



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

“The curricular planning and its incidence in the development of the four linguistic basic skills of the English language in the “8 de Diciembre” High School, in Catamayo Canton - San Pedro de la Bendita parish. Period 2009-2010.”

Thesis work to get the Licentiate's Degree in Sciences of Education English Language Specialization.

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CERTIFIES:

That the present research work entitled **“THE CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE “8 DE DICIEMBRE” HIGH SCHOOL, IN CATAMAYO CANTON - SAN PEDRO DE LA BENDITA PARISH. PERIOD 2009-2010,** of the responsibility of the undergraduate: Susana Mabel González Salinas and Karina Victoria Luzuriaga Jiménez.

It has been thoroughly revised and fully analyzed; I therefore authorize its presentation for the pertinent legal aims.

Loja, November 2010

Mg.Sc. Paola Moreno O.
THESIS DIRECTOR



GRATITUDE

Our gratitude to everyone who helped us to do possible this research work and special to our teachers and thesis Director, who are part of this goal because they guided us during and after our career.

The Authoresses



AUTHORSHIP

All the opinions, definitions and concepts that are in this research are absolutely responsibility of the authoresses.

Susana González _____

Karina Luzuriaga _____



This research is dedicated first to God and our parents who gave us unconditional help and encouraged us to reach our goals, as well as our teachers who guided us in the educational life.

The Authoresses

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1. SUMMARY

1. Summary

All systematic process needs to be planned, especially in education because it requires a mission, a vision and objectives which are part of the curricular development within each planning level, that let to improve the teaching learning process.

This research has been established to determine how the curricular planning incides in the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre“ high school, Catamayo Canton - San Pedro de la Bendita parish. Period 2009-2010, so, this research is very important because planning is the support of the teaching learning process which involves: authorities, teachers and students

We have focused on the elaboration of the Didactic Unit Plan and Lesson Plan based on the skills development, for this we have applied different methods like: descriptive, analytic – synthetic and explicative; which let us to realize how the planning is developed in this educational institution. All these methods helped us to take a sample, applying a questionnaire to teachers and students formulated to get specific information about the planning process and discuss the problem statement which is represented in graphics, so it was possible to prove the hypothesis through an explicative and descriptive judgment.

Finally, as 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 formulated from the interpretation and logical analysis about the collected information, so, we have proposed some recommendations to generate an effective learning process.



2. INTRODUCTION

2. INTRODUCTION

Educational Institutions have different functions which involve the cooperation of students and teachers who have the responsibility of planning; so, curriculum planning let to know the basic students' necessities to have success in teaching learning process, so that, this research let us to know how the curricular planning incides in the development of the four basic linguistic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo Canton-San Pedro de la Bendita parish. Period 2009-2010.

For this reason, we have researched about how are teachers elaborating Didactic Unit Plan and How does the Lesson Plan influence to develop the four basic linguistic skills of the English Language in the students considering the use of different strategies and activities to get meaningful skill learning.

Therefore, we have determined the following specific objectives: to characterize the Didactic Unit Plan that teachers elaborate and to explain the incidence of the Lesson Plan in the development of the four basic linguistic skills of the English Language in the students of the "8 de Diciembre" High School.

The first part of this work describes the materials, resources and methods used during the research in a logical sequence which helped us to analyze

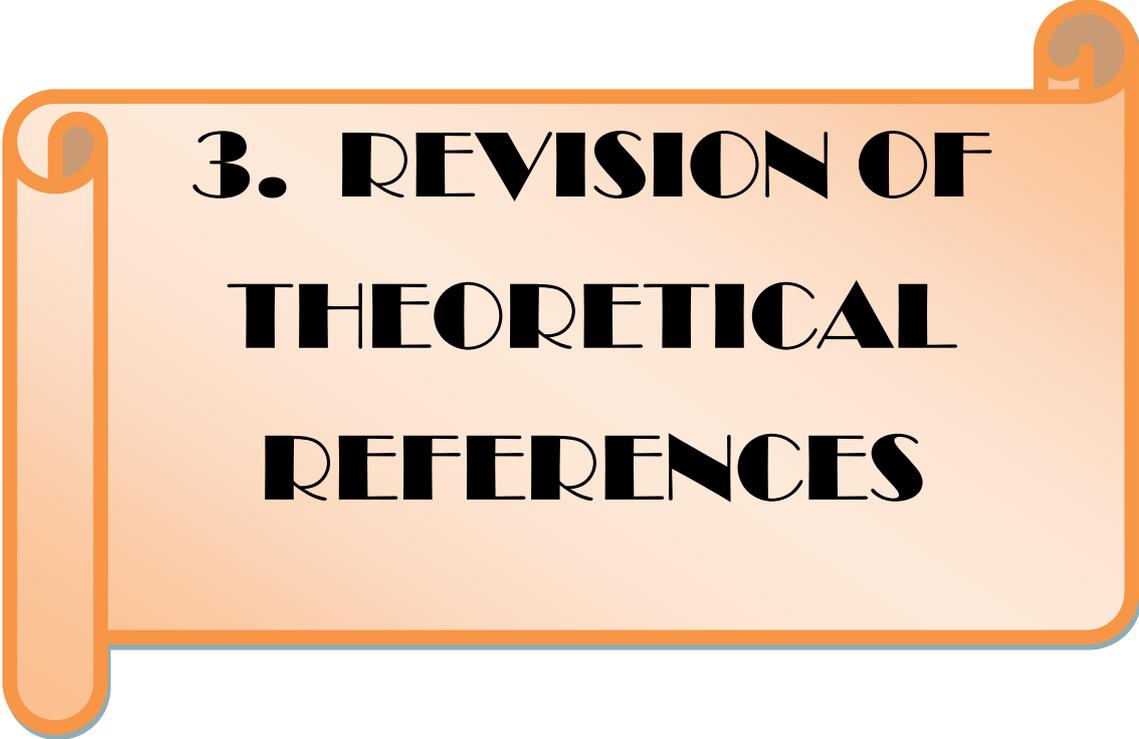
the collected information through the observation and a survey to teachers and students who are the main participants of the curriculum planning

In the second part, we have the survey results represented in graphs through the descriptive statistics, which let us to interpret the information and find the weaknesses that teachers do in the planning process which affect students' learning.

In the third part, we have the discussion of the empiric facts where we could decide the validity of the hypothesis taking into account the questions from the survey that let us to prove the existence of the problem at different levels of the planning.

After that, we established conclusions where we summarized the problematic found in the High School which involve students and teachers, who develop in their students contents instead of skills or competences of the Language because when teachers are not applying new strategies and activities to obtain a suitable students profile as the result of an effective planning.

Finally, we have written some recommendations to improve the planning such us: Teachers should look for updated bibliography, assume a planning culture, compromise to do a Lesson plan based in the skills development and apply different activities and strategies suggested to improve the students' skills learning.



3. REVISION OF THEORETICAL REFERENCES

3. Revision of Theoretical References

3.1. Curricular Planning

3.1.1. “The Philosophy of Our World Through English

3.1.1.1. The view of language

Our World Through English is based on the view that we use language for communication, with purpose of asking for and giving information, expressing likes and dislikes, wants and needs.

Syllabus organization; information can be divided in three types:

- Descriptive
- Narrative
- Instructive

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

3.1.2. Standard Profile Indicators

The organization of the English language contents by linguistic competences let to establish the development at the end of the units, so this progress is done through the standards.

So the standards described in the text book of years specify the

competences of English Language that students of Basic Education and High school curriculum need to:

- Use an oral and written intermediate English level.
- Get English information in other subjects.

3.1.3. General Objective of the English Curriculum

To strengthen and to improve the English Teaching Learning Process to develop in the learners a communicative competence through the linguistic one, that includes the skills of: listening, reading, speaking and writing following a standard system and promote the use of values.

3.1.4. Specific Objectives of the English Curriculum

- To design an English Curricular proposal that incorporate a teaching communicative methodology, applying the linguistic competences through the standards, the learning of cognitive and met cognitive strategies and the permanent practice of the language.
- To develop in the students the skill of giving information about Ecuadorian people and their culture and to obtain information about other countries to communicate in English.
- To execute a plan of Academic Performance for English teachers that let to achieve in appropriate way the curricular objectives by competences and standards.

3.1.5. Methodology

- Teaching based on contents and competences development
- Integration of language skills
- Development of academic skills: listening, reading, speaking and writing, grammar, vocabulary and pronunciation.”¹

3.2. Didactic Unit Plan

3.2.1. Definition

A Language Learning Unit Plan is a subdivision of the language learning program made up of a series of daily lesson plans.

“It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation.”²

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.

¹ National Curricular Direction, Foreign Language Department, CRADLE Project, Education Ministry

²Transversalidad en el Currículo Guide Text, Carrión Ocho Segundo, p.243

3.2.2. “Basic Components of the Didactic Unit Plan

- Informative data
- Integrative Skills
- Contents
- Methodology
- Resources
- Evaluation

3.3. Lesson Plan

3.3.1. Definition

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

“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.”³

3.3.2. Steps of the Class

- The beginning of the class
- The development of the class
- Closing of the class

³ Curricular Planning, UTPL, p. 253

3.3.3. ELEMENTS OF THE LESSON PLAN

1. Informative Data
2. Objectives
3. Methodology: Warm up, task development, contents, skills, activities
4. Teaching Materials
5. Assessment / Evaluation
6. Bibliography
7. Signature of the Teacher”⁴

3.4. FOUR BASIC LINGUISTIC SKILLS IN THE LESSON PLAN.

3.4.1. LISTENING SKILL

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

3.4.1.1. LISTENING STRATEGIES

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

3.4.1.2. LISTENING ACTIVITIES

- Predicting through vocabulary

⁴ VALDIVIESO, Hidalgo Miguel, Curricular Planning, UTP, 1998, p. 253-256

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

3.4.2. SPEAKING SKILL

3.4.2.1. SPEAKING STRATEGIES

3.4.2.1.1. Eliciting

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

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

3.4.2.1.2. Restricted Oral Practice

3.4.2.1.3. Developing Oral Fluency

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

3.3. Reading Skill

“Reading offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary.”⁵

3.3.1. “Reading Strategies

❖ Pre-reading- activities

- Overviews
- Vocabulary Previews

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

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

❖ **While-reading activities**

❖ **Post-reading**

3.3.2. “READING TECHNIQUES

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

- Read the letters and answer the questions.
- Read the two texts and complete the family trees.
- Asking Questions
- Cloze Activities to create a cloze exercise, remove every fifth or seventh word from the text. “⁶

3.4. 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.

3.4.1. Writing Strategies

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

3.4.2. WRITING TECHNIQUES

- Description

⁶ PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5
2006-2007, UNL; PP 39-43

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



**4. METHODS
AND
MATERIALS**

4. Materials and Methods

4.1. Design of the Research

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

4.1.1. Methods, Techniques and Procedures

4.1.1.1. Methods

As a general method was used the **scientific** one, which developed a set of procedures oriented to find out, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method were developed the phases of the survey, questioning of the object in the same way it was in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents. In addition, it was used to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

The **descriptive method** was used in the observation of facts, phenomenon and cases, as well as, to describe the problem statement,

which, let us to organize the information, showing the results according to the hypothesis and the indicators that were found out in accordance to the variables.

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

In the same way **explicative method** was applied to explain the logical implications of the variables in every hypothesis consequently we able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Finally, the descriptive statistics was developed to represent the data in tables and graphs to get a better comprehension of the information.

4.1.1.2. Techniques and Instruments

To obtain the empiric information we applied a survey to get information about the curricular planning which gave us the guidelines to find out about the Didactic Unit Plan and Lesson Plan processes and to know what are the students learning at “8 de Diciembre” high school. The surveys are applied to teachers and students with a previous elaborated

questionnaire that contains different types of closed and opened questions about the topic that we investigated.

4.1.1.3. Procedures

Once picked up the empiric information, it was processed following these phases:

4.1.1.4. Tabulation

In the tabulation of the data obtained in the field research was used the descriptive statistics for the questions and unifying criteria from the reason or explanation of every question, after we contrasted the information of teachers and students which let to get the right information.

The instruments applied to teachers and students lend to interchange information and do the analysis with the same indicators from three points of view that proved the hypothesis.

4.1.1.5. Organization

After, we organized and classified the empiric information and kept in mind the variables as a guide that helped us to prove the hypothesis, in this way, it facilitates the next step, the interpretation and analysis.

4.1.1.6. Description

Once obtained the data was organized and described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This lends to represent the information graphically.

4.1.1.7. Graphic Representation

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

4.1.1.8. Interpretation and analysis

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

4.1.1.9. Hypothesis verification

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

4.1.1.10. Formulation of conclusions and recommendations

The conclusions were based on a specific analysis of the results and gave some recommendations to the authorities of the researched institution, also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

4.2. Population and Sample

COURSES	GROUPS		TOTAL
	A	B	
Eighth year of basic education	32	32	64
Ninth year of basic education	42	41	83
Tenth year of basic education	34	34	68
First year of High School Curriculum	34	34	68
Second year of High School Curriculum-Business Speciality	20		20
Second year of High School Curriculum-Physical-Mathematics Speciality	20		20
Third year of High School Curriculum-Business Speciality	19		19
Third year of High School Curriculum-Physical-Mathematics Speciality	19		19
TOTAL			361

4.2.1. Sample Distribution

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

Formula

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

PQ = first quarter (0,25)

N= Population

n = Sample

K = Constant of proporcionality (2)

E = sample error (10%, 0,1)

$$n = \frac{0,25(361)}{(360) \frac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{90,25}{360(0.0025) + 0,25}$$

$$n = \frac{90,25}{1,15}$$

$$n = 78,47$$

$$n = 78$$

This factor was multiplied by students population of every course of the “8 de Diciembre” High School, therefore in this way we obtain this sample.

$$\underline{n = \frac{n}{N} = \frac{78}{361} = 0.22 * 64 = 14}$$

- **Sample**

COURSES	GROUPS		TOTAL
	A	B	
Eighth year of basic education	7	7	14
Ninth year of basic education	7	7	14
Tenth year of basic education	7	6	13
First year of High School Curriculum	7	6	13
Second year of High School Curriculum-Business Speciality	6		6
Second year of High School Curriculum-Physical-Mathematics Speciality	6		6
Third year of High School Curriculum-Business Speciality	6		6
Third year of High School Curriculum-Physical-Mathematics Speciality	6		6
TOTAL	52	26	78

4.3. MATERIALS AND RESOURCES

- Office Material: books, dictionary, copies, internet, printer, paper, folders.
- Human Resources: Thesis Director and Authoresses
- Financial Resource:

Drafts	\$ 100.00
Computing supplies	\$ 250.00
Final work	\$ 400.00
Unforeseen	\$ 100.00
	\$ 850.00

This resource was assumed by the research group.



5. RESULTS

5. Results

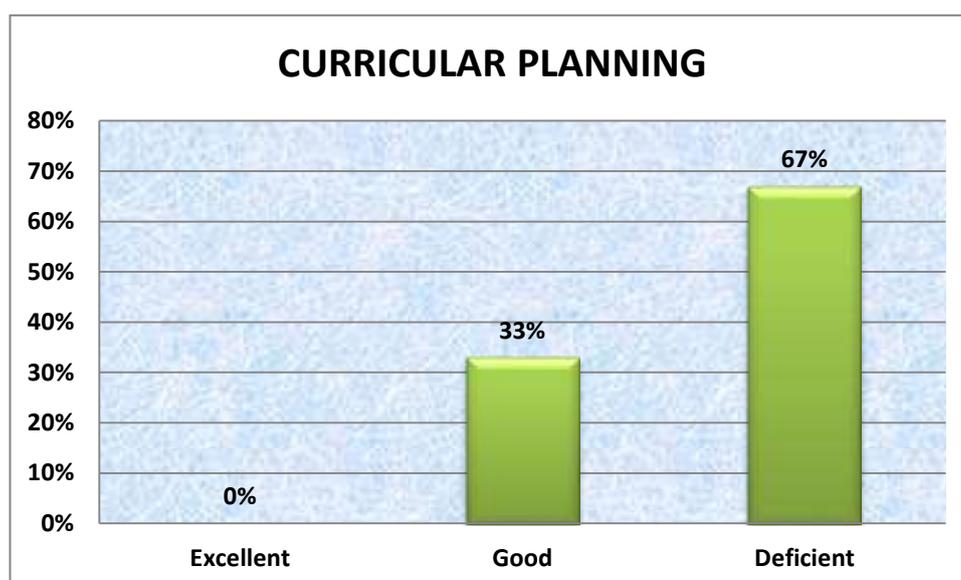
TEACHERS' SURVEY

1. What is your opinion about English Language Curricular Planning established by the Education Minister based on the text-book "Our World through English"?

STATISTICS CHART

CURRICULAR PLANNING	TEACHERS	%
Excellent	0	0%
Good	1	33%
Deficient	2	67%
TOTAL	3	100%

GRAPH



Source: Teachers' survey
Elaboration: Autoresses

Interpretation

In this question, 67% of teachers considered that curricular planning based on the text book Our World Through English is deficient; while 33% believed that it is good, but nobody thought that, it is excellent.

Logical Analysis

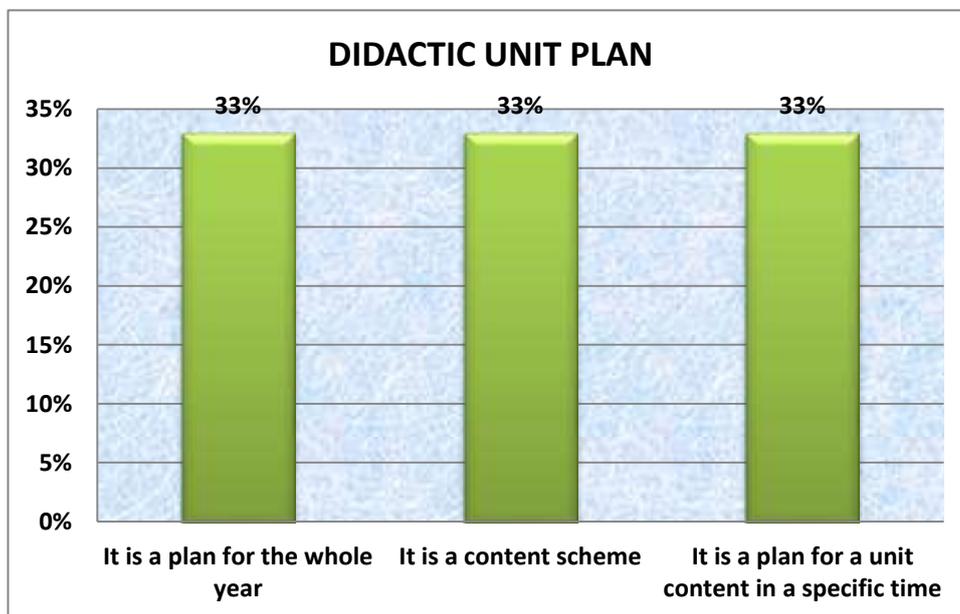
According to the results, most of teachers said that the book Our World Through English is deficient, because, it is outdated, the activities are repetitive in every lesson and the grammar does not have a logical sequence, consequently, the contents are not relevant for students, which does not accomplish with the standards of the English Curriculum establish by the Education Ministry, so, it would very important that teachers have a suitable book to motivate learners to develop the four basic linguistic skills.

2. What is a didactic unit plan?

STATISTICS CHART

DIDACTIC UNIT PLAN	TEACHERS	%
It is a plan for the whole year	1	33%
it is a content scheme	1	33%
it is a plan for a unit content in a specific time	1	33%
TOTAL	3	99%

GRAPH



Source: Teachers' survey

Elaboration: Autoresses

Interpretation

According to the results, 33% of teachers answered that, it is a plan for the whole, while 33% of teachers point out it is a content scheme, however, 33% of them answer that, it is a plan for unit content in a specific time.

Logical Analysis

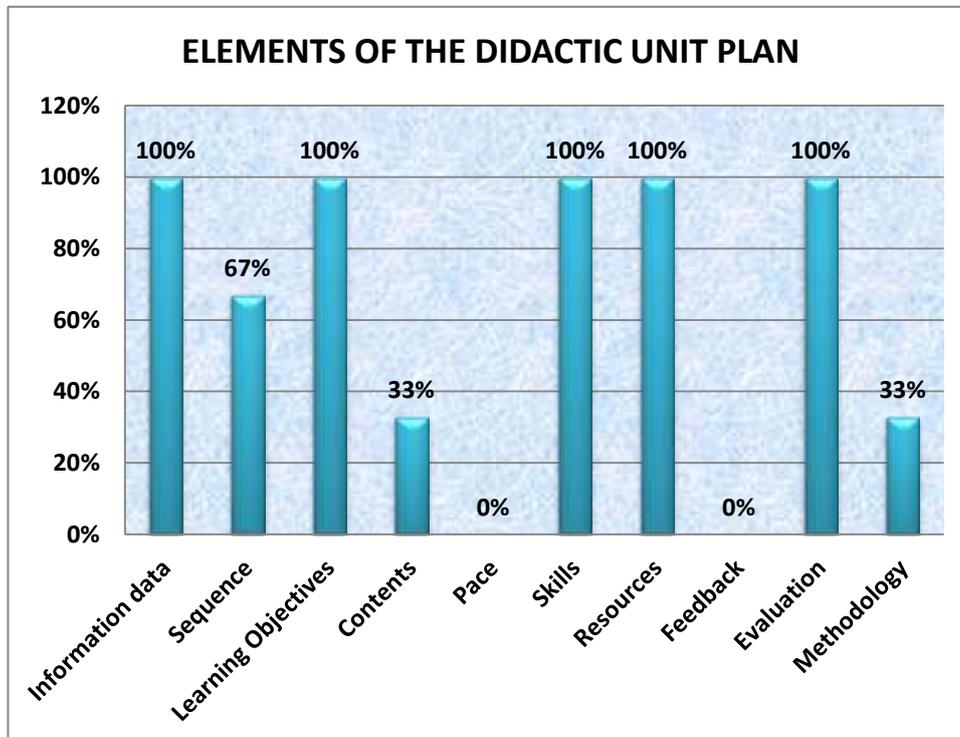
With these results, we can realize that, teachers do not have a clear idea about what a Didactic Unit Plan is, since their planning do not include the profile that students have to achieve, taking into account that planning is an important tool for managing the curriculum, which establishes a systematic scheme, with transversal axes: values, intercultural, environment, and intelligence development.

3. Which of the following elements does a Didactic Unit plan contain?

STATISTICS CHART

DIDACTIC UNIT ELEMENTS	TEACHERS	%
Information data	3	100%
Sequence	2	67%
Learning Objectives	3	100%
Contents	1	33%
Pace	0	0%
Skills	3	100%
Resources	3	100%
Feedback	0	0%
Evaluation	3	100%
Methodology	1	33%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

In accordance to this question, 100% of teachers express that, the elements of a Didactic Unit Plan are: Information Data, Learning Objectives, Resources, Skills, Evaluations, while 67% think that sequences is other element, 33% pointed that the Contents and Methodology and 0% think that Pace and Feedback are elements of the Lesson Plan.

Logical Analysis

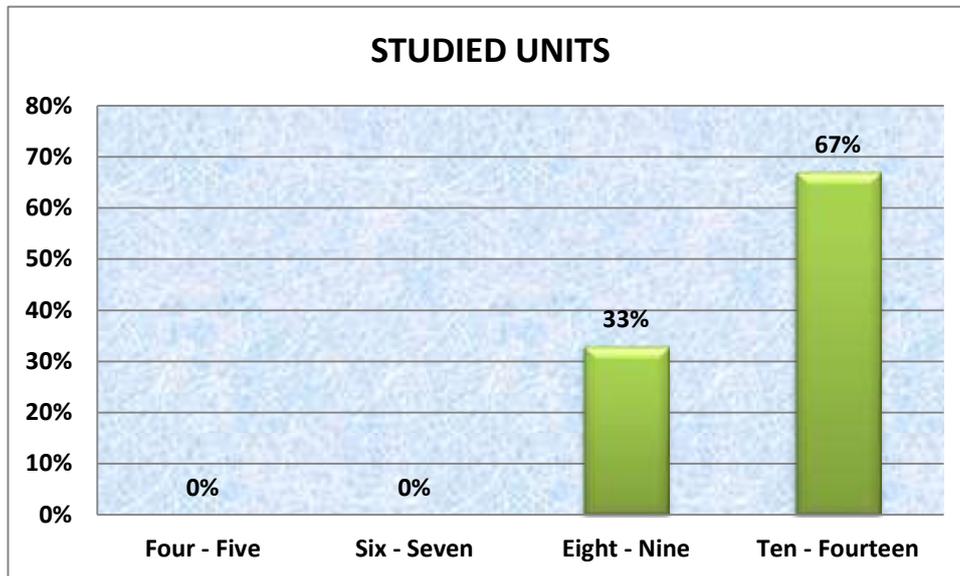
As we can observe, teachers do not know what are the elements of Didactic Unit Plan, getting difficult the execution of the Units, so that, it is a very important aspect within Planning, because, it gives to teachers a logical order in the development of the skills and offers a register of the different techniques, resources, methodologies, contents that are applied in the unit.

4. How many Unit plans do you elaborate for the whole year?

STATISTICS CHART

STUDIED UNITS	TEACHERS	%
Four - Five	0	0%
Six - Seven	0	0%
Eight - Nine	1	33%
Ten - Fourteen	2	67%
TOTAL	3	99%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

In relation to this question, 0% of teachers achieved four and five units in the whole year, 0% of them answered that prepare from six to seven units, on the other hand, 33% of teachers executed eight or nine units, but, 67% of teachers accomplished from ten to fourteen units in the whole year.

Logical Analysis

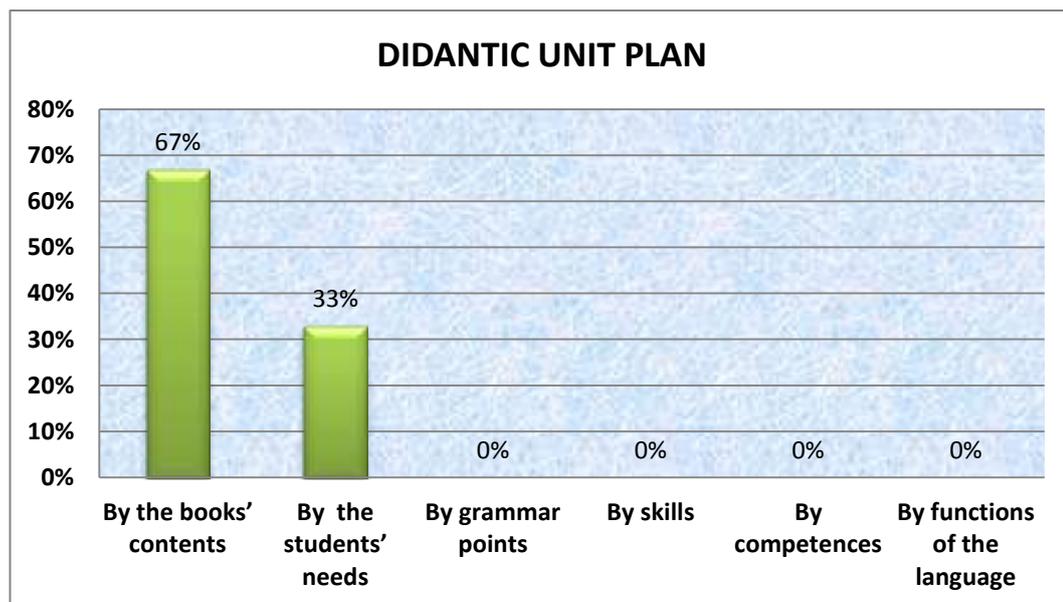
As the graph shows, we can say that, most of teachers do not complete all the units in the academic year, it means that, the time assignment is not enough to fulfill the book and develop skills during the year, therefore, the English learning involve the development of the Four Basic Linguistic Skills.

5. How do you prepare your Didactic Unit Plan?

STATISTICS CHART

DIDACTIC UNIT PLAN	TEACHERS	%
By the books' contents	2	67%
By the students' needs	1	33%
By grammar points	0	0%
By skills	0	0%
By competences	0	0%
By functions of the language	0	0%
TOTAL	3	100%

GRAPH



Source: Teachers' survey

Elaboration: Authoresses

Interpretation

The graph shows that, 67% of teachers plan the Didactic Unit Plan by the book contents, meanwhile 33% of teachers plan by students' needs, and other options represent 0%.

Logical Analysis

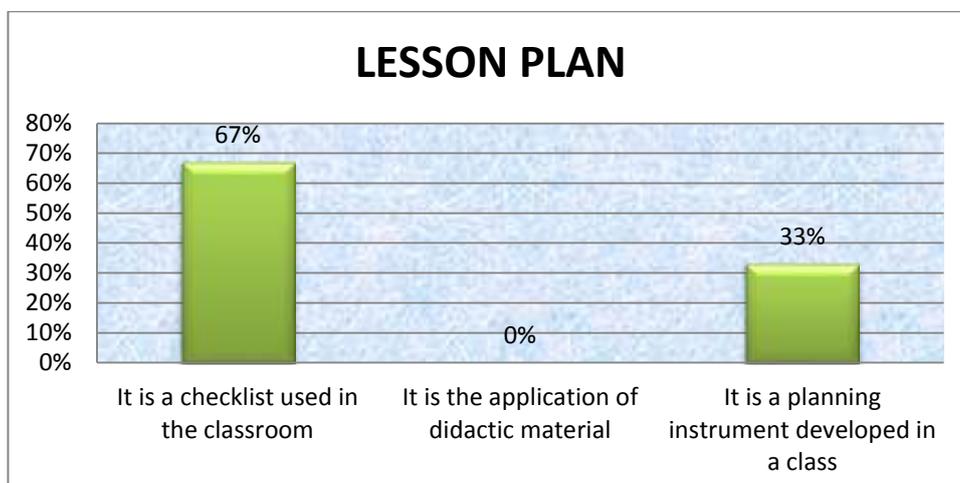
The survey demonstrates that teachers prepare the didactic unit plan based on contents, which affirms that students are learning English in a mechanic way, because teachers do not take into account the use of the language to develop the student's linguistic competences. On the other hand, teachers should program the studies to develop the linguistic competences by means of the skills: to speak, to write, to listen and to read in an integrated way

6. What do you understand as lesson plan?

STATISTICS CHART

LESSON PLAN	TEACHERS	%
It is a checklist used in the classroom	2	67%
It is the application of didactic material	0	0%
It is a planning instrument developed in a class	1	33%
TOTAL	3	100%

GRAPH



Source: Teachers' survey
Elaboration: Autoresseses

Interpretation

According to the graphic, 33% of teachers express that Lesson Plan is a plan instrument developed in a class, 67% of teachers think that it is a checklist used in the classroom and 0% of teachers establish that it is the application of didactic material.

Logical Analysis

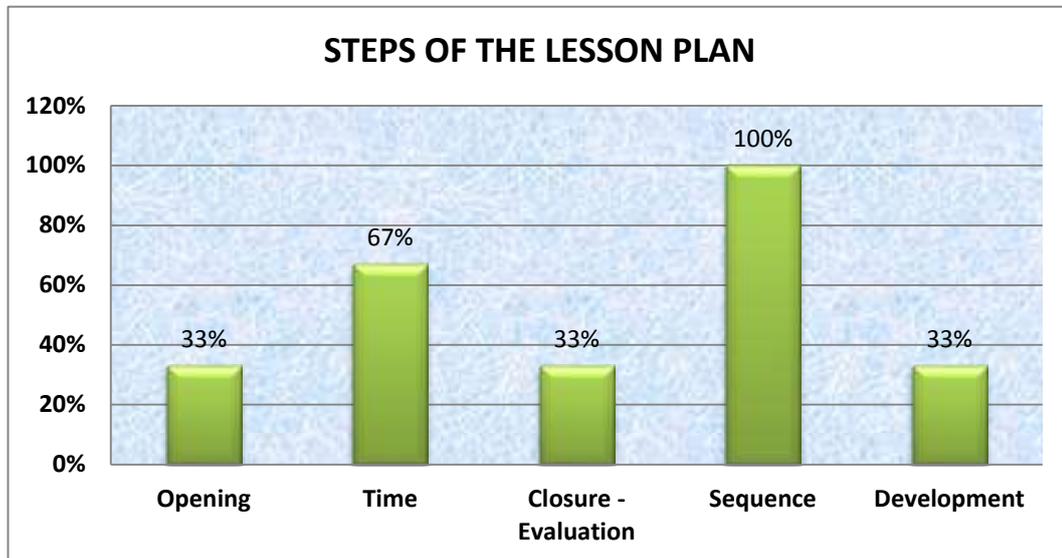
This information lets us to realize that in this institution teachers do not know what a lesson plan is because their knowledge about it is deficient, so that, planning a class is very important because it is an instrument of preparation that facilitates the development of the skills and organization of the teaching learning process that will be developed in a class period, consequently there is not a class organization and time management so, they do not create teaching strategies to design effective learning experiences.

7. Which are the steps of a Lesson Plan?

STATISTICS CHART

STEPS OF THE LESSON PLAN	TEACHERS	%
Opening	1	33%
Time	2	67%
Closure - Evaluation	1	33%
Sequence	3	100%
Development	1	33%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

According to the results, 100% of teachers consider that one of the steps of a Lesson Plan is Sequence, 67% of teachers think that Time is other step and 33% of teachers consider that opening and development are steps of a Lesson Plan.

Logical Analysis

This graph shows that, teachers do not identify which the steps of the lesson plan are; it demonstrates that they do not establish a logical order in their plans. Each step is essential at the moment of preparing the activities, which motivate students, give interest and improve the knowledge and at the end of the class teachers evaluate the achievement of the class objectives, in this way the teaching learning process is achieved through the opening, development and closure – evaluation.

8. How often do you elaborate the lesson plan?

STATISTICS CHART

LESSON PLAN ELABORATION	TEACHERS	%
Every month	0	0%
Every week	3	100%
Every day	0	0%
Never	0	0%
TOTAL	3	100%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

As we observe, in this question 0% of teachers pointed out that they elaborate the lesson plan every month, 100% of teachers do the Lesson plan every week, 0% of teachers elaborate the lesson plan every day and other 0% never elaborate the Lesson Plan.

Logical Analysis

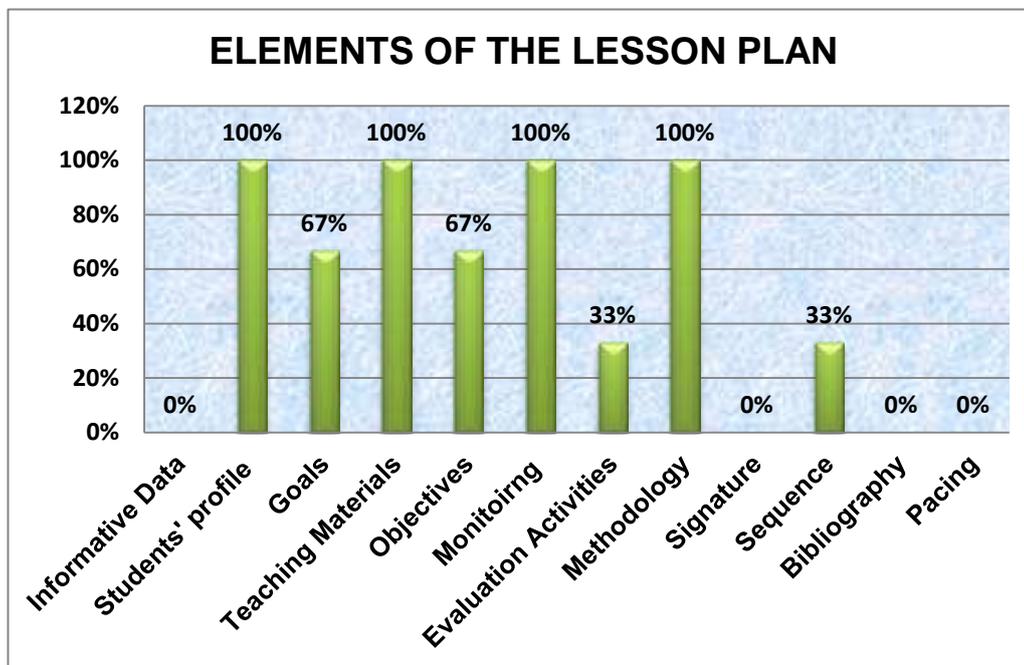
These results show that, teachers do not elaborate the Lesson Plan everyday, which complicates the skills development because; the lesson plan is useful only to achieve short-term objectives, however, if teachers always plan, they are able to encourage students' attention and apply appropriate material according with the students' necessities following a sequence in the activities, in this way it contributes teachers to know the improvement of students according skills.

9. Tick the elements of a Lesson Plan?

STATISTICS CHART

ELEMENTS OF A LESSON PLAN	TEACHERS	%
Informative Data	0	0%
Students' profile	3	100%
Goals	2	67%
Teaching Materials	3	100%
Objectives	2	67%
Monitoring	3	100%
Evaluation Activities	1	33%
Methodology	3	100%
Signature	0	0%
Sequence	1	33%
Bibliography	0	0%
Pacing	0	0%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

The survey shows that, 100% of teachers think that the components of the Lesson Plan are: Students' profile, Teaching Material, Task Development, and Methodology. 67% of them express that, Goals and Objectives are components, while, 33% say that Assessment-Evaluation and Sequence are elements, finally 0% of them answer that: informative data, signature, bibliography and pacing are elements.

Logical Analysis

This information establishes that, teachers do not know which the elements of a Lesson Plan are, which do not let to apply an effective lesson plan, because, these elements are essential to guide activities for

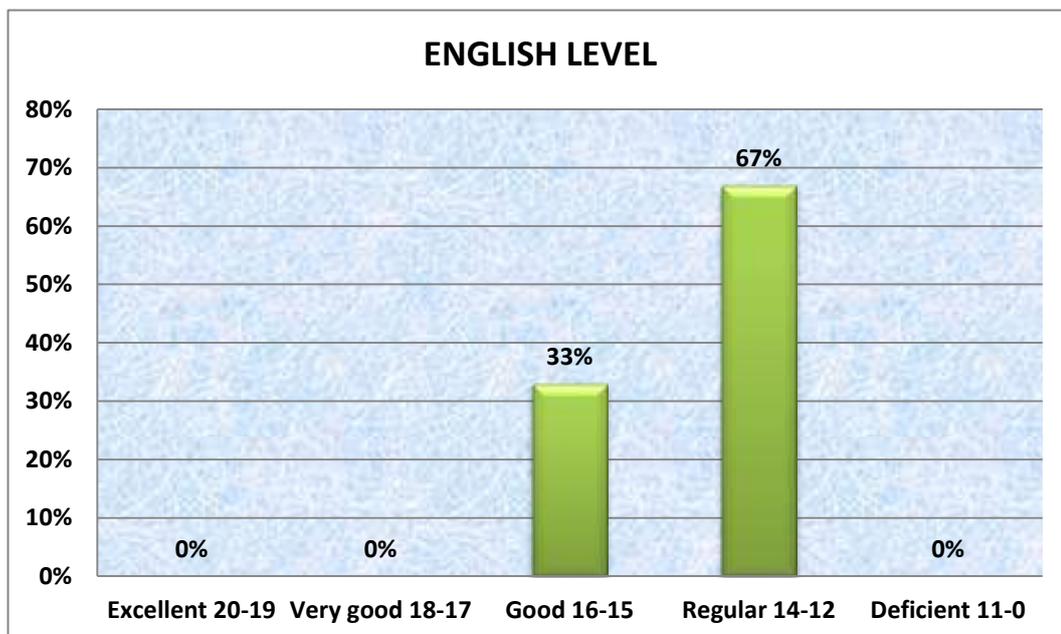
teachers and students, which pretend to reach linguistic competences through the execution of different procedures defined as objectives in a lesson plan.

10. How do you consider the Learning of the English Language in your students? Point out to just one item.

STATISTICS CHART

ENGLISH LEVEL	TEACHERS	%
Excellent 20-19	0	0%
Very good 18-17	0	0%
Good 16-15	1	33%
Regular 14-12	2	67%
Deficient 11-0	0	0%
TOTAL	3	100%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

In relation to the graph 67% of teachers results show that the students' English level is regular, and 33% of them think that students have a good level and finally 0% of teachers pointed out excellent and deficient level.

Logical Analysis

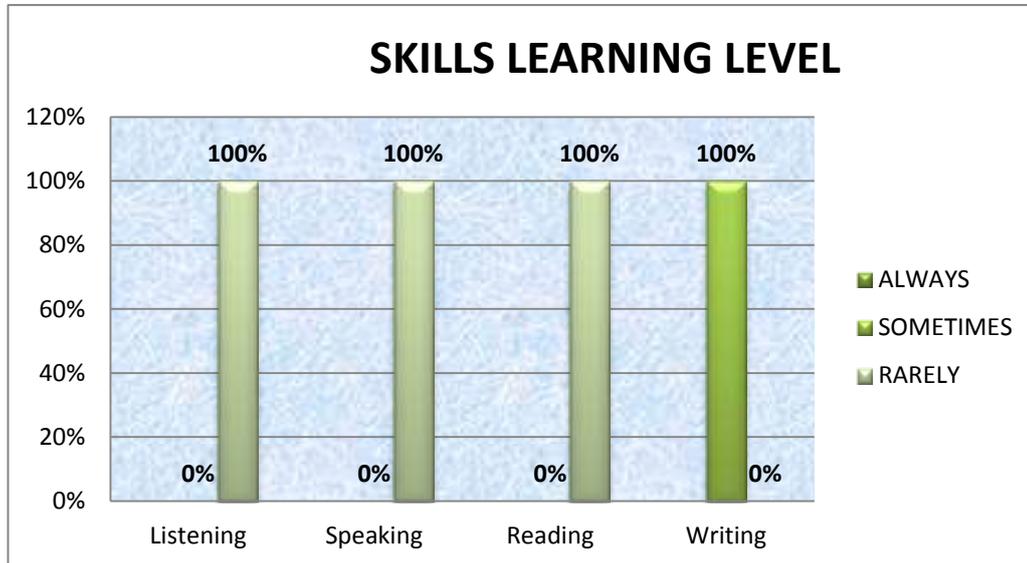
We can say that, teachers estimate as good the students' English level, it means that, students get good grades in relation to the book scheme where the methodology is develop on contents; however the English learning is not only contents, it should be managed around linguistic skills, in this way, teachers consolidate the theory with the practice.

11.How often do you emphasize in your classes the four basic linguistic skills?

STATISTICS CHART

SKILLS	ALWAYS		SOMETIMES		RARELY	
	TEACHERS	%	TEACHERS	%	TEACHERS	%
Listening	0	0%	0	0%	3	100%
Speaking	0	0%	0	0%	3	100%
Reading	0	0%	0	0%	3	100%
Writing	0	0%	3	100%	0	0%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

In reference to the graph, 100% of teachers rarely emphasize in their classes the listening, speaking and reading skills, and 100% of teachers sometimes practice writing in class.

Logical Analysis

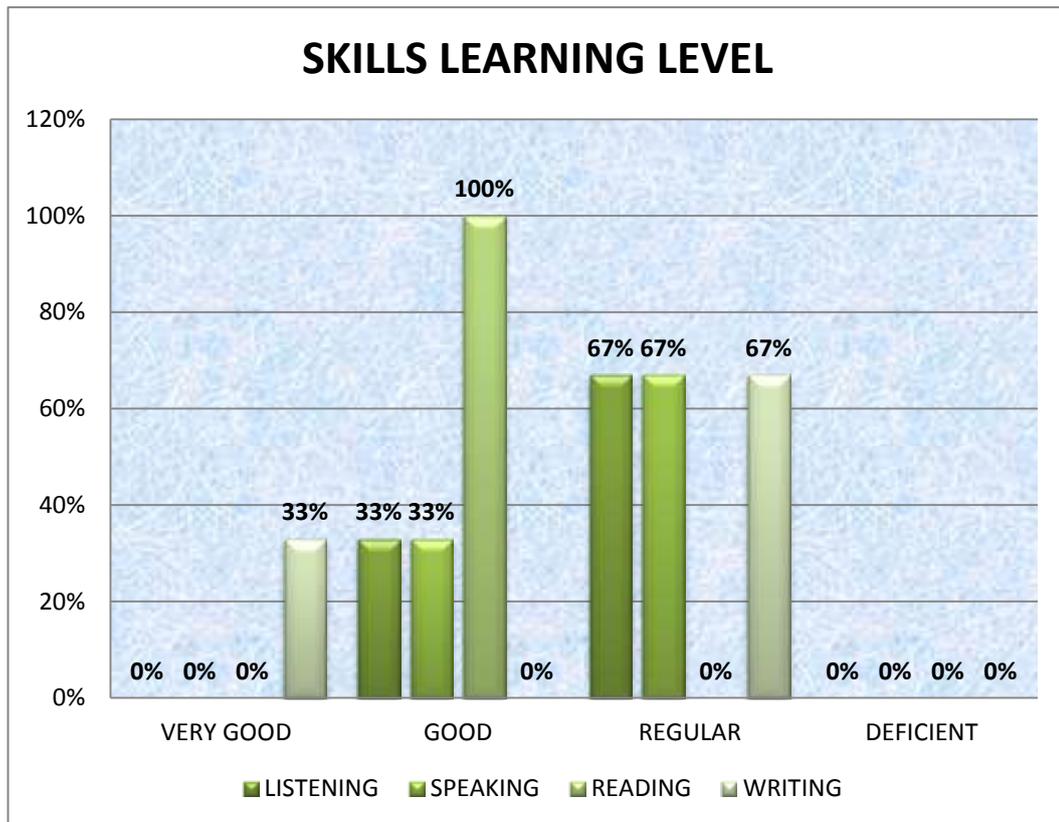
The results evidence that teachers always emphasize the receptive skills it means that, teachers do not use up-to-dated methods and resources which help to make easier the teaching learning process, therefore, the effective learning is when teacher and students practice listening, speaking, reading and writing that is the unique way for students to acquire a new language and get the necessary profile for the next academic year.

12. How do you consider the Learning of the English Language in your students? Point out to just one item.

STATISTICS CHART

SKILLS LEARNING LEVEL									
SKILLS	VERY GOOD		GOOD		REGULAR		DEFICIENT		
	TEACHERS	%	TEACHERS	%	TEACHERS	%	TEACHERS	%	
LISTENING	0	0%	1	33%	2	67%	0	0%	
SPEAKING	0	0%	1	33%	2	67%	0	0%	
READING	0	0%	3	100%	0	0%	0	0%	
WRITING	1	33%	0	0%	2	67%	0	0%	

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

As we can see, 100% of teachers consider that learning reading level in the students is good, 67% of teachers estimate that learning level in Listening, Writing and Speaking skill is regular and 33% of teachers think that the learning level in Listening, Speaking and Writing skill is good.

Logical Analysis

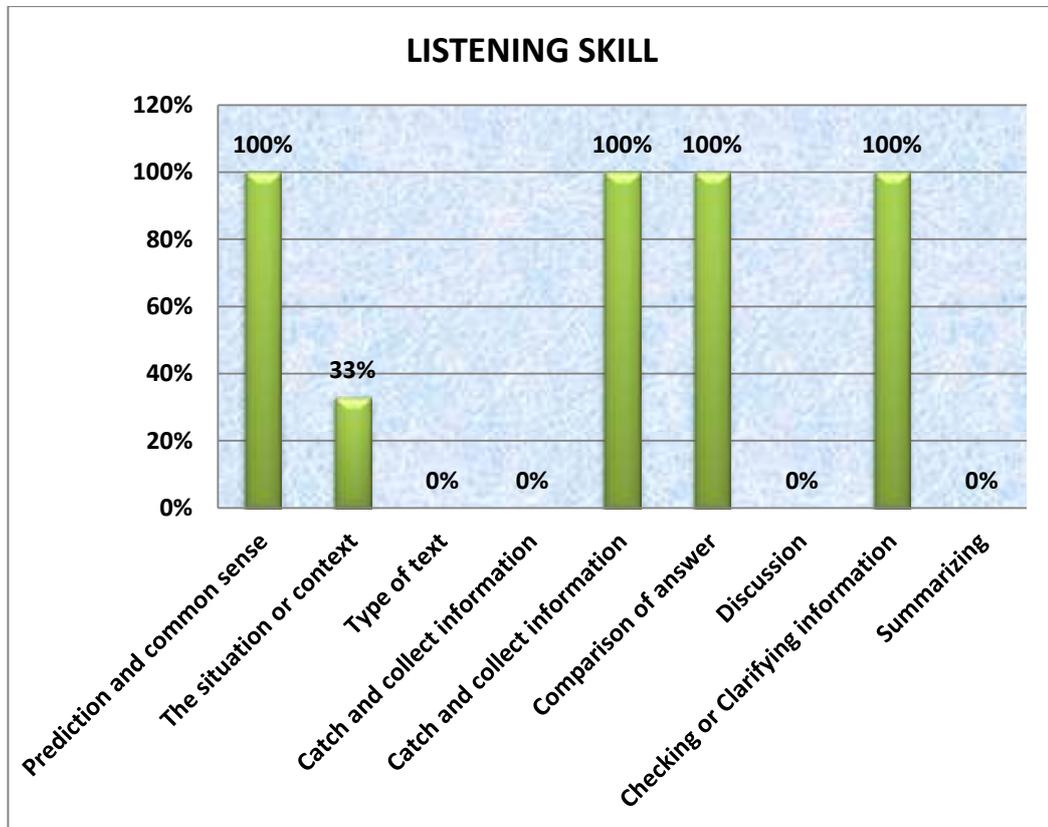
This information clarifies that the four basic linguistic skills are not taking into the lesson plan it means that, students are working only what they have in the text book, however the English learning has to be based in the improvement and development of skills not only in one, because listening, speaking reading and writing are cues to learn a new language.

13. Choose the strategies for each skill that you include in a Didactic Unit Plan?

STATISTICS CHART

LISTENING SKILL		
PRE-LISTENING STAGE	TEACHERS	%
Prediction and common sense	3	100%
The situation or context	1	33%
Type of text	0	0%
WHILE-LISTENING STAGE	TEACHERS	%
Catch and collect information	0	0%
Catch and collect information	3	100%
POST-LISTENING	TEACHERS	%
Comparison of answer	3	100%
Discussion	0	0%
Checking or Clarifying information	3	100%
Summarizing	0	0%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

The graph illustrates that 100% of teachers answer that the activities included in the Didactic Unit Plan for Listening skill are: Prediction and common sense, comparison of answers and checking or clarifying information, and 33% of teachers use the situation or context that occurs in the class, but nobody pointed out the type of text, catch and collect information, Discussion and Summarizing.

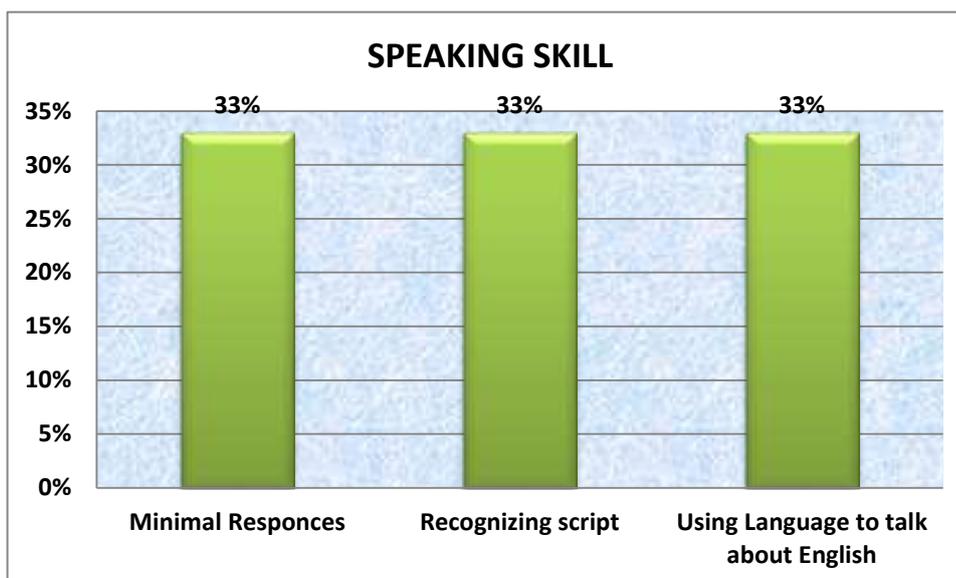
Logical Analysis

We analyzed that teachers limit the participation of students doing the same activity each class, so the process could become a routine, where students only listen to and repeat, but Listening improvement involve the applying of different strategies according to the English Level, because listening skill means understanding what students hear to expect learners be already to the following task.

STATISTICS CHART

SPEAKING SKILL	TEACHERS	%
Minimal Responses	1	33%
Recognizing script	1	33%
Using Language to talk about English	1	33%
TOTAL	3	99

GRAPH



Source: Teachers' survey

Elaboration: Authoresses

Interpretation

According to the graph, 33% of teachers apply minimal responses, 33% of them use recognizing script strategy and finally, 33% of teachers use Language to talk about English.

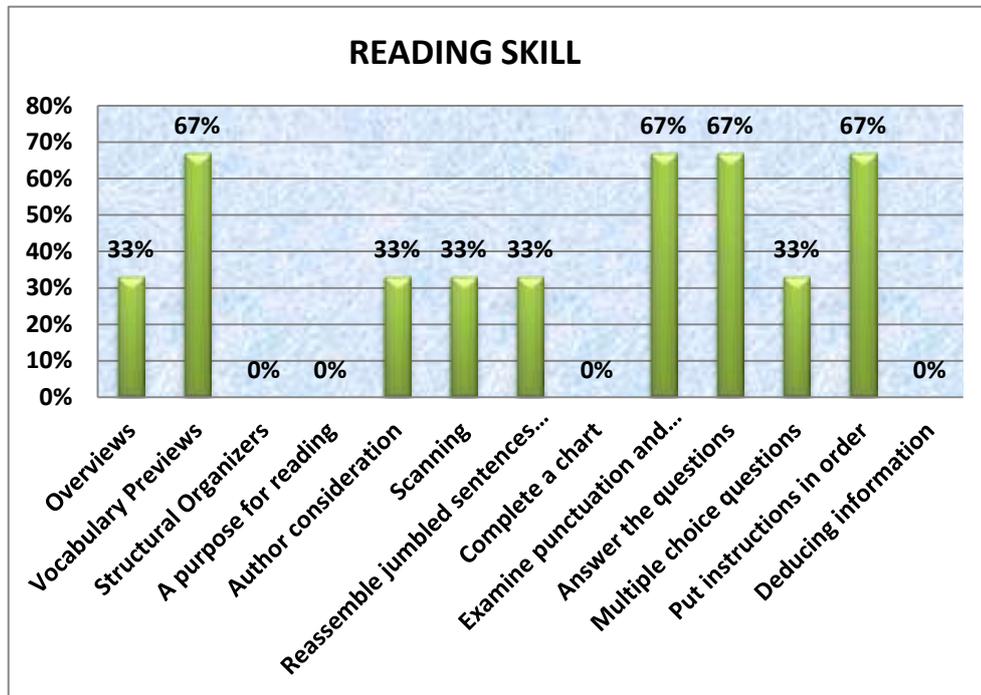
Logical Analysis

These results confirm that teachers do not apply the appropriate strategies to improve the speaking skill in students so, there is no an oral interaction among teachers and students because speaking is consider like the accumulation of vocabulary, structures and grammar already learned; so that, to have success in the learning it is necessary that teachers plan the activities in relation to students' competences.

STATISTICS CHART

READING SKILL		
PRE-READING STAGE	TEACHERS	%
Overviews	1	33%
Vocabulary Previews	2	67%
Structural Organizers	0	0%
A purpose for reading	0	0%
Author consideration	1	33%
WHILE-READING STAGE	TEACHERS	%
Scanning	1	33%
Reassemble jumbled sentences and text	1	33%
Complete a chart	0	0%
Examine punctuation and grammar	2	67%
POST-READING STAGE	TEACHERS	%
Answer the questions	2	67%
Multiple choice questions	1	33%
Put instructions in order	2	67%
Deducing information	0	0%

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

In this question, 67% of teachers use vocabulary previews, examine punctuation and grammar, answer the questions, put instruction in order, read and write a report, while 33% of teachers develop overviews, author consideration, scanning, reassemble jumbled sentences and text, multiple choice questions, finally 0% do not use structural organizer, purpose for reading and deducing information.

Logical Analysis

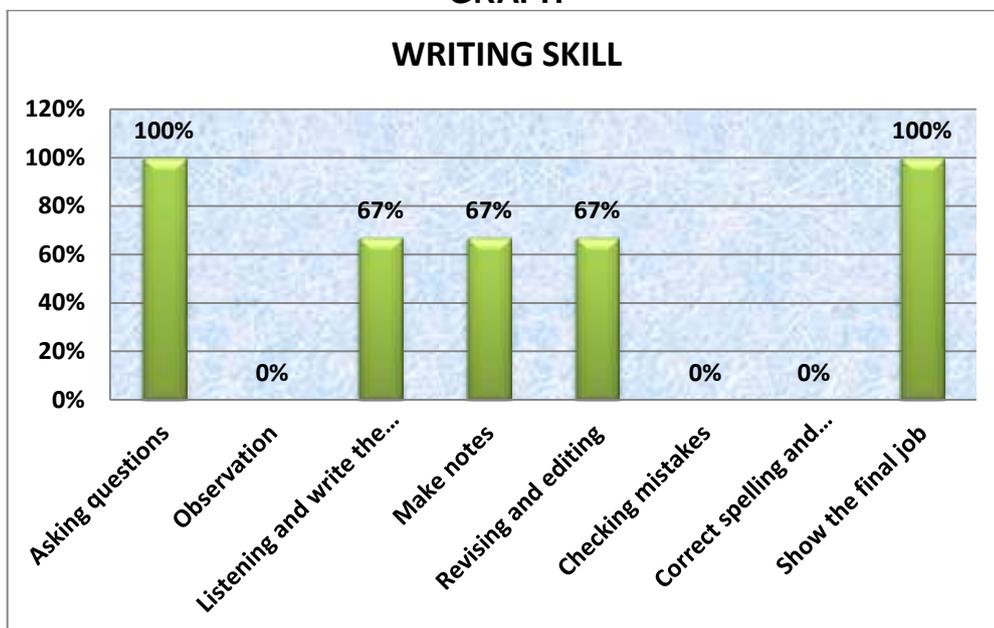
According to the results that we have obtained, teachers use few strategies to develop reading in the class, consequently students have a

low reading level so, they do not establish a visual contact with the new language, because, the lack of strategies do not encourage students to participate and interchange ideas in terms of vocabulary, phrases, sentences, arguments of students' interest.

STATISTICS CHART

WRITING SKILL		
PREWRITING STAGE	TEACHERS	%
Asking questions	3	100%
Observation	0	0%
Listening and write the main idea	2	67%
DRAFTING	TEACHERS	%
Make notes	2	67%
Revising and editing	2	67%
Checking mistakes	0	0
Correct spelling and grammar	0	0
PUBLISHING AND EDITING	TEACHERS	%
Show the final job	3	100

GRAPH



Source: Teachers' survey
Elaboration: Authoresses

Interpretation

The statistic results show that, 100% of teachers use asking questions and show the final job, meanwhile, 67% of teachers apply Listening and write the main idea, making notes, revising and editing, and finally, 0% of teachers do not use observation, checking mistakes, correct spelling and grammar.

Logical Analysis

The results let us to analyze that, teachers are not applying different writing strategies, which determine that, students have problems at the moment of giving a written report, because it is the consolidation of listening, speaking and reading, since, to reach an excellent witting level it is essential that students have previous learning such us: grammatical structures, vocabulary and understanding of orthographic symbols getting that learner have total skill development.

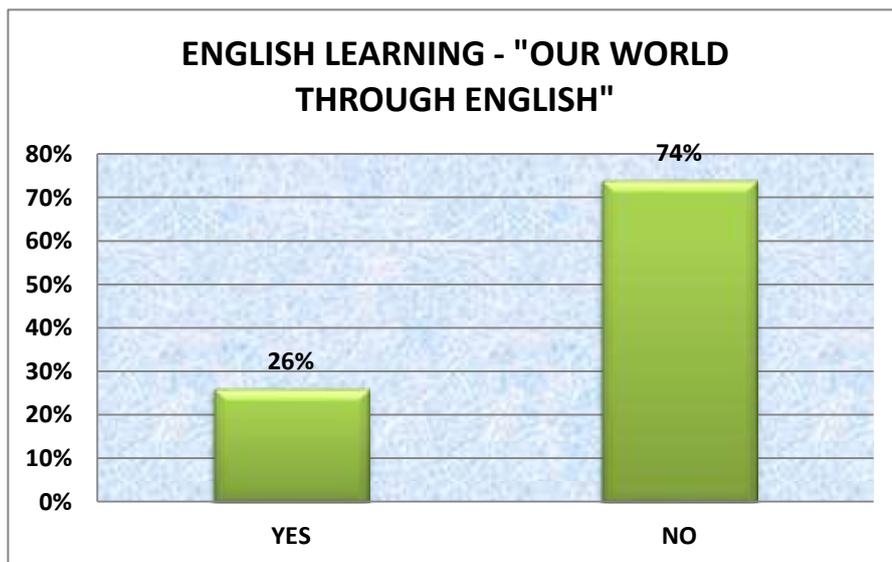
STUDENTS' SURVEY

1. Does "Our World through English" text book help you to learn English?

STATISTICS CHART

ENGLISH LEARNING WITH THE TEXT-BOOK "OUR WORLD THROUGH ENGLISH"	STUDENTS	%
YES	20	26%
NO	56	74%
TOTAL	76	100%

GRAPH



Source: Students' survey
Elaboration: Authoresses

Interpretation

According to the information, 26% of the students consider that the Text Book "Our World Through English" help them to learn English, while 74% said that, this book does not help them.

Logical Analysis

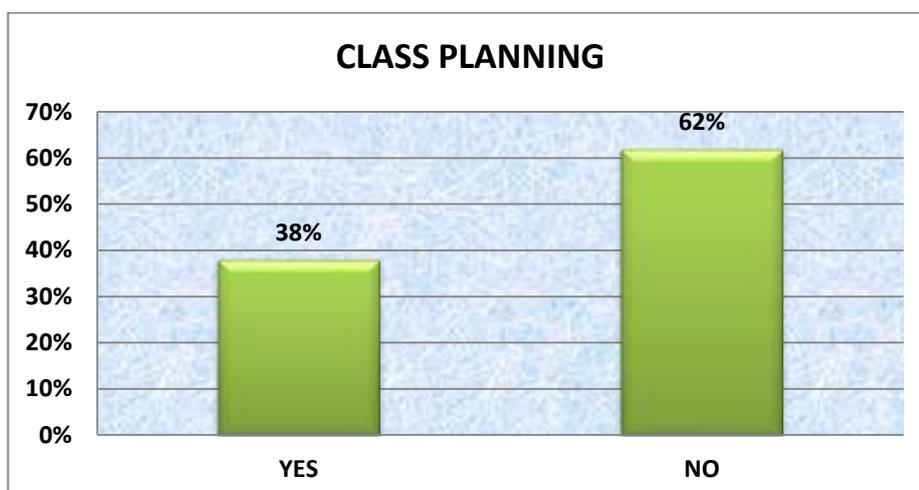
As we can see, the text-book does not help students to learn English, it means that the national English Language curriculum does not work effectively for students, because it depends on many factors like: interesting topics, previous English exposure, general English level, class size, students number and class periods, so, all these aspects generate that the process do not accomplish the students necessities and get good results at the end of each unit.

2. Is there evidence that your teacher plan the class?

STATISTICS CHART

CLASS PLANNING	STUDENTS	%
YES	30	38%
NO	48	62%
TOTAL	78	100%

GRAPH



Source: Students' survey
Elaboration: Authoresses

Interpretation

In this question, 38% of the students consider that the teachers plan the class and the 62% of the students mention that the teachers do not plan the class.

Logical Analysis

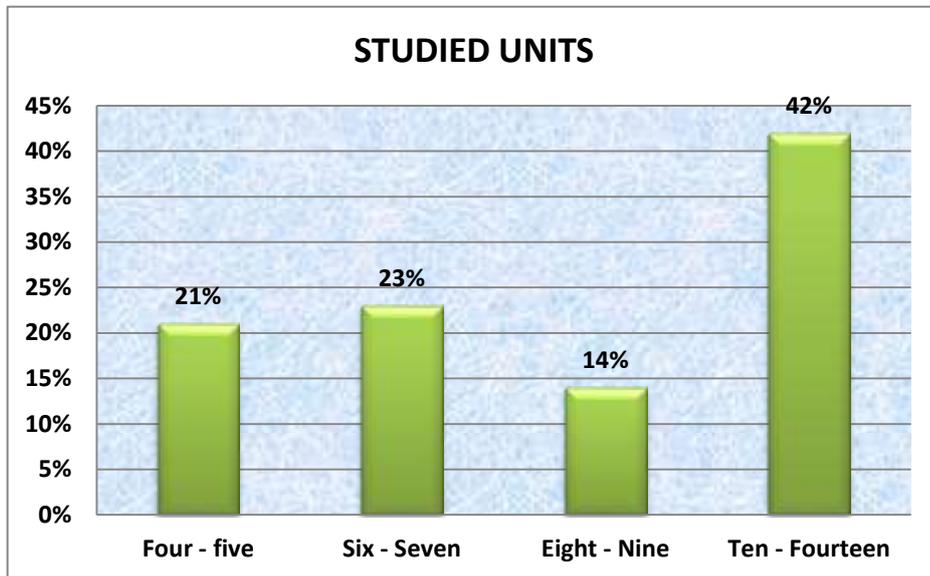
The results of this question let us to determine that, there is no evidence about teachers planning, it means that, students realize that topics are executed without a previous planning, logical sequence and organization, taking into account that enough time and necessary resources are appropriate to develop the activities that involve the skills development, so, planning a class is an essential element in the process, because it helps to achieve the learning objectives.

3. How many Units do you study in the whole year?

STATISTICS CHART

STUDIED UNITS	STUDENTS	%
Four - five	16	21%
Six - Seven	18	23%
Eight - Nine	11	14%
Ten - Fourteen	33	42%
TOTAL	78	100%

GRAPH



Source: Students' survey
Elaboration: Authoresses

Interpretation

In relation to the graph, 21% of students study from 4 to 5 units in the whole year, on the other 23% study from to 6 to 7 units in the whole year, meanwhile 14% of them complete from 8 to 9 units and 42% from 10 to 14 units.

Logical Analysis

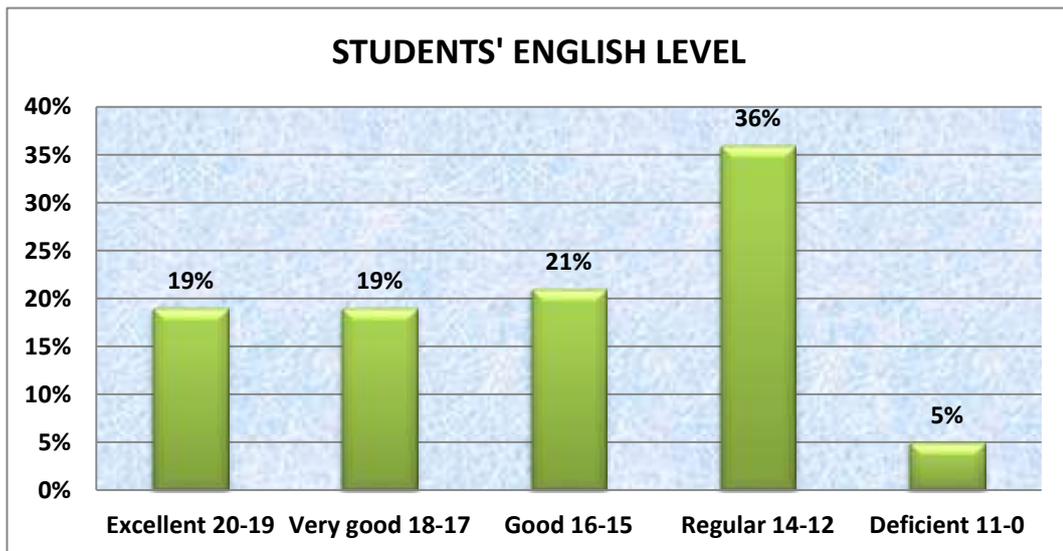
In conclusion, there is no an efficient planning to complete all units considering that students need to review some topics, but, it is evident that most of teachers accomplish few units; consequently students reduce their learning level and skill development affecting the next school year.

4. How do you place your English level? Point out to just one role.

STATISTICS CHART

ENGLISH LEVEL	STUDENTS	%
Excellent 20-19	15	19%
Very good 18-17	15	19%
Good 16-15	16	21%
Regular 14-12	28	36%
Deficient 11-0	4	5%
TOTAL	78	100%

GRAPH



Source: Students' survey
Elaboration: Authoresses

Interpretation

The information shows that, 36% of students answered that, the English level is regular, 21% of them think that their level is good, but 19% consider that their English level is excellent as well as very good; and finally, 5% of students have deficient English level.

Logical Analysis

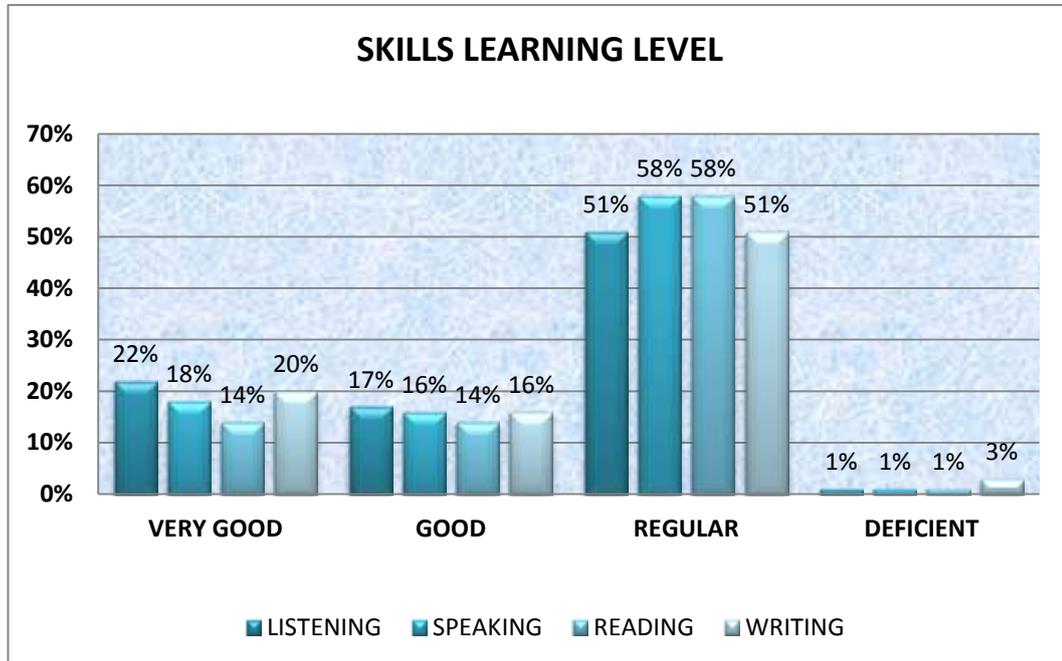
As we can observe in the graph, the students English level is regular, so, they do not know the English as a Language, they only try to assimilate elemental parameters to get the grade and prove the academic year, however, students in the high school should develop the English in six years, in this way, they will be able to continue with their superior studies without problems, for that it is relevant that teachers increase teaching techniques in order to obtain meaningful learning.

5. How do you place your English learning level? Point out to just one role.

STATISTICS CHART

SKILLS LEARNING LEVEL								
SKILLS	VERY GOOD		GOOD		REGULAR		DEFICIENT	
	STUDENTS	%	STUDENTS	%	STUDENTS	%	STUDENTS	%
LISTENING	17	22%	13	17%	39	51%	1	1%
SPEAKING	14	18%	12	16%	44	58%	1	1%
READING	11	14%	11	14%	44	58%	1	1%
WRITING	15	20%	12	16%	39	51%	2	3%

GRAPH



Source: Students' survey

Elaboration: Authoresses

Interpretation

In relation to the first skill, 22% of students answered that Listening learning level is very good, however, 51% of students Listening learning level is good, but 17% of them refer that their Listening Learning level is regular, and only 1% says is deficient.

According with Speaking learning level 18% of students is very good, in the other hand 58% of students speaking learning level is good, also 16% of their speaking learning level is regular, only 1% is deficient.

About Reading skill, 14% of students' level is very good, meanwhile, 58% of them pointed out that the learning level is good, 14% is regular, and 1% is deficient.

In Writing Skill Learning Level 20% of student are situated in very good level. Also, 51% of them have a good writing learning level, however, 16% is regular, and finally 2% of them are deficient.

Logical Analysis

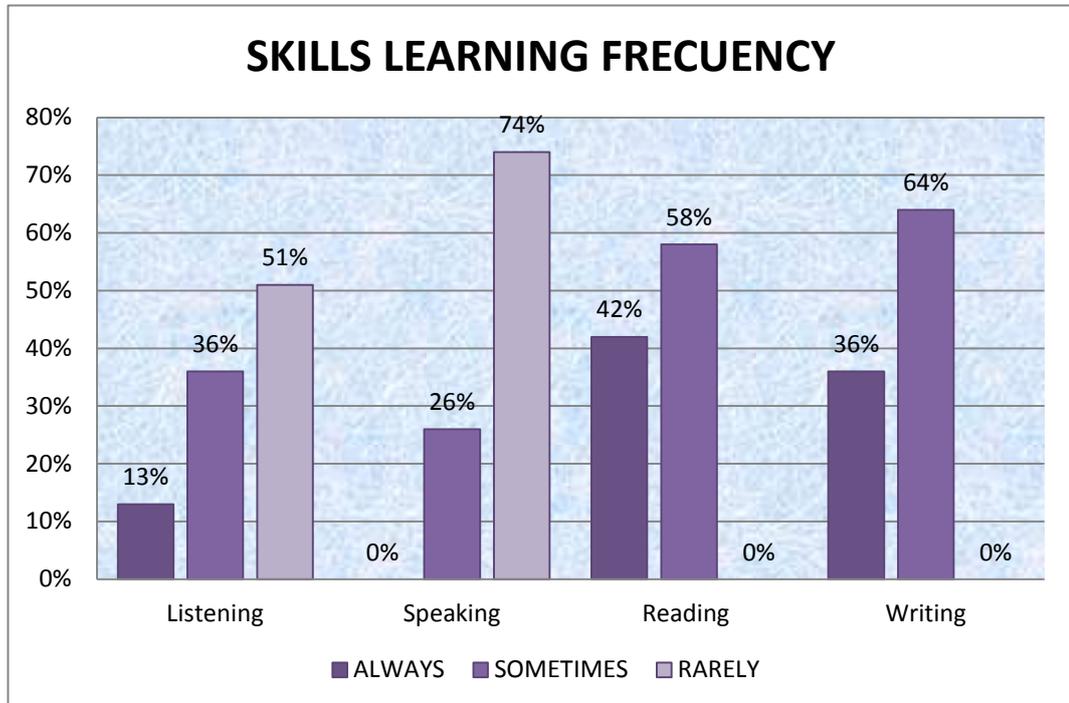
With these results we can say that, the students' skills level in this institution is good, but this result is according to the model where they are learning contents instead of developing linguistic competences, so in this way, students are part of a traditional model which does not fit the currently standards.

6. How often do you emphasize the four basic linguistic skills?

STATISTICS CHART

SKILLS	ALWAYS		SOMETIMES		RARELY	
	STUDENTS	%	STUDENTS	%	STUDENTS	%
Listening	10	13%	28	36%	40	51%
Speaking	0	0%	20	26%	58	74%
Reading	33	42%	45	58%	0	0%
Writing	28	36%	50	64%	0	0%

GRAPH



Source: Students' survey

Elaboration: Authoresses

Interpretation

In accordance to the graph, 51% and 74% of students rarely emphasize listening, speaking skills. Meanwhile, 13%, 26% and 36% always practice listening, reading and writing skills. And, 36%, 58% and 64% sometimes practice reading and writing,

Logical Analysis

The statistic results let us to say that, students emphasized sometimes and rarely productive skills, on the other hand, they always practice receptive skills, it means that learners accomplish their academic

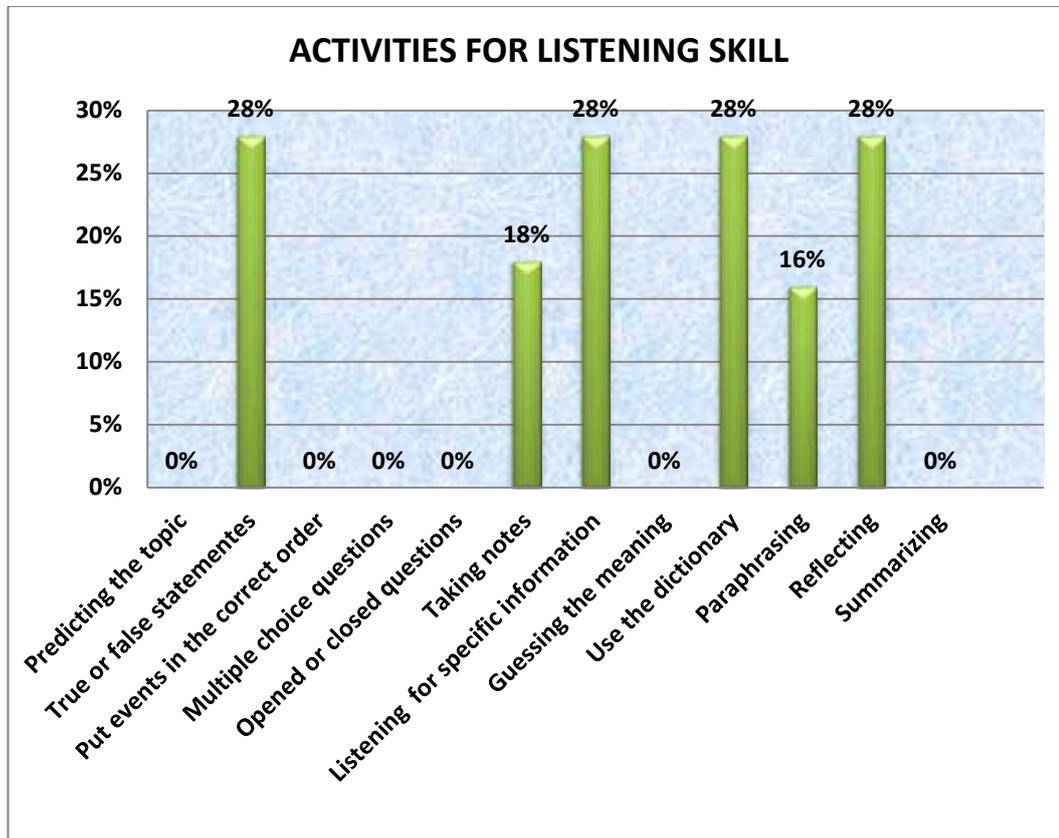
requirement but the real English involve that students always participate of the language specially doing tasks where they can write and say their own ideas, so it is very important that students understand and feel secure with the foreign language.

7. Tick the activities that you do in classes according to each skill.

STATISTICS CHART

ACTIVITIES TO DEVELOP LISTENING SKILL	STUDENTS	%
Predicting the topic	0	0%
True or false statements	21	28%
Put events in the correct order	0	0%
Multiple choice questions	0	0%
Opened or closed questions	0	0%
Taking notes	15	18%
Listening for specific information	21	28%
Guessing the meaning	0	0%
Use the dictionary	21	28%
Paraphrasing	12	16%
Reflecting	21	28%
Summarizing	0	0%

GRAPH



Source: Students' survey

Elaboration: Authoresses

Interpretation

In this question, 28% of students selected true or false statements, listening for specific information, use the dictionary and reflecting. 18% of them use taking notes activity, 16% work with paraphrasing. And 0% of students use the next activities: guessing the meaning, employ summarizing, reflecting activities, multiple choice activities, predicting the topic trough vocabulary, use opened or ended question.

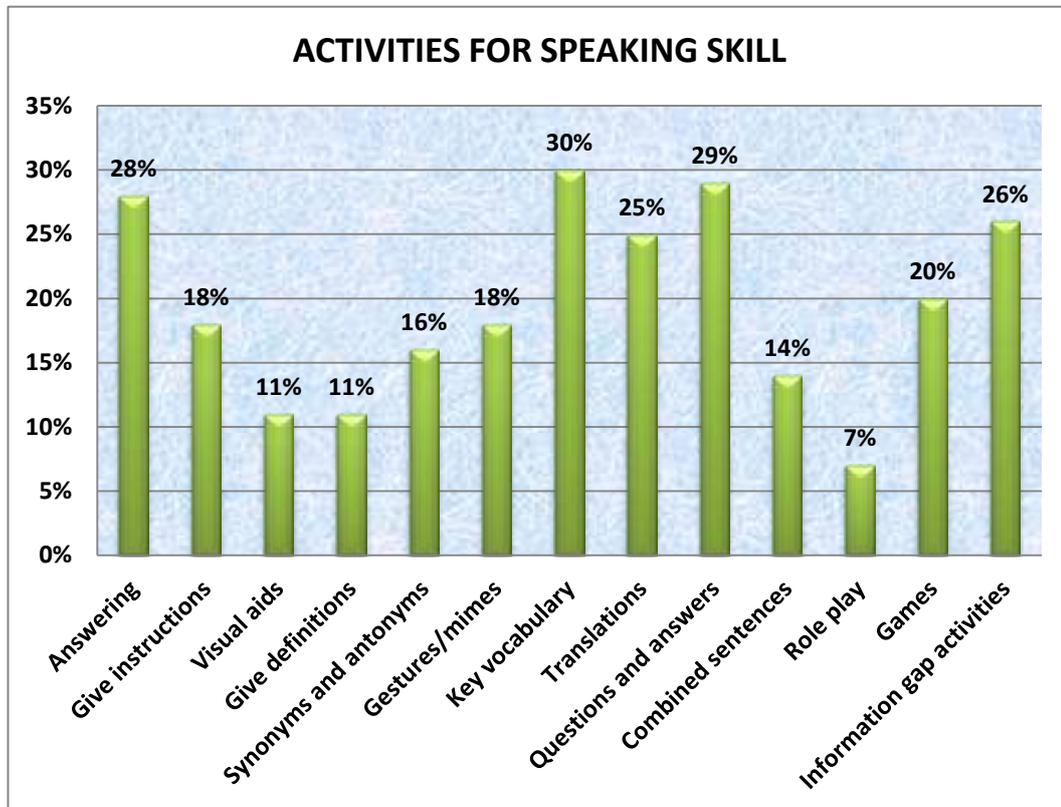
Logical Analysis

The information establishes that, students practice several listening activities, but some of them are used more frequency, it means that teachers do not plan and follow a sequence in the academic context; for this reason, to develop a good listening it is necessary to take into account a set of different techniques where everybody participate in the teaching learning process.

STATISTICS CHART

ACTIVITIES TO DEVELOP SPEAKING SKILL	TEACHERS	%
Answering	21	28%
Give instructions	14	18%
Visual aids	8	11%
Give definitions	8	11%
Synonyms and antonyms	12	16%
Gestures/mimes	14	18%
Key vocabulary	23	30%
Translations	18	25%
Questions and answers	22	29%
Combined sentences	11	14%
Role play	5	7%
Games	15	20%
Information gap activities	20	26%

GRAPH



Source: Students' survey

Elaboration: Authoresses

Interpretation

As we can observe, 28% of students use answering activities, 25% of them use translations, 30% of students work with key vocabulary, 26% of them use information gap activities, 20% use games, in addition 18% of them use give instruction and gestures and mimes, 16% of them use synonyms and antonyms, 14% of students work with combined sentences, 11% of students use giving definitions and use visual aids, and finally 7% use role play.

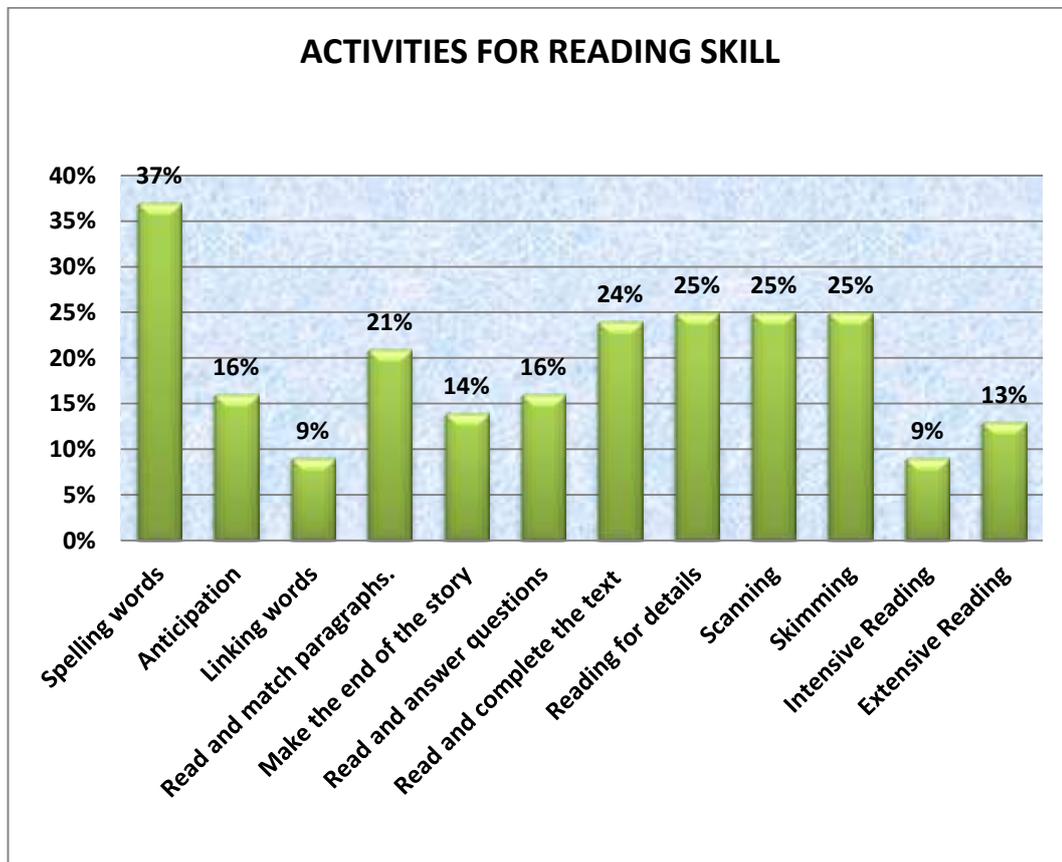
Logical Analysis

According to the results, students speaking level is not satisfactory because they do not use fluent English to communicate; only they do the tasks with established models from the text-book, so the consolidation of the skills is minimum because the relevant learning is the accumulation of different factors where students have the opportunity to create and express their ideas.

STATISTICS CHART

ACTIVITIES TO DEVELOP READING SKILL	STUDENTS	%
Spelling words	28	37%
Anticipation	12	16%
Linking words	7	9%
Read and match paragraphs.	16	21%
Make the end of the story	11	14%
Read and answer questions	12	16%
Read and complete the text	17	24%
Reading for details	19	25%
Scanning	19	25%
Skimming	19	25%
Intensive Reading	7	9%
Extensive Reading	10	13%

GRAPH



Source: Students' survey
Elaboration: Authoresses

Interpretation

In this question, 37% of students use spelling words. 25% of students use reading for details, scanning and skimming. 21% of students read and match paragraphs, 16% of them develop anticipation and read and answers questions. 14% said that use the activity make the end of the story, 13% practices extensive reading. And, 9% use linking words and intensive reading.

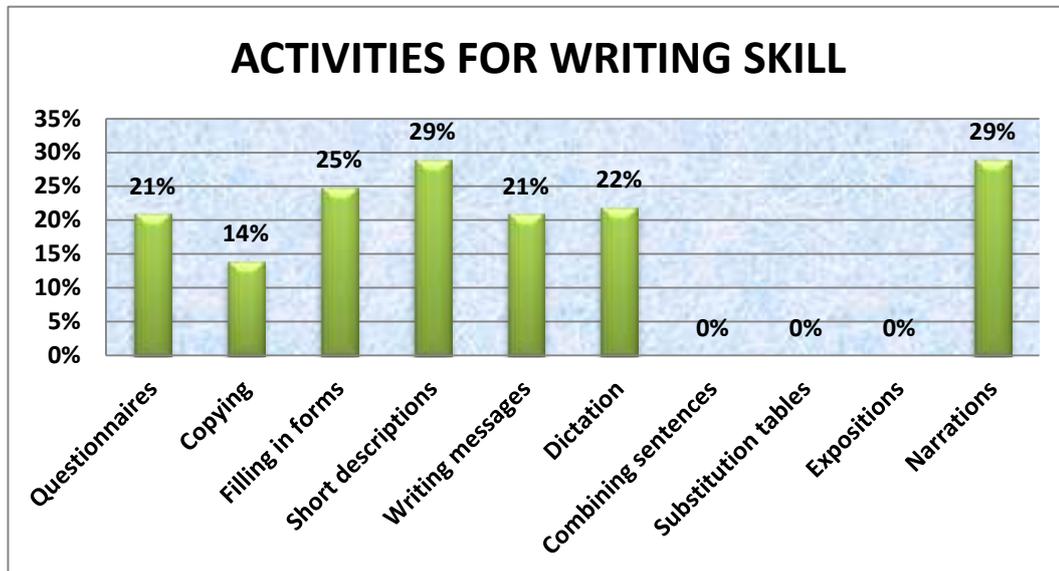
Logical Analysis

As we can see in the graphic, students practice few reading activities therefore learners do not have an excellent reading level, because, there are not enough classroom procedures that activate and encourage students to realize that reading can be fun, so it is important that teachers elaborate a lesson plan including different reading techniques where they can practice their pronunciation and intonation.

STATISTICS CHART

ACTIVITIES TO DEVELOP WRITING SKILL	STUDENTS	%
Questionnaires	16	21%
Copying	18	14%
Filling in forms	47	62%
Short descriptions	22	29%
Writing messages	31	41%
Dictation	17	22%
Combining sentences	20	26%
Substitution tables	4	5%
Expositions	26	34%
Narrations	30	39%

GRAPH



Source: Students' survey

Elaboration: Authoresses

Interpretation

According to the results, 29% of students use shorts descriptions and narration. 25% of students chosen filling in forms, also, 22% of them use dictation, 21% of students selected questionnaires and writing messages, 22% use dictation, 14% of students use copying and 0% practice combining sentences, substitution tables and exposition.

Logical Analysis

The survey answers asseverate that, students have a low writing level because they do not use few activities, which does not let to increase their writing competence so, it is essential to clarify that it is the result of having vocabulary, grammatical structures, punctuation, and other aspects that encourage students to practice and achieve a good writing progress.



6. DISCUSSION

6. Discussion

6.1. Specific Hypothesis One

a. Statement

The Didactic Unit Plan is not elaborated by teachers considering the development of the four linguistic basic skills of the English Language in the students of the “8 de Diciembre” High School, San Pedro de la Bendita Parish, Catamayo Canton. Period 2009-2010.

b. Discussion

According to the information surveys, we could prove the Hypothesis N° 1, because, the **question one** teachers shows their opinion about curricular planning, **67%** think that is deficient, because, the text book is based on contents, the topics are out of date and the units are too long. This opinion is in accordance with students in **question one**, because **74%** think that the book does not help them to learn English.

The **Question two** was about Didactic Unit Plan definition, where **66%** of teachers do not have a clear idea about it. Although, teachers do not know that, didactic unit plan means to do a subdivision of the language learning program in daily lesson plans, in **question three 67%** of teachers recognized the elements of Didactic Unit Plan.

Another argument for this hypothesis is in **question four** that was about the number of units that teachers accomplish in the whole year, **67%** selected from ten to fourteen units, which is affirmed by students in **questions three** with **42%**. Although, teachers complete the fourteen units of the text-book during the academic year, it does not mean that students develop skills and knowledge, because in **question five** about the elaboration of Didactic Unit Plan, **67%** of teachers said that, it is elaborated based on the books' contents, so, students are not developing linguistic competences, only they go through the book.

Students learning level is the best fact to realize how the planning incidences in the developing of the skills so, in **question ten** **67%** of teachers, considered that, their students have regular English learning level, which is clearly recognized by students in **question four**, where **36%** of them, placed their English level as regular, too.

The English learning consists in the development of the four basic linguistic skills and other elements like, grammar, vocabulary, etc. but, according to the results of **question twelve** **67%** of teachers, pointed out that the learning level in listening, speaking and writing is regular, it means that, English teachers do not take into account the skills in their plans. Consequently, students have low performance, which is evident in

question five; where they placed their skills learning level as regular with more than **50%** in each skill.

And finally, the **question thirteen** showed us the strategies that teachers include in the Didactic Unit Plan according to each linguistic skill, **67%** of them, selected three or four strategies by skill from a list of ten different ones, so, the planning lack of a set of different strategies to adapt the topics according to the level and the skill.

So at the end of this discussion, we could establish the next decision.

c. Decision

With these arguments, we decided that the Hypothesis N° 1 which says that The Didactic Unit Plan is not elaborated by teachers considering the development of the four linguistic basic skills of the English Language in the students of the “8 de Diciembre” High School, San Pedro de la Bendita Parish, Catamayo Canton. Period 2009-2010; is confirmed by our group, through a set of questions that give us real information, where we could know that, teachers do not plan the units based on the students’ competences, because, the book is the most common resource in the classes, teachers develop contents instead of linguistic skills, students

have regular English level, teachers apply few strategies for each skill, as a result of this process, students do not have the required profile for the next academic year.

6.2. Specific Hypothesis Two

a. Hypothesis Statement

The lesson plan does not take into account the development of the four linguistic basic skills of the English Language in the students of the “8 de December” high school, at Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.

b. Discussion

According to the results, the hypothesis N° 2 has been confirmed with the next arguments from teachers’ and students’ surveys: the results of **question six** about Lesson Plan definition was not suitable because, **67%** of teachers did not know that, it is a planning instrument developed in a class.

The lesson plan helps teachers to organize the work inside the class, but in the **question seven** about Lesson Plan steps, **67%** of teachers did not identify them, which are: opening, development and closure-evaluation.

This information was confirmed by students in the **question two** with **62%**, who did not evidence in the teachers an organization and daily planning.

To develop the linguistic skills, it is necessary that teachers plan their classes, in the **question eight 100%** of them elaborate the lesson plan every week, but it does not have link with the **question nine**, where teachers recognized only three elements of the lesson plan from seven ones, which are: informative data, objectives, methodology (warm up, task development, contents, skills, activities), teaching materials, assessment/evaluation, bibliography and Teacher signature; it means that, they do not prepare their classes during the week.

Skills learning demanding the daily practice of the skills in class, but in **question eleven 100%** teachers rarely emphasize: listening, speaking and reading; and only, sometimes writing skill, which is recognized by students in **question six**, because, more than **51%** rarely and sometimes practice the four basic linguistic skills.

In relation to the **question seven**, where, students selected the activities that they do in class skill by skill, so, **30%** of students selected three or two activities in each skill, it means that, students do not get meaningful learning and develop linguistic skills through the practice of different

activities, which, is not of students' interest and consequently they do not achieve the suitable profile in the academic year.

c. Decision

At the end of this analysis, we could decide that the hypothesis N° 2, the lesson plan does not take into account the development of the four linguistic basic skills of the English Language in the students of the "8 de December" high school, at Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010 was confirmed through different facts based on the logical analysis of the teachers' and students' surveys, who are the main participants at micro level of the curriculum planning, however, the execution of the lesson plan is done with deficiencies reflected on the students' skills learning level which is regular in the four skills, the deficient knowledge of teachers about lesson plan and their structure, and the use of few activities in classes to improve the linguistic skills.



7. CONCLUSIONS

7. CONCLUSIONS

After we have analyzed the survey results we conclude the following:

- Teachers do the curricular planning based on contents according to the text-book *Our World Through English*, which is an up dated resource and it is not of students' interest, so they do not develop the four basic linguistic skills getting low performance in their learning.
- Teachers do not elaborate a Didactic Unit Plan to develop in the students the four basic linguistic skills of the English Language, because, they have deficient knowledge about the elaboration and its structure, and teachers only go through the book without a real develop and study of the skills.
- Teachers do not develop a lesson plan based on the development of the four basic linguistic skills of the English Language in the students, because, they do not know the elements and steps to build up a sequence in the learning and establish an organized environment, where students have the opportunity to participate, according to their English level through activities that require a previous background.

- Teachers do not use up dated methods to improve the skills learning, because, they are not training and looking for new teaching strategies and activities, so students limit their competences to the book contents following a traditional educational model.



8. RECOMMENDATIONS

8. RECOMMENDATIONS

- English Teachers should look for updated bibliography or supplementary material for their lessons or classes reinforcement, where students can participate and discuss in class, so they will be part of a meaningful progress with a basis of essential English and skills language learning.
- Teachers should assume an attitude of self training about planning, which let them to use new techniques that involve the development of the topics based on skills, so students would be able to get learning and generate ideas in English, which means that, they have the required profile for the teachers.
- Teachers should build up commitments to do a Lesson plan focused on the progress of the linguistic skills with a logical sequence, which is essential to compare activities in the process where the main goal is that students have the attitude to learn English and enjoy it, so they practice the skills in class and teachers can detect weaknesses and strengths.

- Teachers should apply new strategies and activities to develop linguistic competences in each student, in this way, they will be able to understand and use the English in different situations inside and outside of the class, improving during the process their methods and procedures so, students will create new ways to learn the language.



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9. BIBLIOGRAPHY

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10. ANNEXES



NATIONAL UNIVERSITY OF LOJA

**AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

THESIS PROJECT

**“THE CURRICULAR PLANNING AND ITS INCIDENCE IN
THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC
SKILLS OF THE ENGLISH LANGUAGE IN THE “8 DE
DICIEMBRE” HIGH SCHOOL IN CATAMAYO CANTON-
SAN PEDRO DE LA BENDITA PARISH, PERIOD 2009-
2010.”**

AUTHORESSES:

Susana Mabel González Salinas
Karina Victoria Luzuriaga Jiménez

LOJA - ECUADOR

PROJECT

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 - 2.2. Current Situation Of The Research Object
 - 2.3. Research Problem
 - 2.4. Delimitation Of The Research
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1. THEME

“THE CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE IN THE “8 DE DICIEMBRE” HIGH SCHOOL,CATAMAYO CANTON-SAN PEDRO DE LA BENDITA PARISH. PERIOD 2009-2010.”

2. PROBLEM STATEMENT

2.1. BACKGROUND

The actions to get a high school at San Pedro de la Bendita town in Catamayo Canton of Loja Province, was in charge of authorities and community, the high school started in 1975, which involved some trips to Loja and Quito to the Minister of Education to request the creation of a Educational Institution, consequently, on September 22, 1976 they got their Particular High school with eighth, ninth and tenth year of Basic Education, according to the Ministerial N° 2339 that was declared by the General Gustavo Vásconez, Ministry of Education and Culture.

Mr. Hector Ortiz and Clotario Córdova rented a building, where the High School began with sixty students and ten teachers, so; the parents had to pay about \$ 100 (sucres) every month. However, they received as help the amount of 3.000 (sucres) monthly from MALCA, Sugar Factory of Catamayo.

In 1977, the High school took the name of "Fernando Nobronsky Ojeda and in 1978, The National Educators Unite of Loja was agree with the Minister of Education to change the name by "8 de Diciembre" National High School which is the legal name. In that year the Local Government

gave two blocks of land at La Playa (San Pedro de La Bendita), where authorities built eight classrooms.

In 1979, "Mariana Gutierrez" School gave its building, which was adequate in order to extend the education services, consequently the Minister of Education authorized the creation of the High School curriculum.

Nowadays, "8 de Diciembre" High School is managed by these authorities: Dr. Engiberto Villamagua, Headmaster; Lic. Colón Calderón, Vice-Headmaster; Lic. Jaime Samaniego, General Inspector, Lic. Lidia Nagua, Secretary; Lic. María Macas, Accountant; twenty teachers and three hired teachers.

The number of students is 361 distributed in two buildings, in one of this works the first, second and third years of High School Curriculum and the second one has computing and physics laboratory, library, fourteen classrooms distributed in the eighth, ninth and tenth years of Basic Education and second and third High School Curriculum, a football court, a basketball court and a wide yard.

The courses are distributed in the following way: sixty four students in eighth year, eighty three students in ninth year and sixty eighth students in

tenth year of basic education, sixty eighth students in first year of High School Curriculum all of these classes are distributed in two classrooms, according to the specializations: Business and Mathematics. The English area work with the book Our World Through English, which is authorized by the Minister of Education.

The vision of “8 de Diciembre” High School is a democratic institution, with:

- An excellent organization
- Suitable infrastructure
- Wide classrooms, laboratories, library and modern technological resources
- Teachers who have professionally, academically and excellent relationships, which is shown in the achieved projects.
- Participative and creative students with a good life development to keep on their superior studies and improve the social and productive aspects in the local, provincial and national levels.

The mission is that the Institution graduates bachelors in Science and Technical Computing to the society from Catamayo Canton, with the purpose of giving an education according to the cognitive and professional

competences, based on the practice of values, democratic participation, the development of personal and collective learning.

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

The low level of Education in our country is reflected on the academical results, effectively, the grades are according to the learning, so that, if students do not have fundamental knowledge, surely they will lost the next levels of instruction, in this way the institution can not expect an improvement in students' learning.

Ecuador is characterized for having a limited education due to the economical and professional aspects, which is affecting to the students' performance in the basic subjects and special in English. Teachers' training 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 is the language of communication, it is spoken around the world, and therefore, people who speak English have better opportunities in our country and abroad too. The teaching learning process of English in governmental high schools is based on the curricular net with the text-book "Our World Through English", which was designed with an agreement between the Ministry of Education and Culture and the British Government based on Ecuadorian culture.

On May 12, 1993, through the Ministerial agreement No. 2511 and resolution No. 2271, The Ministry decided to increase the English subject schedule 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.

The objective of CRADLE Project is to improve and innovate the English teaching learning process to develop in the students the communication through the linguistic competences that includes the skills: listening, speaking, reading and writing, which is within a system of standard indicators and the use of values.

These set of six books should be studied since eighth year of basic education until the third year of the high school curriculum, it contains fifteen units for eighth and ninth year of basic education and twelve units since tenth year of basic education to third year of high school curriculum. Every unit has five lessons, which include three or five tasks, grammar revision; however most of the teachers do not finish all the units in the school year becoming a trouble because in the next course the students will study the book without the previous basis.

The curricular planning is the scheme that lets teachers have a sequence in the contents, and this is organized in the "Institutional Curricular Planning" which, includes the objectives, methodology, evaluation and didactic resources, however, we noticed that in the "8 de Diciembre"

National High School this important Planning instrument is from 2005 to 2010. It contains:

- Diagnostic refers to the rules about how is developed this project, its scheme has been changed from the original one according to the Provincial Education Direction.
- Institutional Identity contains the basic and High-school Curriculum, teachers and students' parents profile, a pedagogical model, the vision, mission, institutional politics, strategies objectives, and the principal problems, causes and consequences.
- The Institutional Curriculum includes information about the curricular axis, skills, competences, general contents, methodology and evaluation, according to the resolution N° 1786, on August 21 2001.
- Administration Component involves: an operative plan, manual of relationships, and evaluation plans.

The lack of planning is reflected in the student's achievement, because in each year the teacher spend the time checking grammar, that should have been studied in the last year, for this it is impossible complete the study of the units.

The book "OWTE" tries to develop the listening, speaking, reading and writing skills, but most of the teachers do not have enough didactic

material in order to develop every skill, and even they do not have a tape recorder to work in the listening skill.

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 in the curricular planning, because, it is not well-distributed in order to be studied in the school year. And most of the students who have finished the high school curriculum do not have a basic knowledge of the English Language.

So, in the high school the main way to achieve excellent results is the meso planning that lets teachers to choose the best strategies, methodologies, resources, skills and the units content, although at “8 de Diciembre” High School there are some aspects that difficult to get a very good learning level: the students’ number, small number of English teachers, the lack of planning and the incomplete English period of classes.(the Headmaster took off a English period because the are not enough teachers.)

2.3. RESEARCHED PROBLEM

“HOW THE CURRICULUM PROCESS INFLUENCES IN THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE IN THE “8 DE DICIEMBRE” HIGH SCHOOL, AT CATAMAYO CANTON IN SAN PEDRO DE LA BENDITA PARISH, PERIOD 2008-2010.”

2.4. DELIMITATION OF THE RESEARCH

a) Temporal: The present project will be developed during the academical period 2008-2010.

b) Spatial: “8 de Diciembre” High School, in Catamayo Canton, San Pedro de La Bendita parish, 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	1
English teachers	3
Students of Basic Education	195
Students of High School Curriculum	166

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 in the “8 de Diciembre” high school in Catamayo Canton-San Pedro de la Bendita parish. Period 2009-2010?

- How does the micro planning incides in the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre” high school in Catamayo Canton-San Pedro de la Bendita parish. Period 2009-2010?

3. JUSTIFICATION

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 methodological 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 **“THE CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR BASIC LINGUISTIC SKILLS OF THE ENGLISH LANGUAGE IN THE “8 DE DICIEMBRE” HIGH SCHOOL IN CATAMAYO CANTON-SAN PEDRO DE LA BENDITA PASIRH. PERIOD 2009-2010”** 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 project 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 project 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.

This research is justified socially, because it is a problem that involves an institution that has been created to give educational services to people who live in rural places, who are directly affected for this problematic.

Finally, this work is necessary because it is the main parameter to get our English Teachers Licentiate Degree and we have the enough budget and resources to conclude this research.

4. OBJECTIVES

4.1. General

- To determine how the curricular planning incides in the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre” High School. Period 2008-2010.

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 “8 de Diciembre” High School. Period 2008-2010.
- To explain the incidence of the micro planning in the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre” High School. Period 2008-2010.

CHAPTER I

5. CURRICULUM PLANNING

5.1. CURRICULUM

5.1.1. 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.

“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.”⁷

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

⁷ www.efemerides.com

- 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

5.1.1.1. MODELS OF CURRICULUM

5.1.1.1.1. “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 space defined for the course, the teacher and the number of hours.

5.1.1.1.2. 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 °	N ° 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.

PROFILE

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

1. OBJECTIVES
2. FOREIGN LANGUAGE OBJECTIVES
3. STUDENTS' NECESSITIES
4. GENERAL NECESSITIES
5. SPECIFIC NECESSITIES OF THE DIFFERENT GROUPS
6. CONTENT
7. BASIC COMPETENCES
8. EVALUATION INSTRUMENTS

9. INSTRUMENT TO EVALUATE THE TEACHING LEARNING PROCESS

10. PROGRAM EXTRA-SCHOLAR ACTIVITIES

11. CURRICULAR MATERIALS

5.1.1.1.3. Structural Models: include the curriculum that begins in the formulation of objectives established around cultural and psychological contents.

- Organization by axes: integration of subjects, it tries to concentrate the contents in the reality of the students, flexible organization.
- Curriculum for necessities: this is based on the students' necessities and the experimentation as unique way of the learning.

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”⁸.

5.1.2. PLANNING

5.1.2.1. DEFINITION

Planning means the sequence of all the elements that participate in a

⁸ Science of the Education Dictionary, Santillana, p. 347

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 teachers plan?

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

To conceive the planning like a work hypothesis, the central necessity should never be neglected that gives reason of being to the planning: to

serve the practice of the teaching in the classroom, this is, to be a tool in favor of the teacher.

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

5.1.2.3. TYPES OF PLANNING

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

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

5.1.2.3.3. 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.

Curricular Planning means think before to act, it defines activities to reach the goals, organize the phrases and the components of the work, and

select the media to do it. Also it is understood as the result of the articulation between action and knowledge.

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.”⁹

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. According to our place search this document has the following characteristics:

- **Workable:** because it is not a complex document, it can be understood by the participants of the program and by any body else who wants to read it to take information.
- **General and generator:** because all the information let to execute specific projects like: didactic project or unit plan, operational plans that increase the quality of the education in a long period.
- **Coherent:** because it reflects the institutional activities like: administrative aspect, institutional relationship, technical-pedagogical administration.

⁹ Tyler L.: Curricular Design, p 3

- **Participative:** because it has been made with teachers and authorities collaboration through workshops and meeting.
- **Flexible:** opened and progressive: because if it is necessary to change something during the process it is possible.

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.

5.1.5. WHAT IS THE INSTITUTIONAL CURRICULAR PROJECT

“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 requires strategies to improve the administration of the resources and the quality of the processes, in function of the improvement of the learning.”¹⁰

The Institutional Curricular Project is conceived in three segments:

- Curriculum at National Level
- Institutional Educative Project
- Institutional Reality Context

In the institutional reality context are involved all the positive and negative characteristics about the curricular administration like: infrastructure, equipment, didactic material, teachers' capacity, students' limitations and capacities. These characteristics are visualized in the necessities, interests and problems (NIPs) that as educational response must be taken as basic educational necessities.

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:

¹⁰ *Lic. Mario Cifuentes*, Director del Área de Educación, UASB Quito, agosto, 2003

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

5.1.7. MAKING AN INSTITUTIONAL 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.

- Write the area objectives.

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. ATTITUDES

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

5.1.7.7. METHODOLOGICAL STRATEGIES

- This parameter does not have specific steps; these depend of the teachers' creativity through which students can receipt the

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

5.1.7.8. DIDACTICAL 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.

5.1.7.9. EVALUATION

INITIAL

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

FORMATIVE

- It is the advanced register of every student in all aspects
- Accreditation of expositions, videos, charts and academical festival.
- Authorities, teachers and parents meetings to analyze advances, strategies, difficulties and make important decisions.

SUMMATIVE OR FINAL

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

5.1.7.10. OBSERVATIONS

- All those positive or negative situations found during the execution of the program and take them to correct the mistake”¹¹

5.1.8. THE INSTITUTIONAL DEFINITION

6. 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

¹¹ CARRIÓN, Ochoa Segundo, Transversalidad en el Currículo Texto Guía, UTPL, 2001, pp 231-237

of the external analysis. .

7. 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.

8. 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.

9. The Institutional Vision

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

5.1.9. EXAMPLE OF INSTITUTIONAL CURRICULAR PLAN (ICP)

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:**

1. Pedagogical Model

The action in the classroom for the teachers is relating to development of the student's profile, therefore, the pedagogical model will constitute for all the teachers a command that will be completed everyday, based on three fundamental axes:

- The consolidation of the democracy, through of the application of the power to the society.
- The development of a civic culture, based on the recognition between each other as same and different.
- The creation of the learning in the classrooms by the students.

These axes will have their execution following the next principles:

- Meaningful knowledge for the life.
- To recognize our cultural identity.
- Development and acquisition of capacities and competences for future works.

- Valorization of the students' opinion.
- Active students' participation in the subjects.
- Practice of values for the human rights.

2. Psycho-pedagogical Statements.

The curricular definition is based in the theories of learning of PIAGET, AUSUBEL and VYGOTSKY under the following postulates:

- The learning is a cultural historical social process that is interrelated with the environment, forming people able to be inserted in the construction of a new society.
- The learning is conceived like a process of reconstruction of the knowledge through of the interaction among the actors to build, to enrich, to modify, to diversify and to coordinate their cognitive, affective actions.
- The learning is an interactive process, it means a set of process where the student learns from the environment and then the student appropriates of those knowledge to develop it in the reality.

b) Pedagogic Action

The pedagogic action will be guided to the investigation, obtaining and handling of information, extraction of main ideas, question of opinions, resolution of context problems to find appropriate solutions.

So the pedagogic model is based on the constructivist theories, considering the students like human beings able to build their own learning, where, the teacher as pedagogic mediator and human to understand their students and to define the learning strategies, this implies an educational one willing to learn, leaving the old habit of teachers who were transmitter and repeater of contents.

c) Capacities that must be developed through the Institutional Curriculum Planning.

a) Cognitive Capacities:

- To understand, imagine, synthesize, use, creativity.
- Planning the knowledge, logical reasoning, inductive reasoning
- To memorize, symbolize, perceive
- Psycho-metrics capacities
- Special orientation, temporal orientation, creativity
- Corporal expressions, psycho-metrics coordination.

b) Communicative capacities:

- Oral expression, written expression, graphic expression, artistic expression

c) Social Interaction Capacities

- Integration in the environment, good relationships, collaborate
- Participate, values, life styles
- Share and assume responsibilities, grouping work

ENGLISH AREA

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. RESPONSIBLE: English teacher

1.6. NUMBER OF STUDENTS: ...

1.7. SCHOLAR YEAR: ...

ENGLISH SUBJECT

2.

GENERAL OBJECTIVES

- To contribute to the student's intellectual, personal and moral development.
- To develop in the students a sense of trust and personal valuation.
- To develop the student's abilities in the handling of the linguistic communication system (syntactic, semantic, phonological and morphological) that is English
- To manage basic knowledge or information of other cultures, about the Ecuador and their concerns, with the purpose of increasing the understanding possibility, friendship and collaboration through English
- To develop talkative dexterities of the language with the end that the student obtains and remember objective and subjective information of a series of written sources and spoken, as well as to reinforce for written media and oral

- To develop dexterities in the communication, in the critical thought and in the independent learning it stops then to use to English as an effective tool for the personal development and professional in benefit of the country.

3. INTEGRATIVE AXES

They constitute the behavior as values that are motivated in the students, in each area practiced them, identified in the institution as integrative axes of the unit or of classroom project.

3.1. Integrative axes of the Institution:

- Love
- Truth
- Faith
- Excellency

3.2. Integrative axes of the didactic unit or classroom project

- Punctuality, responsibility
- Respect and solidarity
- Honesty and Identity

3.3. Institutional integrative axes and of didactic unit or classroom project

- Excellency: Punctuality, responsibility, Love: respect and solidarity
- Truth: Honesty and identity
- Faith: trust

ENGLISH: EIGHTH YEAR OF BASIC EDUCATION

4. 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.

5. SKILLS:

- | | | |
|-------------------|---|---|
| Receptive skills | { | <ul style="list-style-type: none">• Listening• Reading |
| Productive skills | { | <ul style="list-style-type: none">• Speaking• Writing |

6. GENERAL SKILLS

- Listening
- Reading
- Speaking
- Writing

7. SPECIFIC SKILLS:

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.

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 read and get back to the book
- 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
- To establish a sequence in the text

SPEAKING

- To say questions, sentences and short phrases.
- To read some times the same text
- 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

WRITING

- To get general ideas about different topics
- To write sentences
- To write in a clear way
- To monitor and check the presentation of the tasks
- To separate, spell and distinguish correctly words, sentences.

8. INCLUDED SKILLS:

- To respect opinions about other students
- To be sure about their knowledge
- To understand the messages through paralinguistic signs
- To understand and follow oral instructions
- To understand the explanations in the class

9. CONTENTS:

Unit 1: At school

Unit 2: A multinational family

Unit 3: A house in Tuscaloosa

Unit 4: Dave's day

Unit 5: Sun Fest vacation

9.1. INCLUDED CONTENTS:

PRAGMATIC

- Social and intellectual development
- Listening development
- Logical memory
- Expression in a dynamic way
- Description of experiences
- Personal Introduction

SEMANTIC

- Develop the group tasks and work
- Use of sounds, gestures, and body movements
- Greetings and introductions
- Giving and catching personal information
- Memorizing the alphabet
- Apply in sentences the possessives adjectives

PHONOLOGY

- To associate the alphabet according the sounds
- To talk about their personal information
- Following instructions
- Reviewing grammar
- To talk about the grammar already learned

10. 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.

11. 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

12. RESOURCES

- Posters
- Student book and Practice book
- Flash cards
- Pictures
- School Supply
- Audio CD
- Tape recorder

13. EVALUATION

- Listening Test
- Oral Test and lessons
- Writing Test and lessons
- Class participation
- Homework
- Group tasks

14.OBSERVATIONS

1. To consider the student as an active learner about expression and comprehension
2. To approach the materials those are around as didactic resources.
3. Respect, value, and promote cultural and social diversity, which exist among the students

CHAPTER II

5.2. DIDACTIC UNIT PLAN

5.2.1. DEFINITION

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

“It is a work unit because it contains all the curricular elements: objectives, contents, skills, attitudes, methodological strategies, didactic resources and evaluation.”¹²

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**

¹² Transversalidad en el Currículo Guide Text, Carrión Ocho Segundo, p.243

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.

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. This unit title can be written in proposal sentences, interrogative way, it must be interesting, attractive and motivated for students. Example: ¿keep our city cleans without pollution!
- **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 students level
 - Be suggestive and motivational
 - Be appropriated to the area, study theme and skills
 - Be easy to understand and workable.
- **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.”¹³

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.
- It allows adapting teacher’s work according to the necessities and group characteristics.
- It generates professional growth when this takes conscious decisions, and come through the reflection and auto revision from what happens in classes.

5.2.4. HOW TO WORK A DIDACTIC UNIT PLAN

To work a didactic unit plan teachers must investigate:

- What do students know? Pre-requisites, previous learning.
- What do students want to know? Basic educative necessities,

¹³ Bird Arizmendi, V. (1995). Teaching English (p. 218). Puerto Rico: Logo Editorial.

interest and problems.

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

5.2.5. EXAMPLE OF A DIDACTIC UNIT PLAN

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:**
- 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

LISTENING

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

SPEAKING

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

READING

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

WRITING

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

4. CONTENTS

A Can you swim?

B I love jazz

C In Jamaica

D Vacations

5. METHODOLOGY

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

6. RESOURCES

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

7. EVALUATION

INITIAL

- You interview and informal dialogues on English and

vocabulary learned in the previous years.

- Recognition of abilities and the students' problems.

PROCESSUAL

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

SUMMATIVE

- Auto evaluation of the participations during the classes.
- Group evaluation among partners to know the advances and weakness.

Signatures: English Teacher

Headmaster

CHAPTER III

LESSON PLAN

5.3.1. DEFINITION

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

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.”¹⁴

¹⁴ Curricular Planning, UTPL, p. 253

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.

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 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 through activities like: information gap, role-play, written exercises and others activities according to the topic.

5.3.3. STEPS OF THE CLASS

5.3.3.1. The beginning of the class

This moment is characterized by the application of strategies designed by teacher with the purpose that students are able to:

- Remember, to recapture and feedback the previous learning.
- Know which the purposes of the classes are (the objective of

the class)

- Stimulate the interest and to be involved by the new contents that will approach.
- Express their ideas, feelings, experiences and knowledge on the topic, so they can establish similar ideas
- Listen the instructions and what is expected from them

5.3.3.2. The development of the class

This moment is characterized by the participation of the students in the development of the activities, which are designed by the teacher and others that can develop, whose main purpose is to achieve the prospective learning planned for that class. According to their nature these activities are developed by students in a singular form, pair work, in small groups or at level of the whole class.

5.3.3.3. Closing of the class

This moment is characterized to be an instance that students recognize like closing and in which are invited to make review in classes, it means students take conscience of their progress, of their new learning and they can extract conclusions. It is the moment where the teacher synthesizes the contents, opening new challenges or tasks to carry out and it is also the moment that teacher also takes advantage to evaluate the achievement of the class objectives.

5.3.4. “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.

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

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

6. Bibliography

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

7. Teacher's signature

5.3.5. EXAMPLE OF A LESSON PLAN

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

5. EVALUATION:

.....

6. BIBLIOGRAPHY:

.....

7. SIGNATURE: (English Teacher)

CHAPTER IV

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.

1. Meta-cognitive Strategies:

- a. Definition:** Thinking about how you think
- b. Examples:** planning how to learn, evaluating what you know, and understanding mistakes, evaluating success and/or failure.

2. Cognitive Strategies

- a. Definition:** Thinking (working with the material you're learning)

- b. Examples:** note taking, summarizing, connecting new info to old (elaboration), translating to first language, find main ideas, repeating words etc.

3. Social Strategies:

- a. Definition:** Working with other's to help you learn better.
- b. Examples:** Ask someone to clarify what was meant. Work cooperatively with others to do a language task. Work in a study group. Share answers and questions with others, etc.

4. Affective (Emotional/Psychological) Strategies:

- a. Definition:** Making emotional and psychological changes that will help you learn better.
- b. Examples:** Focus on what you are hearing, not what you missed. Reward yourself for good work. Avoid negative students. Tolerate/accept that fact that many things are unclear or can't be understood, etc.

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 LISTENING¹⁵

- **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.

5.4.1.2. “LISTENING STRATEGIES

5.4.1.2.1. 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,

¹⁵ PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5
2006-2007, UNL; PP 18-19

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

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

5.4.1.2.2. While-listening Strategies

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

5.4.1.2.3. 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.

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

- The listening strategies can help the listening process become more efficient and save valuable classroom time, although it takes time for both teachers and students to get used to them in the beginning.

- The listening strategies can help students to develop good learning habits that allow students to comprehend and process the information caught on the tape better.
- The listening strategies can help students to make greater achievement. Students will experience more successes, which in turn will help them to form the sense of achievement and gradually build up their self-confidence. Their sense of achievement and self-confidence will then inspire them to make greater progress.
- The development of the listening skill depends on the application of good strategies. Some of the above-mentioned strategies have already been incorporated in the listening activities. Nobody can neglect them or keep them from being employed. Instead, we must study them and make the best use of them.”¹⁶

5.4.1.3. LISTENING ACTIVITIES

- **“ENCOURAGING**

Definition: The use of a variety of verbal and non-verbal means to encourage others to continue talking. Teachers can use phrasal to keep

¹⁶ Foreign Language Teaching In Schools 2003. 1. Vol. 26

the listening "Uh-huh", "I see", or repeat key words uttered, etc. The benefits of encouraging:

- Encouraging utterances communicate to students that you are really listening.
- A restatement of key words may direct students' progress.

- **PARAPHRASING**

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

The benefits of paraphrasing:

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

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

An accurate paraphrase usually includes the following four elements:

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

- **NOTING AND REFLECTING FEELINGS**

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

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

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

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

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

Empathize is not:

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

Empathize is :

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

- **SUMMARIZING**

Definition: This is very similar to paraphrasing but includes a restatement of more or all of a conversation and in some cases previous conversations as well. Example: A week after the client's call, you call to see how things went.”¹⁷

¹⁷ www.rcmp-learning.org/iim/ecdi0073.htm

- **Predicting through vocabulary:** give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about.
- **Putting events/items in the right order:** give students a list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue, and number the events in the order that they hear them. Teacher can vary using pictures or drawings.
- **True 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

5.4.2.1.1. 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.

5.4.2.1.2. 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

5.4.2.1.3. 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 ACTIVITIES

- **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.”¹⁸

- **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”.

¹⁸ www.Onestopenglish-classroommanagement speaking correctiontechniques.com

- ✓ **Give instructions:** that requires verbal interaction using description or real objects.
- ✓ **Visual aids:** drawings, flashcards, videos.
- ✓ **Giving definitions:** first, teacher can say the meaning of words then, students will have an idea of the new vocabulary.
- ✓ **Use synonyms and antonyms:** give to students a list of synonyms and antonyms to they recognize similar words.
- ✓ **Use gestures and mimes:** many verbs and adjectives can be easily elicited using gestures and facial expressions.
- ✓ **Review key vocabulary:** make a list of words from previous lessons
- ✓ **Use translation:** it according to the students' level and the context that class is about.

- **Restricted Oral Practice**

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

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

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

- Choose high interest topics.
- Pre-teach Explain essential vocabulary items, structures and functions.
- Personalize the topic, relating with students' experiences.
- Establish an anticipatory set, through a warm up.
- Give students enough time to think and prepare.
- Organize the time .It should not take up too much time.

- **Types of Fluency Activities**

- **Drama Activities:** is an excellent way to of getting learners to speak in lively situations.
- **Games:** are important parts of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught. Learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language.¹⁹
- **Role-play cards:** should give a brief description of each role. On the other hand give information about specific situations or problems.

¹⁹ Forum magazine - English teaching p-34.

- **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 mean of communication. Reading also offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary.”²⁰

5.4.3.1. “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

²⁰ PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5
2006-2007, UNL; PP 38-5

5.4.3.1.1. Pre-reading- activities

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

- **Overviews:** Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Never give an assignment before this step has been completed. Spend enough time before the students begin the assignment to insure understanding of it.
- **Vocabulary Previews:** Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.

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

- **Structural Organizers:** Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.
- **A Purpose for Reading:** When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student.
- **Author Consideration:** Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?
- **KWL:** This strategy consists of three metacognitive steps for students to use with expository text:

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

5.4.3.1.2. 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.,

5.4.3.1.3. 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.”²¹

²¹E-mail puiudina@yahoo.com

5.4.3.2. “READING ACTIVITIES

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

- **Skimming:** reading quickly to get a general idea of what the text is about. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. These strategies depend on the purpose of reading and should be taught adequately.
- **Intensive Reading:** we read intensively when we are concerned about detail. The text may be having particular interest for us because it contains needed information. But in language teaching, we often have other reasons for the intensive reading of texts:
 - To examine the use of specific grammatical features, like verbs, tenses or forms.
 - To infer meaning of new vocabulary and gain understanding of new words and context.
 - To learn about discourse markers (how phrases are used to introduce other phrases)

- **Extensive Reading:** reading fluently to get the gist or general understanding of a text. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learners' exposure to the language. Extensive reading aims to acquisition rather than conscious learning. ²²
- Read the puzzle. Spelling words
- Anticipation. What do you know about robots? Read and complete the chart.
- Linking words. Choose the best word.
- Read the texts and match the headings to the appropriate paragraph
- Put the following bits together to make the end of a story.
- Read the letters and answer the questions. Write an excuse.
- Read the two texts and complete the family trees.

²² PLANNING, EXECUTION AND EVALUATION OF THE TEACHING LEARNING PROCESS, MODULE 5
2006-2007, UNL; PP 39-43

- Read the text and write about the typical food of your country or region.
- Asking Questions to check reading comprehension and the ability to ask questions.
- Cloze Activities to create a cloze exercise, remove every fifth or seventh word from the text. The aim of this activity is to cloze the gap by filling the blanks with the missing words or phrases. We can remove key vocabulary, tenses or structural items.”²³

5.4.4. 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.

²³ http://edutechwiki.unige.ch/en/Language_Learning_strategy

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

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

- Writing lets students express their personalities.
- Writing activities help to consolidate learning in the other skill areas.
- Writing activities allow for conscious development of language and help aid memory. Writing tasks should help students to practice the following aspects:
 - **Transitions:** students connect the language and make transitions between words. They learn to write sentences using words like: and, but, although, if, when, so and therefore.
 - **Punctuation:** Students must be able to use the basic rules of punctuation correctly.
 - **Spelling:** Dictation is useful for drawing attention to English spelling and pronunciation.
 - **Organization:** is the key to developing a writing topic: order, logical and sequence.

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

5.4.4.1. WRITING STRATEGIES

5.4.4.1.1. 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.

5.4.4.1.2. Drafting

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

Steps:

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

5.4.4.1.3. 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?

5.4.4.1.4. 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 ACTIVITIES

- **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.

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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.

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- **Comparison and Contrast**

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

5.4.4.3. TYPES OF WRITING

5.4.4.3.1. Descriptive Writing

Steps:

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

5.4.4.3.2. 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.

5.4.4.3.3. 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.

5.4.4.3.4. 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?

5.4.5. 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 incides in the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre” high school in Catamayo Canton-San Pedro de la Bendita” Parish. Period 2009-2010

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 “8 de Diciembre” high school in Catamayo Canton, “San Pedro de la Bendita” Parish. Period 2009-2010.
- The micro planning does not take into account the development of the four basic linguistic skills of the English Language in the students of the “8 de Diciembre” high school in Catamayo Canton, “San Pedro de la Bendita” Parish. Period 2009-2010

7. METHODOLOGY

7.1. DESIGN OF THE INVESTIGATION

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

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

As particular methods we will use the descriptive, analytic-synthetic and explicative methods. We will also use the descriptive statistics as a tool. We will use the **descriptive** method to pick up the information, describe the obtained results in the applied instruments and it will let to organize the

information according to the hypothesis and the indicators that we will find out for each one of the variables.

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

We will use the **analytic-synthetic** method, which will serve to analyze the empiric information from the applied instruments and therefore we can derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to 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 with the theoretical referents.

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

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 “8 de Diciembre” high school curriculum. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that we will research.

7.3. PROCEDURES

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

7.3.1. 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 to get the right information.

The instruments applied to teachers, students and the observation will let the interchange of information and the analysis of the same indicator from three points of view that will prove the hypothesis.

7.3.2. Organization

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

7.3.3. Description

Once we obtained the data we will have organize and describe 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.

7.3.4. Graphic Representation

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

7.3.5. Interpretation and analysis

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

7.3.6. Hypothesis verification

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

7.3.7. Formulation of conclusions and elaboration of the report

The conclusions will be based on a specific analysis of the results and they will give some recommendations to the authorities of the researched institution, 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 which let us to understand the theory and results that we will obtain in the present research which can be used to develop more researchers in the future.

7.8. Population and Sample

COURSES	GROUPS		TOTAL
	A	B	
Eighth year of basic education	32	32	64
Ninth year of basic education	42	41	83
Tenth year of basic education	34	34	68
First year of High School Curriculum	34	34	68
Second year of High School Curriculum-Business Speciality	20		20
Second year of High School Curriculum-Physical-Mathematics Speciality	20		20
Third year of High School Curriculum-Business Speciality	19		19
Third year of High School Curriculum-Physical-Mathematics Speciality	19		19
TOTAL			361

Sample Distribution

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

Formula

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

PQ = first quarter (0,25)

N= Population

n = Sample

K = Constant of proporcionality (2)

E = sample error (10%, 0,1)

$$n = \frac{0,25(361)}{(360) \frac{(0,1)^2}{(2)^2} + 0,25}$$

$$n = \frac{90,25}{360(0.0025) + 0,25}$$

$$n = \frac{90,25}{1,15}$$

$$n = 78,47$$

$$n = 78$$

This factor was multiplied by students population of every course of the “8 de Diciembre” High School, therefore in this way we obtain this sample.

$$\underline{\underline{n = \frac{n}{N} = \frac{78}{361} = 0.22 * 64 = 14}}$$

- **Sample**

COURSES	GROUPS		TOTAL
	A	B	
Eighth year of basic education	7	7	14
Ninth year of basic education	7	7	14
Tenth year of basic education	7	6	13
First year of High School Curriculum	7	6	13
Second year of High School Curriculum-Business Speciality	6		6
Second year of High School Curriculum-Physical-Mathematics Speciality	6		6
Third year of High School Curriculum-Business Speciality	6		6
Third year of High School Curriculum-Physical-Mathematics Speciality	6		6
TOTAL	52	26	78

8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

8.1. RESOURCES

8.1.1. HUMAN

Research Group:

- Susana Mabel González Salinas
- Karina Victoria Luzuriaga Jiménez

8.1.2. MATERIAL

- Office material
- Books
- Copies

8.1.3. TECHNICAL RESOURCES

- Computer

- Printer
- Paper
- Folders
- Internet
- Flash memory

8.2. BUDGET

Impression of the first draft	\$	100
Impression of the second draft	\$	100
Impression of the final work	\$	400
Unforeseen	\$	300
TOTAL	\$	900

8.3. FINANCING

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

9. TIMETABLE

MONTHS ACTIVITIES	Jul				Aug				Sep				Oct				Nov				Dec			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x																						
Write the recommendations to the project			x		x																			
Checking and redesign of the research instruments			x																					
Application of the research instruments				x																				
Processing of the research					x	x	x	x																
Drawing conclusions									x	x														
Elaboration of the report											x	x	x	x										
Private qualification of the thesis															x	x								
Write the recommendations																	x	x	x					
Public sustentation and Graduation																					x	x		

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ANNEX 2

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

TEACHERS' SURVEY

As undergraduate students of the English Language Career, we want to get information from English Teachers about the elaboration of the Didactic Unit Plan and Lesson Plan how it insides in the development of the four basic linguistic skills in the students' learning.

1. What is your opinion about English Language Curricular Planning established by the Education Minister based on the text book "Our World through English?"

Excellent () Good () Deficient ()

Why? _____

2. What is a Didactic Unit Plan?

- It is a teaching planning for the whole year ()
- It is a content scheme ()
- It is the developing of a unit in a determined time ()

3. Which of the following elements does a Didactic Unit Plan include? Point out with an X.

- Informative data ()
- Sequence ()
- Learning Objectives ()
- Contents ()
- Pace ()
- Skills ()
- Resources ()
- Feedback ()
- Evaluation ()
- Methodology ()

4. How many Unit Plans do you elaborate for the whole year?

4-5 ()

6-7 ()

8-9 ()

10-12 ()

Others _____

5. How do you elaborate your Didactic Unit Plan?

- By the book's contents ()
- By the students' needs ()
- By grammar points ()
- By skills ()
- By competences ()
- By functions of the language ()

6. What do you understand as micro planning or lesson plan?

- It is a checklist used in the classroom ()
- It is the classification of the book contents ()
- It is an instrument of planning that will be developed in a class ()

7. Which are the steps of a lesson plan?

- Opening ()
- Time ()
- Closure-evaluation ()
- Sequence ()
- Development ()

8. How often do you elaborate the lesson plan?

- Every month ()
- Every week ()
- Every day ()
- Never ()

9. Tick the elements of a Lesson Plan?

- Informative Data ()
- Students' profile ()
- Goals ()
- Teaching Materials ()
- Objectives ()
- Task Development ()
- Evaluation Activities ()
- Methodology ()
- Signature ()

10. How often do you emphasize the four basic linguistic skills in your classes?

Learning	always	sometimes	rarely
Listening			
Speaking			
Reading			
Writing			

11. How do you consider the Learning of the English Language in your students? Point out to just one item.

Excellent	20-19	
Very good	18-17	
Good	16-15	
Regular	14-12	
Deficient	11-0	

12. How do you place the learning of the four basic linguistic skills in your students? Point out to just one role.

Learning	Very good	Good	Regular	Deficient
Listening				
Speaking				
Reading				
Writing				

13. Choose the strategies for each skill that you include in a Didactic Unit Plan?

LISTENING SKILL

- **Pre listening stage**

Prediction and common sense ()

The situation or context ()

The type of text ()

- **While listening stage**

Catch and collect information ()

Predicting main idea ()

- **Post listening stage**

Comparison of answers ()

Discussion ()

Checking or clarifying information ()

READING SKILL

- **Pre reading stage**

Overviews ()

Vocabulary previews ()

Structural Organizers ()

A purpose for reading ()

Author consideration ()

- **While reading stage**

Scanning ()

Reassemble jumbled sentences and texts ()

Complete a chart ()

Examine punctuation and grammar ()

- **Post reading stage**

Answer the questions ()

Multiple-choice questions ()

Put the instructions in order ()

Deducing information ()

Read and write a report ()

SPEAKING SKILL

Minimal responses ()

Recognizing scripts ()

Using language to talk about English ()

WRITING SKILL

Prewriting

Asking questions ()

Observation ()

Listen and write the main idea ()

Drafting

Make notes about thoughts and ideas ()

Revising and Editing ()

Checking mistakes ()

Correct spelling and grammar. ()

Publishing and Editing

Show the final job ()

ANNEX 3

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

STUDENTS' SURVEY

As undergraduate students of the English Language Career, we want to get information from English Teachers about the elaboration of the Didactic Unit Plan and Lesson Plan how it incides in the development of the four basic linguistic skills in the students' learning.

1. Does "Our World through English" text book help you to learn English?

Yes ()

No ()

Why? _____

2. Is there evidence that your teacher plan the class?

Yes ()

No ()

Why? _____

3. How many Units do you study in the whole year?

4-5 ()

6-7 ()

8-9 ()

10-12 ()

Others:

4. How do you place your English level? Point out to just one role

Excellent	20-19	
Very good	18-17	
Good	16-15	
Regular	14-12	
Deficient	11-0	

5. How do you place the learning of the four basic linguistic skills in your students? Point out to just one role.

Learning	Very good	Good	Regular	Deficient
Listening				
Speaking				
Reading				
Writing				

6. How often do you emphasize the four basic linguistic skills?

Learning	always	sometimes	rarely
Listening			
Speaking			
Reading			
Writing			

7. Tick the activities that you do in classes according to each skill.

LISTENING

- Predicting through vocabulary ()
- True or false statements ()
- Putting events/items in the right order ()
- Multiple choice questions ()
- Opened-ended questions ()
- Note taking ()
- Listening for specific information ()
- Guessing ()
- Using the dictionary ()
- Encouraging ()
- Paraphrasing ()
- Noting and reflecting feelings ()
- Summarizing ()

SPEAKING

Eliciting	()
Give instructions	()
Visual aids	()
Give definitions	()
Use synonyms and antonyms	()
Use gestures and mimes	()
Review key vocabulary	()
Use translations	()
Questions and answers	()
Combining sentences	()
Drama activities	()
Games	()
Role play cards	()
Information gap activities	()

READING

Spelling words	()
Anticipation	()
Linking words	()
Read and match headings with the paragraphs.	()
Make the end of the story	()
Read the letters and answer the questions	()
Read and complete the text Reading for detail	()
Scanning	()
Skimming	()
Intensive Reading	()
Extensive Reading	()

WRITING

Questionnaires	()
Copying	()
Filling in forms	()
Short descriptions	()
Writing messages	()
Dictation	()
Combining sentences	()
Substitution tables	()
Description	()
Expositions	()
Narration	()
Persuasion	()

CONSISTENCY MATRIX

THEME: THE CURRICULAR PLANNING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE FOUR LINGUISTIC BASIC SKILLS OF THE ENGLISH LANGUAGE IN THE "8 DE DICIEMBRE" HIGH SCHOOL, IN CATAMAYO CANTON - SAN PEDRO DE LA BENDITA PARISH. PERIOD 2009-2010.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does the curricular planning incides in the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010?	To determine how the curricular planning incides in the development of the four linguistic basic I skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.	The curricular planning incides in the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.	<ul style="list-style-type: none"> • Curricular planning • Models to design a curricular planning 	
<p>Sub problems</p> <p>How the teachers are elaborating Didactic Unit Plan to develop the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010?</p> <p>How does the lesson plan incides in the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010?</p>	<p>Specifics</p> <p>To characterize the Didactic Unit Plan that the teachers elaborate to develop the four basic linguistic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.</p> <p>To explain the incidence of the Lesson Plan in the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.</p>	<p>Specifics</p> <p>The Didactic Unit Plan is not elaborated by the teacher considering the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.</p> <p>The Lesson Plan does not take into account the development of the four linguistic basic skills of the English Language in the students of the "8 de Diciembre" High School, Catamayo canton-San Pedro de la Bendita parish. Period 2009-2010.</p>	<ul style="list-style-type: none"> • The Didactic Unit Plan • The Lesson Plan • The Development of the four basic linguistic skills of the English Language 	<ul style="list-style-type: none"> • Definition of didactic unit plan • Components: Informative data, Integrative Axe, Objectives, Skills, Contents, Methodology, Resources, Evaluation • Strategies Skills: Listening, Speaking, Reading and Writing • Definition of lesson plan • Steps of a Lesson plan; The beginning of the class, the development of the class, Closing of the class • Elements: Informative Data, Objectives, Methodology, Teaching Materials, Assessment / Evaluation, Bibliography • Activities Skills: Listening, Speaking, Reading and Writing.