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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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011".

Thesis previous to obtain the Licentiate's degree in Sciences of Education. English Language Specialization.

AUTHORS:

Gladys Mireya Reyes Girón.
Hernán Patricio Cuenca Regalado.

THESIS DIRECTOR:

Dra. Mg. Sc. Elizabeth Sarmiento Bustamante

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CERTIFICATION

Dra. Mg. Elizabeth Sarmiento Bustamante
TEACHER OF THE NATIONAL UNIVERSITY OF LOJA,
THESIS DIRECTOR

C E R T I F I E S:

To have directed and revised this thesis, previous to obtain the Licentiate's degree 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 YEARS OF BASIC EDUCATION AT "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011"**,** under the responsibility of the undergraduate students: Gladys Mireya Reyes Girón and Hernán Patricio Cuenca Regalado so, therefore I authorize its presentation and defence.

Loja, September 2011

Dra. Mg. Sc. Elizabeth Sarmiento Bustamante
THESIS DIRECTOR

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AUTHORSHIP

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.

Gladys Mireya Reyes Girón.

Hernán Patricio Cuenca Regalado

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THE AUTHORS

DEDICATION

We want to dedicate this work first to God, next to our parents, sisters and brothers who have supported us to finish one of the academic goals and finally with special love to our son Javier Isaac.

Hernán Cuenca and Mireya Reyes.

INDEX

A. TITLE

"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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011".

B. SUMMARY

The present research has been developed to determine how the curricular Planning affects the development of the four basic linguistic skills of the English language with students of the 8th, 9th and 10th years of basic education at Daniel Álvarez Burneo High School, Academic Year 2010-2011. This research is very important because it shows us that the planning is a support for the teaching-learning process in which: authorities, parents, teachers and students should participate.

To develop the research at Daniel Alvarez Burneo high school, we have focused on the elaboration of Didactic Unit Plan (Meso-Planning) and Lesson Plan (Micro-Planning) based on the four skills, for this we have applied different methods such as: Descriptive, Analytic-Synthetic and Explicative. All these methods helped us to apply the instrument of a survey like field work to teachers and students formulated to get specific information about the planning process in tables which is represented in graphics and discussed the problems about meso and micro-planning, so it was possible to accept or to reject the hypotheses through an explicative and descriptive analysis.

The main result of the research shows that the teachers develop the Didactic Unit Plan, but it does not consider the development of the English language basic skills. And we also found that the teachers do not develop the lesson plan before their classes. Neither do they include specific techniques to develop language skills: This was contrasted in the information obtained

through High School Department of planning and it is reflected in the teaching learning process with the students.

As a result of the interpretation and logical analysis of the information we have established conclusions based on curriculum planning, didactic unit plan and lesson plan which were developed from the interpretation of the results and the logical analysis of the information in the review of the literature. Finally, we have proposed some recommendations to generate an effective learning process.

INTRODUCTION

C. INTRODUCTION

The learning of the English language today constitutes an indispensable matter in the formation of the students in schools, high schools and universities, because English is a fundamental tool that allows us communication with people of other countries in this global world.

The career of English Language of the Area of Education, the Arts and Communication of the National University of Loja forms professionals in the use of English as foreign language; However, the teaching-learning process has been limited to a lower level of English language and development of the four basic linguistic skills in the students of the schools and high schools. We determined that are the lack of good planning by the teachers. All the institutional processes of Education need to be planned, especially in the environment of Education because it requires completion of objectives which are part of the curricular development that let us improve the teaching- learning process, but the teachers are using traditionalist methodologies of learning with deficit knowledge of the subject, and they aren't trained, yearly in the use academic of books for English teaching.

The problem of the Curricular Planning and its influence on the development of the basic skills of the English language is not a new topic, but nowadays acquires greater meaning given the education at demands that the new millennium brings because of the scientific-technical development and therefore the development of the future generations.

Due to the fallacies of meso planning before mentioned the research group stated the following problem: ***How does the curricular planning affect 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 "Daniel Álvarez Burneo" High School, Academic year 2010-2011.*** From this, we mentioned the following sub-problem: what ways of micro- planning does the teacher develop, and "***How does the Lesson Planning affect the development of the Basic Linguistic Skills of the English language with the students of 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" High School, Academic year 2010-2011.***

In coherence with this, we established the **General Objective** which is: To determine how the curricular planning affects the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" High School, Academic year 2010-2011. With this objective we established the following **General Hypothesis**: The Curricular Planning affects the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" High School. Academic Year 2010-2011.

On other hand, we established the specific objectives which are: **The First Objective is:** To characterize the meso-planning that the teachers elaborate to develop the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic Year 2010-2011." In accordance with this objective we established **Hypothesis One:** The meso-planning is not elaborated by the teacher

considering the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic Year 2010-2011."

The Second specific objective is "To explain the influence of the micro-planning in the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school, Academic Year 2010-2011." In agreement with this we established **Hypothesis two:** The micro-planning does not include specific techniques on the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic Year 2010-2011.

During the research work we have used different methods: The first one was the scientific method which helped us to develop the observation phases, and to verify our research. Secondly, we used the Analytic-Synthetic Method which allowed us to analyse, criticize and describe the theoretical frame work and to synthesize the obtained data. Finally, we used the Explicative Method to establish the logical relationships of the stated hypotheses and prove them according to the obtained results. As well, we applied a survey to teachers and students in order to understand the phenomenon in a participative and explicative way, to know the truth of the planning.

The research includes the distribution in the following way:

In the first part, we have a *Summary* that synthesizes the research work. Next, we have the *Introduction* that presents the research report in its whole parts,

focusing on the main objective, the specific hypothesis and the most outstanding results that we got in the applied instruments.

Then we have 4 chapters which are detailed in the following way: Chapter I is focused on **Review of Literature** which includes the main contents of the theoretical referents that we used to support the research work from a scientific point of view.

In the Chapter II we find the **Methodology** used, in which we describe the methods, techniques, procedures, instruments and the researched population that helped us to verify our hypotheses. Then, there is the *Materials and Resources* section which contains the human and economic resources.

In the Chapter III there is the **Analysis Interpretations and Exposition of the Results** of the survey applied to the students and teachers at Daniel Alvarez Burneo High School in the city of Loja.

In the Chapter IV There is **Discussion of the Results** with the verification of the two specific hypotheses mentioned above.

Finally, in Chapter V is the **Conclusion and Recommendation: Conclusions** are those that we obtained and analyzed thought the field results in relation to the hypotheses that we wanted to prove; **Recommendations** are those that we suggest based on a critical analysis for each conclusions.

REVIEW OF LITERATURE

D. REVIEW OF LITERATURE
1. CURRICULUM.

1.1. DEFINITION OF CURRICULUM.

Curriculum refers to a defined and prescribed course of studies divided into units, chapters or section, in different areas of education planning that are developed in the institution in a specific level which students must develop in order to pass a certain level of education. "The curriculum offers the rules of the premeditation of the formal education, therefore it guides the educational action, it guides the selection and development of the activities, it commits the action of all the members of the Educational Institution, it regulates the organization of the time and the employment of the materials and the atmosphere, also, curriculum is the central instrument of the evaluation."[1]

It is necessary to know that according to the curricular investigation can be distinguished three lines of work: 1) psychological: that studies the problem about transfer and generalization, 2) investigation based on contributions of the system, 3) the search of a integral curriculum"[2]

As instrument of planning, the curriculum should be:

- Pertinent appropriate to the characteristics of the environment where it is applied, to respond to the social and cultural demands of the community and mainly to assist to the concrete students' necessities.

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[1] www.efemerides.com
[2] Science of the Education Dictionary, Santillana, p. 347

- A social product is built with participation, in different instances and entities able to interpret the problems and projects of the national, regional and local community.

- Conceived to allow the incorporation of elements that make it more appropriate to the reality.

- Taken as a process with changes during the application

- Allowed to the necessary modifications in function of the characteristics and of the students' learning.

- Guided to promote the integral development of the students.

- It should contain ends and purposes in terms of competitions.

- It should respond to social and cultural demands and the necessities of the students.

1.2. BASICS ELEMENTS OF CURRICULUM

- Objectives.
- Contents.
- Methodology
- Evaluation.

1.3. PLANNING

1.3.1. DEFINITION

Planning is a process that let to organize, anticipate, chose and orientates the pedagogical labor; it guides the efficient activity of teachers and students. Planning means the sequence of all the elements that participate and that are important in a formative process. The planning moves between the mediate

and immediately time. Also, planning is the offering of elements and actions necessary to achieve factors to solve the necessities.

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

1.3.2. Why must teacher plan?

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

1.3.3. Types of Planning.

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

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

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

1.4.   CURRICULAR PLANNING

"Curricular Planning is a tool supports schools to identify how they are progressing in relation to the implementation of student learning initiatives. It has five elements and four levels. Once a level for an element has been identified there are links to a range of online resources to support schools in their future thinking and implementation to continuously improve. The Curriculum Planning is the provision of an enhanced education service, relevant to pupils' needs, through the promotion of high quality teaching and learning, the professional empowerment of teachers, and the effective management of innovation and change."[3]

In high school teachers must plan for the scholar year, so that, the Institutional Educational Project is the document which treats the general aspects that forms the institution, becoming identification for the educative community, taking as a compromise to educate for the future.

1.4.1. PURPOSE OF CURRICULUM PLANNING

The fundamental purpose of the curriculum planning is to ensure that all students experience a quality education appropriate to their needs in a changing world. Its key focus is the enhancement of student learning. Curriculum may be defined as the full range of learning experiences encountered by the students.

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[3] Tyler L.: Curricular Design, p 3

### 1.4.2. What is the institutional curricular project (ICP)

"It constitutes a Plan of Institutional Development, dedicated to the maintenance and development of an educational institution. It is an administration instrument for the integral and continuous improvement of the quality of the educational institution. The institutional curricular project is a permanent process of reflection and collective construction. It is an instrument of planning and strategic administration that requires the commitment of all the members of an educational community, it allows in systematized form to make workable the mission of an establishment, it requires strategies to improve the administration of the resources and the quality of the processes, in function of the improvement of the learning." [4]

2. MESO PLANNING OR DIDACTIC UNIT PLAN

2.1. DEFINITION

It is a planning of a unit 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.

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[4] *Lic. Mario Cifuentes*, Director del Área de Educación, UASB Quito, agosto, 2003
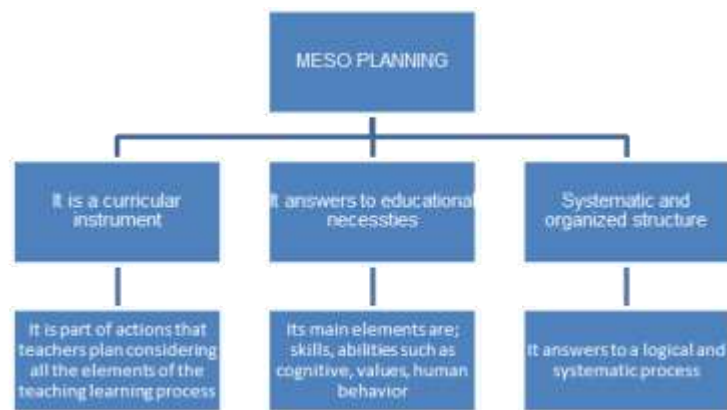
"It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation ."[5]

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

2.2. "BASIC COMPONENTS OF A DIDACTIC UNIT PLAN

In the didactic unit plan can be distinguished the next elements:

- Informative data: title of the project, area, year of education, term, time of duration, start date and teacher

- Integrative Axe: it is the unit title, generally it is obtained for the areas that have cultural or natural content and form the transversal axes. The elements of the unit are integrated around this axe, skills and contents of areas organize and interrelation each other form a problematic according to the interest and students' necessities.

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[5] Transversalidad en el Curriculo Guide Text, Carrión Ocho Segundo, p.243

- **Objectives** constitute the goals that teachers pretend 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** definitions of 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 in count 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 will make possible the activities of the students applying different techniques and didactic material like: maps, pictures, videos, movies, charts, photographs, flash cards, tape recorder and television.

- **Evaluation** checks the objectives accomplishment, learning and development of the skills. A unit must have as clear form as possible to look for evaluation procedures that assure the learning."[6]

3. MICRO PLANNING OR LESSON PLAN

3.1. DEFINITION

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

The micro planning is the planned programmer of work for a subject, topic per day that the teacher does it for develop the class it is also called Planning Lesson. It is a tool that involves everything that happens in each classroom. It includes **(Curricular Planning 2008)**

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

3.2.   OBJECTIVES OF MICRO-PLANNING

a)   **Preparing** a need based plan with people's participation.

b)   **Presentation:** after having selected the target structure, the pronunciation features, and the new language, present the language situations or context.[7]

c)   **Creating** a core team to participate in planning and implementation of the scheme in the program.

d)   **Practice:** it 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 / center.

f)   **Extending** all necessary support to teachers.

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[7] Curricular Planning, UTPL, p. 253

g) Production: it 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. [8]

3.3. STEPS OF A LESSON PLAN

- **Purpose:** the lesson will be useful to achieve short-term objectives.

- **Interest and Motivation:** Make sure the plan fits the level and age of the students.

- **Enjoyment:** The activities must be varied to encourage the students' attention.

- **Practically:** Classroom environment: the furniture and seating must be suitable arranged. Materials: appropriate material according with the students' number and necessities. Timing and Staging: enough class time and sequence for the activities." [9]

4. FOUR BASIC LINGUISTIC SKILLS IN THE MICRO PLANNING

All the four basic linguistic skills are applied in the classroom where the teacher and students interact to develop the listening, speaking, reading and writing although this process involves the study of grammar, vocabulary,

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[8] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; Pp.73-79
[9] VALDIVIESO, Hidalgo Miguel, Curricular Planning, UTPL, 1998, p. 253-256

structures, phrases that help students to familiarize with the English. The skills are developed in each class according to the topic of the book taking into account the students' level. There are at least four main types of learning strategies. They can be applied to, or used with listening, speaking, reading or writing. In fact, they can be applied to any kind of learning at all.

a. Chart 1. The basic linguistic skills of the English Language

FUNCTIONS	SKILLS	STRATEGIES	COMPONENTS		SPECIFIC SKILLS
Comprehension	Listening	Encourage to the listening			
	Read	Encourage to the reading	Process of reading	Pre-reading	
				Reading	
			Reading	Post-reading	
			Kinds of reading	Phonology	
			Vocabulary		
	Speaking	Encourage to the speaking			
Expression	Writing	Encourage to the reading			
			Grammar		

4.1. LISTENING SKILL

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

The main functions of a listening task should be to help learners gain confidence in their listening ability and build strategies that help them make sense of the task. The success of a listening task depends on teacher attitude. [10]

a. Listening Strategies.

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

b. Post-listening Strategies

➢ **Post-listening stage** is a stage full of different tasks, such as comparison of various answers in pairs, discussion, checking or clarifying "missed" or confusing information, summarizing what have been heard on the tape and reporting to the class. In order to complete these tasks successfully, students have to activate their previous knowledge and existing vocabulary, and use

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[10] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 18-19

the language heard on the tape to express their answers to the questions well. Moreover, it is well known that a person's listening skill can never be improved without improving his or her speaking, reading and writing skills at the same time. So it is necessary to make the post-listening stage serve as a bridge between listening activity and activities of speaking and writing in particular. As a result, a very important strategy, the combination of listening with speaking and writing. [11]

4.2. SPEAKING SKILL

It is an essential skill for communication, which means paying attention to the pronunciation, intonation of the words and understanding what you hear and talk. But the successful speaking depends in the ability to understand different phonological sounds in a context. [12]

a. SPEAKING STRATEGIES.

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

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[11] Foreign Language Teaching In Schools 2003. 1. Vol. 26
[12] http://www.tesol-ua.org/tesol-essentials/teaching-methods/methods-techniques.htm

➢ **Recognizing scripts.-** Some communication situations are associated with a predictable set of spoken exchanges a script like: greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms. Teachers can help students to develop speaking skill by making them aware of the scripts for different situations so that they can predict what they will need to say in response, through interactive activities, teachers can monitor and feedback the practice during classes[13]

➢ **Using language to talk about language.-** Language learners are often shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this situation giving students strategies and phrases to use for clarification and comprehension check. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom." [14]

4.3. READING SKILL

"Reading is a transaction between the text and the reader, they search for en construct meaning based on what they bring to the text and what the

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[13] www.rcmp-learning.org/iim/ecdi0073.htm

[14] Forum magazine - English teaching p-34.

text bring to them. Reading also offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary." [15]

a. "Useful Reading Strategies

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

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

- pre-reading
- while-reading
- post-reading

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

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

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[15] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 38-5

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

- **Structural Organizers:** Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution.

- **A Purpose for Reading:** When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention.

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

➢ **Post-reading.-** Post reading technique is traditionally consisted of questions now answer the questions, multiple-choice questions, put the instructions in order, deducing information, read and write a report/ a letter / a project, etc. These techniques remind readers of what they do in fact know and think, encourage them to be active and reflective, realize that reading can be enjoyable and fun."[16]

➢ **Reading Techniques**

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[16]E-mail puiudina@yahoo.com

a) **Reading for Detail:** reading all of a particular text to find out specific information.

b) **Scanning:** reading quickly in order to find a specific point or item. It is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it. When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin. [17]

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

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[17] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 39-43

It might be used to review graphs, tables, and charts. These strategies depend on the purpose of reading and should be taught adequately.

d) **Intensive Reading:** we read intensively when we are concerned about detail. The text may be having particular interest for us because it contains needed information.

e) **Extensive Reading:** reading fluently to get the gist or general understanding of a text. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learners' exposure to the language.

4.4. WRITING SKILL

It is the visual representation of a language is an extraordinary help for students communication and understanding how the parts of a language go together. Writing almost always is connected with reading, the two skills the receptive and the productive. This skill is the last one to be developed because during the classes students do different activities like read, speak, copy, repeat new vocabulary, but write is the consolidation among all the skills. Writing demands knowledge of grammatical structures and understanding of orthographic symbols in order to produce writing and not only interpret it[18].

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[18] http://edutechwiki.unige.ch/en/Language_Learning_strategy

a. Writing Strategies

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

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

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

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

MATERIALS AND METHODS

E.   MATERIALS AND METHODS.
5.   DESIGN OF THE RESEARCH.

This work has been characterized as non-experimental, because it is a socio-educative work and it was developed in a descriptive way. The researchers did not have the chance to manipulate the variables of the work. We applied a survey review of the Literature and the compilation of the facts to discover the data from which we obtained results of this work.

6.   MATERIALS.

The development of this research was possible through the following materials: books, dictionaries, magazines, copies, paper stapler, perforator and clips. As well as, technical resources used were: computer, printer, CDs, flash memory and Internet.

7.   METHODS, TECHNIQUES AND PROCEDURES

7.1.   METHODS

As a general method we used the scientific one, which let us to develop a set of procedures intended to discover, demonstrate and verify the knowledge about the researched object which can be stated in a system way. Through this method we developed the phases of observation, questioning of the subject within its working environment and the verification of the hypotheses relating to the variables through empiric data and the theoretical referents, which informed our conclusions based on our field research.

The specific methods we used were: the descriptive, analytic - synthetic and explicative methods. We also used the descriptive statistics as a tool.

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

It gave us the rules to demonstrate the meaning of the research, describe the problem that we found in this educative institution, and describe the Independent and Dependent Variables of the results and supporting the conclusions. This method served to describe how the teachers developed the didactic unit plan (meso-planning) and the lesson plan (micro-planning) within the English teaching learning process.

We also used the **analytic-synthetic** method to analyze the empiric information from the applied instruments. With this method we obtained the conclusions according to the tendencies of the results from the field information, as well as analyze the components of the meso- planning and micro-planning that the teachers developed in the researched institution.

Finally we used the Explicative Method to explain how the logical implication of the variables proved our hypotheses derived from the objectives and theoretical referents. Also we used the descriptive statistics which served to represent the data in tables, squares and graphs to get a better comprehension of the information.

7.2. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information we applied surveys to teachers and students about the curricular planning, which gave us the guidelines investigate the meso-planning and micro-planning process and understand the extend of learning of the students of the 8th, 9th And 10th Years of Basic Education at The "Daniel Álvarez Burneo" High school. It contained question about planning, methodological strategies and the skills that the teachers and students used in class. We also incorporated the information about the meso and micro planning of 8th, 9th and 10th academic years from the office of DIPEI .

7.3. PROCEDURES

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

> **Tabulation.**

In the tabulation of the obtained data in the research we used the descriptive statistics for closed questions and unifying criteria of every question, and we contrasted the information of the teachers and students which let us to get the right information.

The tabulation for triangulation of the instruments applied to the teachers, students and though observation, it allowed us the crossing of information and the analysis of oneself indicator from three points of view what favored the hypothesis confirmation.

➢ **Organization.**

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

➢ **Description**

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

➢ **Graphic Representation**

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

➢ **Analysis and Interpretation**

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.

> **Hypothesis verification**

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

> **Formulation of conclusions and elaboration of the report**

The conclusions were based on objectives that guided the investigative process, also on the 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 the present research.

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

8. POPULATION SAMPLE AND DISTRIBUTION.

The sample of the population that we took was 282 of 1479 students from 8th, 9th and 10th years of Basic Education who were taken at random in every parallel. Regard to the teachers we have worked with all the population because they are 6 English teachers and we consider that is a small group to our research.

8.1. SAMPLE .

In order to get the sample of the students' population from 8th, 9th and 10th years of basic education, it was necessary to apply the following formulas for each year of Basic Education:

Formula one

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

n = sample size

N= population

e = maximum error admissib

For example

$$n = \frac{1\ 479}{-----}$$
$$-----$$

Formula two

$$n = \frac{PQ \times N}{(N-1)\dfrac{E2}{K2} + PQ}$$

PQ = Primer quartil (0,25)

N= Population

n = sample

K = Constante de proporcionalidad (2)

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

For example

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$$n = \frac{0,25(1479)}{(1478)\dfrac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{369,75}{1478(0.0025)+0,25} \quad n = \frac{90,25}{3,945} \quad n = 93,72 \quad n = 94$$

8.2. DISTRIBUTION.

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

```
     n
F = ------------
     N
```

F = distribution factor
n = sample size
N = population

For example

```
            9
       4
F =  --
     ------
```

This factor was multiplied by student's population of every year of the 8th, 9th And 10th Years of Basic Education of the "Daniel Álvarez Burneo" High School therefore in this way we obtain the sample per course.

We detailed the sample in the next chart:

8.3. DISTRIBUTION BY PARALLELS.

To get the distribution by course, we detailed the sample in the next chart:

Chart 2. Parallels of Basic Education of the **"Daniel Álvarez Burneo"** High School with their population and sample

COURSES	STUDENTS POPULATION	PARALLELS	SAMPLE BY PARALLELS	TOTAL SAMPLE
8th year of basic education	499	A	32	94
		D	31	
		E	31	
9th year of basic education	493	B	31	94
		C	31	
		F	32	
10th year of basic education	487	C	31	94
		G	32	
		H	31	
TOTAL	**1 479**	**9**		**282**
Teachers' population	6			6

Source: Inspector of high school
Responsible: research group

ANALYSIS AND EXPOSE OF RESULTS

F. RESULTS.

The investigation instruments were applied to 282 like sample and 6 teachers, the same ones than keep direct relationship to investigation object, subsequently; the results and their corresponding analysis are shown which will allow checking the validity of the hypothesis.

9. ANALYSIS AND INTERPRETATION OF THE SURVEY.

9.1. HYPHOTESIS No. 1

The meso-planning is not elaborated by the teacher considering the development of the four Basic English language linguistic skills of the English language with the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic Year 2010-2011.

9.2. Teachers and students

1. Do you elaborate the Meso-planning or didactic unit plan? (Teacher)

a) **Table No. 1**

ELABORATION OF THE DIDACTIC UNIT PLAN	TEACHERS	
	F	%
Yes	6	100
No	0	0
Sometimes	0	0
TOTAL	**6**	**100**

Source: Teachers' survey
Responsible: research group

b) **Graph No. 1**

Elaboration of the Didactic Unit Plan
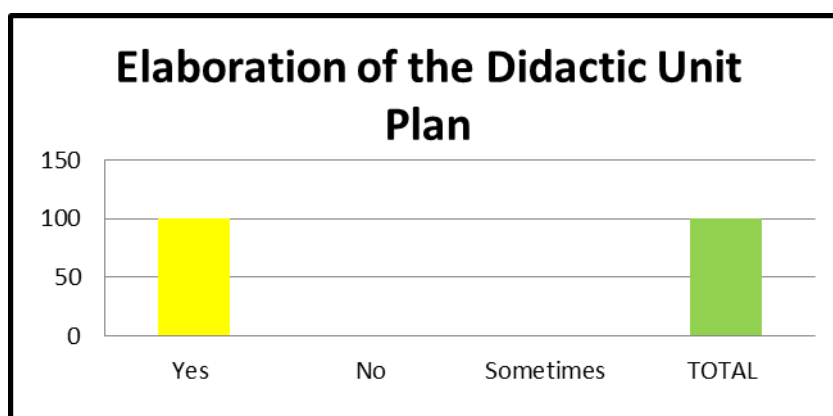
c) **Interpretation.**

As we can see in the Table One the 100% of the teachers said that they are doing the Meso-planning or Didactic Unit Plan, but the year before the institute changes the name of Didactic Unit Plan to Didactic Yearly Planning. We can compare this question with the information that we have obtained from office of Department of Investigation, Planning and Institutional Evaluation (DIPEI).

1. **Does your teacher explain the frame of activities and topics in the class that you will study during the school year? (Students)**
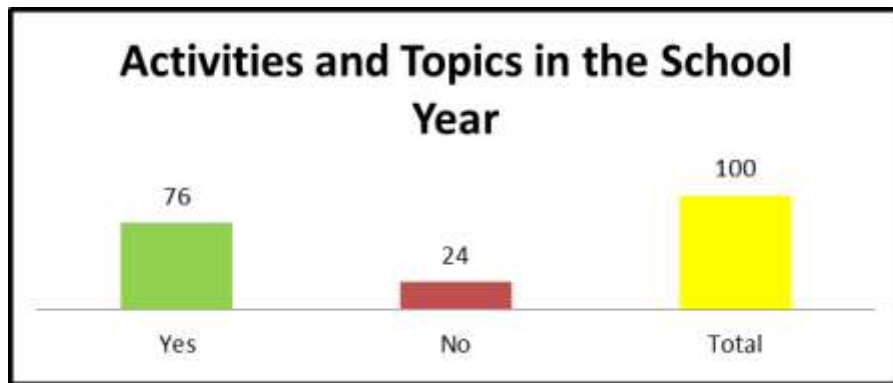
   a. **Table No. 2.**

ITEMS	STUDENTS	
	F	%
Yes	214	76
No	68	24
Total	282	100

   Source: Students' survey
   Responsible: Research group

   b. **Graph No.2.**

Activities and Topics in the School Year

c.Interpretation.

This question shows us that of 282 interviewed students, 76% of them said that the teachers have explained the Activities and Topics that the student will study during the year and 24% said that the teacher didn't explain them.

d. Analysis of the question one of teachers and students.

The analysis of the group represented in the Tables 1 and 2 tell us that the teacher should do the planning of activities for the year according to the book (Our World Though English), because the Didactic Yearly Planning and Didactic Unit Plan guide the activities that the teacher must develop in the whole year. The questions were done with the purpose of knowing if the teachers do the Meso-Planning, so the results indicate to us clearly that if they use the Didactic Yearly Plan the teachers will fulfil the requirements established at the high school. To verify the results we believed it useful to contrast these questions with the information of the Department of Investigation, Planning and Institutional Evaluation DIPEI. It shows us that most of the teachers elaborate and use the Didactic Unit Plan or Didactic Yearly Planning. To perform a requirement of the institution, the teachers only present one example for each of the planning (Didactic Yearly Planning) topics and activities during a year; (Meso-Planning) Didactic Unit Plan, and (Micro-Planning) Lesson Plan. But the

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teachers have not presented the daily planning to DIPEI. For this reason we assume

that there isn't evidence to say that they are planning.

2. How often do you elaborate the Unit Plan? (Teacher)

   a) Table No. 3

FREQUENCY IN THE ELABORATION OF THE UNIT PLAN	TEACHERS	
	F	**%**
Every month	1	16.7
Every school year	0	0
Every three months	0	0
Others	5	83.3
TOTAL	**6**	**100**

     Source: Teachers' survey
     Responsible: research group

   b) Graph No. 3
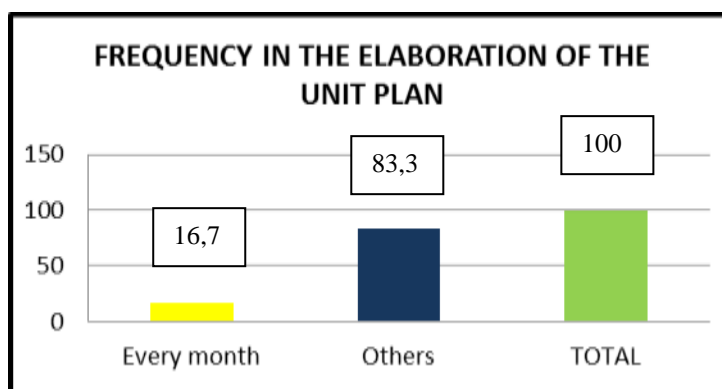
   c) Interpretation.

The results show us that one teacher 16.7% said that elaborate the Unit

Plan every month, while that five teachers 83.3% of teachers have answered that

the Didactic Unit Plan is elaborated in other way because they are planning for

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Classroom Projects that are similar to the Didactic Unit Plan. The teachers said that they full complete one unit and beginning another.

2. **Do you consider that your teacher is planning the units of the book? (Students)**

a. **Table No. 4**

ITEMS	STUDENTS	
	F	%
Yes	180	64
No	102	36
Total	282	100

Source: Students' survey
Responsible: Research group

b. **Graph No.4**

The teachers are planning the units of the book

64,3   35,7   100
Yes   No   Total
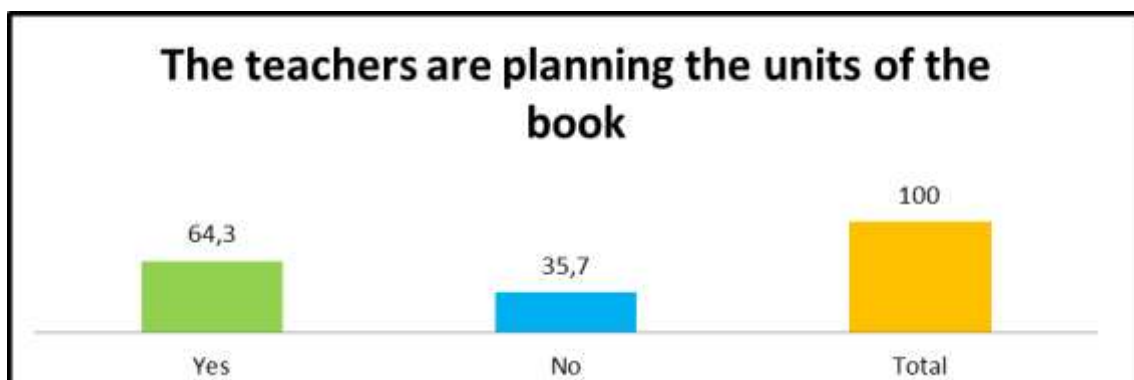
c. **Interpretation.**

For this question we explained to the students about the planning of the teacher according to the book (Our World Through English). In the Table No. 4, of 100% of the students, the 64% of them said that the teachers are planning the units of the book, because the students have written in the survey some positives aspects of the teacher like: the teacher is good and friendly; and the 36% said that

the teachers aren't planning the units of the book, because the students in the survey have written some negative aspects of the teachers like: the teacher didn't know the class, the teacher only screams and they doesn't teach the grammar very well.

d. Analysis of the Question Two to teachers and students.

As the results of the tables 3 and 4 show, most teachers elaborated the Didactic Unit Plan or Classroom Projects but some students said that the teachers aren't planning. For these reasons we checked the evidence in the Department of Investigation, Planning and Institutional Evaluation (DIPEI) and we observed that the teachers present the Didactic Unit Plans which are ideal because it guides the syllabus that must be studied by didactic units; it also describes the objectives, methodology, competitions, contents, evaluation and didactic resources that can help to study every unit.

3. Which of the following elements does a didactic plan include? Point out with an X. (Teacher)

b) **Table No. 5**

COMPONENTS OF THE UNIT PLAN	TEACHERS	
	F	%
Learning Objectives	6	100
Day and date	5	83.3
Methodology	5	83.3
Sequence	2	33.3
Contents	5	83.3

Competence	5	83.3
Resources	5	83.3
Evaluation	5	83.3
Feedback	1	16.7

Source: Teachers' survey
Responsible: research group

a.   **Graph No. 5**

Components of the Unit Plan
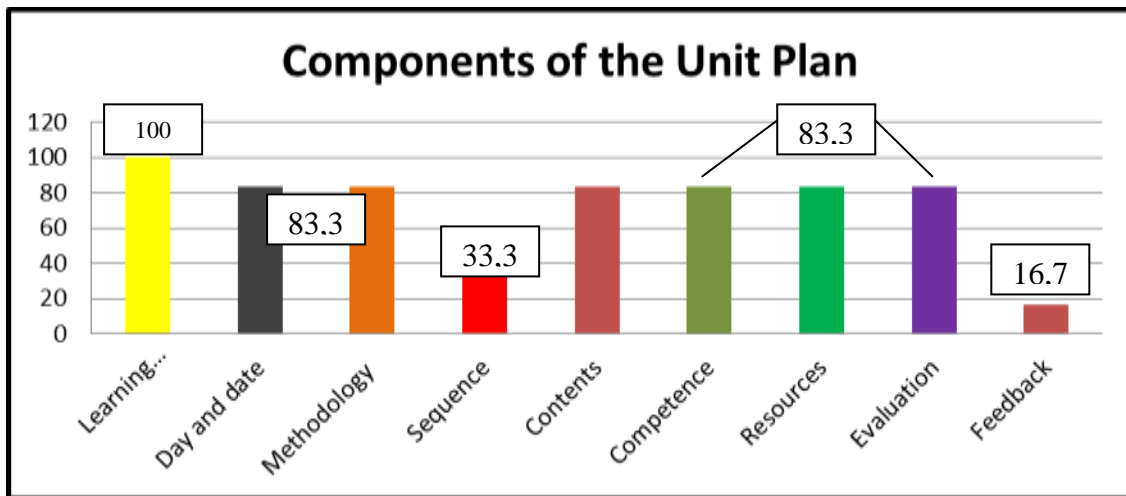
c)   **Interpretation and analysis**

Pointing out the components of the Didactic Unit Plan in regards to teachers' answers, they have matched the following components: 100% Learning objectives, 83.3% identified Day and Date, Methodology, Contents, Competences, Resources and Evaluation, 33.3% Sequence and 16.7% Feedback.

These results show that even when teachers elaborate the Didactic Unit Plan, it does not include the learning outcomes that represent the students' profiles, the institutional policies and, most importantly, the skills that they are going to learn during the school year. We know that planning by skills means taking into

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account specific strategies that involve a grading procedure to develop a linguistic competence that is shown in the students' learning outcomes, which is very important as a component of the unit plan because with it manages the teachers get much better results.

9.3. HYPOTHESIS No. 2

The micro-planning does not include specific techniques on the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th, and 10th years of Basic Education at "Daniel Alvarez Burneo", High School. Academic Year 2010-2011.

9.4. Teachers and students

4. Do you elaborate the lesson plan? (Teacher)

a. **Table No. 6**

LESSON PLAN	TEACHERS	
	F	%
YES	5	83.3
NO	1	16.7
TOTAL	6	100

Source: Teachers' survey
Responsible: research group

b. Graph No. 6.

Elaborate of the Lesson Plan
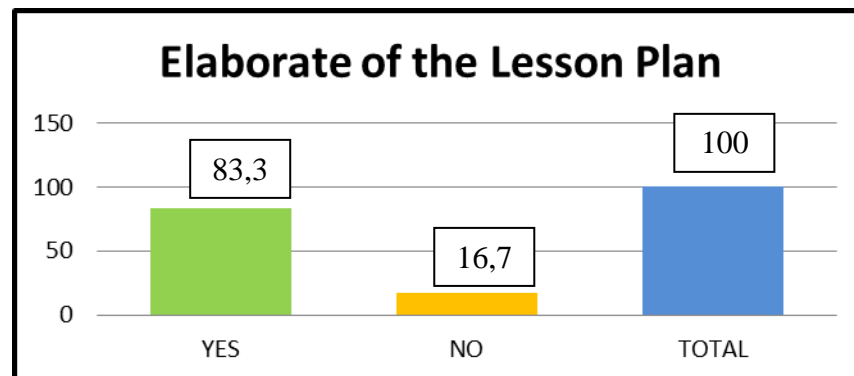
c. Interpretation.

Five of teachers 83,39 % said that they have elaborated the Lesson Plan but one 16, 7%, of them didn't elaborate the lesson plan, because he said that he is working with Classroom Projects or Didactic Unit that incorporates from Unit.

3. Do you consider that your teacher plans the daily class? (student)

a. Table No. 7.

ITEMS	STUDENTS	
	F	%
Yes	170	60
No	112	40
Total	282	100

Source: Students' survey
Responsible: Research group

b. Graph No.7.
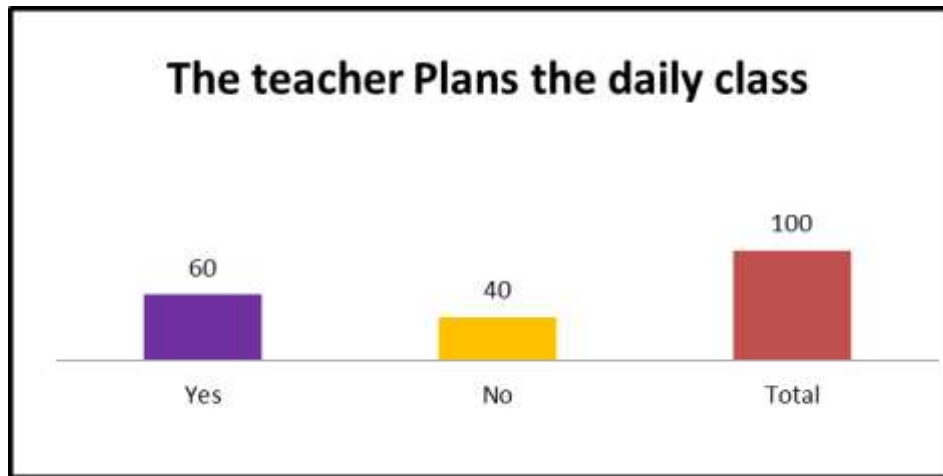
c. Interpretation.

For this question we explained to the students about the lesson plan of the teacher according to the book (Our World Through English). According to Table No. 14 of the100% of the students, 60% said that the teachers are planning the Lesson Plan in order to be knowledgeable of the teachers in class and 40% said that the teachers aren't planning the Lesson Plan because they had observed deficiencies in the teachers like: knowledge with mistakes, the teacher didn't write objectives for the lessons in class, some errors in the grammar, the teacher screams in class and they didn't explain the class.

d. Analysis of the Table 6 and 7.

According to the plans that the teachers have presented in the Department of Investigation, Planning and Institutional Evaluation (DIPEI), we only found one example of (Micro-Planning) or Lesson Plan that the teachers presented at the

beginning of the academic year. They have not presented other planning for other classes. We know that the teachers should elaborate the lesson plan because it is considered necessary also the lesson Plans help teachers to be familiar with the contents and look for the best methods to use. When you are learning the craft of teaching, organizing your subject-matter content via lesson plans is fundamental.

5. Which of the following aspects do you emphasize in you lesson plan? (Teacher).

a. Table No. 8.

ASPECTS	TEACHERS	
	F	%
Grammar	1	16.7
Vocabulary	1	16.7
Listening	6	100
Reading	6	100
Writing	6	100
Speaking	6	100

Source: Teachers' survey
Responsible: research group

b. Graph No. 8

Aspects in the Lesson Plan

45
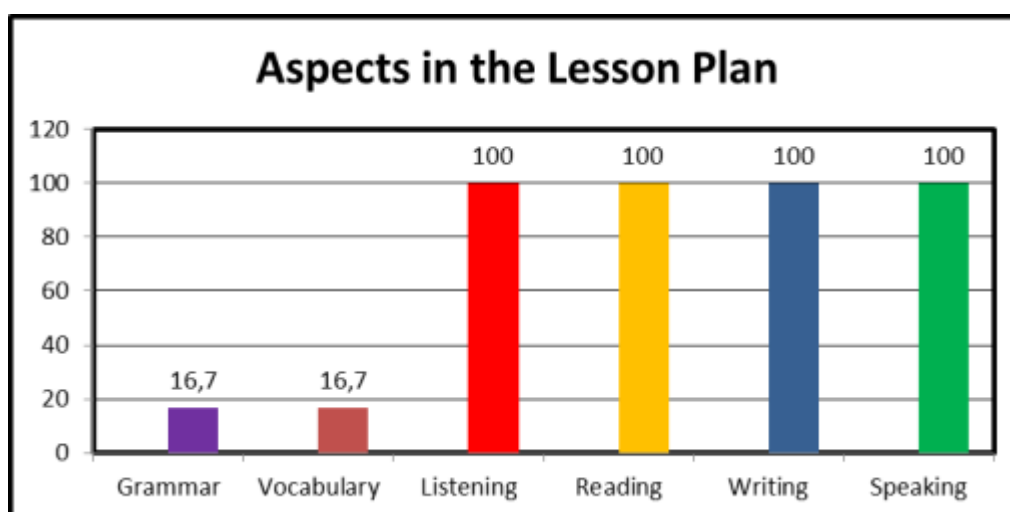
c. Interpretation.

In this question six teachers 100% said that the four Skills (Listening, Reading, Writing and Speaking) are emphasized more in the lesson plan and only one teacher 16.7% emphasized the Grammar and Vocabulary.

4. Which of the following aspects does your English teacher emphasize in the class? (Students).

a. Table No. 9.

ASPECTS	STUDENTS	
	F	%
Grammar	87	31
Vocabulary	42	15
Dialogues	20	7
Role plays	0	0
Word maps	11	4
Skills (listening, speaking, writing, and Reading)	122	43

Source: Students' survey
Responsible: Research group

b. Graph No. 9
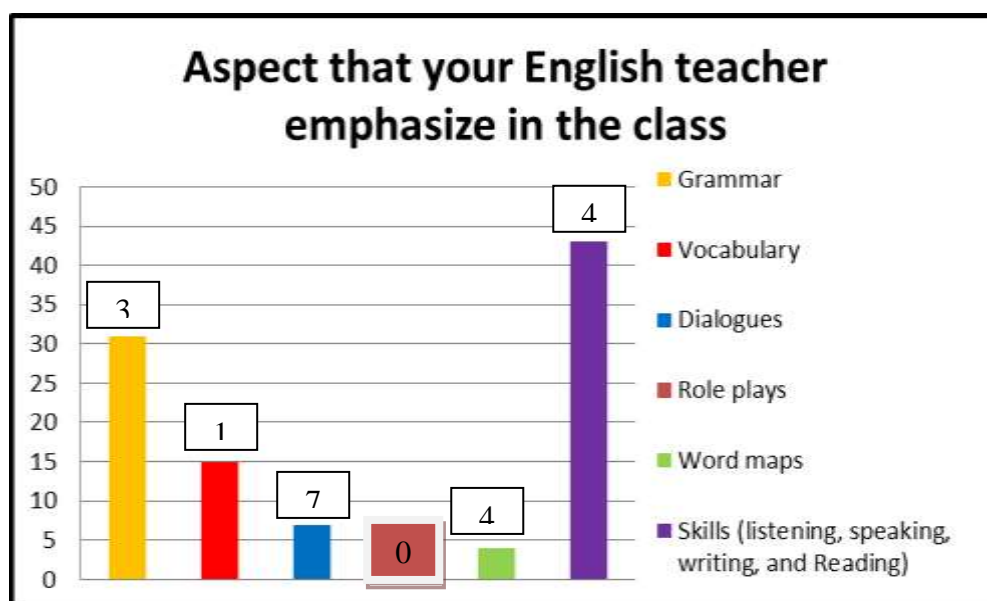
c.Interpretation.

In the graph we can see the students said that 43% of the teachers emphasize more on the four skills, 31% on grammar, 15 % on vocabulary, 7% on dialogues, and 4% in word maps. On the other hand, some teachers only work with the book (Our World Through English).

d. Analysis of table 8 and 9.

In the Table 8 and 9 we can see all the four basic linguistic skills are applied in the classroom where the teacher and students interact to develop listening, speaking, reading and writing. Although this process involves the study of grammar, vocabulary, structures and phrases that help students to familiarize with the English, the teachers have been only teaching this process according to the book (Our World Through English). We analyzed the skills and said that they should be developed in each class according to the topic of the book, taking into account the students' level. There are at least four main types of learning strategies. They can be applied to, or used with listening, speaking, reading or writing. In fact, they can be applied to any kind of learning at all.

6. Which are the steps of a lesson plan? (Teacher)

a. Table No. 10

COMPONENTS OF THE LESSON PLAN	TEACHERS	
	F	%
Objectives	6	100
Methodology	6	100
Task development	5	83.3
Teaching Materials	6	100
Skills	6	100
Evaluation Activities	6	100
Goals	3	50

Source: Teachers' survey
Responsible: research group

b. Graph No. 10
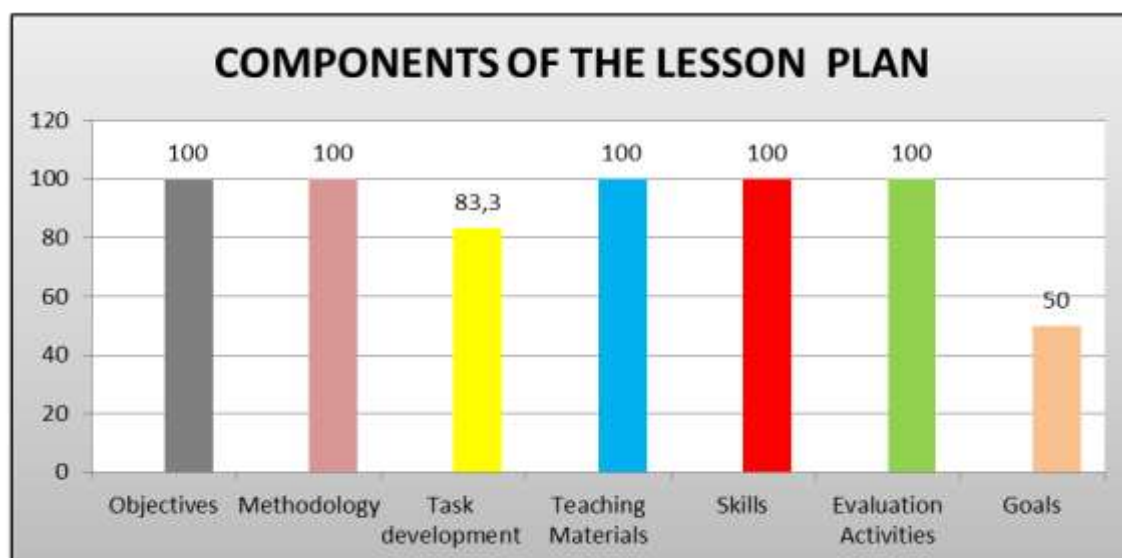
c. Interpretation and analysis

Pointing out the components of the Lesson Plan in regards to teachers' answers they have matched the following components: 100%

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Objectives, Methodology, Teaching Materials, Skills and Evaluation Activities,

83.3% Task Development and 50% goals.

5. **Mark the activities that your teacher uses to start the class? (Students)**
   a. **Table No. 11**

ACTIVITIES	STUDENTS	
	F	%
Dynamics	25	9
Lesson	62	22
Review homework	45	16
Conversation	42	15
Remaining previous knowledge	99	35
Nothing	11	4

Source: Students' survey
Responsible: Research group

   b. **Graph No.11**
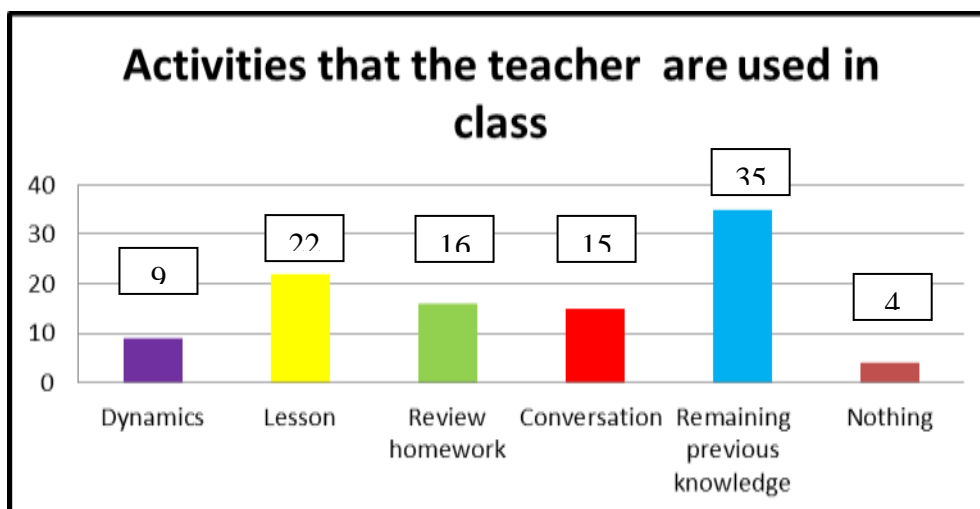
c.Interpretation.

According to the activities that that the teachers of the high school used

to start the class are: the 35 % of the teachers use remaining previous knowledge,

22% take lessons, the 16% Review homework, 15% Talk with students, 9% do

dynamics and 4% of the teachers don't make anything.

d. Analysis of table ten and eleven.

These results show that the Lesson Plan is good, because it is an instrument of planning that facilitates the development of the contents and the organization of the teaching processes and learning of the book "Our World through English." The book has a communicative approach. However, it is necessary that teachers plan the lesson where they include specific techniques and activities that they are going to develop in a class period which will ensure the accomplishment of the objectives outlined and better students' outcomes.

6. What materials does your teacher use more to guide the daily class? (Students)

    a. Table No. 12

MATERIALS	STUDENTS	
	F	%
Book	220	78
Copies	34	12
Charts	8	3
Pictures	6	2
Flash cards	6	2
Other	8	3

Source: Students' survey
Responsible: Research group

b. Graph No.12

Material that the students used in class
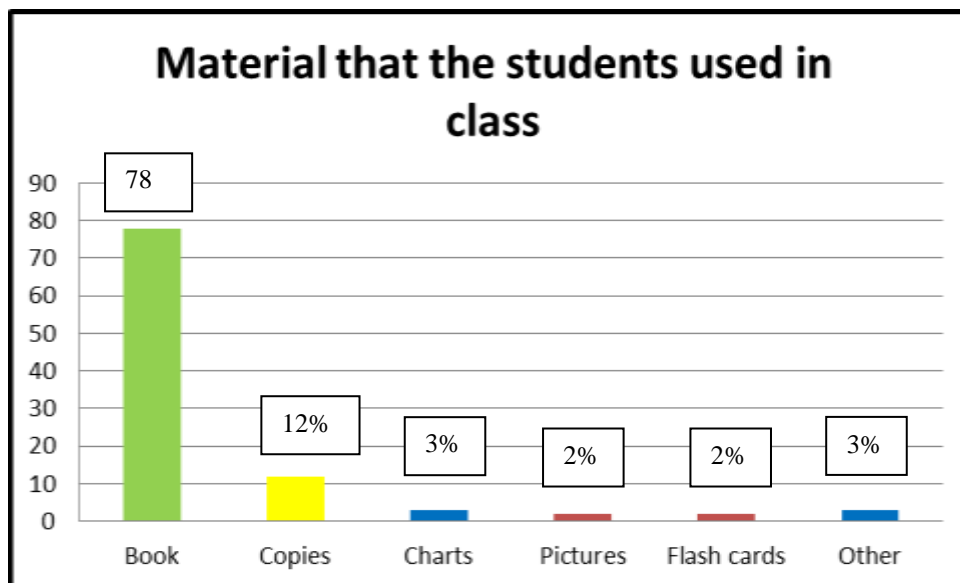
c.Interpretation and analysis

In the graph we can see that the students use some material in class. They said that the 78% used the books Our World Though English more; 12% used copies of other books, 3 % used charts and other materials like copies, and 2% used Pictures and flash cards.

For this question we went to contrast the information in the DIPEI and we observed that the teachers have presented a single example of a lesson plan in the academic year using the book (OWTE), but we don't know if the teachers are planning more activities using the book or if they are using other books because there is not evidence of other lessons plans of the teachers in the department. And also, we didn't find the teaching material that they are using in class because we know that it is a set of means or resources that guide the teaching-learning and the didactic material constitutes a tool to achieve the proposed objectives.

7. (Teacher): Underline the activities of speaking that you develop and use in class.

7.1. (Students): Mark the activities of speaking that your teacher develops and use in class.

a. **Table No. 13.**

ACTIVITIES OF SPEAKING	STUDENTS		TEACHERS	
	F	%	F	%
Conversation in pairs.	143	51	6	100
Conversation student-teacher in oral test.	139	49	6	100
Speaking in groups	0	0	6	100
Speaking outside of class	0	0	2	33.3
Others	0	0		

Source: Teachers and Students survey
Responsible: Research group

b. **Graph No.13**
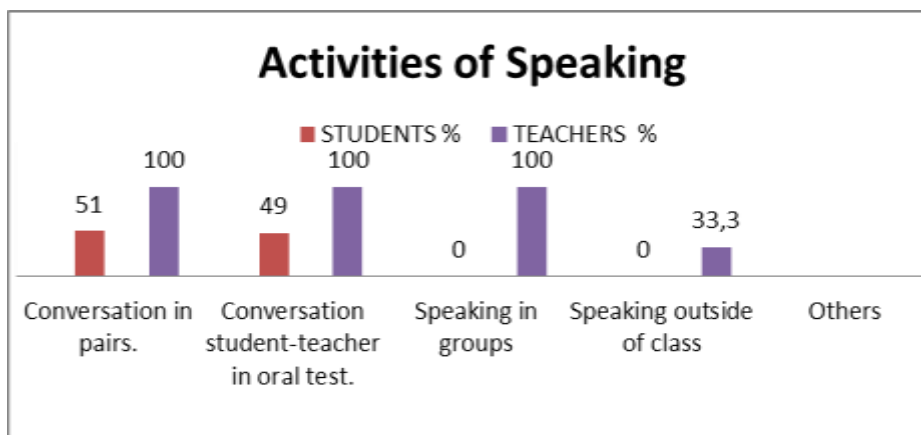
c. **Interpretation and analysis.**

According to the Questions 7 applied to teachers and students; we can see the speaking activities that they are working in class are the following: the 100% of teachers said that they have used **Conversation in pairs, Speaking in groups, Conversation teacher-students in oral test** and only the 33.3% **Speaking outside of class,** but the students said that the teacher only used **Conversation in**

pair with the 51%, 49% **Conversation student-teacher in oral test** and 0% the others activities.

As we can see by contrasting the information about teachers and students the techniques to develop the speaking skill are not used very often because these are used in an oral test and the teachers didn't do other speaking activities in class. This is according to the results of students, which means that the students have problems communicating in the English language. Speaking is a skill that is gained through a process where students are involved with real situations and they are not given restricted language to use. The main aim of learning a language is to speak it. It means that we know the language well enough to be able to communicate easily in speech and hold a conversation in the language. But the achievement of speaking skills depends largely on being able to listen and understand what is said to us with the purpose to communicate. It is important that the teachers use techniques that help and motivate students to speak, as for example: role plays help students to live the real language when they feel the necessity to act in a determined situation of the real life; discussions help them to argue and defend their position in front of a problem; pair work and group work give students an important tool to gain fluency and practice questioning and answering.

8. **(Teacher): Mark the activities of listening that you develop and use in class.**

**8.1. (Students): Mark the activities of listening that your teacher develops and use in class.**

a. Table No. 14.

ACTIVITIES OF LISTENING	STUDENTS		TEACHERS	
	F	**%**	**F**	**%**
Listening to the CD of the Book (OWTE)	177	63	6	100
Listening and singing	105	27	6	100
Watch videos	0	0	2	33.3
Others	0	0	0	0

Source: Teachers and Students survey
Responsible: Research group

b. Graph No.14
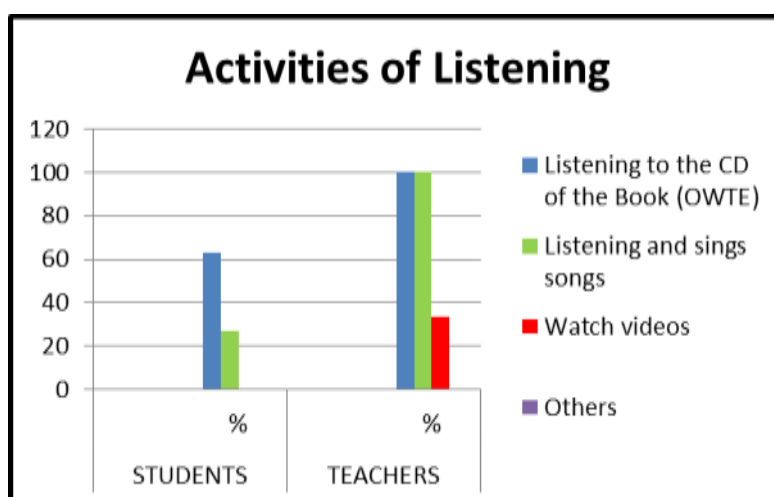
c. Interpretation and analysis.

According to the Questions 8 of the teachers and students we can see the listening activities that they are working in class are the following: six 100% of the teachers said that they have used the **listening to the CD of the Book (OWTE),** and **listening and singing in English** but the students in the same classes literal said in that only 63% and 27 % respectively used these methods and only the 33.3% of teachers used **watching videos** in English as an activity of listening in class.

The results show that most teachers are confused about the application of techniques to develop the listening skills because the tendency, according to the results, is that teachers always apply the CD in class to teach the main idea and identify the main points which are the same, while there is little application of predicting, guessing meaning from the context, and identifying details which also are important to develop the listening skill. Listening is a skill where students need to face authentic language where they try to discriminate among several accents. Students learn to communicate and participate in the real world by developing skills and strategies needed to cope with authentic listening material.

9. **(Teacher): Circle the activities of writing that you develop and use in class.**

9.1. **(Students): Mark the activities of writing that your teacher develops and uses in class.**

a. **Table No. 15**

ACTIVITIES OF WRITING	STUDENTS		TEACHERS	
	F	%	F	%
Fill the spaces in blanks in the book (OWTE).	127	45	6	100
Write the answers of the task on the board.	56	20	6	100
Write sentences in the note book (homework)	62	22	6	100
Write paragraphs	23	8	4	66.6
Write letters	14	5	2	33.3
Others.	0	0	0	0

Source: Teachers and Students survey
Responsible: Research group

b. **Graph No.15**
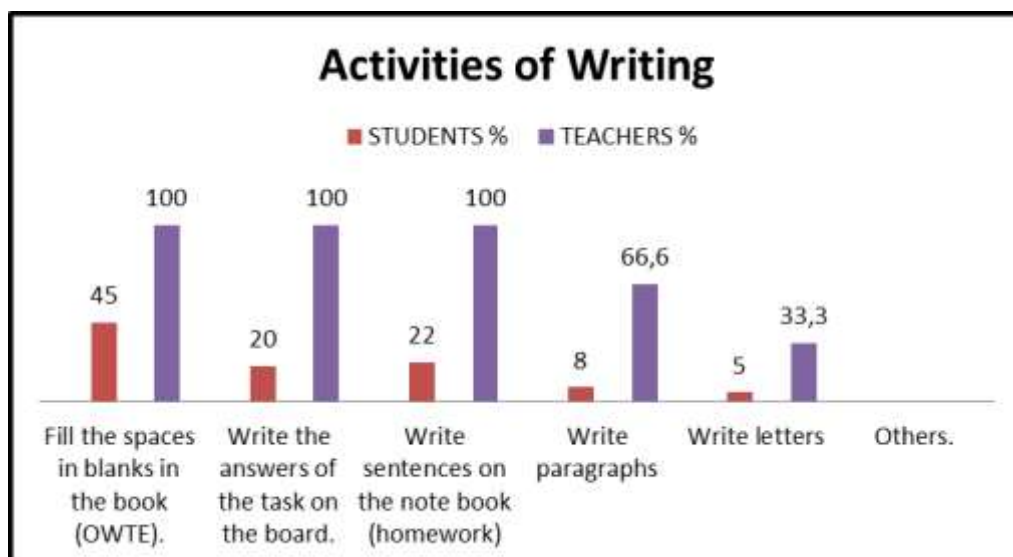
c. Interpretation and analysis.

According to the questions 9 of the teachers and students we can see the activities of writing that they are working in class there are the following: the teacher said that they have used in a 100% **Fill the spaces in blanks in the book (OWTE), Write the answers of the task on the board** and **Write sentences on the note book (homework),** but the students in the same literals said in a 45%, 20% and 22% respectively also the teachers said that they work with 66,6 % **writing paragraphs**, 33.3% **writing letters,** but the students in the same ones said in a 8%, and 5% respectively.

As we can see the results, the activities of writing that the teachers are using in class are good because these ones help students to understand the activities that the book (OWTE) give us, but we know that writing is a skill that involves a process that begins with a good plan before writing, continues with the brainstorming ideas, organizing them, drafting, proofreading and re-writing: But it also requires that the students already know how to develop a paragraph because they need to identify the topic sentences, the secondary ideas and adding details. On the other hand, the written production not only could be a composition, but there are a lot of things the students can write and at the same time can integrate reading and writing skills.

10. (Teacher): Underline the activities of reading that you develop and use in class.

**10.1. (Students): Mark the activities of reading that your teacher develops and use in class.**

a. **Table No. 16**

ACTIVITIES OF READING	STUDENTS		TEACHERS	
	F	%	F	%
Reading the tasks, Paragraphs of the book (OWTE) in class.	211	74	6	100
Read tasks and Paragraphs of other books	53	20	4	66.7
Read magazines in English	18	6	2	33.3
Others	0	0	0	0

Source: Teachers and Students survey
Responsible: Research group

b. **Graph No.16**
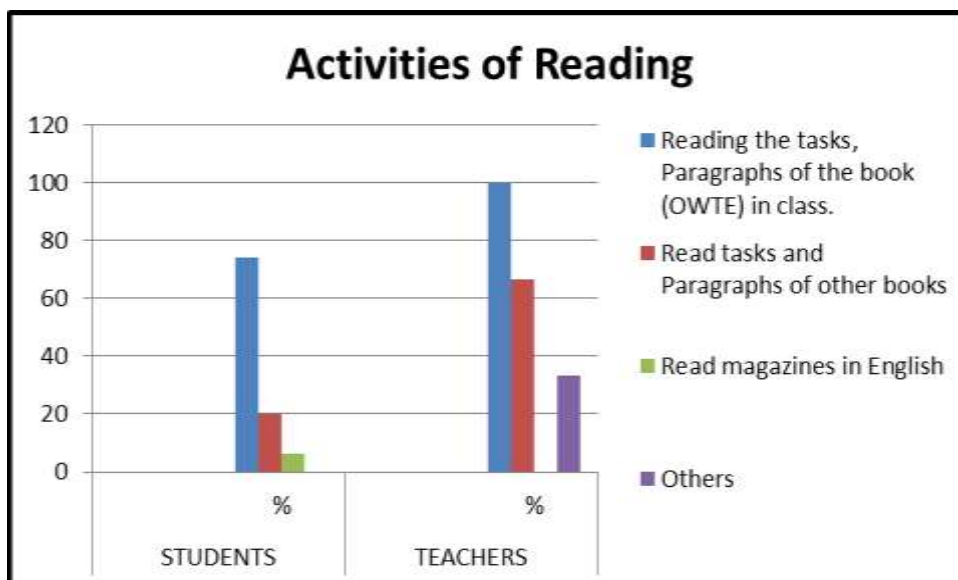
c. Interpretation and analysis.

According to the questions 9 of the teachers and students we can see the activities of reading that they are working in class there are the following: the teacher said that they have used in a 100% **Reading the tasks, Paragraphs of the book (OWTE) in class**, but the students in the same ones literal said in a 74% also the teachers said that they work with 66,7 % **Read tasks and Paragraphs of other books**, but the students in the same literal said in a 8% and the 33.3% and 6% respectively in **Reading magazines in English.**

Reading is a receptive skill that helps students a lot, to acquire new vocabulary and learn the meaning of the words in context. It is an input for students but the development of this skill requires the application of specialized techniques where students have the chance to develop reading tasks and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning. There are techniques that can be used **before** reading such as, predicting, previewing, skimming; **during** the reading such as reading for gist, underlining, highlighting, reading in silent and the techniques that help to check **reading understanding** such as: summaries, map and graphs, questions and answers, matching and so on.

11. (Teacher): How do you place the learning of the English Language of your students by skills? According your explication.

a. **Table. No. 17.**

Teaching's skill	Very Good		Good		Regular		Deficient	
	F	%	F	%	F	%	F	%
Listening			2	33,3	3	50	1	16,7
Speaking			2	33,3	4	66,7		
Reading			5	83,3	1	16,7		
Writing			5	83,3	1	16,7		

Source: Teachers' survey
Responsible: research group

b. **Graph No. 17.**
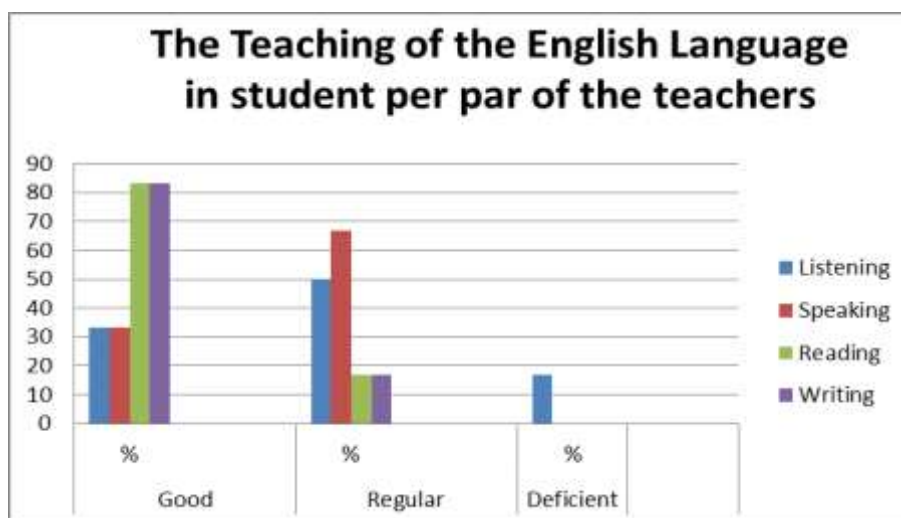
c. **Interpretation.**

In the table No 17 of the teachers, according to how is the learning of the English language of the students skill by skill we can see the following percentage: **Listening:** 33.3% **Good,** 50% **Regular,** 16.7% **Deficient**, in **Speaking:** 33.3% **Good** and 66.7% **Regular**, in **Reading:** 83.3% **Good** and 16.7% **Regular** and **Writing** 83.3% **Good** and 16.7% **Regular** too.

11. How do you consider your learning and progress in the following skills? According to the explication of you teacher (students)

a. Table No. 18

Learning's skill	Very Good		Good		Regular		Deficient	
	F	%	F	%	F	%	F	%
Listening	19	6,74	81	28,7	62	22	23	8,2
Speaking	7	2,5	75	26,6	77	27,3	21	7,4
Reading	14	5	117	41,5	45	16	14	5
Writing	10	3,5	84	29,8	77	27,3	15	5,3

Source: Students' survey
Responsible: Research group

b. Graph No.18
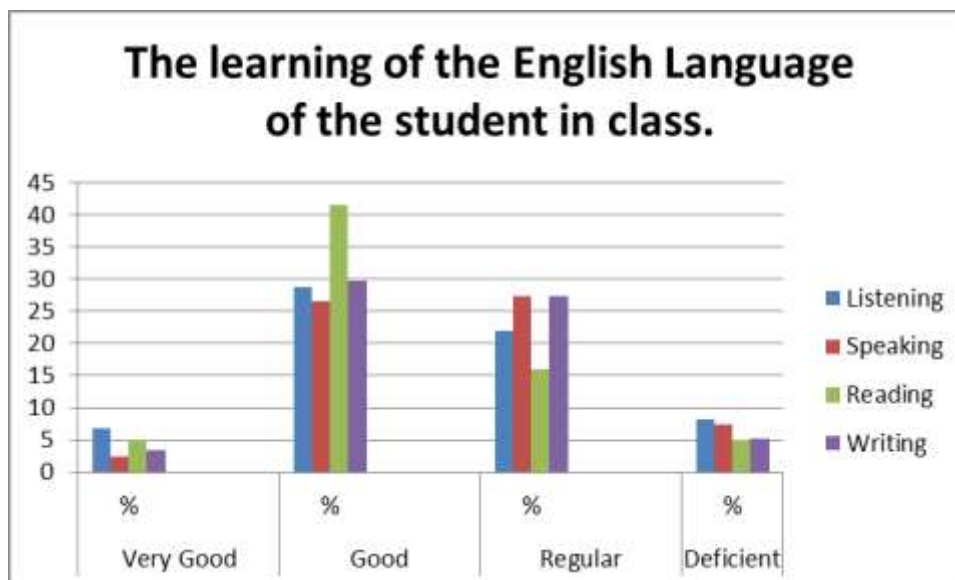
c.Interpretation.

In the table No 18 of the teachers, according to how is the teaching of the English language of the teachers in the class skill by skill we can see the following percentage: in **Listening:** 6,74% **Very Good**, 28,7% **Good**, 22% **Regular** and 8,2% **Deficient**, in **Speaking:** 2,5% **Very Good**, 26,6 % **Good**, 27,3% **Regular** and 7,4% **Deficient**, in **Reading:** 5% **Very Good**, 41,5% **Good**,

and 16.7% **Regular** and 5% **Deficient** finally **Writing**: 83.3% **Good** and 3%

Very Good, 29,8 **Good** 27,3% **Regular** and 5,3% **Deficient**.

d. Analysis of the table 17 and 18.

This information in the two tables clarifies that the four basic linguistic

skills are not taken into the lesson plan it means that, students are working only

what they have in the text book, however the English learning has to be based in

the improvement and development of skills not only in one, because listening,

speaking, reading and writing are cues to learn the English language.

The skills are developed in each class according to the topic of the book

taking into account the students' level but the learning of these skills depends on

the teacher and the study of the students' in house, class etc.

DISCUSSION OF RESULTS

G. DISCUSSION OF THE RESULTS.

10. CONTRAST AND VERIFICATION OF THE HYPOTHESIS.

10.1. SPECIFIC HYPOTHESIS ONE.

To contrast and verify the hypothesis that our group has stated in the project, we used the obtained results through a logical descriptive analysis of the information gathered from the teachers as well as from students of "Daniel Álvarez Burneo" High School. This information allowed us to prove if the hypotheses are accepted or denied. After that, we were able to establish the respective conclusions and suggestions to improve the curricular planning of the English language in the mentioned institution.

a. Statement

The meso-planning is not used by the teachers in consideration of 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 "Daniel Álvarez Burneo", High School. Academic Year 2010-2011.

b. Demonstration.

The first hypothesis has two independent variables; the one is the meso-planning and the other is the development of the four basic linguistic skills of the English Language in the academic year 2010 and 2011.

In question number **ONE,** 100% of teachers said that they planned the Meso-Planning or Didactic Unit Plan using the planning system provided by the book **Our World Though English** (OWTE) in the initial pages. On the other hand, students said that 24% the teachers haven't explained the contents or themes

64

of the Units before the class. The students said that the teachers use a traditionalist method in which they simply open their books and try to explain the topic.

In the question **TWO,** the teachers confirm this by saying that they elaborated Meso-Planning or Didactic Unit Plan, but this planning is incorporated into Projects of Classrooms that are similar to the Didactic Unit Plan. The teachers said that they complete it before starting another unit; the students said that 36% of the teachers haven't planned the unit according to the book (OWTE), the students in the survey have written some negative opinions of the teachers, such as, the teachers didn't know the class, the teachers only screamed in class and they didn't teach the grammar very well.

In the question **number THREE,** is consideration of the most important elements, i.e., linguistic skills and English language competence, we can conclude from the teachers' questionnaires that they use the Meso- Planning or didactic unit plan. But,   analysing the questions the group compared information in the Department of Investigation, Planning and Institutional Evaluation (DIPEI) and we observe that there isn't evidence of the Meso-planning or Didactic Unit Plans for the academic year, and that the teachers only present one example in order to fulfil a requirement for in the high school.

c.   Decision

With the research based on the results and analysis obtained and after of the demonstration with the questions applied to the teachers and students

in the surveys, the group considers the first hypothesis **confirmed** because there is not evidence for the planning of units of the book (OWTE) in the Department of Investigation, Planning and Institutional Evaluation (DIPEI) nor is the meso-planning used by the teachers in consideration of the development of the four basic linguistic skills of the English Language with the students.

10.2. SPECIFIC HYPOTHESIS TWO.

a. Statement

The micro-planning does not include specific techniques for 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 "Daniel Álvarez Burneo", High School, Academic year 2010-2011.

b. Demonstration

So, to accept or to reject this Hypothesis, we applied question number **FOUR** to the teachers and 83 % said they have used the Lesson Plan for the class. But in question **THREE** applied to students, 40% said that the teachers haven't planned daily classes because they observed deficiencies in the teachers such as: knowledge with mistakes; the teacher didn't write objectives for the lessons in class; some errors in the grammar; the teacher screamed in class; they didn't explain so that the students understood the topics of the class.

In question **FIVE** from the teachers, we observed that there are pointed aspects the teachers emphasize more in the lesson plan. **100%** of them said that they focus on the four basic linguistic skills (listening, reading, writing and speaking) and only 16.7% emphasize Grammar and Vocabulary. But the students

in question **FOUR** said that the teachers used the Skills in only 43%, of the class. This shows us that less than 50% of classtime is dedicated to the four basic linguistic skills. According to the book (Our World through English). But these skills aren't explained in a good way in class; for this reason the students said that the teacher speaks in Spanish most of the time and the students only read and fill the spaces in blanks in the books.

In question **number SIX,** 100% of the teachers recognize the components of a Lesson Plan. On the other hand, in question, **number FIVE** of the students 44% of them said that teachers spend the time in: taking lessons, reviewing homework, talking with students and doing dynamics. We can see that the teachers identified the aspects and steps of a lesson plan, and said that they are doing the planning. But from our observation of the information in the DIPEI we can verify that there is not evidence of planning. For this reason, the research group concludes that the teachers are not planning the classes according to the objectives, grammar, necessities and skills of their students.

Finally, concurring with the information given by both teachers and students in questions **SEVEN to TEN** they have developed the skills according to the necessities of the book (OWTE). For example, in order to develop SPEAKING skills, teachers use conversation in pairs in class or a student –teacher conversation to evaluate. Students' progress to develop **LISTENING** skill, teacher use listening the CD from the Book (OWTE) in class and sing songs. For the **WRITING** skill, teachers use fill in the blanks in the book (OWTE); write

answers on the board. And finally, for the **READING** skills, teachers use reading the tasks, and the various paragraphs of the book (OWTE).

In question **number ELEVEN** to the teacher and students, the group observed high percentages of 'Good' and 'Regular' students grades in the learning of the skills in classes. Contrasting this with the of DIPEI information, we concluded that the four basic linguistic skills are not an important part of the lesson plan. This means that students are working only on what they have in the text book. However English learning has to be based in the improvement and development of the four skills, because listening, speaking, reading and writing are cues to learn the English language. Finally, contrasting the information from **question SIX** of the students, we observed that the teachers only used the book to guide the class but they didn't bring the lesson plans in papers or sheets to guide the activities, in order to promote better student learning.

c. Decision

These results obtained from the survey applied to teachers as well as to students confirms the second hypothesis of this research which says that micro-planning does not include specific techniques for the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of Basic education at "Daniel Álvarez Burneo", High School. Academic year 2010-2011.

CONCLUSIONS

5.   H. CONCLUSIONS.

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

- The teachers of Daniel Álvarez Burneo High School plan the Didactic Unit Plan or Meso-planning one time at the beginning of the year, but they don't take into account the opinion of the students and they don't know the topics which will be taught during the academic year. The information in the Department of Investigation, Planning and Institutional Evaluation (DIPEI). That we observed showed no evidence of Meso-planning or Didactic Unit Plans for the academic year; the teachers only present one example to fulfil a requirement in the high school.

- According to the results obtained from survey, the research group concluded that the Didactic Unit Plan is not fulfilled in the school year, leaving gaps in students' knowledge about the topics that should be studied during the school year.

- The teachers do not elaborate the lesson plan focused on the students' development of the four basic linguistic skills of the English Language. In spite of those teachers that identified the aspects and steps of a lesson plan, and who also said that they are doing the planning, the research group by means of observation contrasted the information obtained at DIPEI and we can verify that there is not evidence of planning. For this reason, the teachers are not planning the classes according to the objectives, grammar, necessities and skills of the students.

- The teachers are developing the skills according to the necessities of the book (OWTE), for example conversation in pairs in class or student–teacher conversation to evaluate SPEAKING fluency; Listening to the CD from the Book (OWTE) in Class and singing songs to develop LISTENING skill; Fill the spaces blanks in the book (OWTE), write the homework and answers on the board, to develop writing skill; and finally for the READING skills, reading the tasks, and paragraphs of the book (OWTE). While we contrasted the information with question SIX of the students, we observed that the teachers only used the book to guide the class and they didn't bring lesson plans or sheets to guide the activities, in order to promote students enjoyment and learning.

- The teachers don't apply appropriate strategies and enough techniques for developing the Basic Linguistic Skills.

RECOMMENDATIONS

I. RECOMMENDATIONS.

- The teachers should do the Meso-Planning or Didactic Unit Plan using new techniques that involve the development of topics based on skills, so the students would be able to achieve learning, communicating and using the English language.

- Teachers must plan their daily class or Lesson Plan focused on the four skills with logical sequences, applying correct techniques, best strategies and choosing teaching materials according to the topics which are essential to be successful and to have progress in each class with activities that the students will learn in the English language.

- The teacher should organize the most important units which will be necessary and useful for the students in the next academic year according to their real relevant experiences.

- Authorities of the High School should train teachers in specific techniques that they can apply to every micro skill. This will guide them to work strategically and get meaningful learning according to the objectives stated in the lesson plan.

- The teachers should do the Meso-Planning and Micro-Planning and give them to the Department of Investigation, Planning and Institutional Evaluation, to be followed during the academic year.

- Teachers should apply new strategies and activities to develop linguistic competencies in each student. In this way, they will be able to understand

and use the English in different situations inside and outside of class, so the teachers will create new ways to learn the language for the students.

- Teachers should motivate their students by bringing additional materials and activities to make the class more enjoyable.

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ANNEXES

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

PROJECT

"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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011".

AUTHORS: Gladys Mireya Reyes G.

Hernán Patricio Cuenca R.

LOJA – ECUADOR

2010

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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011".

2. PROBLEMS STATEMENT

2.1. Background.

The present research will be carried out in the "**Institute Superior Daniel Álvarez Burneo"** of the Loja city, the same one that has its origin thanks to the historic decisions of illustrious benefactor Lojano Mr. **DANIEL ÁLVAREZ BURNEO**, who gave his fortune to education of poor people of Loja city and its province.

In 1938 The Administrative Council called it Technical Institute of Art and industry Daniel Alvares Burneo. In the beginning there were many headmasters such as Los Padres Salesianos and Los Hermanos Cristianos, but nobody was able to carry out Mr. Daniel Álvarez Burneo's real dream.

On June 16th 1962, by means of Legislative Resolution of September 13th 1961. it was authorized with the name of Instituto Técnico Industrial y Agrícola Daniel Álvarez Burneo. The institute began under the management of Ing. Alfonso Valdivieso Carrión, with 64 students and three specialities which were carpentry, mechanics and agriculture. In these first years the Institute had as manager the religious Padre Lucio Andrés Mata y Padre Julián Lorente,

On May 26th, 1965, the community Marista took the management of the first **Instituto Técnico Industrial y Agrícola Daniel Álvarez Burneo** by means of a contract for ten years, who were guided by Hermano Santiago Fernández García headmaster, Hno. Bernardo Diez Deputy Headmaster, Hno. Esteban Narganes, Hno. Isidoro Fernández and Hno. Joaquín Liébano who started the work and changed in the institute.

The Hermano Santiago Fernández García, as the headmaster, encouraged the development and progress of the Institute Daniel Álvarez Burneo, give it both; historical and trasedental projection. In few time the advanced of cultural, human and material of the institute was growing to gigantic steps in spite of the lack of opportune assignments by part of the respective Ministries and the opposition of

some distant sectors that resisted to the changes that they were being carried out in the Technical Institute Daniel Álvarez Burneo.

On October 3rd, 1966, according to Ministerial Resolution N° 2213 this Artisanal Institute was changed into Technical Institute and they was incorporated to Educative Plan National Reform with Year Basic Education and School Curriculum.

The year 1969 was fruitful for developments of the institute. In November the modern buildings of laboratories for Physics, Chemistry and Natural Sciences were inaugurated; as well as the Silos and Stables room. One year later, in 1970, the building of the Masculine basic cycle was inaugurated, with a total of 18 classrooms and the mechanics and carpentry rooms. For the physical activities Semi-Olympic pool was inaugurated in memory of the founder of the institution **Mr. Daniel Álvarez Burneo**, in front of the central building.

On 8th December of 1970, the Ecuadorian President Dr. José María Velasco Ibarra authorized to this institute to start teaching in the elementary, high school and superior levels, mainly in technical specialties.

In 1972, the institute obtained the category of Experimental with the name **Technical Experimental Institute Daniel Álvarez Burneo**. But in August 1980 the Experimental Institute was transformed in **Technical Superior Institute Daniel Álvarez Burneo** with a post-graduated specialty on Industrial Mechanics.

In November of 1973 the first rock to building the Sport Closed Coliseum of the institute was placed. This coliseum was named Hno. Santiago Fernández García as a testimony and recognition to his extraordinary work in benefit of the Institution. But in November 1993 this institute was named Pilot Establishment for its works in Educative Units of Agricultural Production.

In January 7th 2004, the National Council of Superior Education (CONSEJO Nacional de Educacion Superior CONESUP in Spanish) approved this Educative Unit as **Technological High Institute Daniel Álvarez Burneo according to resolution N. 029.04**

The Community Marista has been able to continue with very important advances in benefit of education in Loja with the work of the headmasters and postulates of Marcelino Champagnat that he practices its missions and apostolate in the **Technological High Institute Daniel Álvarez Burneo.**

The Hemano Santiago Fernández García was in front of the Technical Institute Daniel Álvarez Burneo, as headmaster, during eleven years with exellent work. Then others brothers of the Marisdtas have been principals the Institute who there were the following: Hno. Eusebio Vicente Antolín: November of 1976 to August of 1978. Hno. José García García: October of 1978 to March of 1982. Hno. Saturnine González Under: March of 1982 to September of 1990. Hno. Crescencio Rodríguez Pastrana: October of 1990 to August of 1993. Hno. Mariano Moramtes Montes September of 1993 to June of 1997, Hno, Ángel Pastrana Corral: June of 1997 to October of the 2000, Hno. Crescenciano González Alonso: November of the 2000 to August of the 2006. The Hermano Mariano Morantes Montes starting from August of the 2006, he is again in front of the management of the Institute.

Nowadays the institute is located in the Loja city on Juan de Salinas and José María Peña streets, it has 260 teachers distributed in the different subjects, in the area the English there are twelve teachers distributed in all the courses from 8th, 9th, 10th Year of Basic Education and 1st, 2nd,3rd year of the high school curriculum. Also in the Institute there are 2913 students in all Institute, 1 479 students distributed the following way: 499 in 8th, 493 in 9th in 487 in 10th years of basic and 1473 students distributed the following way: 527 in 1st, 499 in 2nd, 447 in 3rd year of the high school curriculum with the different specialities which are: Accountancy, Physical Mathematics, Chemical Biology, Mechanic, Agriculture, Social Studies and college with: Systems Analysis, Industrial Mechanic, Computing Accountancy, Food Industry and Graphic Design

Finally at the beginning the first vision was "To help poor people" but now the vision is:"The Christian Humanism" and the mission is to "To Find the truth and form a the men through science to serve the society"

2.2. CURRENT SITUATION THE REASEARCH.

The low level of Education in our country is reflected on the academicals results, effectively, the grades are according to the learning so that we can say that if students do not have fundamental knowledge, surely they will lost the next levels of instruction, in this way the society cannot expect an improvement in their quality of life.

Ecuador is characterized for having a limited education due to the economical and professional aspects, which is affecting to the student's learning in the basic subjects and special in English. Teachers' formation is one of the most important facts within the education because when teachers prepare a planning their knowledge will be applied in the development of the linguistics skills and the acquisition of a second language (English).

English is the language of communication, it is spoken around the world and it is an international language, therefore people who speak English have better opportunities in our country and abroad too.

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

The study of the English language in the **Institute Superior Tecnológico Daniel Álvarez Burneo** high school is through the curricular net corresponding to the book called "Our World through English" for 8th, 9th and 10th of years of basic education, which was designed with an agreement between the Ministry of Education and Culture and the British Government based on Ecuadorian culture.

The objective of the CRADLE Project is to improve and innovate the English teaching learning process with the purpose to develop in the students the communicative competence though the linguistic competence that includes the skills

of: listening, speaking, reading and writing, which is subjected to a system of standard indicators and promoting the use of values.

This is a series of six books that should be studied since 8th year of basic education until the 3rd year of the high school curriculum; it contains 15 units for 8th and 9th year of basic education and 12 units since 10th year of basic education to 3rd year of high school curriculum. Every unit contains five lessons which at same time includes from 3 to 5 tasks.

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

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

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

The curricular planning is the scheme that lets the teachers to have a guide of the sequence of the contents that must be studied in every high school year, and this is represented in the named "Institutional Curricular Planning" However the macro-planning in the **Institute Superior Tecnológico Daniel Álvarez Burneo** only contains informative data, justification, values, description of the methodological

process of the learning (Internalisation, Socialization, Application), signatures of the teachers.

In this macro planning the methodology is edited in a very general without form it doesn't have the detail for each unit of the book to study neither the time that should take to carry out these activities, this is a problem for the authorities, professor and students for that the knowledge of language of English will be superficial and it will not get the objectives the objectives looked by part of the authorities of the Institution.

The meso-planning is represented by the didactic unit plan, which is designed in order to guide the contents that must be studied by units. it also describes the objectives, methodology, evaluation and didactic resources that can help to study every unit. However in **Institute Superior Tecnológico Daniel Álvarez Burneo** high school the teachers do not elaborate this plan which is very important to help the teacher to accomplish the units planned periodically and in this way they are able to complete the macro-planning which is the traced objective for every school year and the students pass at other level with low knowledge of the English language.

When the teacher develops a plan by units, they underlines the time in which they will cover the whole unit, but most if the teachers do not traced this plan, consequently they only study the units that they can, which are seven or eight units in the whole school year, and the other units are not ever studied by the students and they should take the next book in the next year, without the previous knowledge and this is a real problem in public high schools because the next teacher faces many trouble to get the students into the new more complex context.

In what refers to the micro-planning or lesson plan, which is a scheme that guides the teachers step by step in the whole activities during a period of class, and it very important because it also establishes the objectives and the skills that the teacher are going to develop, however in **Institute Superior Tecnológico Daniel Álvarez Burneo** high schools most of the teachers do not elaborate the lesson plan because they do not believe it is necessary and most of the time they just follow the activities

determined in the book without any planning and this affects the students' learning because the students are not developing a good knowledge in the English learning.

In **Institute Superior Tecnológico Daniel Álvarez Burneo** high school there is a person who is the English area coordinator, but he has noticed that they do not demand the elaboration of the lesson planning from the teachers so that they do not consider it, as a previous requirement to teach the English language and this problem is obviously reflected in the low level of knowledge that the students reach in the six years of the high school.

2.3. RESEARCH PROBLEM.

Considering the before mentioned problems the group of research consider the following problem of research: **¿HOW AFFECT THE CURRICULAR PLANNING 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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011."**

2.4. DELIMITATION OF THE RESEARCH.

a) **Temporal:** The present research will be develop during the academicals period 2010-2011.

b) **Spatial:** The research will be done in **"Institute Superior Tecnológico Daniel Álvarez Burneo"** it has: eighth, ninth and tenth year of basic education and first, second and third year of High School Curriculum.

c) Observation Units: According to the problematic is necessary to involve people who will give us relevant information during our research process. These are the following elements:

Headmaster	1
Vice- Headmaster	1
General Inspector	4
English teachers	6
Students of Basic Education	1 479
Students of High School Curriculum	1 050

d) Sub problems

¿What ways of meso-planning are the teachers elaborating to develop the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011?

¿How does the micro-planning affect on the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011?

3. JUSTIFICATION.

This research is justified if we consider that as secondary students had been part of the traditional teaching, which has affected our learning and the development of the four basic linguistics skills, so, we have realized that if teachers have a plan to sequence their metrological activities they will develop an adequate Teaching Learning Process involving the participation of the students as the main part in the education.

In this way, belonging to the Area of Education, Art and Communication we consider essential to search 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 "DANIEL ÁLVAREZ BURNEO" HIGH SCHOOL. ACADEMIC YEAR 2010-2011".** Because the development of the curricular net should be focused on meso and micro planning in order to get meaningful results according to the educative objectives for each year of Basic Education and High School Curriculum.

It is absolutely necessary to consolidate the micro planning with the teaching learning process where teachers feel secure and students have the sense of a logical order in the opening, development and closing of a topic.

This research has been established as a result of a logic and workable process because it has been based on the studied modules from the reality and original research, because we think that planning is the most important project management and time management techniques prepared in sequence action steps.

This research will be developed within a systematic frame, which has been established into a scheme with relevant topics and the necessary up to date bibliography to contrast the empiric information with the theoretical one, in order to suggest some important aspects to treat the problematic about the curriculum planning.
Academically, we consider that this research will improve our personal and professional profile because it lets us to identify the different aspects, and

elements of curriculum planning so, the results will be the key to find out how do teachers plan their activities to achieve a good students' English Learning performance.

The research project is relevant because it will guide teachers of the **Institute Superior Tecnológico Daniel Álvarez Burneo** about of Curricular Planning of the English language, objectives, the correlation that they have in relation with macro-planning, meso-planning and micro - planning and the most Important is that help us with the fundamental purpose of School Development Planning that there is to ensure that all students experience a quality education appropriate to their needs in a changing world. Its key focus is the enhancement of student learning. Curriculum may be defined as the full range of learning experiences encountered by the students. Clearly, then, curriculum planning is central to School Development Planning.

The research is justified because it constitutes a requisite previous to obtain the licentiate's degree in sciences of education, English language specialization and also carry out the same, with the collaboration of the faculty advisers for the period specified in the timetable schedule of the project.

This research is justified socially, because it is necessary to carry out the project because the Curriculum Planning is necessary and it is a useful tool in the teaching-learning in the English language, this research will serve to improve in the context social of the investigated institution.

Finally this research work is justified as proposals that will allow us, based on the results include certain conclusions and recommendations that are feasible to improve the problems found at the Educative Institution **Institute Superior Tecnológico Daniel Álvarez Burneo**.

4. OBJECTIVES.

4.1. GENERAL

➢ To determine how the curricular planning effects on the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Period 2010-2011.

4.2. SPECIFICS

➢ To characterize the meso-planning that the teachers elaborate to develop the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011.

➢ To explain the influence of the micro-planning in the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011.

5. <u>THEORICAL FRAME</u>.

CHAPTER I

5.1. CURRICULUM PLANNING

5.1.1. CURRICULUM

5.1.1.1. DEFINITION

Curriculum refers to a defined and prescribed course of studies divided into units, chapters or section, that are developed in the institution in a specific level which students must develop in order to pass a certain level of education, it guides the educational action, it guides the selection and development of the activities, it commits the action of all the members of the Educational Institution, it regulates the organization of the time and the employment of the materials and the atmosphere, also, curriculum is the central instrument of the evaluation."[19]

As instrument of planning, the curriculum should be:

- Pertinent appropriate to the characteristics of the environment where it is applied, to respond to the social and cultural demands of the community and mainly to assist to the concrete students' necessities.

- A social product it is built with participation, in different instances and entities able to interpret the problems and projects of the national, regional and local community

- Conceived to allow the incorporation of elements that make it more appropriate to the reality

- Taken as a process with changes during the application

- Allowed to the necessary modifications in function of the characteristics and of the students' learning

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[19] www.efemerides.com

- Guided to promote the integral development of the students

- It should contain ends and purposes in terms of competitions

- It should respond to social and cultural demands and the necessities of the students

- It should guide the educational practice

5.1.1.2. MODELS OF CURRICULUM

a. "Traditional Model:

- Keep scientific discipline as an approach of curriculum order.

- The content, methodology, didactic process, are defined as an individual aspect for each subject.

- Organization temporal spice defined for the course, the teacher and the number of hours.

b. Models for areas: it starts as an option to improve the general traditional model.

- It contains subjects in common groups of learning

- It is based on axis of each area.

- It keeps the traditional organization.

Example: Curricular project for areas.

CURRICULAR PROJECT OF AREA: ENGLISH

EIGHTH YEAR OF BASIC EDUCATION

Institution: _____

Town: _____

Address: _____

Postal code: _____

COMPOSITION DEPARTMENT OF FOREIGN LANGUAGES

1. _____
2. _____
3. _____
4. _____

DISTRIBUTION OF STUDENTS

Course	Students' N º	N º of groups
Eighth "A"		
Eighth "A"		

STUDENTS' CHARACTERISTICS

The department will describe them assisting next to the three detailed approaches:

- General

- Different groups

- A group

The basic objectives will be detailed for their treatment. Also, their necessities will be prioritized, the strategies that it suits to use and the time.

1. PROFILE

Social level	high	Médium	low	Both
Zone	Urban	Town	Rural	
Integration students number :				
Observations:				

2. OBJECTIVES
3. FOREIGN LANGUAGE OBJECTIVES
4. STUDENTS' NECESSITIES
5. GENERAL NECESSITIES
6. SPECIFIC NECESSITIES OF THE DIFFERENT GROUPS
7. CONTENT
8. BASIC COMPETENCES
9. EVALUATION INSTRUMENTS
10. INSTRUMENT TO EVALUATE THE TEACHING LEARNING PROCESS
11. PROGRAM EXTRA-SCHOLAR ACTIVITIES[20].

ACTIVITY	TERM	GROUP/TEACHERS

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[20] Science of the Education Dictionary, Santillana, p. 347

5.1.2. PLANNING

5.1.2.1. DEFINITION

Planning is processes that let to organize, anticipate, chose and orientate the pedagogical labor, it guides the efficient activity of teachers and students. Planning means the sequence of all the elements that participate and that are important in a formative process. The planning moves between the mediate and immediately time. Also, planning is the offering of elements and actions necessary to achieve factors to solve the necessities.

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

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

5.1.2.2. Why must teacher plan?

The essential objective of the planning is a useful tool and doesn't a labor compromise to the administrative demands. Of there that it seems sometimes necessary remember that to plan means to revise the achievements of previous years, to select information, to estimate times, to calculate resources, in synthesis, to trace a useful plan. To conceive the planning like a work hypothesis, the central necessity should never be neglected that gives reason of being to the planning: to serve the practice of the teaching in the classroom, this is, to be a tool in favor of the teacher.

5.1.2.3. Types of Planning.

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

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

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

5.1.3. CURRICULAR PLANNING

"Curriculum Planning is a tool supports schools to identify how they are progressing in relation to the implementation of student learning initiatives. It has five elements and four levels. Once a level for an element has been identified there are links to a range of online resources to support schools in their future thinking and implementation to continuously improve. Curriculum Planning is the provision of an enhanced education service, relevant to pupils' needs, through the promotion of high quality teaching and learning, the professional empowerment of teachers, and the effective management of innovation and change."[21]

5.1.4. PURPOSE OF CURRICULUM PLANNING

The fundamental purpose of the curriculum planning is to ensure that all students experience a quality education appropriate to their needs in a changing world. Its key focus is the enhancement of student learning. Curriculum may be defined as the full range of learning experiences encountered by the students. Clearly, then, curriculum planning is central to School Development Planning, taking into account the next axes:

- To emphasize the importance of collaborative curriculum planning within the School Development Planning framework

- To explore the notion of the Subject Department as a structure to facilitate collaborative curriculum planning

- To suggest approaches to curriculum planning for subject departments that reflects the planning models.

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[21] Tyler L.: Curricular Design, p 3

- To outline a range of collaborative curriculum planning activities.

5.1.5. WHAT IS THE INSTITUTIONAL CURRICULAR PROJECT (ICP)

The institutional curricular project is a permanent process of reflection and collective construction. It is an instrument of planning and strategic administration that requires the commitment of all the members of an educational community, it allows in systematized form to make workable the mission of an establishment, it requires strategies to improve the administration of the resources and the quality of the processes, in function of the improvement of the learning." [22]

The Institutional Curricular Project is conceived in three segments:

- Curriculum at National Level

- Institutional Educative Project

- Institutional Reality Context

5.1.6. "OBJECTIVES OF THE CURRICULAR INSTITUTIONAL PROJECT.

Objectives let to know a global vision of teaching learning process that an institution proposes. Objectives help to:

- Efficient decision about the Pedagogical coordination

- Specify the pedagogical line in the institution

- Organize the task among teachers

- Determine the planning system and classroom organization

- In addition, objectives let to prove and detect the institution progress.

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[22] *Lic. Mario Cifuentes*, Director del Área de Educación, UASB Quito, agosto, 2003

5.1.7. MAKING AN INSITUTIONAL CURRICULAR PROJECT

5.1.7.1. The Institutional Analysis

- Curricular: constituted by all the curricular constructions that the institution possesses which give concretion to each one of the educational offers.

- Human Group: composed by the different groups of participant: directive, teachers, students, administrative, parents. The human team should be that that favors the curricular application.

- Financial: referred to the institutional financial politicians, budget, political maintenance sources, etc. it is the component that facilitates the economic distribution in the curricular application.

- Infrastructure: physical constructions, physical spaces, equipment, general materials and documents that give support to the institutional operation.

5.1.7.2. Analysis of the Institutional Environments

Each one of the four institutional environments should be analyzed through the next techniques:
- Elaboration of a matrix of Strengths, Weaknesses, Opportunities and Threats (SWOT), to have the situational state of each one of the institutional environments.

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

5.1.7.3. Objectives

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

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

5.1.7.4. Contents

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

5.1.7.5. Skills for Areas and Years.

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

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

5.1.7.6. Methodological strategies

- Methodologies are directly involved with the evolution development whom learn; also with the imagination of teachers so a same strategy can be used for different goals and with new resources.

5.1.7.7. Didactic resources

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

5.1.7.8. Evaluation

5.1.8. The Institutional Environment

It is based on the social realities of where come the students of the educational institution. It refers to typical descriptions about the social realities of its students. To make the analysis of the context depends of the institutional location. If it is located in the rural place, is adequate to use a community project. To the urban and marginal urban places is recommended to apply **SOWT** analysis, that consist in visualize to the (**S**) strengths and (**W**) institutional weaknesses to emphasize the factors that are external circumstances to the institution are determined for the characteristics of the means. This way, strengths and weaknesses are internal circumstances while (**O**) opportunities and threats (**T**) are product of the external analysis. [23]

5.1.8.1. The institutional philosophy

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

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

5.1.8.2. The Institutional Mission

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

5.1.8.3. The Institutional Vision

It constitutes the identification and concretion that the institutional has the target. It is a pronouncement that bases the address of the

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[23] CARRIÒN, Ochoa Segundo, Transversalidad en el Currículo Texto Guía, UTPL, 2001, pp 231-237

institutional development; therefore it needs upgrades in the time by means of enrichments, precisions, explanations.

5.1.9. EXAMPLE OF INSTITUTIONAL CURRICULAR PLAN (ICP)

5.1.9.1. Institutional Curricular Plan

1. **INFORMATIVE DATA**

   1.1.   **INSTITUTION:** Name of the Institution

   1.2.   **UBICATION:** City or place where is the institution

   1.3.   **TYPE OF INSTITUTION:** Governmental / Particular

   1.4.   DATE:

   1.5.   **RESPONSIBLES:** Authorities and teachers

   1.6.   NUMBER OF TEACHERS:

   1.7.   NUMBER OF STUDENTS:

5.1.9.2. ENGLISH: OF BASIC EDUCATION

1. **Specific Objectives**

   - To recognize and understand the importance about learn a second language.

   - To recognize and understand oral, mime, writing expressions.

   - To value the expressions of the cultures in Ecuador and around the world.

   - To develop our customs and culture.

   - To inter-act in the social background.

   - To communicate fluently using daily phrases.

   - To use simple messages that they can use at home or in the school.

- To create interest for learning English through dynamics.

- To express feelings, behaviors, situations spontaneously

- To develop the four English skills: listening, speaking, reading, writing according to the level and stage.

2. Skills:

Receptive skills
- Listening
- Reading

Productive skills
- Speaking
- Writing

3. General Skills

- Listening

- Reading

- Speaking

- Writing

a. LISTENING

- To build confidence in the class

- To integrate sequences into the activities so that students are well prepared before they actually listen to the tape.

- To listen non verbal languages

- To distinguish paralinguistic signs

- To respect the communication among each other.

b. READING

- To introduce the previous vocabulary.

- To read and understand statements according to the advances.

- To make sentences using the new vocabulary and grammar.

- To predict what is going to happen in the text.

- To use the alphabet and spell any word.

- To read loudly and clearly with a good pronunciation and intonation.

- To identify implicit elements in the text.

c. *SPEAKING*

- To say questions, sentences and short phrases.

- To read and take out from the text the main idea.

- To say words clearly.

- To express feelings.

- To describe orally animals, objects, people, scenes and pictures.

d. *WRITING*

- To get general ideas about different topics.

- To write sentences.

- To write in a clear way.

- To separate, spell and distinguish correctly words, sentences and paragraphs.

4. Contents:

1. **Pragmatic**

2. **Semantic**

3. **Phonology**

5. Methodology

To create a good environment in the class and to get that students have meaningful learning the methods that are going to be applied are:

- To provide students the necessary key vocabulary to they can express their ideas about the topic or the people that will be in the unit.

- To focus on the course progress encouraging students that give opinions and make guesses about the content.

- Prepare the lesson as the students are involved in the exercise and activities.

- Teacher will motivate students through extra didactic material.

6. Tactics

Tactics of Reading:

- Taking out or underline unknown words or words with a level if difficulty in learning.

- Guessing the message in context.

Tactics of writing:

- Repeating and use the words during the classes

- Use phrases or instructions in the class.

- To practice sentences about the topic in the unit.

Tactics of Listening:

- Listening to songs that motivate the students

- Listening to their classmate participations.

Tactics of Speaking:

- Singing songs, participate in class

- Repeating words with a difficulty in learning

- Working in dialogues

7. Resources

- Posters

- Student book and Practice book

- Flash cards

- Pictures

- School Supply

- Audio CD

- Tape recorder

8. Evaluation

- Listening Test

- Oral Test and lessons

- Writing Test and lessons

- Class participation

- Homework

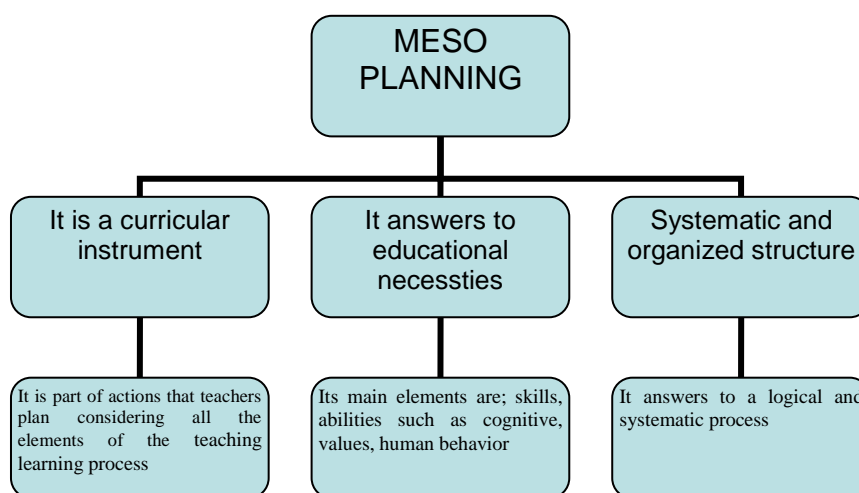- Group tasks

9. Observations

- To consider the student as an active learner about expression and comprehension.

- To approach the materials those are around as didactic resources.

- Respect, value, and promote cultural and social diversity, which exist among the students.

CHAPTER II

5.2.   MESO PLANNING OR DIDACTIC UNIT PLAN

5.2.1.   DEFINITION

It is a planning of a unit 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.

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                          ┌──────────────┐
                          │    MESO      │
                          │  PLANNING    │
                          └──────┬───────┘
          ┌──────────────────────┼──────────────────────┐
  ┌───────────────┐      ┌───────────────┐      ┌───────────────┐
  │ It is a       │      │ It answers to │      │ Systematic and│
  │ curricular    │      │ educational   │      │ organized     │
  │ instrument    │      │ necessties    │      │ structure     │
  └───────┬───────┘      └───────┬───────┘      └───────┬───────┘
  ┌───────────────┐      ┌───────────────┐      ┌───────────────┐
  │ It is part of │      │ Its main      │      │ It answers to │
  │ actions that  │      │ elements are; │      │ a logical and │
  │ teachers plan │      │ skills,       │      │ systematic    │
  │ considering   │      │ abilities such│      │ process       │
  │ all the       │      │ as cognitive, │      │               │
  │ elements of   │      │ values, human │      │               │
  │ the teaching  │      │ behavior      │      │               │
  │ learning      │      │               │      │               │
  │ process       │      │               │      │               │
  └───────────────┘      └───────────────┘      └───────────────┘
```

"It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation."[24]

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

Some aspects that characterized 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 axe of the unit idea is the learning through experiences to get skills.

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[24] Transversalidad en el Curriculo Guide Text, Carrión Ocho Segundo, p.243

5.2.2. "BASIC COMPONENTS OF A DIDACTIC UNIT

In the didactic unit plan can be distinguished the next elements:

- Informative data: title of the project, area, year of education, term, time of duration, start date and teacher

- **Integrative Axe:** it is the unit title, generally it is obtained for the areas that have cultural or natural content and form the transversal axes. The elements of the unit are integrated around this axe, skills and contents of areas organize and interrelation each other form a problematic according to the interest and students' necessities.

- **Objectives** constitute the goals that teachers pretend 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** definitions of 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 in count 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 will make possible the activities of the students applying 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 student's level.
  - Be suggestive and motivational.
  - Be appropriated to the area, study theme and skills.
  - Be easy to understand.

- Be workable individually and in group.

- **Evaluation** checks the objectives accomplishment, learning and development of the skills. A unit must have as clear form as possible to look for evaluation procedures that assure the learning."[25]

5.2.3. BENEFITS OF THE DIDACTIC UNIT PLAN

- It organizes the activities in a logical and systematic order.

- Teachers control the processes, has security in what intends, 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.

5.2.4. EXAMPLE OF A DIDACTIC UNIT PLAN

a. *DIDACTIC UNIT PLAN Nº 1*

   1. INFORMATIVE DATA

   1.1. **INSTITUTION:** Name of the institution

   1.2. **UBICATION: where the institution is placed**

   1.3. **TYPE OF INSTITUTION: Governmental/Particular**

   1.4. **DATE:**

   1.5. **TERM**

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

1.6. SCHOLAR YEAR:

1.7. START DATE:

1.8. TEACHER:

1.9. 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

a. **LISTENING**

- To introduce the vocabulary and the topic about the record before teacher starts the listening activity.

- To emphasize in the pronunciation

b. **SPEAKING**

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

c. **READING**

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

d. **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

CHARTER III

5.3. MICRO PLANNING

5.3.1. DEFINITION

The micro planning is the planned programmer of work for a subject, topic per day that the teacher does it for develop the class it is also called Planning Lesson. It is a tool that involves everything that happens in each classroom. It includes **(Curricular Planning 2008)**

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

> It is a tool that 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 the teacher considers in the classroom planning, with the purpose to make efficiently the process of the student's learning in a class period and on a specific content." [26]
Planning at micro level means:
> a) The participation of the beneficiaries, the local people, in identifying needs.
> b) Generating available resources in terms of material inputs co-operative action, creation of more resources through supportive efforts and
> c) Preparation of village plan, keeping in view the available resources.

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[26] Curricular Planning, UTPL, p. 253

Lesson plans are written by teachers to help them 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 students learn. Sometimes the curriculum reflects intended learning outcomes that are processes, like learning to research a topic, or learning long division. Sometimes the curriculum reflects learning outcomes relating to memorizing information, such as the multiplication tables, or the conditions that make a desert. Sometimes the curriculum outcomes are about creating a basis for judgments, like the qualities of being a good pet owner. Sometimes the curriculum outcomes relate to applying knowledge, like writing essays, or analyzing and solving problems, or analyzing economic relationships.

5.3.2. OBJECTIVES OF MICRO-PLANNING

a) **Preparing** a need based plan with 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** a core team to participate in planning and implementation of the scheme in the program.
d) **Practice:** it 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:** it emphasizes communication between students using the target structures and vocabulary, can be developed trough activities like: information gap, role-play, written exercises and others activities according to the topic.

5.3.2.1. STEPS OF A LESSON PLAN

- **Purpose:** the lesson will be useful to achieve short-term objectives.

- **Interest and Motivation:** Make sure the plan fits the level and age of the students.

- **Enjoyment:** The activities must be varied to encourage the students' attention.

- **Practically:** Classroom environment: the furniture and seating must be suitable arranged. Materials: appropriate material according with the students' number and necessities. Timing and Staging: enough class time and sequence for the activities." [27]

5.3.3. ELEMENTS OF A LESSON PLAN

1. **Informative Data:** they constitute reference elements that allow knowing essential aspects. They should be concrete and in the established order

   - Institution
   - Area
   - Class
   - Date
   - Time
   - School year
   - Topic

2. **Objectives**

These are directly in relation with the evaluation focused on what students will do to acquire knowledge and skills constituting the purposes that teachers pretend to reach through the execution of the class, which are written in competences like answer to the skills that are defined in the lesson.

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[27] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; Pp.73-79

3. Methodology

It refers to the methods, procedures or techniques that are used in the development of a class to get meaningful learning.

3.1. Warm up: these are initial funny activities that help to determine the experiences or the previous student's knowledge that keep relationship with the topic.

3.2. Task development

o **Contents:** these are the concepts, facts or topics for the development of the skills and the execution of the objectives. The topic of the class and the sub topics.

o **Skills:** these are the capacities to improve and to solve problems individually, that means to know, to act, and to do.

o **Activities:** they are a set of sequential actions that guide and to develop the process of the students' learning in active, functional and meaningful way.

4. Teaching Materials

It is a set of means or resources that guide the teaching-learning. A good didactic material constitutes a tool to achieve the proposed objectives.

5. Assessment / Evaluation

it is an opinion of value about the learning capacity, the academic advance and development of the students' potentialities. It is carried out through the systematic process, the direct observation or the application of evaluation instruments.[10]

6. Bibliography

Teachers must write the books or valid texts to search the scientific information.

7. Signature of the Teacher"[28]

3.2.1. EXAMPLE OF A LESSON PLAN

a. LESSON PLAN

1. INFORMATIVE DATA

   1.1. Institution:…………………

   1.2. Area: ………………………

   1.3. Class: …………………….

   1.4. Date: ………………………

   1.5. Time: ……………………...

   1.6. School year: ……………..

   1.7. Topic: ……………………..

2. OBJETIVES

   - Talk about personal belongings
   - Talk about there is and there isn't

3. METHODOLOGY

   3.1. WARM UP

   3.2. TASK DEVELOPMENT (Contents/Skills/Activities)

4. TEACHING MATERIALES

Books	Charts	Flash cards
Photographs	Posters	Picture

5. EVALUATION:

6. BIBLIOGRAPHY

7. SIGNATURE:

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[28] VALDIVIESO, Hidalgo Miguel, Curricular Planning, UTPL, 1998, p. 253-256

5.4.   FOUR BASIC LINGUISTIC SKILLS IN THE MICRO PLANNING

All the four basic linguistic skills are applied in the classroom where the teacher and students interact to develop the listening, speaking, reading and writing although this process involves the study of grammar, vocabulary, structures, phrases that help students to familiarize with the English. The skills are developed in each class according to the topic of the book taking into account the students' level.

There are at least four main types of learning strategies. They can be applied to, or used with listening, speaking, reading or writing. In fact, they can be applied to any kind of learning at all.

b. The basic linguistic skills of the English Language

FUNCTIONS	SKILLS	STRATEGIES	COMPONENTS		SPECIFIC SKILLS
Comprehension	Listening	Encourage to the listening			
	Read	Encourage to the reading	Process of reading Reading	Pre-reading Reading Post-reading	
			Kinds of reading	Phonology	
			Vocabulary		
	Speaking	Encourage to the speaking			
Expression	Writing	Encourage to the reading			
			Grammar		

5.4.1. LISTENING SKILL

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

5.4.1.1. PURPOSES FOR LISTENING[29]

- **Listening for gist:** or global understanding.

- **Listening for specific information:** listening to an announcement at a bus station.

- **Listening to establish the context:** listening to know the aspects that are involved in the dialogue.

- **Listening to provide information for a later discussion:** applying games or dynamics to exchange information.

The main functions of a listening task should be to help learners gain confidence in their listening ability and build strategies that help hem make sense of the task. The success of a listening task depends on teacher attitude.

5.4.1.2. Listening Strategies

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

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[29] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 18-19

thinking, common sense and prediction, prediction and common sense are the most important listening strategies.

5.4.1.3. Post-listening Strategies

➢ **Post-listening stage** is a stage full of different tasks, such as comparison of various answers in pairs, discussion, checking or clarifying "missed" or confusing information, summarizing what have been heard on the tape and reporting to the class. In order to complete these tasks successfully, students have to activate their previous knowledge and existing vocabulary, and use the language heard on the tape to express their answers to the questions well. Moreover, it is well known that a person's listening skill can never be improved without improving his or her speaking, reading and writing skills at the same time. So it is necessary to make the post-listening stage serve as a bridge between listening activity and activities of speaking and writing in particular. As a result, a very important strategy, the combination of listening with speaking and writing."[30]

5.4.1.4. Listening Techniques

➢ Encouraging
➢ Encouraging utterances communicate to students that you are really listening.
➢ A restatement of key words may direct students' progress.
➢ Paraphrasing[31]

5.4.1.5. Listening Activities

- **Predicting through vocabulary:** give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about.

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[30] Foreign Language Teaching In Schools 2003. 1. Vol. 26
[31] www.rcmp-learning.org/iim/ecdi0073.htm

- **Putting events/items in the right order:** give students a list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue, and number the events in the order that they hear them. Teacher can vary using pictures or drawings.

- **True of false statements:** this task requires a high level of attention from students to check the correct answers.

- **Multiple choice questions:** give several options to mark the correct one that students listen to the tape, it is suitable for beginning levels.

- **Opened-ended questions**: form questions about the details, then tell students to use short answers such as: **yes, she did**

- **Note- taking:** as you listen to the recorder take notes about the topic it can be names, places, food, weather, people, transportation, etc.

- **Authentic Listening:** listening for specific information based on a situation in which students might find individually the required answers.

- **Using the dictionary:** It is a great way to discover new vocabulary words when you listen to something, using a dictionary can help students to understand the listening. When you do not understand something, try to find it in the dictionary. You will discover new words and their spellings.

- **Guessing:** Use the information around the parts you don't understand to guess the meaning in context.

5.4.2. SPEAKING SKILL

5.4.2.1. SPEAKING STRATEGIES.

➢ **Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage learners to participate is to help them build up a stock of minimal

responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

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

➤ Recognizing scripts

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

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

➤ Using language to talk about language

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

5.4.2.2. SPEAKING METHODS AND TECHNIQUES

Teaching English to people who speak other languages is a rewarding thing, because there is great amount of people all over the world who are eager to teach English as a Second Language. While teaching English as a second language the teacher should follow the next directives:

- **Apply such non-verbal cues as facial expressions, hand gestures and other non-verbal cues to get rid of the language barrier.** If you are eager to explain the meaning of the word" tall", raise your hand high into the air. If you are eager to explain the meaning of the word" cold", shiver and chatter your teeth.

- **Apply visual aids.** A simple picture can replace a long description and it is especially effective while teaching English as a second language. Visual aids are universal, because they are applied to teach everything beginning from vocabulary and ending prepositions. Visual aids have instructional benefits, they make lessons interesting.

- **Divide students into groups.** The teacher, who is always talking, does not give learners of English as a second language a possibility for practice and communication.

- **Apply bi-lingual materials.** If the teacher and the students speak the same language(s) as, the attitude to learning a foreign language will be different, it will be easier to teach and learn a foreign language.

- **Repeat and rephrase.** Teachers of English as a second language should repeat everything at least three times. It is strongly recommended to change the wording of their remarks. A student may understand one set of vocabulary but do not understand another one – even when the topic of discussion is the same. After the first explanation of a word or word-combination, the student can be able to understand the new variation of a concept or its repetition.

- **Don't correct too much.** Teachers of English as a second language have a strong desire to correct student language errors immediately. If you correct them too much, students will be uncertain and reluctant to apply the language. They will be afraid that they will make many mistakes and will be corrected every time they speak. They will lose the wish to speak and, finally, the wish to learn the foreign language. It does not mean that the teacher should not correct language errors at all; there are appropriate times to correct language mistakes.

- **Create a safe, friendly and comfortable atmosphere.** It is difficult to learn English as a second language. Besides, it is not safe emotionally. Students understand that their knowledge, skills and abilities are not enough to speak English well; they feel self-conscious and do not want to practice the language. The teacher of English as a second language should create a safe, friendly and comfortable atmosphere, where the student will be always able to experiment with the language, because the teacher supports him.[32]

5.4.2.3. SPEAKING ACTIVITIES

a. **Eliciting**

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

- **Ask questions:** elicits information and checks understanding, only elicits "yes" or "no".

- **Give instructions:** that requires verbal interaction using description or real objects.

- **Visual aids:** drawings, flashcards, videos.

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[32]http://www.tesol-ua.org/tesol-essentials/teaching-methods/methods-techniques.htm

- **Giving definitions:** first, teacher can say the meaning of words then, students will have an idea of the new vocabulary.

- **Use synonyms and antonyms:** give to students a list of synonyms and antonyms to they recognize similar words.

- **Use gestures and mimes:** many verbs and adjectives can be easily elicited using gestures and facial expressions.

- **Review key vocabulary:** make a list of words from previous lessons

- **Use translation:** it according to the students' level and the context that class is about.

b. **Restricted Oral Practice**

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

- **Question and Answers:** This type of practice can be used to follow up repetition practice.

- **Combining Sentences:** this exercise is useful practice in using relative pronouns.

c. **Developing Oral Fluency**

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

- Choose high interest topics.

- Pre-teach Explain essential vocabulary items, structures and functions.

- Personalize the topic, relating with students' experiences.

- Establish an anticipatory set, through a warm up.

- Give students enough time to think and prepare.

- Organize the time .It should not take up too much time.

- Types of Fluency Activities

- **Drama Activities:** is an excellent way to of getting learners to speak in lively situations.

- **Games:** are important parts of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught. Learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language. [33]

- **Role-play cards:** should give a brief description of each role. On the other hand give information about specific situations or problems.

- **Information gap activities:** are successful ways to motivate students to talk to one another and exchange what they know. Teacher can adequate and personalize the activities using information about their lives, their jobs, knowledge of the world and others.

5.4.3. READING SKILL

"Reading is an important means of communication. Reading also offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary." [34]

5.4.3.1. "Useful Reading Strategies

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[33] Forum magazine - English teaching p-34.
[34] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 38-5

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

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

- pre-reading

- while-reading

- post-reading

b. Pre-reading- activities

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

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

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

  List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown.

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

- **A Purpose for Reading:** When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student. **[35]**

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

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

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

c. While-reading activities

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

d. Post-reading

Post reading technique is traditionally consisted of questions now answer the questions, multiple-choice questions, put the instructions in order, deducing information, read and write a report/ a letter / a project, etc., These techniques remind readers of what they do in fact know and think, encourage them to be active and reflective, realize that reading can be enjoyable and fun."[36]

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[35] Forum magazine - English teaching p-34.
[36] E-mail puiudina@yahoo.com

e. Reading Techniques

- **Reading for Detail:** reading all of a particular text to find out specific information. It is used for a very particular purpose

  - To give instructions
  - To describe situations
  - To report events
  - To generalize

- **Scanning:** reading quickly in order to find a specific point or item. It is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it

- **Skimming:** reading quickly to get a general idea of what the text is about. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. [37]

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[37] PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5 2006-2007, UNL; PP 39-43

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

    2. To examine the use of specific grammatical features, like verbs, tenses or forms.

    3. To infer meaning of new vocabulary and gain understanding of new words and context.

    4. To learn about discourse markers (how phrases are used to introduce other phrases)

- **Extensive Reading:** reading fluently to get the gist or general understanding of a text. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learners' exposure to the language. Extensive reading aims to acquisition rather than conscious learning."[38]

5.4.4. WRITING SKILL

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

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

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[38] http://edutechwiki.unige.ch/en/Language_Learning_strategy

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

- Writing lets students express their personalities.

- Writing activities help to consolidate learning in the other skill areas.

- Writing activities allow for conscious development of language and help aid memory. Writing tasks should help students to practice the following aspects:

  1. **Transitions:** students connect the language and make transitions between words. They learn to write sentences using words like: and, but, although, if, when, so and therefore.

  2. **Punctuation:** Students must be able to use the basic rules of punctuation correctly.

  3. **Spelling:** Dictation is useful for drawing attention to English spelling and pronunciation.

  4. **Organization:** is the key to developing a writing topic: order, logical and sequence.

  5. **Form:** Through writing students can practice various forms and styles.

5.4.4.1. Writing Strategies

a. Prewriting

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

Steps:
- Choosing the topics

- Collect as much information as you can.

b. Drafting.

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

Steps:
- Free writing. Put the notes form your list and the ideas from your word clusters into whole sentence.

- Do not worry. When you are composing your text this will help you to know new words and how to spell them.

c. Revising and Editing

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

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

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

d. Publishing and Reflecting

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

5.4.4.2. Writing Techniques

- **Description.-** Through description, a writing activity helps the reader use the senses of feeling, seeing, hearing, smelling, and tasting to experience what

the writer experiences. Description helps the reader more clearly understand the people, places, and things about which the writer is writing. It is the most common form of writing. You will find descriptive writing in newspapers, magazines, books, and most other forms of written communication.

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

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

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

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

5.4.4.3. Types of Writing

a. Descriptive Writing

Steps:

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

b. Narrative Writing It tells what is happening in a story.

Steps:

- Sequence, it is the key for narration.
- Map helps you to structure your writing.

c. **Informative Writing** It gives information about the facts in a special and interesting way.

Steps:

- Give your readers a close up view.
- Tie your topics to your readers.
- Use informative, colorful and narrative language to present your facts.

d. **Persuasive Writing** It tries to do the same thing to persuade someone to take a certain action, thing or way.

Steps:

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

5.4.4.4. Writing Activities

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

- **Copying:** using short texts already studied .Ask students to copy, this reinforces language learned orally.

- **Filling in forms:** Ask students to complete forms or applications with correct details (names, addresses, telephone numbers, and other personal information.)

- **Short Descriptions:** for example describe yourself, your family, or your home in fifty words.

- **Writing Messages:** Provide the beginning of a message and ask students to complete it.

- **Dictation:** this reinforces information learnt from text already read and understood.

- **Combining Sentences:** teach students to use specific linking words.

- **Substitution table:** this provides material for students to use in writing connected sentences.

6. HYPOTHESIS.

6.1. GENERAL.

➤ The curricular planning effects on the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education of the "Daniel Álvarez Burneo" high school. Period 2010-2011.

6.2. SPECIFICS.

➤ The meso-planning is not elaborated by the teacher considering the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education of the "Daniel Álvarez Burneo" high school. Period 2010-2011.

➤ The micro-planning does not include specific techniques on the development of the four basic linguistic skills of the English Language in the students of the 8th, 9th and 10th years of basic education of the "Daniel Álvarez Burneo" high school. Period 2010-2011.

7. METHODOLOGY

7.1. DESIGN OF THE RESEARCH.

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

7.2. METHODS, TECHNIQUES AND PROCEDURES

7.2.1. METHODS

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

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

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

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

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

The **explicative method** will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be able to prove the same ones, through a descriptive deduction according to the obtained results contrasted of the hypothesis all these with the theoretical referents. Also we will use the descriptive statistics which will serve to represent the data in tables, squares and graphs to get a better comprehension of the information.

7.2.2. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information we will apply a **survey** will be applied to obtain information about the curricular planning which will give us the guidelines to find out about the meso and micro planning process and to know what is the students learning of the students of the 8TH, 9TH And 10th Years of Basic Education of The **"Daniel Álvarez Burneo"** High school. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of questions about the topic that we will research. We also will require the information about the macro, meso and micro planning of

8^{th}, 9^{th} and 10^{th} academic years of the institute in the correspondent office.

7.2.3. PROCEDURES

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

7.2.3.1.   Tabulation.

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

The tabulation for triangulation of the instruments applied to the teachers, students and though of the observation, will allow us the crossing of information and the analysis of oneself indicator from three points of view what will favor the hypothesis confirmation.

7.2.3.2.   Organization.

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

7.2.3.3. Description

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

7.2.3.4. Graphic Representation

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

7.2.3.5. Interpretation and analysis

Once we have presented the information in tables and graphs, it will be interpretive 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 hyphothesis.

7.2.3.6. Hypothesis verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field research 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 the present research.

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

7.3. POPULATION SAMPLE AND DISTRIBUTION.

The sample of the population that we took was 1479 students from 8[th], 9[th] and 10[th] years of Basic education who were taken at random in every parallel. Regard to the teachers we have worked with all the population because they are 12 English teachers and we consider that is a small group to our research.

7.3.1. SAMPLE .

In order to get the sample of the students' population from 8[th], 9[th] and 10[th] years of basic education, it was necessary to apply the following formulas for each year of Basic Education:

Formula one

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

n = sample size

N= population

e = maximum error admissible (1%)

For example

$$n = \frac{1\ 479}{1+1\ 479\ (0.01)}$$

$$n = \quad 93,68 \quad = \quad 94$$

Formula two

$$n = \frac{PQ \times N}{(N-1) \cdot \dfrac{E2}{K2} \quad + \quad PQ}$$

PQ = Primer quartil (0,25)

N= Population

n = sample

K = Constante de proporcionalidad (2)

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

For example

$$n = \frac{0,25(1479)}{(1478)\dfrac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{369,75}{1478(0.0025) + 0,25}$$

$$n = \frac{90,25}{3,945}$$

$$n = 93,72$$

$$n = 94$$

7.3.2. DISTRIBUTION.

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

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

F = distribution factor

n = sample size

N = population

For example

$$F = \dfrac{94}{1\ 479}$$

F = 0,0635

This factor was multiplied by students population of every year of of the 8[th], 9[th] And 10[th] Years of Basic Education of The "Daniel Álvarez Burneo" High School ", therefore in this way we obtain the sample per course.

We detailed the sample in the next chart:

7.3.3. CHART N º2

Square 2. Parallels of Basic Education of the **"Daniel Álvarez Bueneo"** High School with their population and sample

COURSES	STUDENTS POPULATION	PARALLELS	SAMPLE BY PARALLELS	SAMPLE TOTAL
8th year of basic education	499	A	32	94
		D	31	
		E	31	
9th year of basic education	493	B	31	94
		C	31	
		F	32	
10th year of basic education	487	C	31	93
		G	31	
		H	31	
TOTAL	**1 479**	**9**		**281**
Teachers' population	12			12

7.4. ORGANIZATION Y MANAGEMENT OF THE RESEARCH

7.4.1. RESOURCES

- **HUMAN**

➢ **Research Group:**

Teachers of the English Career :   Mg Sc Elizabeth Sarmiento, Ing. Paola Moreno, Dr. Amable Bravo, Dra. Carmen Ojeda and Lic. Carmen Dávila Ms. Cs

➢ **Students:**

- Hernán Patricio Cuenca Regalado

- Gladys Mireya Reyes Giron

- **MATERIAL**

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

- **BUDGET**

-	Impression of the first draft	$	200
-	Impression of the second draft	$	350
-	Impression of the final work	$	450
-	Unforeseen	$	300
	TOTAL	$	<u>1,300</u>

- **FINANCING**

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

Square 2. Timetable of the research: curricular planning and its influence in the development of the basic linguistic skills of the English language in the students of the 8th, 9th and 10th years of basic education of the **"Daniel Álvarez Burneo"** high school. Period 2010-2011"

MONTHS	2010																							
	July				August				September				October				November				December			
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			X	X																				
Write the recommendations to the project					X	X	X																	
Checking and redesign of the research instruments								X	X															
Application of the research instruments										X	X													
Processing of the research												X	X											
Drawing conclusions														X	X									
Elaboration of the report																X	X	X						
Private qualification of the thesis																			X	X				
Writing of the recommendations																			X	X				
Public sustentation and Graduation																						X	X	

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10. ANEXES.

<div align="center">

ANNEX 1

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMUNICAITON

ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

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As undergraduate of the English Language Career, we want to get information from English Teachers about the elaboration of the meso-planning and micro-planning and how it insides in the development of the four basic skills in the students.

1. Do you elaborate and use the Meso-planning or didactic unit plan?
Yes ( ) No ( ) Sometimes ( )
Why_____
__

2. How often do you elaborate the Unit Plan?

Every month ( ) Every School year ( )
Every three months ( ) Other ( )

Why_____
__

3. Which of the following elements does a didactic plan include? Point out with an X.

Learning Objectives ( ) Competence ( )
Day and date ( ) Resources ( )
Methodology ( ) Evaluation ( )
Sequence ( ) Feedback ( )
Contents ( )

4. Do you elaborate and use the lesson plan?

Yes ( ) No ( ) Sometimes ( )

Why_____
__

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5. Which of the following aspects do you emphasize in you lesson plan?

- Grammar ......
- Vocabulary ......
- Listening ......

- Reading ......
- Writing ......
- Speaking ......

6. Which are the steps of a lesson plan?

Objectives ( )   Skills ( )
Methodology ( )   Evaluation Activities ( )
Task development ( )   Goals ( )
Teaching Materials ( )

7. Underline the activities of speaking that you develop and use in class.

a. Conversation in pairs. ( )
b. Conversation student-teacher( )
c. Oral tests. ( )

d. Speaking in groups ( )
e. Speaking outside of class( )
f. Others ( )

Which_____

8. Mark the activities of listening that you develop and use in class.

a. Listening to the CD of the Book.()
b. Songs ( )

c. watch videos ( )
d. Others ( )

Which_____

9. Circle the activities of writing that you develop and use in class.

a. Fill the spaces in blanks in the book. ( )
b. Write the answers on the board.( )

c. Write sentences. ( )
d. Write paragraphs. ( )
e. Write letters ( )
f. Others ( )

Which_____

10. Underline the activities of reading that you develop and use in class.

a. Reading the tasks in class. ( )
b. Read magazines ( )
c. Read paragraphs ( )
d. Others ( )

Which_____

11. How do you place the learning of the English Language of your students by skills? According your explication.

SKILLS	VERY GOOG	GOOD	REGULAR	DEFICIENT
Listening				
Speaking				
Reading				
Writing				

Thank you for your collaboration!

UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN EL ARTE
ENGLISH LANGUAGE CAREER
STUDENT'S SURVEY

As undergraduate of the English Language Career, we want to get information from students about the elaboration of the meso-planning and micro planning and how it insides in the development of the four basic skills in the students learning.

1. **Does your teacher explain the frame of activities and topics in the class that you will study during the school year?**

   Yes ( )   No ( )

   How_____

2. **Do you consider that your teacher is planning the units of the book?**

   Yes ( )   No ( )

   Why_____

3. **Do you consider that your teacher is planning the daily class?**

   Yes ( )   No ( )

   Why_____

4. **Which of the following aspects does your English teacher emphasize in the class?**

   a. Grammar   ( )   d. Role Plays   ( )
   b. Vocabulary   ( )   e. Skills (Listening, Speaking,
   c. Dialogues   ( )   Writing and Reading   ( ).

5. **Mark the activities that your teacher uses to start the class.**

   a. Dynamics   ( )   d. Conversation   ( )
   b. Lesson   ( )   e. Remaining previous knowledge( ).
   c. Review homework ( )

6. **What materials does your teacher use more to guide the daily class?**

   a. Book   ( )   d. Pictures   ( )
   b. Copies   ( )   e. Flash cards   ( )
   c. Charts   ( )   f. Other   ( )

   Which:_____

7. **Mark the activities of speaking that your teacher develop and uses in class.**

g. Conversation in pairs. ( )   j. Speaking in groups ( )
h. Conversation student-teacher( )   k. Speaking outside of class ( )
i. Oral tests. ( )   l. Others ( )

Which_____

8. **Mark the activities of listening that your teacher develop and uses in class.**

e. Listening to the CD of the Book.()   g. watch videos ( )
    h. Others ( )
f. Songs ( )

Which_____

9. **Mark the activities of writing that your teacher develop and uses in class.**

g. Fill the spaces in blanks in the book. ( )   i. Write sentences. ( )
h. Write the answers on the board.( )   j. Write paragraphs. ( )
    k. Write letters ( )
    l. Others ( )

Which_____

10. **Mark the activities of reading that your teacher develop and uses in class.**

d) Reading the tasks in class. ( )   f) Read paragraphs ( )
    g) Others ( )
e) Read magazines ( )

Which_____

11. **How do you consider your learning and progress in the following skills? According to the explication of you teacher.**

SKILLS	VERY GOOG	GOOD	REGULAR	DEFICIENT
Listening				
Speaking				
Reading				
Writing				

Thank you for your collaboration!

Annex 3. CONSISTENCY MATRIX

"CURRICULAR PLANNING AND ITS INFLUENCE ON THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE IN THE STUDENTS OF THE 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION OF THE "DANIEL ALVAREZ BURNEO" HIGH SCHOOL. PERIOD 2010-2011."

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
¿How affect the curricular planning on the development of the basic linguistic skills of the English language with the students of 8th, 9th and 10th years of Basic Education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011."	To determine how the curricular planning affects on the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Álvarez Burneo" high school. Academic Year 2010-2011.	The curricular planning affects in the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school. Academic Year 2010-2011.	• Curricular planning • Models to design a curricular planning	• Macro-planning • Meso-Planning (Didactic Unit Plan) • Micro-planning (Lesson Plan)
Sub-problems What ways of meso-planning are the teachers elaborating to develop of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school period. 2010-2011. How does the micro-planning affect on the development of the four basic linguistic skills of the English Language with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Álvarez Burneo" high school. Academic year 2010-2011.	**Specifics** To characterize the meso-planning that the teachers elaborate to develop the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school. Academic Year 2010-2011. To explain the influence of the micro-planning on the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school. Academic Year 2010-2011.	**Specifics** The meso-planning is not elaborated by the teacher considering the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school. Academic Year 2010-2011. The micro-planning does include specific techniques on the development of the four Basic English language linguistic skills with the students of the 8th, 9th and 10th years of Basic Education at "Daniel Alvarez Burneo" high school. Academic Year 2010-2011.	• The meso-planning • The micro-planning • The Development of the four basic linguistic skills of the English Language.	• Definition of didactic unit plan • Components • Benefits • Skills • Definition of micro planning • Objectives • Moments in the class • Steps of a Lesson plan • Elements • Skills.

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