questions and specific criteria from the reason or explanation of every question, and we contrasted the information of the teachers and students which allowed us to get the information and prove the stated hypotheses.

4.2.3.2. Organization

Next we organized the empiric information classifying the questions that served to prove the first hypothesis and the ones we used to prove the second hypothesis, keeping in mind the variables and the indicators that were used to support them. In

this way we were able to interpret and analyse every question easily and with enough information.

4.2.3.3. Description

Then we described the information in statistic tables where we showed the obtained data from teachers and students which also included the frequency and the percentage of the obtained indicators in the applied instruments and this facilitated the interpretation of the information.

4.2.3.4. Graphic Representation

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

4.2.3.5. Interpretation and analysis

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

4.2.3.6. Hypotheses verification

The hypotheses were verified or denied through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.

4.2.3.7. Formulation of conclusions and elaboration of the report

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

Finally, the final report was designed according to the university regulations, that let the understanding of the theory and of the results that we obtained in our research which can be used to develop other research in the future.

4.3. POPULATION AND SAMPLE

The population was the students of 8th, 9th and 10th years of basic education that are 1059 students; so that, the group considered convenient to take a sample using the following formula:

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

PQ = First quartil (0,25)

N= Population

n = sampling

K = Constant of proportionality (2)

E = Error of sampling (10%, 0,1)

$$n = \frac{0,25 \times 1059}{(0,1)^2 (1058) + (2)^2}$$

$$n = \frac{264.75}{0.01 (1058) + 4}$$

$$264.75$$

$$n = \frac{264.75}{1058 (0.0025) - 0.25}$$

$$n = \frac{264.75}{2.395}$$

$$n = \mathbf{111}$$

Therefore we applied the surveys to 111 students of 8th, 9th and 10th years of basic education in a distribution show below.

To do the sample distribution we applied the following formula and the result must be multiplied by the total of students in each course.

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

$$n = \frac{111}{1059}$$

$$n = 0,1048$$

CHART N °1

<i>COURSES</i>	<i>STUDENT'S POPULATION</i>	<i>SAMPLE TOTAL</i>
8 th Year of Basic Education	413	43
9 th Year of Basic Education	293	31
10 th Year of Basic Education	353	37
TOTAL	1059	111

Regard to the population of the teachers. We took into account all of them who are 14, because it is considered as a small population.

5. RESULTS IN RELATION TO TEACHERS' AND STUDENTS' SURVEY.

5.2.HYPHOTESIS No. 1

The meso-planning is not used by the teacher considering the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

1. What’s your opinion on the “Our World Through English book”?

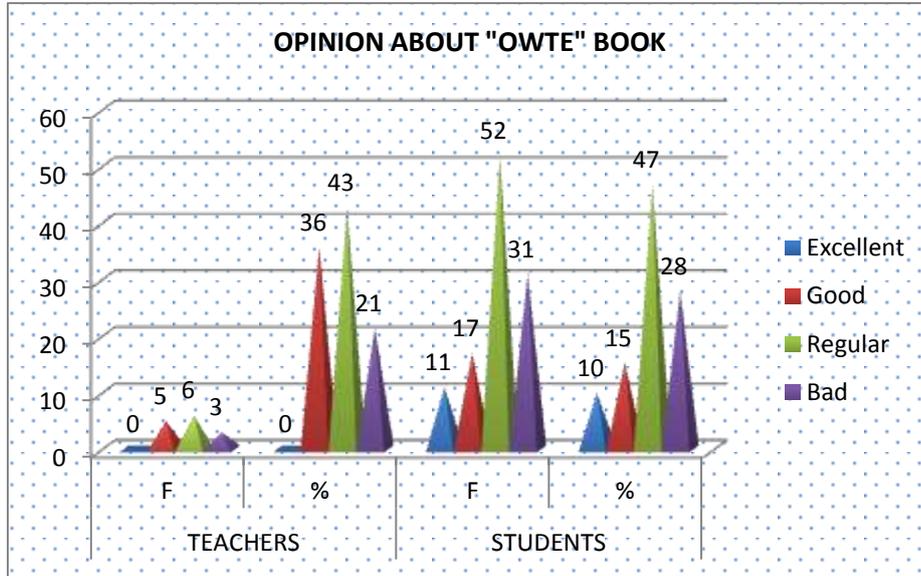
a) Table No. 1

OPINION ABOUT "OWTE" BOOK	TEACHERS		STUDENTS	
	F	%	F	%
Excellent	0	0	11	10
Good	5	36	17	15
Regular	6	43	52	47
Bad	3	21	31	28
TOTAL	14	100	111	100

Source: Teachers and students’ survey

Responsible: researchers

b) Graph No. 1



c) Analysis and Interpretation

The results show that 43% of teachers said that the book is regular, 36% considered that it is good and 21% matched it as bad. Regards to students 47% answered that it is regular, 28% said that it is bad, 15% qualified it as good and 10% as excellent.

According to the results we can realize that most of teachers and students said that “Our World through English Book” is regular, because they said that it is repetitive and it does not include enough grammar and vocabulary activities that let students to improve their English language. We know that this book constitutes the curricular net in all the highs schools of our country. It has a communicative focus with a methodology that emphasizes the development of the skills. However even when it has been used for many years there is no good results in the English language learning process at secondary level.

2. Do you plan a unit?

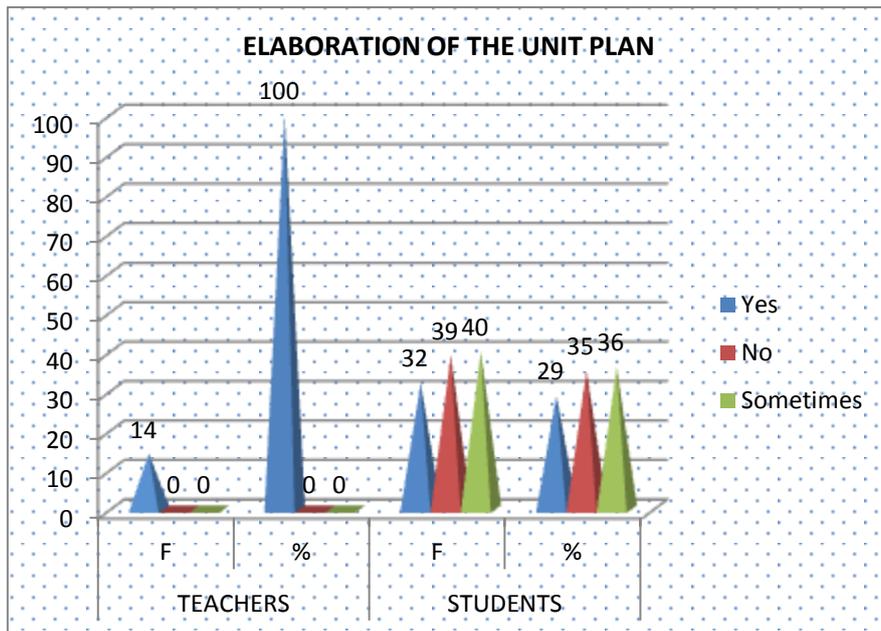
a) Table No. 2

ELABORATION OF THE UNIT PLAN	TEACHERS		STUDENTS	
	F	%	F	%
Yes	14	100	32	29
No	0	0	39	35
Sometimes	0	0	40	36
TOTAL	14	100	111	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 2



c) Analysis and Interpretation

As we can see, 100% of teachers said that they elaborate the unit plan. By the other hand 36% of students pointed out that sometimes they are informed about

the units that they have to cover, 35% answered that they do not know about it and 32% matched that teachers evidence that they elaborate the unit plan.

The results show that even when most of teachers indicated that they do elaborate the didactic unit plan, most of students answered that they sometimes are informed about the units that they have to cover in a term. Planning is essential in order to get an effective teaching and learning. It is important because it guides the sequence in the contents that the teacher must follow. The unit plan helps the teacher to preview all resources, context, learner-needs and the contents that they have to cover in a school year.

3. Point out how you define Didactic Unit Planning?

3.1. Teachers:

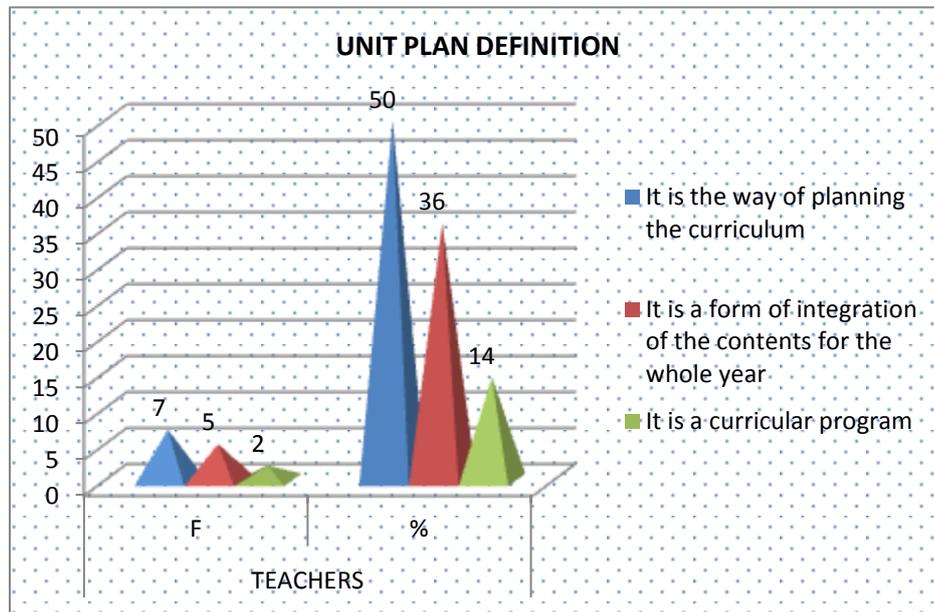
a) Table No. 3.1

UNIT PLAN DEFINITION	TEACHERS	
	F	%
It is the way of planning the curriculum	7	50
It is a form of integration of the contents for the whole year	5	36
It is a curricular program	2	14
TOTAL	14	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 3.1



c) Analysis and Interpretation

50% of teachers answered that the unit plan is the way of planning the curriculum for a school year; 36% mentioned that it is a form of integration of the contents for the whole school year and 14% mentioned that it is curricular program.

The graph shows that most of teachers know the concept of the didactic unit plan which could help them to focus on organizing coherently the units of work. Medium term plans identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives (whether in blocked periods or regular lessons over a period of weeks).

5.3. Students:

3. Does your teacher show some knowledge about the didactic unit planning?

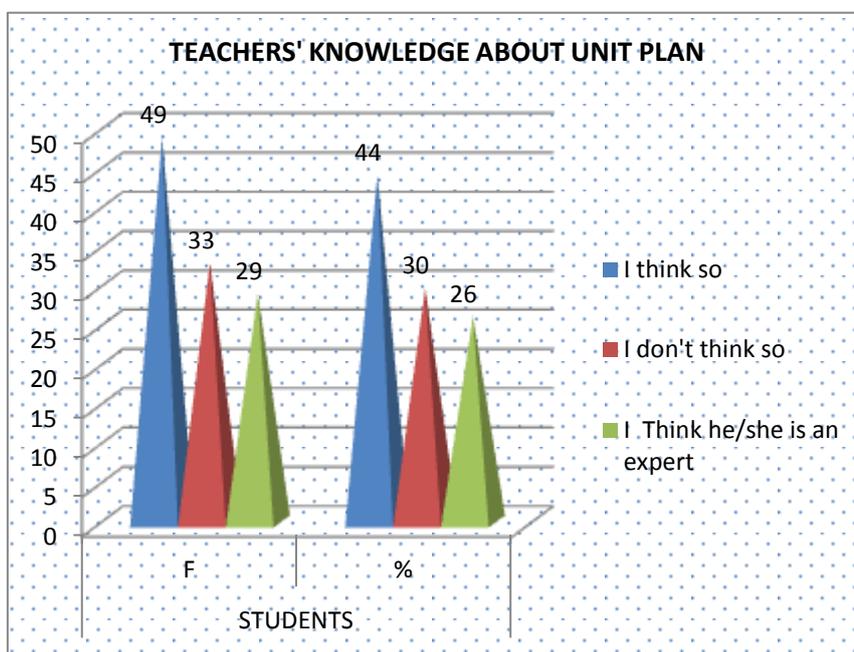
a) Table No. 3.2

TEACHERS' KNOWLEDGE ABOUT UNIT PLAN	STUDENTS	
	F	%
I think so	49	44
I don't think so	33	30
I Think he/she is an expert	29	26
TOTAL	111	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 3.2



c) Analysis and Interpretation

44% of students think that their teachers do know about the unit planning, 30% pointed out that they do not think so and 26% matched that they think he/she is an expert.

These results are in favor of teachers as effective planners of the contents previewed for the whole school year. However it is necessary to notice that when teachers plan a sequence of units they should let their students know about it, because teachers can plan but students do not know about it, neither they are informed about the units of the book they have to cover per term.

4. How many didactic units do you cover in a school year?

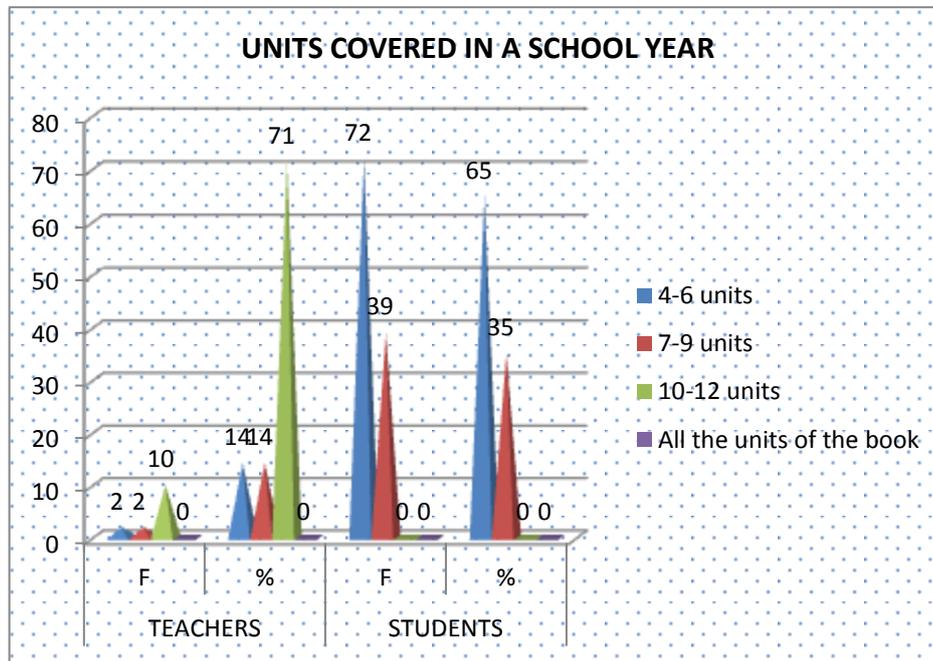
a) Table No. 4

UNITS COVERED IN A SCHOOL YEAR	TEACHERS		STUDENTS	
	F	%	F	%
4-6 units	2	14	72	65
7-9 units	2	14	39	35
10-12 units	10	71	0	0
All the units of the book	0	0	0	0
TOTAL	14	100	111	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 4



c) Analysis and Interpretation

71% of teachers answered that they cover from 10-12 units in the whole school year, 14% said that they fulfill form 7-9 units in the school year, and other 14% told us that they study from 4-6 units in school year.

On the other hand, 65% of students matched that teachers cover from 4-6 units in a school year while 35% matched from 7-9 units.

As we can see in the results, most of teachers answered that they cover the whole units of the book in the whole year. But students said the opposite. If teachers do not cover the whole contents in a school year the students are promoted to the next year with big gaps for that reason most of students finish their secondary students without a basic knowledge of the English language.

5. Which are the components of the unit plan?

5.1. Teachers

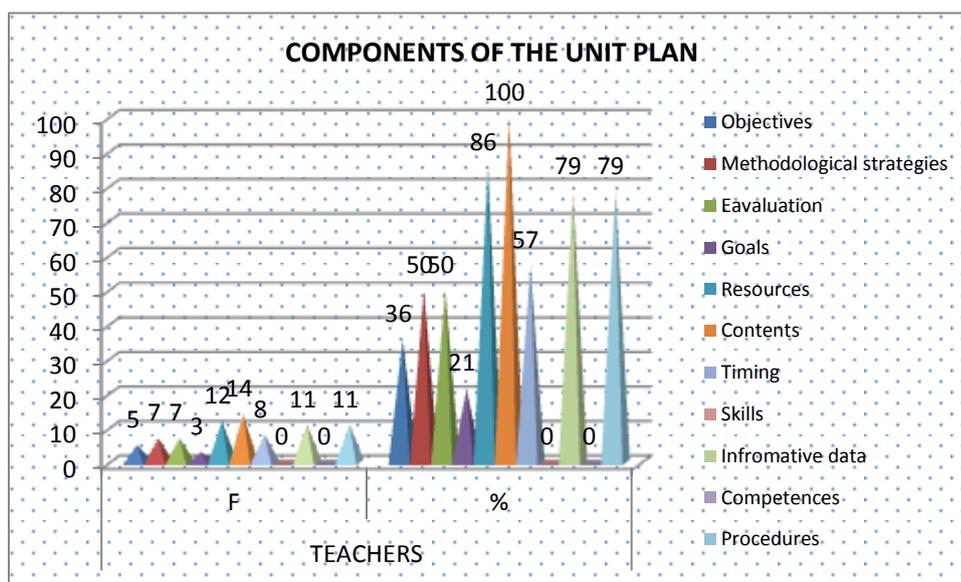
a) Table No. 5

COMPONENTS OF THE UNIT PLAN	TEACHERS	
	F	%
Objectives	5	36
Methodological strategies	7	50
Evaluation	7	50
Goals	3	21
Resources	12	86
Contents	14	100
Timing	8	57
Skills	0	0
Informative data	11	79
Competences	0	0
Procedures	11	79

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 5



c) Analysis and Interpretation

Regarding the components of the unit plan asked to the teachers, we have got the following results: 100% matched the contents, 86% resources, 79% informative data and procedures, 57% timing, 50% methodological strategies and evaluation, and 21% goals.

These outcomes evidence that most teachers have difficulties to recognize the components of a didactic unit, which is essential when they elaborate it, to know the big goals that must include the development of the language skills. According to the theoretical frame a didactic plan must include: the **informative data**, the **main goal** that is related to the competences that the teacher reach per unit, the **contents** that are going to be covered per unit; **objectives** that are the goals and skills that teachers achieve through the development of didactic unit; **methodology** used to reach those objectives; **resources** that will help to fulfill the objectives; and, the **evaluation** that describes the main tools that will help to verify the students' learning.

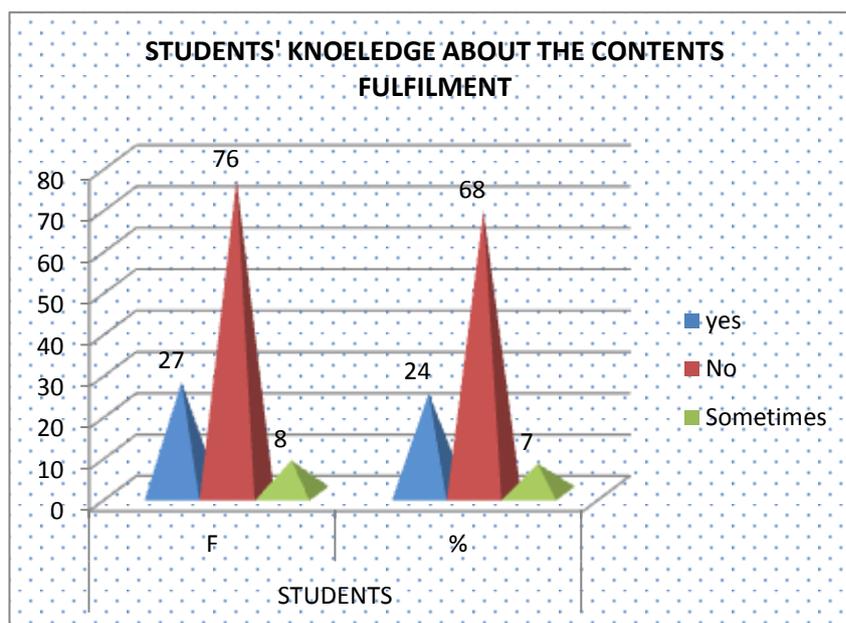
5.4. Students

Does your teacher inform you about the contents that you must fulfill in a school year?

STUDENTS' KNOWLEDGE ABOUT THE CONTENTS FULFILMENT	STUDENTS	
	F	%
yes	27	24
No	76	68
Sometimes	8	7
TOTAL	111	100

Source: Teachers and students' survey

Responsible: researchers



d) Analysis and Interpretation

68% of students answered that teachers do not tell them about the units that they must cover in a term, 24% of them said that they know it and other 7% matched that teachers sometimes let them know about it.

According to students' opinion most of students are not informed about the contents that they must covered per month or in a term, so that they just follow the teachers rules and they do not care if they finish or not the book's contents. But according to the students they just cover from four to six units. Each core unit of the OWTE book is designed to be covered in one to one and a half weeks with five class periods per week, providing time for review and evaluation as appropriate, ideally 4 (3 terms = 12 units) being covered per term.

6. How do you plan your didactic unit plan?

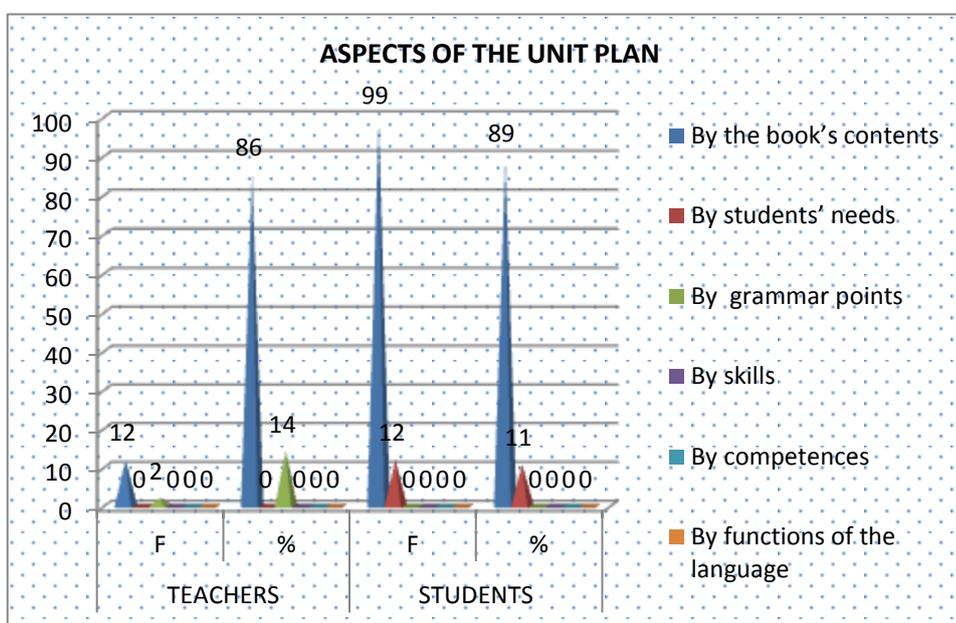
a) Table No. 6

ASPECTS OF THE UNIT PLAN	TEACHERS		STUDENTS	
	F	%	F	%
By the book's contents	12	86	99	89
By students' needs	0	0	12	11
By grammar points	2	14	0	0
By skills	0	0	0	0
By competences	0	0	0	0
By functions of the language	0	0	0	0
TOTAL	14	100	111	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 6



c) Analysis and Interpretation

86% of teachers answered that they plan by the book's contents and 14% told us that they plan by grammar points. On the other hand 89% of students said that their teacher plan by the book's contents and 11% matched that teachers plan by students' needs.

The results show us that teachers plan by the book contents and they do not consider the development of the English language skills. . The development of the four linguistic skills in a target language involves a long-term process that must be planned in advance outlining, the best strategies and techniques related to every skill and it is important to mention that it also must include the expected students' learning outcomes because this will let them know where they want to arrive and how they must do it.

HYPOTHESIS No. 2

The micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

7. Do you plan for each English class?

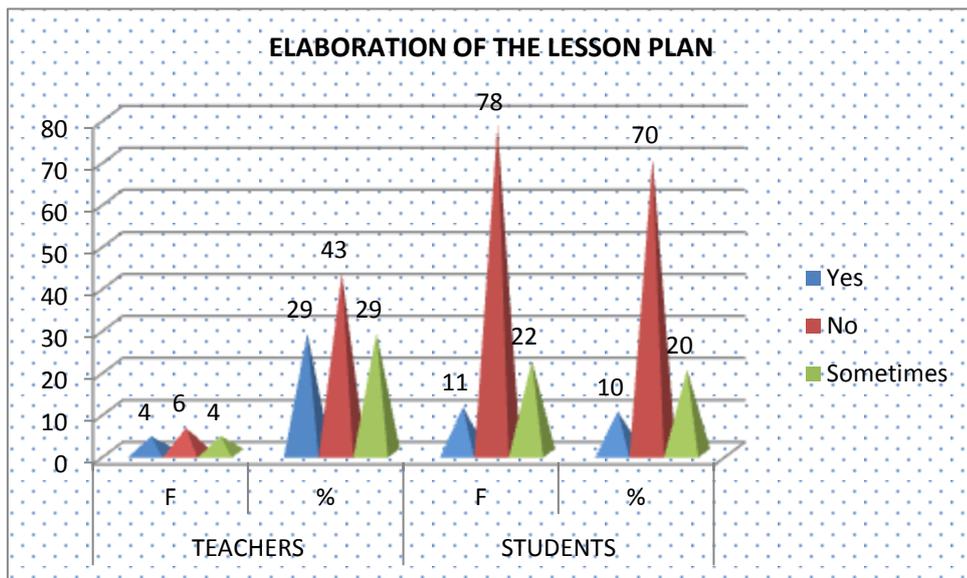
a) **Table No. 7**

ELABORATION OF THE LESSON PLAN	TEACHERS		STUDENTS	
	F	%	F	%
Yes	4	29	11	10
No	6	43	78	70
Sometimes	4	29	22	20
TOTAL	14	100	111	100

Source: Teachers and students’ survey

Responsible: researchers

b) **Graph No. 7**



c) Analysis and Interpretation

The obtained results show that 43% of teachers said that they do not plan every lesson, 29% said yes and other 29% told us that sometimes. While 70% of students said that there is no evidence of the teachers lesson plan, 20% matched sometimes and 10% indicated that teachers elaborate the lesson plan.

These results make us think that teachers are not planning their lesson which could manage them not to cover the drawn didactic unit plans in the school year. 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 (of a day or more) in which to evaluate and prepare for the next lesson. But if teachers do not determine their contents for each lesson they will not have a sequence in the contents that they must work consequently they will not get good results represented in the students language skills.

8. How often do you plan your work?

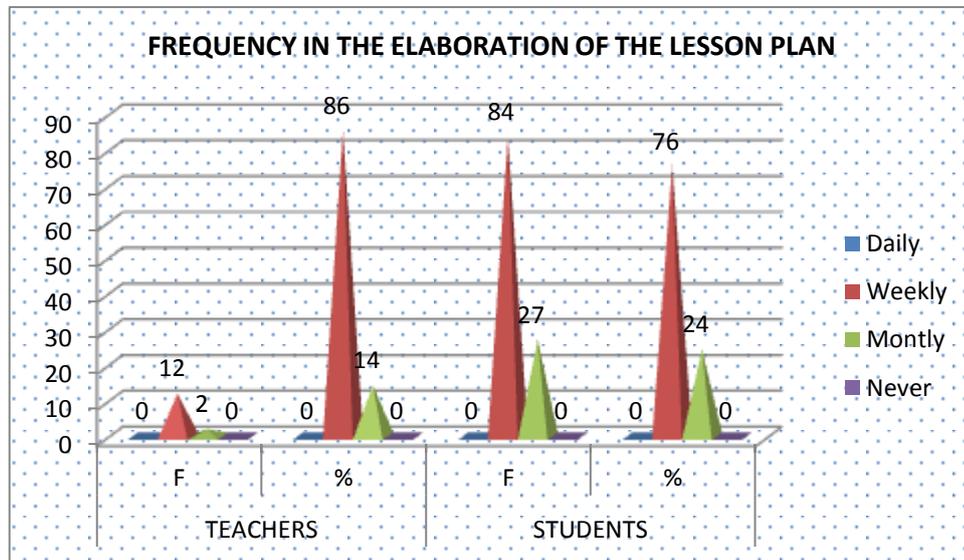
a) Table No. 8

FREQUENCY IN THE ELABORATION OF THE UNIT PLAN	TEACHERS		STUDENTS	
	F	%	F	%
Daily	0	0	0	0
Weekly	12	86	84	76
Montly	2	14	27	24
Never	0	0	0	0
TOTAL	14	100	111	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 8



c) Analysis and Interpretation

86% of teachers answered that they plan weekly and 14% matched that they do it monthly. While 76% of students said that teachers planning is weekly and 24% of them pointed out that the plan is monthly.

Teachers and students agreed that teachers plan weekly, what means that teachers do not preview the activities for each class. The lesson plan always set up the main purpose for a lesson and teachers should identify it as a goal that you will attempt to accomplish by the end of the class period. It must be recognized in the skills that students have developed by the end of the class, but if teachers do not preview this before they will not make any effort to fulfil good results in their lesson.

9. Which are the components you use in your lesson plan?

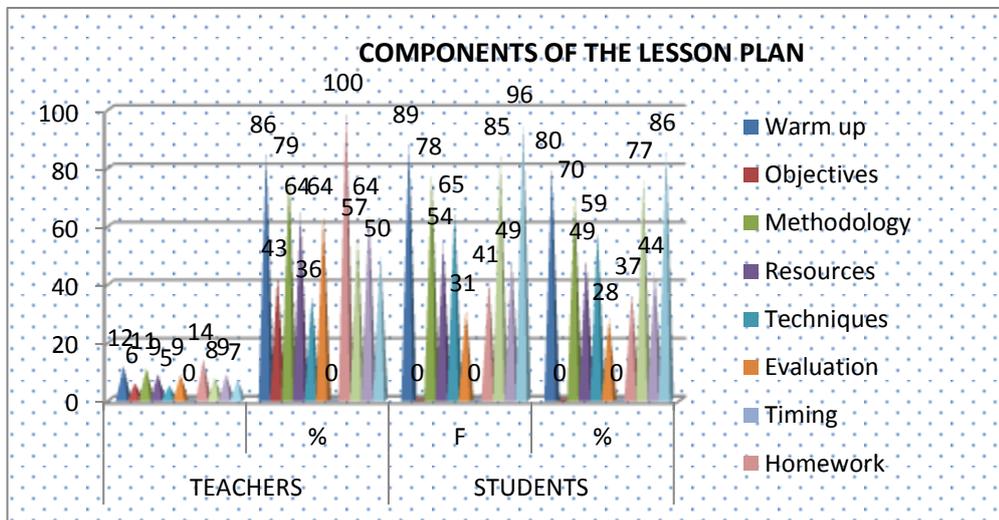
a) Table No. 9

COMPONENTS OF THE LESSON PLAN	TEACHERS		STUDENTS	
	F	%	F	%
Warm up	12	86	89	80
Objectives	6	43	0	0
Methodology	11	79	78	70
Resources	9	64	54	49
Techniques	5	36	65	59
Evaluation	9	64	31	28
Timing	0	0	0	0
Homework	14	100	41	37
Procedures	8	57	85	77
Informative data	9	64	49	44
Interaction patterns	7	50	96	86

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 9



c) Analysis and Interpretation

Teachers matched the following as components of a lesson plan: 100% homework, 86% warm up, 79% methodology, 64% resources and evaluation,

64% informative data, 57% procedures, 50% interaction patterns and 43% objectives.

On the other hand, students identified as components of a lesson plan the following: 80% warm up, 86% interaction patterns, 77% procedures, 70% methodology, 59% techniques, 44% informative data, 37% homework and 28% evaluation.

As we can see most of teachers do not plan their lesson because most of them matched interaction patterns and procedures as components of a lesson plan which are included in the methodology. According to the theory a lesson plan should include: the goal that is the overall purpose that you will attempt to accomplish by the end of the class period; the objectives that states what you want students to gain from the lesson specially described in skills evidenced on the students; the methodology that set method, techniques, procedures, interaction patterns that will help to fulfil the objectives; resources that are the tools that will serve to keep students motivated; evaluation that verifies if your objectives have been accomplished and the extra class activities to reinforce the learned contents. But if teachers do not elaborate the lesson plan they will not work on the skills or outcomes that they should fulfil with a lesson during a class period.

10. Select the stages of a lesson plan

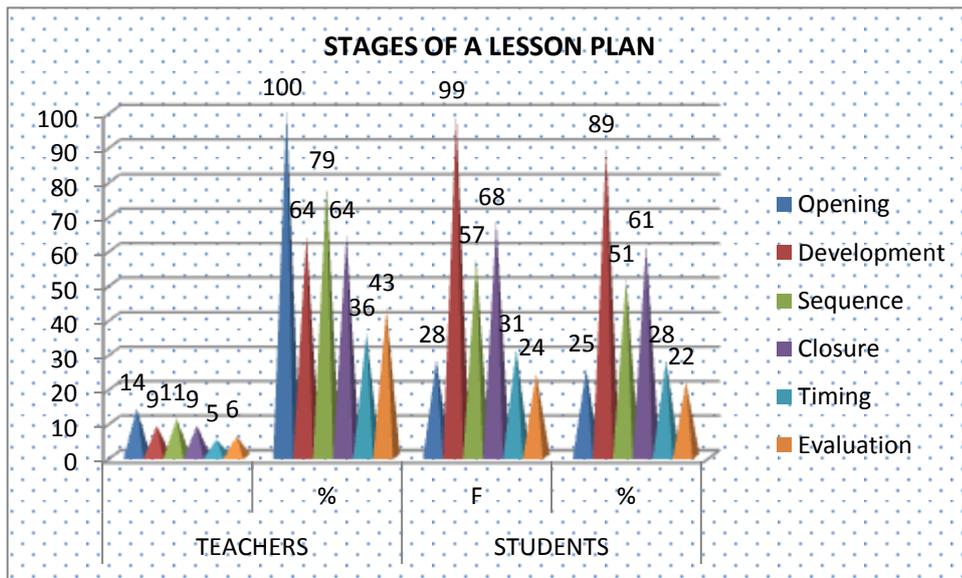
a) Table No. 10

STAGES OF A LESSON PLAN	TEACHERS		STUDENTS	
	F	%	F	%
Opening	14	100	28	25
Development	9	64	99	89
Sequence	11	79	57	51
Closure	9	64	68	61
Timing	5	36	31	28
Evaluation	6	43	24	22

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 10



c) Analysis and Interpretation

Teachers matched the following stages of a lesson plan: 100% opening, 79% sequencing, 64% closure and development, 43% evaluation and 36% timing.

Students recognized the following stages of a lesson: 89% development, 61% closure, 51% sequence, 28% timing, 25% opening and 22% evaluation.

As we can see teachers and students have difficulties to identify the stages of a lesson plan which according to the theory are: opening that previews the warm up, review and objectives that must be mentioned by the teacher. Development, that refers to the presentation of the topic, interaction, activities to get students' understanding of the theme and feedback. Finally, we have the closure that includes the evaluation, transference, homework and the closing of the class as itself.

11. Does your lesson plan include specific techniques that help to develop the linguistic skills?

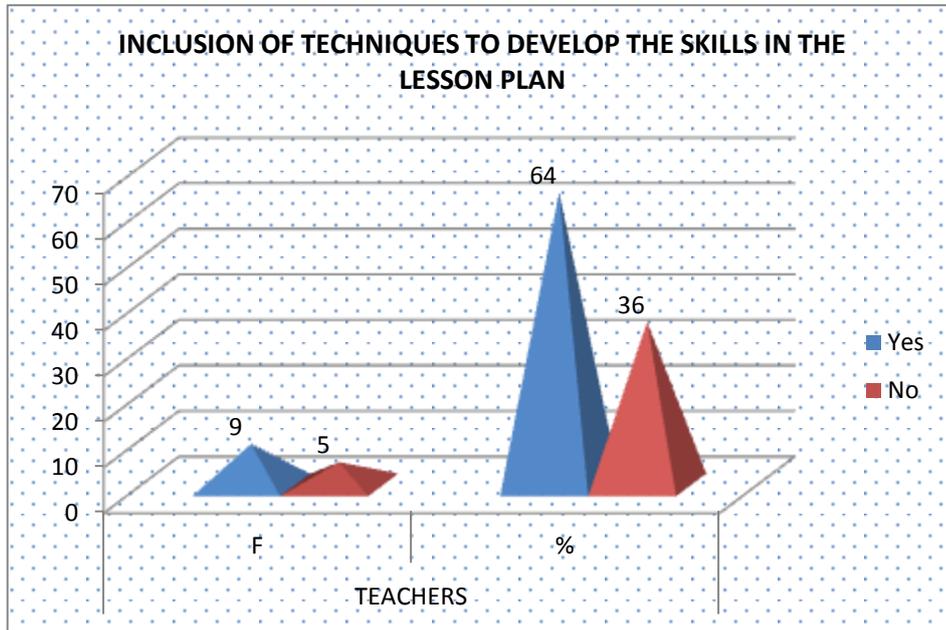
a) **Table No. 11**

INCLUSION OF TECHNIQUES TO DEVELOP THE SKILLS IN THE LESSON PLAN	TEACHERS	
	F	%
Yes	9	64
No	5	36
TOTAL	14	100

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 11



c) Analysis and Interpretation

64% of teachers answered that their lesson plan includes specific techniques to develop linguistic skills with the students.

Even when teachers said that they include some specific techniques to work on the students' skills; it is difficult to understand this because in the before question teachers said that they plan weekly and that they do not elaborate a plan for every lesson. Therefore we notice that there is a contradiction in this question and the development of the skills are not being considered by teachers.

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

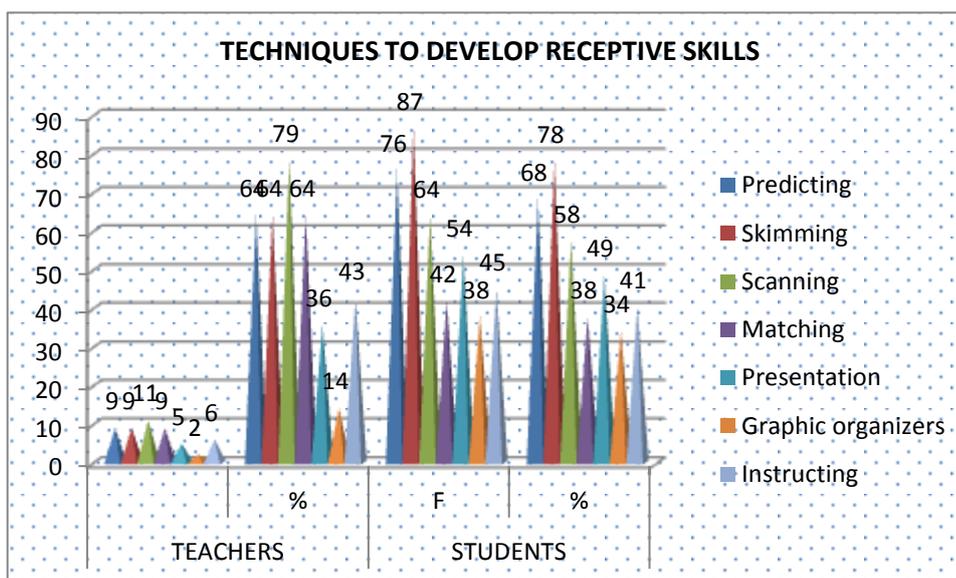
a) Table No. 12

TECHNIQUES TO DEVELOP RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	F	%	F	%
Predicting	9	64	76	68
Skimming	9	64	87	78
Scanning	11	79	64	58
Matching	9	64	42	38
Presentation	5	36	54	49
Graphic organizers	2	14	38	34
Instructing	6	43	45	41

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 12



c) Analysis and Interpretation

About the techniques that teachers use to work on the receptive skills were: 79% scanning, 64% predicting, skimming and matching, 43% instructing, 36% presentation and 14% graphic organizers.

About students' results we got, 78% skimming, 68% predicting, 58% scanning, 49% presentation, 41% instructing, 38% matching, 34% graphic organizers.

As we can see most of teachers include only pre-listening or reading techniques and most of them are wrong because they pointed to presentation and instructing which are not techniques that can be used to teach receptive skills. The theory shows us that we must plan before teach, in fact it is important to plan techniques **before reading** or listening such as: predicting, previewing and skimming so those predispose students to be involved in the topic; **during reading or listening** techniques such as: matching, multiple choice, unscramble paragraphs, scanning, and others; and **after reading or listening** techniques are used to represent the understood ideas in a graphic organizers.

13. Tick the productive activities that you plan before you teach your class?

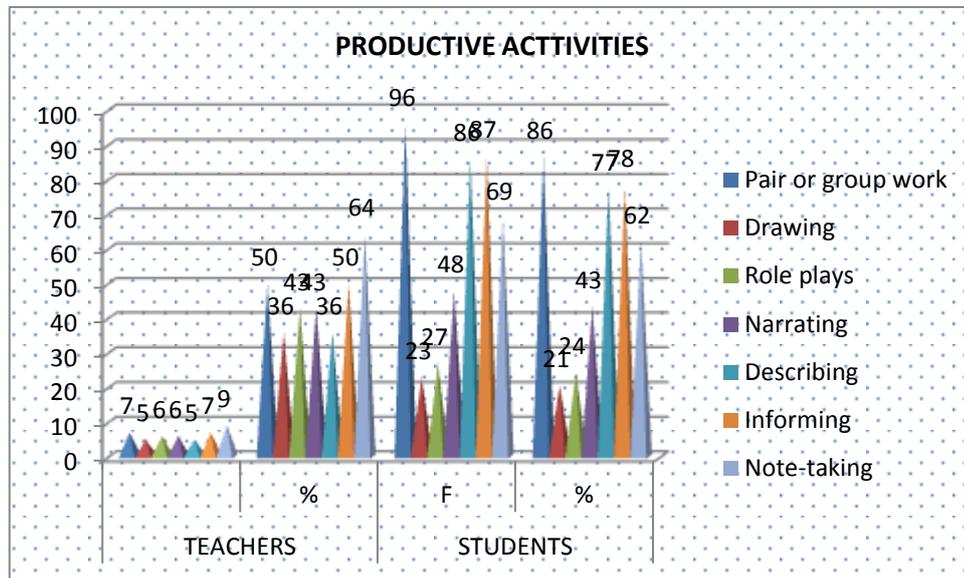
a) Table No. 13

PRODUCTIVE ACTIVITIES	TEACHERS		STUDENTS	
	F	%	F	%
Pair or group work	7	50	96	86
Drawing	5	36	23	21
Role plays	6	43	27	24
Narrating	6	43	48	43
Describing	5	36	86	77
Informing	7	50	87	78
Note-taking	9	64	69	62

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 13



c) Analysis and Interpretation

Teachers pointed out the following techniques to work on productive skills: 64% note-taking, 50% pair or group work and informing, 43% role plays and narrating and 36% drawing.

The students matched the following answers 86% pair and work, 78% informing, 77% describing, 62% note-taking, 43% narrating, 24% role-plays and 21% drawing.

The results show us that teachers work a lot with note-taking and pair-work and group work, which are useful to improve these skills with students. But, they also matching narrating and informing in a high percentage and we can realize that they are mixed up about the technique to work on the productive skills. It is important that teachers identify techniques to teach speaking that can be: role

plays, pair and group work, discussions, problem solving among others. But it is also imperative that they differentiate the writing techniques such as, note-taking, pre-writing, drafting, proofreading, editing and publishing which can help students to produce written language.

14. How would you characterize the students' learning of the English language by skills?

14.1. Teachers

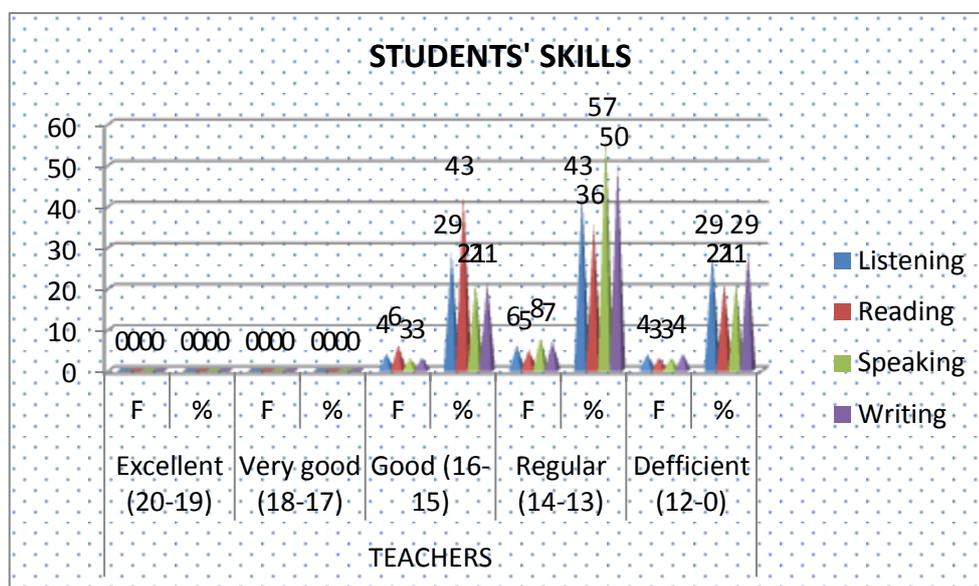
a) Table No. 14.1

SKILLS	TEACHERS									
	Excellent (20-19)		Very good (18-17)		Good (16-15)		Regular (14-13)		Deficient (12-0)	
	F	%	F	%	F	%	F	%	F	%
Listening	0	0	0	0	4	29	6	43	4	29
Reading	0	0	0	0	6	43	5	36	3	21
Speaking	0	0	0	0	3	21	8	57	3	21
Writing	0	0	0	0	3	21	7	50	4	29

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 14.1



c) Interpretation

According to teachers' opinion, the majority of teachers from 57% to 36% answered that the students' knowledge in the English language by skills is placed in a regular level; from 43% to a 21% said that are good and from 29% to 21% matched that students are deficient in most of the skills.

14.2. Students

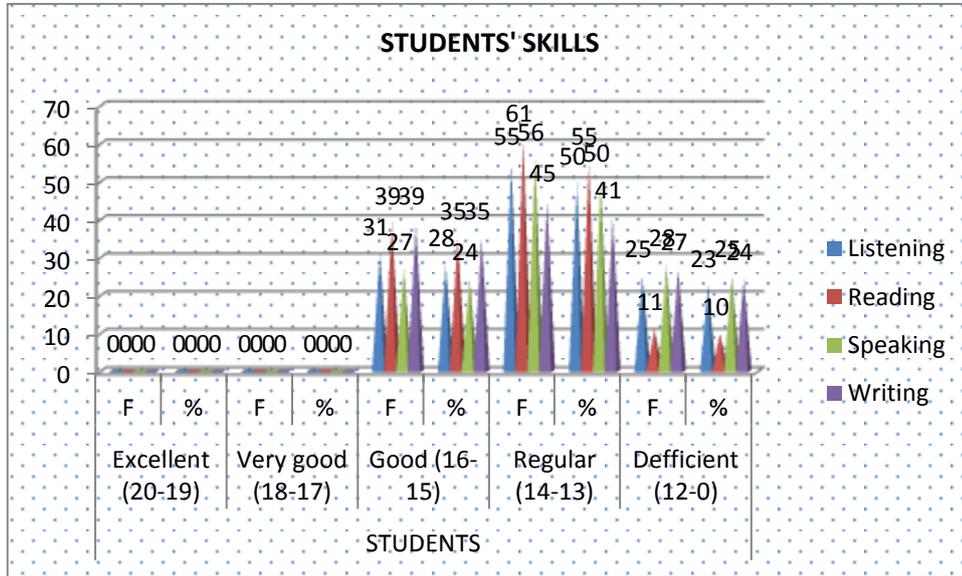
a) Table No. 14.2

SKILLS	STUDENTS									
	Excellent (20-19)		Very good (18-17)		Good (16-15)		Regular (14-13)		Defficient (12-0)	
	F	%	F	%	F	%	F	%	F	%
Listening	0	0	0	0	31	28	55	50	25	23
Reading	0	0	0	0	39	35	61	55	11	10
Speaking	0	0	0	0	27	24	56	50	28	25
Writing	0	0	0	0	39	35	45	41	27	24

Source: Teachers and students' survey

Responsible: researchers

b) Graph No. 14.2



c) Analysis and Interpretation

According to students' opinion, the results show, that the majority of the percentages that go from 51% to 41% are placed in a regular level in the English language skills, being the higher reading, then listening, next speaking and finally writing. From 39% to 24% were matched as good and from 28% to 10% in a deficient level.

These outcomes in the English language learning illustrate us that the teachers are not focusing on the development of the basic linguistic skills and most of the time it is due to they are not planning each lesson as they should have done. This would help them to get better results because they would have a complete guide of the activities that they have to develop during a class period.

On the other hand, if we consider that most of teachers do not fulfill the didactic units planned in the school year, it would be difficult to get good outcomes in the students' learning regarding to the development of every language skill.

6. DISCUSSION

6.1. HYPOTHESIS ONE

a) Statement

The meso-planning is not used by the teacher considering the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

b) Demonstration

The first hypothesis has two variables the independent one is the meso-planning and the dependent variable is the development of the four basic linguistic skills of the English Language.

The question number **ONE**, 43% of teachers and 47% of students said that the book OWTE is regular. This book is the curricular net in the English subject in our country. However, teachers and students agree that they have studied it, during the six years in the high school and they do not get a good level of knowledge in the English language.

In the question **number TWO**, 100% of the teachers said that they elaborate the didactic unit plan. But 36% of students answered that teachers just sometimes evidence a unit planning. So that we can say that the didactic unit plan is elaborated but it is not followed because teachers do not cover the didactic units planned for the school year.

In the question **number THREE** about the unit plan definition, we have that 50% of teachers and 44% of students answered that teachers identify clearly the concept of a didactic unit plan. This is important because teachers have clear the contents that they must cover in the school year even when do not fulfil it.

In the question number **FOUR**, 71% of teachers said that they cover from 10-12 units in a school year, but 65% of students matched that they just cover from 4-6 didactic unit during the school year. This make us think that in the low level of learning in the English language that students get in secondary level.

In the question number **FIVE**, about the components of the unit plan, most of teachers did not matched the skills or competences as components of the unit plan; and 68% of students told us that they do not know about the units that they must cover per term. Therefore we have realized the teachers do not fulfil the planned contents in the school year.

In the question **number SIX**, 86% of the teachers and 89% of students answered that they planned by the book' contents. So that we deduce that if the teachers plan by contents they are not considering the skills in their didactic unit plan.

➤ **Decision**

Based on the results and analysis done in the before questions the group considers the first hypothesis is **verified** because the mesoplanning is not elaborated by the teacher considering the development of the English basic

linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010.

6.2.HYPOTHESIS TWO

➤ **Statement**

The micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

➤ **Demonstration**

In the question **number SEVEN**, which was about the elaboration of the lesson plan 43% of teachers and 70% of students answered that the teachers do not elaborate the lesson plan, which is an important tool that guides the teacher and students’ activities, previews the resources and establishes the assessment instruments in order to reach the stated objectives in a class period.

In the question **number EIGHT**, was about the frequency in the elaboration of the lesson plan and 76% of the teachers and 86% of the students answered that teachers plan weekly. It makes us think that teachers just check the contents that they have to teach in the week, but they do not elaborate the lesson plan to preview techniques that help students in the skills’ development.

In the question **number NINE** was about the components of the lesson plan, most of teachers matched the right elements but a good percentage 57% also matched procedures and interaction patterns as part of a lesson plan, which

really are included in the methodology: This makes us think that teachers are not planning the lesson.

The question **number TEN**, was about the stages of a lesson plan and from 79% to 36% of teachers and students pointed out sequence, timing and evaluation as stages of the lesson plan which are also included in the opening, development and closure of the class so that we can realize that teachers are not planning the English language lesson.

The question **number ELEVEN**, about the inclusion of specific techniques to develop the English language skills in the lesson plan. We got that 64% of teachers answered that they plan specific techniques to work on the skills development. However, 68% of students said that the aspect more emphasized during the class is grammar, which means that teachers are not considering the skills development in the class period.

The question **number TWELVE**, was done to check the techniques that teachers use to work on receptive skills and the major percentages pointed to the correct techniques. However a good percentage, 43% pointed to instructing and presenting which are not techniques to develop the receptive skills.

The question **number THIRTEEN**, was done to verify the use of specific techniques to work on the productive skills and 50% of teachers matched

informing and narrating which means that teachers are not planning specific techniques to develop productive skills with students.

The question **number FOURTEEN**, was to check the students' English knowledge in the different skills, and from 45% to 65% of teachers and students placed the students learning in a regular level. So that we can verify that teachers are not considering the development of the English language skills in as part of their lesson plan.

➤ **Decision**

Due to the obtained results the group **accepts** the second hypothesis which says that the micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at "Bernardo Valdivieso" High School. Morning Section. Academic period 2009-2010.

7. CONCLUSIONS

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

- The teachers of the researched High School elaborate the didactic unit plan but they do not cover the planned contents in the school year; neither have they informed the students about the units that they have to study in a term.
- Most teachers recognize the components of the unit plan but they do not include the skills or competences as an important part that drives teachers to fulfil the students' profile by the end of the year.
- The didactic unit plan is elaborated by the book' contents what means that teachers do not consider the most relevant aspect that this plan must include which is the development of the English language skills that constitutes the competences that students must through the application of the curricular net with the OWTE book.
- Teachers do not elaborate the lesson plan and they just work with the book's contents which means that they do not determine the specific activities to be developed during a class period and this do not let them check if they have reached the stated objectives in an effective class development.
- Teachers do not recognize the components neither the stages of a lesson plan what means that they are not considering the skills development as part of a lesson plan due to they just work following the book' activities in each class.

- Teachers do not design specific techniques for the development of the receptive and productive English language skills in a lesson plan for that reason the students' level of skill development is placed in regular and this explains why they have not got a basic knowledge of the English Language in secondary studies.

8. RECOMMENDATIONS

- That the English area coordinator supervises the accomplishment of the didactic units planned by terms, due to this will help teachers and students keep informed about the meso-planning that must be socialized at the beginning of the school year.
- That teachers get training to plan by competencies considering that the mesoplanning must include the knowledge and the skills that they have to develop in each school year, pointing out that these should be determined with the respective profile that they must fulfil with their students by the end of the secondary studies.
- That teachers elaborate the meso-planning outlining the competences or skills that will guide the English teaching learning process; and that teachers use it to verify the students progress on the development of listening, speaking, reading and writing skills.
- That authorities get training for teachers about the elaboration of a lesson plan due to it is a basic requisite to develop an efficient class. And that, teachers learn to determine the specific achievement indicators that will guide them to reflect their work in the classroom keeping in mind that it is evidenced in the students' reached skills.

- That teachers organize a kind of study workshops among them due to, the necessity they learn how to plan a lesson, recognizing all the elements and stages that it include focusing on the skills development.
- That authorities of the High School get training for teachers about specific techniques that they can apply to work on receptive and productive linguistic skills. This will guide them to work strategically and get meaningful learning according to the objectives stated in the lesson plan.

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10. ANNEXES

PROJECT



**NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

THESIS

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL MORNING SECTION. ACADEMIC PERIOD 2009-2010.

Project of Thesis work previous to obtain the Licentiate's degree in Sciences of Education, English Language specialization

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Loja – Ecuador
2011.

1. THEME

CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL. MORNING SECTION. ACADEMIC PERIOD 2009-2010.

2. PROBLEM STATEMENT

2.1. BACKGROUND

“Bernardo Valdivieso” High School was founded in October of 1922 with the name of “San Bernardo” in Loja, Ecuador, starting with the first course in what was then called Modern Philosophy.

This High School already worked but it was in handle of the Jesuits. When Mr. Bernardo Valdivieso died in 1805, in his will, he gave the farm in order to the High School continue working under the philosophy of educating with formality and God frighten to the youth and children from Loja.

The creators of the High School expelled the Jesuits from our country and the High School stayed without teachers for a while, Even when they had to support economical problems, the institution continue working with the help of the City Hall structure.

Therefore the definitive creation of Bernardo Valdivieso High School was on October 22nd, 1922, after Simon Bolivar solved the problems that it had, and they elaborated the first internal regulation to control its working.

At the beginning of 20th century “San Bernardo” took the name of “Bernardo Valdivieso” National High School through the decree No, 098 on July 6th 1967. Since then, “Bernardo Valdivieso” High School has had as fundamental slogan the education of youth from Loja and its provinces.

At the beginning of the year 1990-1991, the High School acquired the experimental category and started the Educative Evaluation alternative Project, which has been applied to the four major specialties: Social-Sciences, Physics-Mathematics, Chemical-Biological and Computing with the installation of a new laboratory for this specialty.

Nowadays the “Bernardo Valdivieso” High School has three sections in the morning, one in the afternoon and one at night. The first one has 1075 students, from 8th to 10th years of Basic Education and 964 students in the High School Curriculum. The afternoon session has 544 students from 8th to 10th years of Basic Education and 343 in the High School Curriculum; and, the night section in the present school year has 146 students from 8th to 10th years of Basic Education and 221 students in the High School Curriculum. Therefore, the “Bernardo Valdivieso” High School has a total of 3293 students in the three sessions.

The vision of this High School is that they want to be an Institution of humanist and academic prestige with scientific-technical basis; based on values of: justice equity, solidarity and citizen respect that promotes the research and human development, for the people of Loja.

The mission of the “Bernardo Valdivieso” High School is to educate the children and youth of the public sectors of Loja and the Regional context, as an answer to the social demands and necessities. This process is developed through an efficient teacher service and influence in the family action that propitiate meaningful learning, in the dynamic of education of quality.

In the same way the high school forms capable, authentic and triumphal students in “Bachillerato”. It offers an education based on the discoveries and the application of capacities and values; committed with the citizen development, the culture and a fairer society.

2.2. CURRENT SITUATION OF THE RESEARCH OBJECT

English is the language of communication, it is spoken around the world and it tends to be an international language, therefore people who speak English have better opportunities not only in our country but abroad as well.

If we consider the importance of the English language as one of the most spoken languages in world; it is an important tool in the formation of the students in the high school. However, we have to assume that there are many difficulties in the learning of this language in all the levels because students do not get a basic level of it even when they study it for six years.

The language in some cases is being taught since elementary school. However, the students do not achieve a proficiency level in the English Language. It is important to search for the causes that are involved in this problem.

There are several factors that contribute to this problem. In fact, we could speak about methodology, planning, evaluation process and others. But the curricular planning plays an important role in the teaching-learning process of the English language.

Planning is essential in order to reach an effective and efficient learning. We plan every activity in our lives. The curricular planning gives the teachers guidelines for teaching and helps the educational establishments determine clear policies that let the development of the whole formation of the students. It also encourages the teachers to work cooperatively and collaboratively to accomplish the goals successfully.

We can distinguish three different levels of planning: the macro-planning which refers to the school development plans, curriculum goals, school policies, staff development plans and curriculum needs of the whole educative institution; the meso-planning that involves the planning across learning programmes for each grade. It helps to manage the curriculum through didactic units that must be developed in a certain time. The focus is on the content of learning programmes and the practical issues in their implementation; and, finally the micro-planning that involves everything that happens in each classroom. The three levels are interrelated and every one is the complement of the other, in sequence.

The first level of the curriculum or macro-planning for the English Subject in our country is designed by the Ministry of Education and Culture which is based on the series of text book called "*Our World through English*" which was introduced by the Ministerial agreement No. 2511 and Resolution No.

2543 and which was also elaborated in agreement with the British Government under the support of the CRADLE project, and with the aim of improving the teaching learning process of the English language in the high schools of Ecuador. However in the researched high school the students' level of learning of this language is placed in very low rates and teachers have not worried for developing projects that let them solve this problem.

The "Bernardo Valdivieso" High School has a schedule charge of 5 hours per week of English classes, which is insufficient time to achieve meaningful learning of the English language. If we take into account that the number of students per class is quite excessive, the environment is not favorable to improve the students' achievement in this subject.

According to the Government precepts there is one book that must be studied during a school year. However, some teachers do not finish all the units planned for a school year which means that the students enter the next school year with gaps in their knowledge.

The book is based on communicative method, but most of the time teachers just go through the text book, emphasizing the grammar and vocabulary

points and forgetting the application of techniques that develop the listening, speaking, reading and writing skills.

The **meso-planning** is the scheme that lets the teachers have a guide of the sequence of the contents that must be studied in every school year, and this is represented in the DUP “Didactic Unit Plan” which also includes the objectives, methodology, evaluation and didactic resources and it is the tool for managing the curriculum. However, we have observed that there are some critical factors which can cause some trouble in the teaching of the English language, as is the case of the “Bernardo Valdivieso” High School where actually the English teachers elaborate the DUP (Didactic Unit Plan) but it does not determine specific techniques to develop the basic linguistic skills of the English Language.

The teaching is still carried out in a traditional way following the text and tasks without caring about the best strategies that help the students develop the four skills of the English Language. Neither do teachers establish the skills that they are going to work in the meso-planning; so that, they do not count with the guidelines to get a certain level of development of these skills with the students. This is reflected in the students’ low knowledge of the language.

In what refers to the **micro-planning** or lesson plan is a scheme that guides the teachers step by step in all activities during a class period. It is very important because it also establishes the objectives and the skills that the teachers are going to work on. However, most teachers do not write their lesson plans, neither do they determine specific techniques to develop the English language skills; on the contrary, they just follow the book activities without any previous guidelines.

In the “Bernardo Valdivieso” High School, the English area coordinator, and in charge of checking the teachers’ daily plans but we have noticed that they do not write the plans before their classes and this problem is obviously reflected in the low level of knowledge that the students reach in the six years of high school.

Due to the problems mentioned before in this Educational Institution in the teaching learning process of the English language, we decided to carry out a research work with the following investigation problem:

2.3. RESEARCH PROBLEM

HOW DOES THE CURRICULAR PLANNING AFFECTS THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS OF THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC

EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL?.
MORNING SECTION. ACADEMIC PERIOD 2009-2010.

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The research will be carried out during the period 2010-2011, which starts with the development of the project since the present date until the group finishes with the thesis report.

b) Spatial

The research will be developed at “Bernardo Valdivieso” High School, Morning Section, which is located in Eduardo Kidman Avenue in Loja City.

c) Observation Units

The people who will give information in the “Bernardo Valdivieso” High School are: Students of 8th, 9th and 10th years of Basic Education, English teachers and English area coordinator.

d) Sub problems

In order to facilitate the researched work we have derived the following sub-problems:

What ways of meso-planning are the teachers using to develop the four English basic linguistic skills with the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic Period 2009-2010?

How does the micro-planning focus on the development of the four English basic linguistic skills with the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School?. Morning Section. Academic Period 2009-2010.

3. JUSTIFICATION

The present research work is justified if we take into account that there are difficulties in the curriculum of the English Language. Even when, it was developed through the CRADLE project to improve the learning of the target language in Ecuadorian High Schools; it had not had the expected outcomes.

Our research work is also justified due to some problems found in the low achievement in the English language of the students of Basic Education and High School Curriculum, since the meso and micro planning play an important role into the English language teaching learning process. We consider meso and micro-planning the most useful and necessary tool at any level of education. English is essential to travel, in business, at work and to communicate with people from other countries, but unfortunately the OWTE curriculum plan have not fulfilled the students' needs, and a consequence the students face some gaps in the English subject.

Our research will also be used to improve the education in the community of the researched institution.

from the social point of view we justify our research because we know that education is the base of our family so that, if we find the causes of the low learning of the students we will be able to contribute solving this problem in the researched High School.

The scientific point of view will be given by the obtained results which will give us a criterion about how the didactic unit and the lesson plan is carried out and this will allow us to draw some conclusions and recommendations that can serve as a support to improve the English language learning in the target High School.

It is a feasible work or topic of investigation because of our condition as undergraduates of the English Career of the National University of Loja. We have the possibility and we are able to carry it out because we have the economic resources, the necessary time, knowledge and the support of the project adviser which will let us develop in the foretime and as a requirement to get the Licentiate's degree in Sciences of Education, English Language specialization.

4. OBJECTIVES

4.1. GENERAL

To establish how the curricular planning affects the development of the English basic linguistic skills with the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

4.2. SPECIFIC

To distinguish the ways of meso-planning that the teachers use to develop the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic Period 2009-2010.

To describe the relationship of the micro-planning with the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic Period 2009-2010.

5. THEORETICAL FRAME

CHAPTER I

5.1. THE CRADLE PROJECT

“The CRADLE project is one of the projects that the Ministry of Education and Culture has designed to improve the quality of education in Ecuador. The textbook series, Our World through English (OWTE), is part of a process of curriculum change in the teaching of English. Teachers, curriculum experts, teacher trainers, authors, designers, inspectors, advisors and other experts work together to make this process work effectively. The third edition of OWTE that you are going to use is part of this national English language curriculum development process.

5.2. OUR WORLD THROUGH ENGLISH GUIDELINES

- Take advantage of the opportunities for professional development that are offered to you.
- Use your Teachers' Resource Centre (TRC).
- Use these teaching and learning materials carefully.
- Follow the teaching notes as much as you can. Keep a record of what happens.

- Give the Foreign Languages Division (DIEX) of the Ministry of Education and Culture feedback through your Provincial Coordinator for Development of the English Language Curriculum (PCDO).
- Attend feedback meetings that you are invited to.

Producing a high quality textbook is a complex process. The third edition has taken note of feedback from teachers and national and international experts. The aim has been to produce a new edition of Our World Through English that is lively, imaginative and enjoyable for teacher and students. We hope that you and your classes will find this new edition motivating.

5.3. THIRD EDITION TEACHER'S BOOK DIFFERENCES

- There are monthly tests to be given after every three units.
- There are three term tests to be given after every four units.
- Clear objectives are given at the beginning of every lesson in the teacher's notes.
- There are grammar practice exercise answer keys.
- The Audio Scripts are included within the teaching steps in the Teacher's Book.
- Additionally, in this edition, we have included a Checking My Progress section with the objective of encouraging students to reflect and evaluate the progress made at the end of each unit.

Support your project for your benefit and for the benefit of English language learning and teaching and education in Ecuador”⁶.

5.4. CURRICULUM COMPONENTS

Our World through English is a six-year English course for Ecuadorian secondary school students. The materials for each year of the course are:

- Student's Book
- Teacher's Book and CD

5.4.1. INTRODUCTION

“The Teacher's Book is distributed free of charge to teachers attending orientation courses organized by DIEX and held in all provinces of the country.

The CD is available to you in your provincial TRC. Remember that Audio Scripts are to be found in the appropriate pages of the teacher's notes. If you have problems obtaining a CD player to use in class, you should still do the listening activities as an integral and important part of the course. Read the Audio Script aloud for a

⁶CRADLE Project, “Diseño Curricular por Competencias” Documento del Ministerio de Educación. 2007.

listening task using the *Read, look up and say* technique. Teach a song as a rhyme without music. DIEX strongly recommends that you listen to the CD before a class to minimize errors in pronunciation, stress and intonation.

5.4.2. PLANNING THE USE OF THE MATERIALS

Each Student's Book in the OWTE series is designed for one school year of study. The third edition of Book 4 is divided into 12 core units and a grammar practice section.

The core units consist of five lessons each, divided into a number of tasks. Each task has a number of teaching steps in the teaching notes. Each unit has two lessons of two pages and three lessons of one page, providing for some variation and flexibility in the course structure.

Each core unit is designed to be covered in one to one and a half weeks with five class periods per week, providing time for review and evaluation as appropriate, ideally 4 (3 terms = 12 units) being covered per term. We hope this will be motivating to both teachers and students, giving them a feeling of significant progress each term. The amount of time that a class group takes will depend on many factors, including previous exposure to English at primary level, general

educational level, class size and length of class periods. DIEX recommends that all students study the core units.

Due to the fact that many teachers have expressed an interest in extra grammar exercises that they could use to supplement their lessons, a grammar exercise section has been added to this edition of the Our World Through English series. This section can be used as in-class reinforcement of certain grammatical structures, or as exercises that can be sent as homework. The grammar exercises are intended to help learners prepare for exams, as well as give them self-study activities that they can do outside of class in order to practice the structures covered in each unit. Teachers may also like to use these grammar pages as review before exams.

The grammar exercises presented are meant to be a means to an end, not an end in themselves. They are all given in context, and are meant to motivate the learner through authentic and meaningful language use through controlled activities, giving the learners a sense of accomplishment through successful performance on the exercises.

The information in the boxes before exercises presents the grammar with a short explanation and/or rule, and then goes on to provide a couple of examples of the structure to be seen. Because each grammar point is marked beforehand, it is easy to

focus only on those structures which each learner needs additional practice in. In some cases the grammar is meant to be learned as a lexical unit, or chunk, and therefore the learners are not given a clear rule, but instead asked to simply notice the English structure. Some students will rely more on these grammar explanations and exercises than others. They are meant to supplement the communicative exercises in the book, and not replace them. The Teacher's Book also includes tests to be given after the completion of each three core units and at the end of each school term.

The units of the Teacher's Book have teaching steps for each task. Notice that the teacher's language for a step is often given in bold type. For the students, listening to this language is part of the course. Please use these instructions and similar instructions when you are teaching. Use Spanish as little as possible in class. Remember that students learn best by using English, in this case by listening to and following instructions. Repetition of instructions in Spanish, instead of providing visual support through gestures, etc, destroys this possibility and also takes time away from exposure to English.

The notes contain production models. These are the teacher's guide for students' speaking and/or writing”⁷.

⁷ Our World Through English, Teachers' Book No. 4, Third Edition; República del Ecuador, Ministerio de Educación y Cultura, Proyecto CRADLE, 2007. Introduction for Teachers.

5.4.4. THE PHILOSOPHY OF OUR WORLD THROUGH ENGLISH (OWTE)

a. The view of language

- Communication and purpose

“OWTE is based on the view that we use language for communication. In other words, we use it to give and receive "messages" of different kinds. There are different purposes in communication, but the purpose of asking for and giving information is the central one in this course. Many Ecuadorian students want to use English in their higher level education and in their work. For them, the ability to give and receive information in English will be extremely important.

Additionally, most learners of a language want to manage the socializing function of language. Expressing likes and dislikes, wants and needs, has been given greater importance in this new edition.

5.4.5. SYLLABUS ORGANIZATION

Information can be divided into three types:

- descriptive
- narrative
- Instructive.

The syllabus is based principally around the development of the necessary receptive and productive language skills to manage these types of information as they are used in a wide variety of spoken and written contexts.

5.4.6. THE VIEW OF LEARNERS AND TEACHERS

OWTE has been written and produced in Ecuador for use in Ecuador's education system. It is written by Ecuadorians with a clear view of learners' and teachers situations in the classroom, school and wider socio-economic and cultural contexts of the country. It has been written to help teachers and learners make the best use of the limited time available. The course aims to enable students to enter adult life with a firm basis of essential English and language teaching skills.

OWTE tries to support the learning process in School by using content from other school subjects and by encouraging the learners to use their knowledge of the world or stimulate them to want to find out about the world around them. The course also helps develop learning skills through the medium of English. These learning skills are transferable to a wide variety of other learning situations.

In using OWTE, students are encouraged to look afresh and critically at their own world in a spirit of learning to appreciate all that is good, while not ignoring things

that are less good. Nevertheless, the accent is always on the positive. There is much to celebrate in Ecuador and for young people it is important to point them towards the good things and not dwell too much on what is not so good. This approach is typical of books 1-3. In the second part of the course (books 4-6) students learn to organize knowledge in different ways. They use English to think and learn about new things, how to weigh alternatives and reach mature, informed decisions.

5.5. TOPICS AND MOTIVATION

The topics and the way they have been treated have been chosen to interest, surprise and amuse the learner, starting with their own world in Ecuador in all its diversity and gradually reaching out to the world beyond. The writing team has tried very hard to find something to interest everyone and to represent the different peoples of Ecuador equally.

5.5.1. SUCCESS AND MOTIVATION

Nothing succeeds better in motivating students at school than success itself. Success here means being able to follow the material, complete the tasks and want to learn more. It includes coming to understand the texts, as well as the procedures, to follow in doing the tasks. It means knowing what you are trying to learn to do, doing it and understanding the reason for doing it.

Above all the teacher's Job is to encourage and support the learners' efforts. A positive attitude on your part is vital.

5.5.2. TEACHERS AND LEARNERS

The teacher's aim is to help students to reach the goal of being confident and motivated in using English. The teaching steps in this book guide you in:

- encouraging students to prepare themselves for the topic areas to be introduced
- Organizing tasks for students so that they can do them without unnecessary difficulty.
- Helping students while they are working.
- Encouraging students to review their work.
- Using appropriate ways to get feedback on completed work.

The materials are designed for teachers who:

- Are interested in professional development
- Want to understand the reasons for the design of the syllabus and materials.
- Want to do the best possible Job but often do not have enough time to do it.
- Want to organize classroom activities effectively so that students take a central, active role in learning.
- Want to help learners to be more independent in their learning.
- Want to connect learning English with other learning experiences both

inside and outside school.

- Want their students to learn how to obtain and give information in English, and consider that learning how to obtain information is more important than the "right answer".
- Want to encourage students to think for themselves.

5.5.3. THE SKILLS CYCLE

a. Language skills in life

When we examine the way that we use different language skills in life we notice two things. Firstly, a person normally uses language for a purpose. Secondly, there are tanks between one language skill and another.

b. Purpose

In life, people listen, read or ask questions to find out something. They speak or write to communicate something.

c. Links between skills

The language skills are linked. For example, when you answer the telephone, you listen, speak, and often write a note. After the telephone conversation you may use

the note (read it) to remind yourself or somebody else to do something. In the same way, when you study, you may listen, make note maybe ask questions, perhaps discuss the ideas in the notes, read something more about the notes, organize your notes, and write an essay on the subject. Language skills are linked in these and many other ways in life.

The language skills cycle in the third edition of OWTE is based on the way we use them in life. The cycle often begins with a receptive experience - listening or reading, followed by a productive experience, either speaking or writing. In each part of the cycle students have a purpose for using their language skills. To develop the speaking skill in this third edition there are interaction patterns to follow. Questions are introduced to enable students to ask their teacher and their classmates for information in English. Questions, of course, are also an important way to obtain and ask for clarification of information in real life.

The skills approach, then, is based on skills used in real life. It is also based on the way that people learn, firstly by having a purpose for using the language and secondly by experiencing the language in both written and spoken forms. This complementary experience helps in remembering. Throughout the course students are given tasks while they are listening or reading to focus their attention on the main information and to give them a purpose for listening or reading. In many cases they are asked to do tasks to activate their general knowledge of a topic. Before

reading for more detailed information, students are asked to read to form a general idea of the text. This enables students to anticipate the context of the text before they read it in detail. They are given an idea of the information they have to find. They do not have to understand every single word to achieve this. They make notes to be able to access information for a further purpose. Tables or charts are used for noting down information in an organized way. In addition to making information easily accessible, these tables help students to learn how to organize information from listening or reading.

5.6. GRAMMAR AND VOCABULARY

The course is based on a core of grammar which the learner needs for giving, asking for and receiving descriptive, narrative and instructive information. Students experience this grammar in situational and linguistic contexts at the same time as they explore information about a wide variety of topics.

Learning the grammar of the appropriate verb forms for the above purposes is a central element of the grammatical syllabus. Through the six-year course, students have repeated experience of giving, asking for and receiving messages using core verb forms and core sentence structures.

The grammar of the noun phrase progresses from simple to complex as students become familiar with different kinds of sentence pattern. Great emphasis is given to positive statements in texts.

In the books 1 and 2 grammar is introduced implicitly without presenting grammatical rules. Students learn phrases and questions as lexical chunks, or formulas. In later books grammar is made more explicit, and students' awareness of grammatical structure is developed to enable them to expand their linguistic repertoire in English.

Students also experience new vocabulary in a situational and linguistic context. We recommend that you do not explain new vocabulary before it is met. Instead, you should encourage students to work out meaning independently using all available resources (including other people). This, of course, includes the possibility for students to ask you or each other in English for help. Training students to solve their own vocabulary problems is an essential part of helping them become active, independent learners.

The design of the course introduces and recycles core vocabulary throughout the book. Students should, then, get enough experience of these items to assimilate them. It also includes vocabulary which is not core or frequent but is important in a

topic. Many of these items are illustrated. It is not necessary for students to learn this vocabulary for productive use. Core vocabulary is listed in the unit objectives and in alphabetical order. Students should be able to use the core vocabulary in speaking and writing. They are not expected to remember or 'learn completely' all the words introduced in each unit.

The classroom language included in many units in earlier books should be learnt as vocabulary or lexical 'chunks' for communicative purposes in the classroom and should not be analyzed grammatically in these levies. Students should be encouraged to use this classroom language as much as possible as a genuine means of communication in a variety of common classroom situations and as an essential part of the core syllabus.

5.7. EXAMINATIONS

Prepared sample tests are provided for your use at mid-term and end of term points.

Finally, if you have comments about any aspect of the books, please contact DIEX.

We will be delighted to hear from you. Happy teaching and learning!

5.8. GENERAL TRACKING TIPS

5.8.1. ENGLISH IN THE CLASSROOM

While a student receiving five hours of English per week cannot hope to absorb the amount of language a native speaking child learns, the amount of English that a student will learn depends directly on the amount of exposure to the language. Students need a lot of listening experiences to become familiar with English before they can produce significant amounts of language. As their teacher, you are their main experience of the foreign language. Do not waste time exposing them to Spanish unless it is absolutely necessary. Use simple English and avoid translation as much as possible by using mime, gestures, demonstration and other visual support to get meaning across.

Start giving simple instructions in English from the first class. Soon you can conduct the whole lesson in English.

Using English in the classroom shows students that English is used for real communication and makes them use English for this purpose. It also challenges students to understand the meaning for themselves. For example, when you go into the classroom and say "*Good morning, everybody,*" students can understand that you are greeting them.

It is important in the tasks to check that students understand class instructions.

There are different ways of doing this:

Demonstrate the task with an example.

Ask students to demonstrate the task with examples.

Watch students carefully when they begin working on a task (i.e. monitor their work) and help them individually or as a group, if you see a problem.

Invite a student to explain the task to the class.

5.8.2. PRONUNCIATION AND INTONATION

Unstressed vowels are often pronounced using the schwa sound /ə/. For example, in 'a banana', the letters in italics are all pronounced with a schwa, so /bəˈnænə/.

Spanish speakers tend to pronounce the sound /s/ with an additional /e/ before the /s/, for example, 'estop' for 'stop', and in other words starting with an /s/ sound followed by a consonant sound. It is common to hear students say 'an estudent' instead of 'a student' as a result of this problem. You should be particularly careful in your own speech to avoid this and to correct students when they make this mistake.

In a series of connected descriptive statements, for example a description of a person, there is a sustained level of intonation at the end of each statement and a falling intonation at the end of the last statement of the description. The sustained intonation shows that the speaker has more to say. The falling intonation shows that the speaker has finished.

A rising intonation is used in yes/no questions or to obtain confirmation of a statement. It is common to hear students using a rising intonation to get confirmation from the teacher of a correct answer. This can distort appropriate intonation, and even cause confusion.

5.8.3. A WORD ON “ENGLISH”

The idea of ‘correct’ English still exists but like many things it is a more relative term than in the past. There is an obvious need to use a standardized form of English in a textbook series. OWTE uses standard British English, appropriate to its global use at the beginning of the 21st century. The grammatical analysis follows *The Oxford English Grammar* (Greenbaum, 1996). British English vocabulary is used in the main, so 'shop' 'railway', 'trousers', etc are to be found, but words of American origin that are becoming part of British and international English, for example 'cool', 'cookie' etc, are used in preference to the more traditional British words.

British English spelling is used partly because these are the forms used throughout the English-speaking world (except the United States) and in Europe, Africa and Asia where English is very widely used. For example, 'colour', 'travelled', 'centre' etc. Spelling conforms to that in the *Collins Co build Dictionary*. There are cases where British English spelling is changing, so that these forms have been used, for example, 'organize' instead of 'organise'.

5.8.4. GROUPING

Students can be grouped in different ways according to the size of the class and the physical conditions in each classroom. For example, students can work in threes in a row, or they can turn round and form groups with students in the next row, etc. Practice the selected grouping procedure as much as necessary in order to set up routines for future lessons, so that students will get used to forming groups quickly and quietly.

5.8.5. SONGS, RHYMES AND CHANTS

Follow these steps for songs, rhymes and chants:

- Invite students to predict the song by looking at the picture.
- Say: "*Listen to the song (rhyme or chant) and follow the song in your books.*"

- Play the CD (or sing the song) at least twice.
- Guide the student to sing each line of the song with you.
- Ask them to sing the song alone in groups and as a whole”⁸.

⁸Our World Trough English, Teachers’ Book No. 4, Third Edition; República del Ecuador, Ministerio de Educación y Cultura, Proyecto CRADLE, 2007. General Tips for Teachers.

ENGLISH LANGUAGE CURRICULUM – YEAR EIGHTH OF BASIC EDUCATION

GENERAL COMPETENCE: To develop the communicative competence through linguistic competence: reading, listening, speaking and writing satisfactorily «according to the students'age and demonstrating the use of values.

LINGUISTIC COMPETENCES:

Listening.

To process and understand spoken messages of which the complexity gradually increases. written and aural texts.

Reading.

To process and understand written messages of which the complexity gradually increases. and aural texts.

Speaking.

To produce oral messages less complex than the receptive

Writing,

To produce written messages less complex than reading

UNIT/TOPICS	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
1. Greetings and Introductions 2. Numbers and times 3. Families	1 - Subject Pronouns - Possessive adjectives - Present simple (<i>to be</i>) - Imperative 2 - Question formation in present simple using <i>to be</i> - Subject Pronoun - Linking word: <i>and</i>	1 - Greetings - Jobs - Cardinal numbers: 1- 100 2 - Times: (to nearest five minutes) 3 - The family	Listening: For general idea and for specific information to: - follow and give instructions - take notes - decide if the sentences are true or false - identify different elements in a topic	- Being proud of our cultural identity - Respecting other classmates' turn to speak - Sharing information with others	The students will be able to: 1 Create and introduce themselves to the teacher and their partners - Give and ask for personal information - Follow and give instructions 2 - Say and recognize numbers 1-100

<p>4. My classroom</p>	<ul style="list-style-type: none"> - Contractions using to 3 - Present simple 4 - Present simple: <i>there is, there are</i> - Contraction: <i>there's</i> - Question formation with auxiliary <i>'does'</i> - Word order: in affirmative and questions 	<ul style="list-style-type: none"> - Formulas: <i>Who's this?</i> - Let me/ Let's see now 4 - School and classroom - Subjects - Days of the week - Formulas: <i>Where's/are?</i> 5 - Jobs - Others: outside - Formulas: <i>At home</i> What does she do?... 	<ul style="list-style-type: none"> - sequence information - label pictures - match information <p>Reading:</p> <p>For general idea and for specific information to:</p>	<ul style="list-style-type: none"> - Getting personal needs met - Expressing needs, feelings, and ideas respecting each other 	<ul style="list-style-type: none"> - Give and ask for times 3 - Give and ask for information about family relationships 4 Give and ask for information about classrooms, school materials, birthdays, ages, school buildings and timetables
<p>5. Occupations</p>	<ul style="list-style-type: none"> - Present simple: question formation - Prepositions: at (place) 6 	<ul style="list-style-type: none"> - Verbs: bring, buy, - Months - Celebrations - Prepositions: on - Ordinal numbers 7 	<ul style="list-style-type: none"> - complete information - label pictures - decide if the sentences are true or false - identify different elements in a topic - sequence information - label pictures - match information - classify information - select information - infer meaning from context 	<ul style="list-style-type: none"> - Listening to others - Correcting each other with kindness - Accepting criticisms in a group 	<ul style="list-style-type: none"> 5 Give and ask for information about occupations and places of work
<p>6. Celebrations</p>	<ul style="list-style-type: none"> - Adjective+ noun posit. - Prepositions: <i>on</i> 7 Plural "S" 	<ul style="list-style-type: none"> - School celebrations - Sports - Formulas: 8 		<ul style="list-style-type: none"> - Not making any kind of discriminator - Working positively within the group - Accomplishing tasks with enthusiasm 	<ul style="list-style-type: none"> 6 Give and ask for information about birthdays, age - Give information about celebrations 7
<p>7. My Scholl</p>	<ul style="list-style-type: none"> - Present simple for routines - Possessive adjective: <i>our</i> 8 - Gerunds - Multi-adjective position 	<ul style="list-style-type: none"> - Famous people - Physical description 			<ul style="list-style-type: none"> - Give and ask for information about school buildings and timetables 8
<p>8. People</p>					<ul style="list-style-type: none"> - Give and ask for information about people - Give and ask for informaron of people

UNIT/TOPICS	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
9 My day	9. - Two word verbs - word order in questions - Preposition: by	9 - Modes of transport - Prepositions: at, by, on,... - Times': 6.45, 6 o'clock,... - Weekend activities	Speaking to: - activate general knowledge - give instructions - give and ask for information - exchange ideas from notes	- Listening to others	- Give and ask for opinions 9 - Give and ask for information about routines 10 - Give and ask for information about places and locations 11 - Give and ask for personal information about people - Give and ask for information about what people wear - Give and ask for information about the food that people eat and the music they play 12 - Give and ask for information about likes and dislikes - Give and ask for information about meal times - Give instructions for a recipe 13 - Give and ask for information about favourite food - Give information about daily routines - Give information about habits 14 - Give and ask for information about Ecuador's regions - Give and ask for information about a city or a town - Give and ask for information about the environment 15 - Give and ask for simple travel information - Give basic information about past events
10 My town	10 - Verb forms: It's /it has/ there is - Prepositions of place - Adjective position 11 - Words used in plural only - Quantifiers	10 - Places in town - Prepositions of place - Formulas: Where's? 11 - Characteristics of people - Clothes - Ecuadorian products:	Writing: From notes To: - give information	- Correcting each other with kindness - Accepting criticisms	
11 People of Ecuador	12 - Present simple: negative form - Short answers to yes/no questions - Object pronouns - Zero article	- Musical instruments 12 - Food - Preposition: into - Adverbs: carefully	From: - notes - letters - spoken notes	- Respecting turns when speaking in a group - Being proud of their identity	
12 Food	13 - Adverbs of frequency - Imperative - Determiners, quantifiers	- Meals: breakfast, lunch, dinner. 13 - Adverbs - Food elements - Formulas: in bed, Whose turn is it?..		- Respecting other cultures	
	14 - Modals: can+verb/shoud+verb				

ENGLISH LANGUAGE CURRICULUM – YEAR NINTH OF BASIC EDUCATION

GENERAL COMPETENCE: To develop the communicative competence through linguistic competence: reading, listening, speaking and writing satisfactorily «cording to the students' age and demonstrating the use of values.

LINGUISTIC COMPETENCES:

Listening.

To process and understand spoken messages of which the complexity gradually increases. written and aural texts.

Reading.

To process and understand written messages of which the complexity gradually increases and aural texts.

Speaking.

To produce oral messages less complex than the receptive

Writing,

To produce written messages less complex than reading

UNIT/TOPIC	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
1 Review of Book 1	1	1	Listening:	- Sharing information with others	The students will be able to:
2 Review of Book 1	2	- Numbers: 1-100 - Description of people - Occupations: - Daily activities	For general idea and for specific Information to:	- Getting personal needs met	1. - Give and ask for personal information about people, times, jobs and work places
3 Famous People	- Review of past simple: affirmative statements, verb 'be' and other verbs (regular and irregular) - Review of determiners, possessives and pronouns - Review of past simple: affirmative and negative, questions 'be' - Past simple: Yes/No short answers	- The alphabet - The time - Classroom objects - School subjects	- follow and give information - compare and contrast information - label pictures - make notes	- Expressing needs, feelings, and ideas respecting each other	2. - Give and ask information about school subjects, past events, places, quantities, food and dates
4 Water	4 - 3rd person present form - Prepositions and base form + ing - Link word: because	2 - Places in a Town - Holidays - A short History of Galápagos 3	- classify information - select information - complete information	- Negotiate solutions to problems, interpersonal misunderstandings, and disputes - Listening to others - Correcting each other with kindness	3. - Give and ask for information about people in the past 4. - Give and ask for information about the water

5 Diseases and Treatment	<ul style="list-style-type: none"> - Base form for - Imperative 	<ul style="list-style-type: none"> - Famous people 	<p>Reading:</p> <p>For general idea and for specific information to:</p>	<ul style="list-style-type: none"> - Accepting criticisms 	<p>cycle and water in people's lives</p>
6 Let's have a Party	<ul style="list-style-type: none"> - 3rd person for cause and effect - Object pronouns - Link words: so, then - Modal verb should 	<ul style="list-style-type: none"> - Uses of water - Diseases - Treatment - Party - Recipe of a cake 	<ul style="list-style-type: none"> - complete information - decide whether information is true or false - sequence information - put events in order - check answers - find grammar points - match information - label - complete information 	<ul style="list-style-type: none"> - Respecting turns when speaking in a group - Being proud of their identity - Respecting other cultures 	<p>5.</p> <ul style="list-style-type: none"> - Give and ask for information about diseases - Give advice about
7 English in Ecuador	<ul style="list-style-type: none"> - Modal verb should - Modal verb: can - Past simple: questions - Infinitive of purpose 	<ul style="list-style-type: none"> - English signs - Occupations - Labels in English 			<p>protection against diseases and treatment</p> <p>6.</p> <ul style="list-style-type: none"> - Give and ask for information about a party - Invite someone to a party - Give instructions for a recipe - Give and ask for opinions and suggestions
					<p>7.</p> <ul style="list-style-type: none"> - Talk about the use of English
					<p>in Ecuador</p> <ul style="list-style-type: none"> - Talk about the
					<p>similarities between Spanish and English words</p>

UNIT/TOPICS	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
8 Food and Health	8 - Modal verb: can - Adverbials - Modal verb: would ('d) - Quantifiers 9	8 - English signs - Food pyramid - At the restaurant: - Healthy habits 9	Speaking: to: - activate general knowledge - exchange ideas - ask and answer ideas - role play - ask for and give information	- Negotiate solutions to problems, interpersonal misunderstandings, and disputes - Listening to others	8 - Give advice on healthy diets - Give and ask for information about people's eating habits - Order a meal in a restaurant 9
9 People of Ecuador	- Review of present simple: yes/no questions 10	- Ethnic groups 11		- Correcting each other with kindness - Accepting criticisms	- Give and ask for information about Ecuadorian ethnic groups 10
10 Legends	- Review of past simple: negative statements yes/no questions Indicative form 11	- Musical Instruments - Latin American Music 12 - Tropical forests - Trees - Plant trees 13		- Respecting turns when speaking in a group - Being proud of their identity	- Give and ask for information about stories - Tell a simple story 11
11 Music	- Modal verb can - Review of present simple: short affirmative and negative answers - Link word: but 12	- Places: 14		- Respecting other cultures	- Give and ask for information about musical instrumented, songs, dances and people's abilities - Give and ask for opinions 12
11 Music	- You can (impersonal) - Two-word verbs - Link words of sequence, cause, effect, exemplification 13	- Latin American places - comparative adjectives - Population - Travel 15	Writing: to: - give information	- NB. These parameters apply to all activities and tasks -	- Give information about the roles of trees - Give instructions to plant a tree 13
12 Environment	- Modal: should - Two-word-verbs - Link word: until 14 - Comparative forms of short adjectives 15 - Present continuous: Use of like to describe preferences -	- Fashion - Buying - Adjectives related to fashion	From: - notes - letters - spoken notes -		- Give and ask for directions - Give advice related to tourism 14 - Give and ask for information about countries - Compare information about different countries - Give and ask for information about a trip 15 - Compare information about fashion - Give and ask for information about likes and dislikes and preferences

13 Tourism					- Give and ask for opinions
14 Neighboring Countries					
15 Fashion					

ENGLISH LANGUAGE CURRICULUM – YEAR TENTH OF BASIC EDUCATION

GENERAL COMPETENCE: To develop the communicative competence through linguistic competence: reading, listening, speaking and writing satisfactorily «ording

to the students'age and demonstrating the use of values.

LINGUISTIC COMPETENCES:

Listening.

To process and understand spoken messages of which the complexity increases gradually. written and aural texts.

Reading.

To process and understand written messages of which the complexity increases gradually receptive written and aural texts

Speaking.

To produce oral messages less complex than the receptive

Writing,

To produce written messages less complex than the

UNIT/TOPICS	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
1 Revision Unit: All About You	<ul style="list-style-type: none"> - Review of present simple - Review of can/can't - Review of questions words: what, where, how - Review of past simple 	1 <ul style="list-style-type: none"> - Instructions: - Free time activities - Celebration 	Listening: <ul style="list-style-type: none"> - for general idea - for specific information - and selecting information - and completing information - and matching information - and ordering instructions - and checking - and labeling - and putting the pictures in order 	<ul style="list-style-type: none"> - Sharing information with others - Getting personal needs met - Expressing needs, feelings, and ideas respecting each other - Negotiate solutions to problems, interpersonal misunderstandings, and disputes - Correcting each other with kindness 	The students will be able to: 1 <ul style="list-style-type: none"> 1 <ul style="list-style-type: none"> - Give advice about health and safety - Give instructions - Describe results of a survey - Exchange personal information 2 <ul style="list-style-type: none"> - Discuss and ask about leisure time activities - Rank activities - Complete a mind map - Complete information - Group words in categories 3
2 All About Learning	2 <ul style="list-style-type: none"> - Review of prepositions of place - Review of present simple questions - Like/love + infinitive and gerund - Verbs to express preferences Imperatives 3 <ul style="list-style-type: none"> - Review of articles: a/an 	2 <ul style="list-style-type: none"> - Learning Styles - School places - Classroom materials 3 <ul style="list-style-type: none"> - Signs of the Zodiac - Personality - Characteristics - Jobs 			

<p>3</p> <p>Personality and Appearance</p> <p>4</p> <p>4</p> <p>Revelation ships</p> <p>5</p> <p>5.</p> <p>The Environment</p>	<ul style="list-style-type: none"> - Have/has: to express obligation - Adjectives after I inking verb be <p>4</p> <ul style="list-style-type: none"> - First conditional sentences to talk about future possibilities - Review of possessive' s - Future: going for plans <p>5</p> <ul style="list-style-type: none"> - Passive voice in simple present - Relative pronouns - Frequency adverbs - Review of questions forms 	<ul style="list-style-type: none"> - Clothes - Materials - Parts of the body - Movement: <p>4</p> <ul style="list-style-type: none"> - Personality - Family members - Appearance <p>5</p> <ul style="list-style-type: none"> - Animals - Nature - Animals trafficking - Environment protection processes 	<p>Reading:</p> <ul style="list-style-type: none"> - for general idea - for specific information - and labeling - and matching - and discussing - circling and underling - and giving an opinion - and finding adjectives - completing - and checking - and discriminating - and doing something - and ordering steps 	<ul style="list-style-type: none"> - Respecting turns when speaking in a group - Being proud of their identity - 	<ul style="list-style-type: none"> - Discuss past events - Give and ask for information About natural phenomena - Give safety advice <p>4</p> <ul style="list-style-type: none"> - Predict a story from pictures - Narrate past events - Rank information - Express ideas and opinions - Agree and disagree - Make a pie chart <p>5</p> <ul style="list-style-type: none"> - Give and ask for information about beliefs - Describe a past experience - Ask about a past experience - Describe a movie - Fill a form
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UNIT/TOPICS	CONCEPTS GRAMMAR	VOCABULARY	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE
6 Ecuador and Other American Countries	6 - Passive voice in past simple - Comparative and superlative forms - Review of past simple, present simple, imperative	6 - Sports - Traditional dresses - Ingredients to make a Mexican dish	Speaking: - about free time activities - describing people - exchanging family information - asking and answering questions - in pairs - giving advice - expressing opinions	- Respecting other cultures - Not making any kind of discrimination - N.B. These parameters apply to all activities and tasks	6 - Exchange information about adventures activities - Describe a country - Compare and contrast places - Describe traditional dresses
7. Health and Safety	7 - Modal verbs should and shouldn't - Because for giving reasons - Modal verbs can and could for possibility	7 - House/home - Health - Review of classroom Materials			7 - Give advice about health and safety - Give instructions - Describe resulted of a survey
8 Leisure Activities	8 - Review of present simple and past simple - Review of frequency adverbs	8			8 - Discuss and ask about leisure time activities - Rank activities - Group words in categories
9 Natural Disasters	9 - Past progressive - Review of past simple and imperative - Review of articles	8 - Leisure - Sports - Food			9 - Give and ask for information about natural phenomena - Give safety advice
10 Crime			Writing:		10 - Predict a story from pictures - express ideas and opinions - agree and disagree
11 The Supernatural	10 - Review of present and past simple - Adverbs to describe actions - Review of because - Modal verbs might and can	9 - Natural wonders - Materials - Model making: making a volcano	- descriptions - from notes - from a diagram - to express likes and dislikes - recipes		11 - Give and ask for Information about beliefs - describe a past experience

<p>12 Travelling Around Ecuador.</p>	<p>11</p> <ul style="list-style-type: none"> - Present perfect <p>12</p> <ul style="list-style-type: none"> - Prepositions - Review of can - Review of past simple 	<p>10</p> <ul style="list-style-type: none"> - Crime - Television <p>11</p> <ul style="list-style-type: none"> - Supernatural Shapes <p>12</p> <ul style="list-style-type: none"> - Mountaineering - Modes of transport - Free time activities 	<p>- about personal plans</p>	<ul style="list-style-type: none"> - describe a movie - fill in a form <p>12</p> <ul style="list-style-type: none"> - Describe modes of transport - describe abilities - describe a journey - plan a trip - give instructions for a recipe - complete a questionnaire -
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CHAPTER II

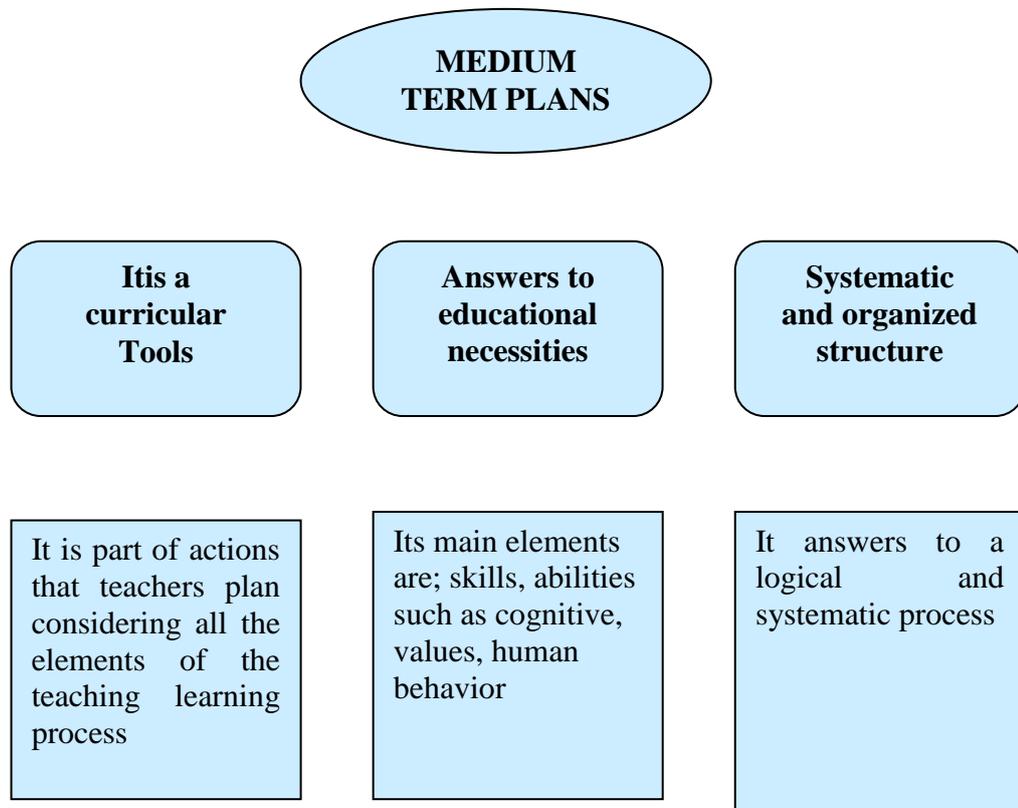
5.2 MEDIUM TERM PLANS (DIDACTIC UNIT PLAN)

5.2.1. CONCEPT

There are different ways of describing medium- term plans. For the purpose of these materials, a medium-term plan is a planned sequence of work for a subject (or for more than one subject) for a period of weekends, such us a half term or term, or for a number of lessons.

Medium-term planning focuses on organizing coherent units of work. Medium term plans identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives (whether in blocked periods or regular lessons over a period of weeks).

A Language Learning Unit Plan is a subdivision of the language learning program made up of a series of daily lesson plans. The Units may be determined in various ways, depending on the overall approach to language learning being followed. The meso-planning is an important tool for managing the curriculum. It is focused on the content of learning programs and the practical issues and their implementation.



“It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation.”⁹

Didactic Unit Plan is structured for a set of comprehensive elements toward students can achieve their goals, the learning opportunities are important, useful, meaningful which let the development of skills and competences.

⁹ Transversalidad en el Currículo Guide Text, Carrión Ocho Segundo, p.243

Some aspects that characterize the learning process are:

1. -The learning is taken as an active process
2. - The activities are established in a systematic scheme, in addition, the application of the transversal axes: values, intercultural, environment, and intelligence development.
3. - The important learning is useful and meaningful for the student.
4. - The core of the unit idea is the learning through experiences to get skills.

5.2.2. BASIC COMPONENTS OF A DIDACTIC UNIT

“In the didactic unit plan the following elements can be distinguished:

- **Informative data:** title of the project, area, year of education, term, time of duration, start date and teacher
- **Integrative Axis:** it is the unit title, generally it is obtained for the areas that have cultural or natural content and form the transversal axis. The elements of the unit are integrated around this axis, skills and contents of areas organize each other according to the interest and students' necessities. This unit title can be written in proposal sentences, interrogative way, it must be interesting, attractive and motivated for

students. Example: keep our city clean without pollution.

- **Objectives** constitute the goals that teachers achieve through the development of didactic unit. These are written referring to the competences that students will develop as result of the defined skills.
- **Skills** capacities, competences that as a product of the learning process will form, develop, improve in the students.
- **Contents** formulation of concepts, facts and problems taken into account to increase the specific skills and achievement of the objectives.
- **Methodology** constitutes the logical sequence of actions, activities or procedures that let students have experiences to generate good learning. A well managed and organized didactic unit plan give students a wide set of activities in individual, collective and group terms, specially the last one which gives a shared knowledge, it develops communicative skills
- **Resources** are the means that will make possible the activities where students apply different techniques and didactic material like: maps, pictures, videos, movies, charts, photographs, flash cards, tape recorder and television. These materials must have the following characteristics:
 - Be according to the students level
 - Be suggestive and motivational
 - Be appropriate to the area, study theme and skills

- Be easy to understand
- Be workable individually and in group
- **Evaluation** checks the accomplishment of learning objectives, learning and development of the skills. A unit must have as clear form as possible to look up evaluation procedures that assure the learning.”¹⁰

5.2.3. BENEFITS OF THE DIDACTIC UNIT PLAN

- It organizes the activities in a logical and systematic order.
- Teachers control the processes, trust in themselves and in their proposals
- It eliminates incomplete programs since it involves reflection teachers around Area Project.
- It helps the best use of the class period.
- When it is designed in group it favors the creativity and it makes a feedback in the groups.
- It guides strategies and methodologies that teachers put in practice during the teaching-learning process.
- It allows adapting teacher’s work according to the necessities and group

¹⁰Bird Arizmendi, V. (1995).Teaching English (p. 218).Puerto Rico: Logo Editorial.

characteristics.

- It generates professional growth when this takes conscious decisions, and come through the reflection and auto revision from what happens in the classes.

5.2.4. HOW TO CREATE A DIDACTIC UNIT PLAN

To create a didactic unit plan teachers must investigate:

- What do students know? Pre-requisites, previous learning.
- What do students want to know? Basic educative necessities, interest and problems.
- What do teachers want students know? Contents.
- What do teachers want students to do? Development of skills and procedures.
- How must teachers guide?
- How should teachers make students reflect? Analysis, synthesis and activities
- What have students learnt? Through evaluation
- What are students going to be? All the commitments and attitudes that were teaching in the unit.

5.2.5. LAYOUT OF A DIDACTIC UNIT PLAN

DIDACTIC UNIT PLAN N° 1

1. INFORMATIVE DATA

- 1.10. INSTITUTION:** Name of the institution
- 1.11. LOCATION:** where the institution is placed
- 1.12. TYPE OF INSTITUTION:** Governmental/Particular
- 1.13. DATE:**
- 1.14. TERM:**
- 1.15. SCHOOL YEAR:**
- 1.16. START DATE:**
- 1.17. TEACHER:**
- 1.18. UNIT TITLE:**

2. OBJECTIVES

- To understand general information of easy oral messages in English about skills and abilities.
- To communicate likes and dislikes about themselves.
- To complete a vacation brochure using new vocabulary.
- To write postcards applying vocabulary about music, sports and vacations

3. SKILLS

LISTENING

- Teacher introduces the vocabulary and the topic before they start the listening activity.
- They emphasize in the pronunciation

SPEAKING

- The students will practice dialogues in pairs where they apply the grammar already studied.

READING

- Each reading will involve the practice of pronunciation, grammar, vocabulary and grammatical structures.

WRITING

- This skill will be applied to memorize some phrases, grammar, vocabulary and checking the homework and written test.

4. CONTENTS

A Can you swim?

B I love jazz

C In Jamaica

D Vacations

5. METHODOLOGY

- To encourage students to develop the four basic linguistic skills, first, teacher introduces the vocabulary and the topic through games, questions, and vocabulary.
- To improve the speaking skill students will participate actively; every body will say their own examples and opinions.
- To develop reading we will use short readings according to each level. Here we will practice the intonation and the fluency.
- Teacher will monitor the written activities and checking the grammar and the punctuation.

6. RESOURCES

- Book
- Work book
- Didactic material like: flash cards, pictures, photographs.

7. EVALUATION

INITIAL

- You interview and develop informal dialogues on English and vocabulary

learned in the previous years.

- Recognition of abilities and the students' problems.

PROCESSUAL

- Registration of the systematic observations of the different students' participations
- Conversation about the interest for this new language
- Quality of the participation in the classroom

SUMMATIVE

- Auto evaluation of the students' participation during the classes.
- Group evaluation among classmates to know the strengths and weakness.

Signatures: English Teacher

Headmaster.

CHAPTER III

5.3. SHORT TERM PLAN (MICRO PLANNING)

5.3.1. DEFINITION

There are different ways of describing short-term plans (micro-planning). For the purpose of the material, a short-term plan is a set of activities for a week a day, or a lesson.

Short term planning is based on the needs of individual schools and teachers. Teacher often use short-term plans to think through the structure and content of a lesson and to note information such as key questions, resources, differentiation and assessment opportunities, especially where this is not already included in the medium-term plan.

Many teachers use lesson plans selectively, for particular activities or subjects, rather than for every lesson. Experienced teachers often work directly from a medium-term plan and make notes as and when needed to support their teaching.

Short term plan involves everything that happens in each classroom. It includes:

- The creation of a safe, empowering learning environment.
- The application of educator's skills as facilitators, mediators and managers of learning.

- Devising teaching strategies to design effective learning experiences.
- The effective use of resources.
- Time management.
- Class organization (for example group work, whole class teaching, individual learning, co-operative learning, and planning a physical classroom).

“It is the curricular instrument that teacher considers in the classroom planning, with the purpose to make the process of student's learning based on a specific content efficient” ¹¹

5.3.2. PLANNING AT MICRO LEVEL MEANS:

- a) The participation of the learners, teachers and authorities for identifying needs.
- b) Generating available resources in terms of material inputs cooperative action, creation of more resources through efforts, and;
- c) Preparation of group plan.

Lesson plans are written by teachers to structure the learning for competences or skills. Research indicates that all students benefit from and appreciate well structured lessons.

¹¹ Curricular Planning, UTPL, p. 253

All lesson plans are based on curriculum; that is, what is intended that the students learn. Sometimes the curriculum reflects intended learning outcomes that are processes, like learning to research a topic.

5.3.3. OBJECTIVES OF MICRO-PLANNING

- a) **Preparing** plan based on people's participation.
- b) **Presentation** after having selected the target structure, the pronunciation features, and the new language, present the language situations or context.
- c) **Creating** teachers and students participate in planning and implementation of the scheme in the program.
- d) **Practice** makes intensive use of the key items already presented, can be worked in pairs, groups or whole class.
- e) **Ensuring** enrolment and regular attendance of all students in the school / centre.
- f) **Extending** all necessary support to teachers.
- g) **Production** emphasizes communication between students using the target structures and vocabulary, can be developed through activities like: information gap, role-play, written exercises and others activities according to the topic.

5.3.4. HOW TO PLAN A LESSON

“The previous chapter introduced you to (a) an array of techniques that have been effectively used to teach various aspects of language, (b) a set of guidelines for evaluating and using textbooks in your classroom, and (c) a reminder of the various technological aids that can enhance learning. These are, in a manner of speaking, the building blocks of lessons that you plan, carry out, and evaluate as you teach, it is appropriate at this point to address one of your most pressing issues: how to plan a lesson.

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 (of a day or more) in which to evaluate and prepare for the next lesson. Sometimes planning seems to be caught up in a never-ending series of lesson plans. But those lessons, from the point of view of your own and students' time management, are practical, tangible units of effort that serve to provide a rhythm to a course of study.

5.3.4. FORMAT OF A LESSON PLAN

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

7. Goal(s)

They should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme for you. Thus, in the sample lesson plan, “under-standing telephone conversations” generally identifies the lesson topic.

8. Objectives

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

- e. be sure that you indeed know what you want to accomplish,
- f. preserve the unity of your lesson,
- g. predetermine whether or not you are trying to accomplish too much, and
- h. evaluate students' success at the end of, or after, the lesson.

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore you may need to depart from strictly 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.

You would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. The objectives in the sample lesson plan at the end of the chapter are the sorts of statements that you can turn back to after a lesson and determine, to some extent anyway, how well students accomplished the objectives.

In stating objectives, distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective. Consider the following examples:

Terminal lesson objective:

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

Enabling objectives:

- 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.

You 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. For another example notice the difference between terminal and enabling objectives in the sample lesson plan.

9. Materials and Equipment

It may seem a trivial matter to list materials needed but good planning includes knowing what you need to take with you or to arrange to have in your 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 you left on your desk at home, or the workbooks that students gave you the night before.

10. Procedures

At this point lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in terms of making sure your plan includes.

- d. an opening statement or activity as a warm-up
- e. a set of activities and techniques in which you have considered appropriate-proportions of time for
 - i whole-class work
 - ii small-group and pair work

- iii teacher talk
- iv student talk
- f. closure.

11. Evaluation

Next how can you determine whether your objectives have been accomplished? If your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. Now you must understand that every lesson does not need to end with a little quiz nor does evaluation need to be a separate element of your 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 you make after students have sufficient opportunities for learning, and without this component you have no means for (a) assessing the success of your students or (h) making adjustments in your lesson plan for the next day.

12. 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. If English is taught as an EFL or ESL we can almost always find applications or extensions of classroom activities that will help students do some learning beyond the class hour”¹².

5.3.5. GUIDELINES FOR LESSON PLANNING

1. How to Begin Planning

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

- a. Assuming that you are already familiar with (i) the curriculum your students are following (see "Adapting to an Established Curriculum" in this section) and (ii) the overall I plan and "tone" of the textbook(s), look over the textbook chapter.

¹²DOUGLAS BROWN, H. Teaching by Principles” An Interactive Approach to Language Pedagogy, Second Edition, 2000. Pag. 149.

- b. Based on (i) your view of the whole curriculum and (ii) your perception of the language needs of your students, determine what the topic and purpose of the lesson will be and write that down as the overall goal.
- c. Again considering the curriculum and the students needs, draft out perhaps one to three explicitly stated terminal objectives for the lesson.
- d. Of the exercises that are in the textbook, decide which ones you will do, change, delete, and add to, all based on the objectives you have drafted
- e. Draft out a skeletal outline of what your lesson will look like.
- f. Carefully plan step-by-step procedures for carrying out all techniques, especially those that involve changes and additions. State the purpose(s) of each technique and/or activity as enabling objectives.

For teachers who have never taught before, it is often very useful to write a script of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return. Scripting out a lesson plan helps you to be more specific in your planning and can often pre-vent classroom pitfalls where you get all tangled up in explaining something or students take you off on a tangent. Writing a complete script for a whole hour of teaching is

probably too laborious and unreasonable, but more practical and instructive (for you) are partial scripts that cover

- b. Introductions to activities
- c. Directions for a task
- d. Statements of rules or generalizations
- e. Anticipated interchanges that could easily bog down or go astray
- f. Oral testing techniques
- g. Conclusion's to activities and to the class hour.

2. Variety, Sequencing, Pacing, and Timing

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

- a. Is there sufficient variety in techniques to keep the lesson lively and interesting? Most successful lessons give students a number of different activities during the class hour, keeping minds alert and enthusiasm high.
- b. Are your techniques or activities sequenced logically? Ideally, elements of a lesson will build progressively toward accomplishing the ultimate goals. Easier aspects will usually be placed at the beginning of a lesson: tasks that require knowledge gained from previous exercises will be sequenced

appropriately.

- c. Is the lesson as a whole paced adequately? Pacing can mean; a number of things. First, it means that activities are neither too long nor too short. You could for example, have so many short activities that just as students are getting the "feel" for one activity, they get bounced to the next. Second, you need to anticipate how well your various techniques "flow" together. You would not, for example, find a smooth flow in a class that had five minutes each of whole-class work, pair work, whole-class work, group work, pair work, whole-class work, etc. Nor would you normally plan two silent reading activities in a row. Third, good pacing also is a factor of how well you provide a transition from one activity to the next. An example:

- Okay, you've just had a good chance to listen to the way a lecturer signals various segments of a class lecture. Now we're going to use this information to look at a reading passage about space exploration and figure out ...

- d. Is the lesson appropriately timed, considering the number of minutes in the class hour? This is one of the most difficult aspects of lesson planning to control. It's not unusual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience it is more common than we don't complete our lessons within the planned time allotment. The latter is not a cardinal sin, for most likely it means you have given some time to students for genuine interaction and creative use of language. But timing is an element that you should build into a lesson plan:

(i) if your planned lesson ends early have some backup activity ready to insert; (ii) if your lesson isn't completed as planned, be ready to gracefully end a class on time and. on the next day. Pick up where you left off.

3. Gauging Difficulty

Figuring out in advance how easy or difficult certain techniques will be is usually learned by experience. It takes a good deal of cognitive empathy to put yourself in your students' shoes and anticipate their problem areas. Some difficulty is caused by tasks themselves; therefore, make your directions crystal clear by writing them out in advance (note the comments on scripting "lessons, above). I have seen too many classes where teachers have not clearly planned exactly what task directions they will give. Writing them ahead of time allows you to be more objective in determining if everything is clear and then, either give an example yourself or solicit an example of a subtask within a technique.

Another source of difficulty, of course, is linguistic. If you can follow the $i+1$ principle of providing material that is just a little above, but not too far above, students' ability the linguistic difficulty should be optimal. The main problem here lies in the heterogeneity of a classroom full of learners whose proficiency range is very broad. Individual attention, feedback, and small-group work can sometimes bring balance into the classroom.

4. Individual Differences

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

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

5. Student Talk and Teacher Talk

Give careful consideration in your lesson plan to the balance between student talk and teacher talk. Our natural inclination as teachers is to talk too much! As you plan your lesson, and as you perhaps script out some aspects of it, see to it that students

have a chance to talk, to produce language, and even to initiate their own topics and ideas.

6. Adapting to an Established Curriculum

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

As you plan lessons, your first concern is that each class hour must contribute to the goals that a curriculum is designed to pursue. But perhaps your institution has no curriculum spelled out in a document; in other words, it is a "textbook-driven" curriculum that, in practice, simply tells you to teach everything in a text-book. Or you may find certain specifications for the course you are about to teach somewhere in the description of the "institution. At best you would be presented with a document that clearly delineates the goals of the curriculum and offers suggestions on how to meet those goals in items of weekly or even daily lesson objectives.

If you do not have such overall course goals, it would be wise to devise some for yourself so that you can keep your course focused on attainable, practical ends. To do so, consider the following two factors that contribute to curriculum planning;

Learner factors:

- a. Who are the students (age, education, occupation general purpose in taking English, entering proficiency level)?
- b. What are their specific language needs (e.g., to read English scientific texts, to serve as a tour guide, to survive minimally in an English-speaking country)? Break those needs down into as many specific subcategories as feasible.

Institutional factors:

- c. What are the practical constraints of the institution you are teaching in (budget, equipment, classroom space and size, philosophy of the institution, etc.)?
- d. What supporting materials (textbooks, audiovisual aids, overhead projector, and other equipment) are available?

By paying primary attention to the learner factors above, you will have a good chance of pointing your students toward pragmatic, communicative goals in which their real-life needs for English will be met. You will focus on the learners and their needs rather than on your needs or your institution's needs. However, taking the institutional factors seriously will add some administrative practicality to your

goals. After all, every educational institution is limited in some way in its capacity to deliver the very best.

Your course goals might look like these goals of an advanced pre-university listening comprehension course:

- a. Students will understand the teacher's instructions and demonstrate that understanding.
- b. Students will understand the teacher's explanations and show that comprehension.
- c. Students will understand classroom peers in discussions, activities, and oral reports.
- d. Students will understand academic lectures given by different speakers.
- e. Students will identify topics and topic development
- f. Students will infer relationships among topics.
- g. Students will recognize different points of view.
- h. Students will identify key information as signaled by vocabulary.
- i. Students will recognize key information as signaled by stress and intonation.
- j. Students will identify key information as signaled by grammatical structure.

7. Classroom Lesson "Notes"

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

5.3.6. SAMPLE LESSON PLAN

What follows here is a lesson plan" designed for an intermediate level pre-university class at the American Language Institute at San Francisco State University. The 16 Students in the class range in age from eighteen to twenty-five. Their general goals are academically oriented. Their native languages are Japanese, Korean, Mandarin, Indonesian, that, and Arabic.

1. Goal

Students will increase their familiarity with conventions of telephone conversations.

2. Objectives

Terminal objectives:

3. Students will develop inner "expectancy rules" that enable them to predict and anticipate what someone else will say on the phone.
4. Students will solicit and receive information by requesting it over the telephone.

Enabling objectives:

8. Students will comprehend a simple phone conversation (played on .1 tape recorders).
9. In the conversation students will identify who the participants are, what they are going to do, and when.
10. Students will comprehend and produce necessary vocabulary for this topic.
11. Students will comprehend cultural and linguistic background information regarding movies, theatres, and arranging to see a movie with someone.
12. Students will infer what a second speaker is saying on the phone by "caves-dropping" on one speaker only.
13. Each student will ask someone to go to a movie with him or her and respond appropriately to a reciprocal request.
14. Students will get "live" movie information over the phone.

3- Materials and Equipment

Tape recorder with taped conversation a telephone (if possible) or a toy facsimile
eight different movie advertisements movie guide page for extra-class work

4. Evaluation

Terminal objective (1) and enabling objectives (1) through (5) are evaluated as the activities unfold without a formal testing component. The culminating pair work activity is the evaluative component for terminal objective (2) and enabling objective (6). As pairs work together, T circulates to monitor students and to observe informally whether they have accomplished the terminal objective. The success of the extra-class assignment—enabling objective (7)—will be informally observed on the next day”¹³.

¹³Idem

6. HYPOTHESES

6.1. GENERAL

The curricular planning affects the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic Period 2009-2010.

6.2. SPECIFIC

- The meso-planning is not used by the teacher considering the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.
- The micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Section. Academic period 2009-2010.

7. METHODOLOGY

7.1. DESIGN OF THE INVESTIGATION

We can describe this research project as a **descriptive research**. Because it is an educational problem, we think that it will be developed observing the facts and describing them as they are presented in the reality. The researchers will not manipulate the variables of the work.

7.2. METHODS, TECHNIQUES AND PROCEDURES

7.2.1. METHODS

As a general method we will use the scientific one, which will let us develop a set of procedures oriented to discover, demonstrate and verify the stated hypothesis contrasting the theory with the real found problem. Through this method we will develop the phases of observation and questioning about the problem in the same way as it is in the reality and this will be used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents. It also will be useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

We will also use the descriptive, analytic-synthetic and explicative methods and we will use the descriptive statistics as a tool to represent the information in tables and graphs that will permit the interpretation of the information easily.

The **descriptive method** will be used to collect the information, describe the field obtained results in the applied instruments and it will let us organize the information according to the hypothesis and the indicators that we will state for each one of the variables included in the research work.

It will also let us get enough support to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we will describe all the obtained results in the field work which also serve as support to draw the respective conclusions in the thesis report. This method will be used to describe how the teachers are carrying out the meso and micro-planning inside the English teaching learning process.

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

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

7.2.2. TECHNIQUES AND INSTRUMENTS

To obtain the empirical information, we will apply a survey to the teachers as well to the students of the researched high school, and this will let us obtain enough data about the meso and micro-planning process and also we will be able to know what is the students' level and what's its relation with the before mentioned variables. It will be applied with a questionnaire, which will contain different types of questions about the theme researched.

7.2.3. PROCEDURES

In order to develop the research process the groups will carry out the following steps:

7.2.3.1. Tabulation

Once we have applied the survey, we will tabulate the obtained information in the field research where we will use the descriptive statistics to interpret the closed questions and specific criteria from the reason or explanation of every question, and we will contrast the information of the teachers and students which will allow us to get the information and prove the stated hypothesis.

7.2.3.2. Organization

Next we will organize the empiric information classifying the questions that will serve to prove the first hypothesis and the ones we will use to prove the second hypothesis, keeping in mind the variables and the indicators that will be used to support them. In this way we will be able to interpret and analyse every question easily and with enough information.

7.2.3.3. Description

Then we will describe the information in statistic tables where we will show the obtained data from teachers and students which will also include the frequency and the percentage of the obtained indicators in the applied instruments and this will facilitate the interpretation of the information.

7.2.3.4. Graphic Representation

After we have described the data, we will represent the data 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.

7.2.3.5. 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.

7.2.3.6. Hypothesis verification

The hypothesis will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.

7.2.3.7. 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 our research.

Finally, the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in our research which can be used to develop other research in the future.

7.3. POPULATION AND SAMPLE

The population of students is conformed by 8th, 9th and 10th years of basic education that are 1059 students; so that, the group has considered convenient to take a sample using the following formula:

$$PQ \times N$$

$$n = \frac{\dots}{\dots}$$

$$E^2$$

$$(N-1) \dots - 0,25$$

$$K^2$$

PQ = First quartil (0,25)

N= Population

n = sampling

K = Constant of proportionality (2)

E = Error of sampling (10%, 0,1)

$$n = \frac{0,25 \times 1059}{\dots}$$

$$\frac{1058 \dots - 0,25}{(2)^2}$$

$$n = \frac{264.75}{\dots}$$

$$n = \frac{264.75}{1058 (0.0025) - 0.25}$$

$$n = \frac{264.75}{2.395}$$

$$n = \mathbf{111}$$

Therefore we will apply the surveys to 111 students of 8th, 9th and 10th years of basic education in a distribution show below. To do the sample distribution we will apply the following formula and the result must be multiplied by the total of each course.

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

$$n = \frac{111}{1059}$$

$$n = 0,1048$$

. CHART N °1

<i>COURSES</i>	<i>STUDENT'S POPULATION</i>	<i>SAMPLE TOTAL</i>
<i>8th Year of Basic Education</i>	<i>413</i>	<i>43</i>
<i>9th Year of Basic Education</i>	<i>293</i>	<i>31</i>
<i>10th Year of Basic Education</i>	<i>353</i>	<i>37</i>
<i>TOTAL</i>	<i>1059</i>	<i>111</i>

Regard to the population of the teachers. We will take into account all of them who are 14, because it is considered as a small population.

8. RESOURCES

8.1. HUMAN

- The research group formed by: Marco Adolfo Macao Faicán and Gilbert Patricio Romero Jimenez.
- The teachers of the English language who teach in the researched years
- The students of 8th, 9th and 10th years of basic education

8.2. MATERIAL

The material sources that we will use in this research work are:

- Office material: books, copies, paper, folders and binding
- Technical Resources: computer, scanner, printer and flash memory

8.3. BUDGET

- Project	S	400
- Thesis first draft	\$	100
- Thesis second draft	\$	300
- Thesis final report	\$	200
- Unforeseen	\$	100
TOTAL	\$	<u>1,100</u>

8.4. FINANCING

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

9.TIMETABLE

<div style="display: flex; justify-content: space-between;"> ACTIVITIES MONTHS </div>	Jun				Jul				Ago				Sep				Oct				Nov				Dec			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project				x																								
Write the recommendations to the project					x	x																						
Checking and redesign of the research instruments							x																					
Application of the research instruments						x	x																					
Processing of the research									x	x	x	x																
Drawing conclusions													x	x														
Elaboration of the report														x	x	x	x	x	x									
Private qualification of the thesis																				x	x							
Writing the recommendations																					x	x	x					
Public sustentation and Graduation																									x	x		

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5. Which are the components of the unit plan?

- a) Objectives ()
- b) Methodological Strategies ()
- c) Evaluation ()
- d) Goals ()
- e) Resources ()
- f) Contents ()
- g) Timing ()
- h) Skills ()
- i) Informative data ()
- j) Competences ()
- k) Procedures ()

6. How do you plan your didactic unit plan?

- a) By the book's contents ()
- b) By students' needs ()
- c) By grammar points ()
- d) By skills ()
- e) By competences ()
- f) By functions of the language ()

7. Do you plan for each English class?

Yes () No () Sometimes ()
Why:.....
.....

8. How often do you plan your work?

- a) Daily ()
- b) Weekly ()
- c) Monthly ()
- d) Never ()

Why:.....
.....

9. Which are the components you use in your lesson plan?

- a) Warm up ()
- b) Objectives ()
- c) Methodology ()
- d) Resources ()
- e) Techniques ()
- f) Evaluation ()
- g) Timing ()
- h) Homework ()
- i) Procedures ()
- j) Informative data ()

k) Interaction patterns ()

10. Select the stages of a lesson plan

- a) Opening ()
- b) Development ()
- c) Sequence ()
- d) Closure ()
- e) Timing ()
- f) Evaluation ()

11. Does your lesson plan include specific techniques that help to develop the linguistic skills?

Yes () No ()

Why:.....
.....

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

- a) Predicting ()
- b) Skimming ()
- c) Scanning ()
- d) Matching ()
- e) Presentation ()
- f) Graphic Organizers ()
- g) Instructing ()

13. Tick the productive activities that you plan before you teach your class?

- a) Pair or group work ()
- b) Drawing ()
- c) Role plays ()
- d) Narrating ()
- e) Describing ()
- f) Informing ()
- g) Note-taking ()

14. How would you characterize the students' learning of the English language by skills?

Skills	<i>Excellent</i> <i>20-19</i>	Very Good 18-17	Good 16-15	Regular 14-13	Deficient 12-0
Listening					
speaking					
reading					
writing					

THANKS

6. How does your teacher develop the English class?

- a) By the book's contents ()
- b) By students' needs ()
- c) By grammar points ()
- d) By skills ()
- e) By competences ()
- f) By functions of the language ()

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

Yes () No () Sometimes ()

Why:.....
.....

8. How often do you think your teacher plan the class?

- e) Daily ()
- f) Weekly ()
- g) Monthly ()
- h) Never ()

Why:.....
.....

9. Which of the following activities does your teacher develop in a class?

- a) Warm up ()
- b) Objectives ()
- c) Methodology ()
- d) Resources ()
- e) Techniques ()
- f) Evaluation ()
- g) Timing ()
- h) Homework ()
- i) Procedures ()
- j) Informative data ()
- k) Interaction patterns ()

10. Select the stages that your teacher takes into account in the class?

- a) Beginning ()
- b) Task development ()
- c) Closure ()
- d) Timing ()
- e) Evaluation ()

11. Which of the aspects does your teacher emphasize in teaching?

- Grammar ()
- Skills ()
- Vocabulary ()

Why:.....

12. Which of the following receptive techniques does your teacher apply in the class?

- a) Predicting (make predictions based on pictures) ()
- b) Skimming (Read quickly to get the main idea of the text) ()
- c) Scanning (Read for specific information) ()
- d) Matching (Join the title with the reading) ()
- e) Graphic Organizers (mind map, drawings) ()

13. Tick the productive activities that your teacher apply during a class?

- a) Pair or group work ()
- b) Drawing ()
- c) Role plays ()
- d) Narrating ()
- e) Describing ()
- f) Informing ()
- g) Note-taking ()

14. How is your learning of the English language by skills?

Skills	<i>Excellent</i> 20-19	Very Good 18-17	Good 16-15	Regular 14-13	Deficient 12-0
listening					
speaking					
reading					
writing					

THANKS

THEME: CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH BASIC LINGUISTIC SKILLS WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “BERNARDO VALDIVIESO” HIGH SCHOOL. MORNING SECTION. ACADEMIC PERIOD 2009-2010.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does the curricular planning affect in the development of the English basic linguistic skills in the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010?.	To establish how the curricular planning affects the development of the English basic linguistic skills with the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010.	The curricular planning affects the development of the English basic linguistic skills in the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010.		
Subproblems What ways of meso-planning are the teachers using to develop the four English basic linguistic skills with the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso”	Specifics To distinguish the ways of meso-planning that the teachers use to develop the English basic linguistic skills in the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso” High School. Morning	Specifics The meso-planning is not used by the teacher considering the development of the English basic linguistic skills in the students of 8 th , 9 th , and 10 th years of Basic Education at “Bernardo Valdivieso”	<ul style="list-style-type: none"> • The meso-planning 	Elaboration Components Resources Skills Assessment

<p>High School. Morning Session. Academic period 2009-2010?.</p> <p>How does the micro-planning focus on the development of the four English basic linguistic skills with the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010?.</p>	<p>Session. Academic period 2009-2010.</p> <p>To describe the relationship of the micro-planning with the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010.</p>	<p>High School. Morning Session. Academic period 2009-2010.</p> <p>The micro-planning does not include specific techniques for the development of the English basic linguistic skills in the students of 8th, 9th, and 10th years of Basic Education at “Bernardo Valdivieso” High School. Morning Session. Academic period 2009-2010.</p>	<ul style="list-style-type: none"> • The four English basic skills • The micro-planning • The Basic Linguistic skills of the English Language 	<p>Student’s needs</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Elaboration</p> <p>Components</p> <p>Use</p> <p>Frequency</p> <p>Reading and writing techniques</p> <p>Listening and speaking Techniques</p>
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