UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

Graduation Seminar

Theme:

The use of lesson planning to teach EFL in the 8th grade class at San Vicente School in Diriamba during the second semester 20016

Problem:

The effectiveness of lesson planning implemented by teacher of the 8th grade class at San Vicente School in Diriamba during the second semester 2016.

Researchers:

María Elena Conrado Narváez

Imer Antonio Chávez Gómez

Tutor:

M.A. Roberto C. Villarreal

Research submitted in partial fulfillment of the requirements for a B.A. Degree in Teaching English as a foreign language.

Managua, February 10th, 2017

Acknowledgments.

Primarily, we thank God for the infinite support and strength He give us, and because everything we have done during this path at UNAN MANAGUA has been accomplished successfully.

Secondly, to our parents that trusted that one day we would reached this goal, we are extremely thankful for their unconditional support since the very beginning until this glorious moment.

And last but not least, we thank our tutor and advisor during this project MSc. Roberto Villarreal who gave us help and feedback in order to be successful.

Abstract

The aim of this research is to analyze the effectiveness of lesson planning implemented by the teacher of the eighth grade class at San Vicente School in Diriamba. The approach of this research is mix because the mix approach is the one which combine the quantitative and qualitative to get a better understanding of the research problem. The quantitative study was use to find the research problem and establishes a dimension of the problem. In the other hand the qualitative study was use to analyze the data and explain the problem.

The population included 16 students from San Vicente School. During the process some instruments were designed to collect the data and to obtain the information which were, an observation guide that was applied two times, a teacher´s interview and students' questionnaires in order to cover all the aspects required for this research.

The main purpose was to know which structure, sequences, procedure the English teacher applies in his lesson planning, and the type of curriculum planning is implemented by MINED. Finally, it was important to know the teacher and students´ attitudes towards lesson plan in order to determine how effective is the lesson plan implemented by the teacher.

It was found that the lesson implemented by teacher of the eight grade class at San Vicente School present weaknesses because he did not provide variety in his lesson plan. The teacher used the same type of activities, grouping technique and materials what made students act with a passive behavior feeling demotivated to learn the English class. Also, the teacher did not try to adapt his lesson plan to the situation presented. This mean that the lesson plan implemented by the teacher is demotivating in the teacher learning process.

Table of contents

I. Introduction

The aim of the education is provide a significant and meaningful teaching- learning experience, but this process includes different attitudes, conditions and abilities that involve a personal engagement from teachers. Therefore, lesson planning is an essential process in the educational system.

Lesson planning is the initial step in the teaching- learning process in which the teachers avoid needless repetition, organize different activities, anticipate possible problems, prepare and decide methods and materials that would be employed in the interaction with their students in order to achieve an effective teaching- learning. For this reason, lesson planning is the heart of teaching – learning process. It is a creative process that allow teachers to synthetize their understanding of second language acquisition and language teaching pedagogy with their learners´ knowledge, the curriculum and the teaching context. It is a time when teachers visualize the learning that they want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.

However, many experienced teachers believe that lesson planning is an unnecessary process, because they have enough knowledge of the subject that they teach, so they avoid this process. But lesson planning is more than have knowledge about a specific subject; it is a process where teachers need to take into account different components, procedure, sequences and essential characteristics (coherence, variety, and flexibility) in order to achieve an effective teaching- learning process.

This research project analyzes the effectiveness of lesson planning implemented by the teacher of the eighth grade at San Vicente School. The factors involved in this research are: the characteristic and structure to make the lesson planning, the procedure and sequences that teacher applies, the MINED approach to plan and the teacher and students´ attitudes towards lesson planning. After analyzing the data, a set of recommendation is going to be presented in order to help the teacher to improve the lesson planning.

II. Historical Background

The high school in which we applied our research is San Vicente School, the same is located in San Vicente, a rural town of Diriamba city. San Vicente high school was founded in 1989.

This school offers the modality of kinder garden, primary school, high school, and there is only one shift which is in the morning. There are a total of 18 teachers including principal and sub principal, most of them have worked in this school for a good long time therefore they have a lot of experience in their fields helping to form many professionals.

Most of the students come from families that make a living working in agriculture, and there is a small percentage who work for a company, therefore they have some economic limitations as well as the limited access to technology. However people of this town try their children have a good a future by take them to the school with the purpose they can learn how to improve their lifes.

Problem

The effectiveness of lesson planning implemented by teacher of the 8th grade class at San Vicente School in Diriamba during the second semester 2016.

Sub problem

1. How important is the use of effective lesson plan to teach EFL?

2. What sequence or procedure does the teacher follows in his lesson plan?

3. What are the institutional demands, structure, procedures and approaches in terms of lesson planning?

4. What are the attitudes that teacher and students show towards the use of lesson planning?

IV. Hypothesis

Lesson plan which is developed without logical coherence, sequence, adequate structure, and appropriate materials, cause disinterest and unfavorable attitudes in the 8th grade students at San Vicente School. Therefore it is necessary to include all these elements in the lesson plan to contribute to a significant and meaningful process of teaching and learning.

V. Literature review

5.1. Effective lesson planning

5.1.1. What is a lesson a plan?

Every person must have a plan when doing activities especially formal or academic activities including teaching. For a teacher, teaching is not only an activity that emphasized in the classroom, but a teacher must have a plan before begin a lesson. Many researchers have different forms of statement about what a lesson plan is. According to Bailey and Nunan (1996), "a lesson plan is like a road map which describes where the teacher hopes to go in the lesson, presumably taking the students along" (p. 18). This short definition suggest that teachers should try to draw this road map as clearly and carefully as they can so that the students do not get lost on their education.

Similarly, lesson plan is like a map that help teachers to think through what they are going to teach and how they are going to reach it (Harmer, 2007, p. 364) .In other words, a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal what the students are supposed to learn, how the goal will be reached. Therefore the lesson plan is the heart of teaching in which the teacher indicates the objective of the lesson, the material to be taught, and the effective method to be applied in order to achieve the objective.

5.1.2. What is an effective lesson plan?

The effective lesson plan is the one in which produces a significant and meaningful process of teaching and learning. An effective lesson plan gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. Although there is a variety of lesson plans, an effective lesson plan need to have certain characteristics. In the point of view of Harmer (1998) said: "a good lesson plan needs to contain a judicious blend of coherence and variety. A good plan needs to reflect this" (Harmer, 1998). This mean an effective lesson plan need to have a logical pattern to the lesson, but on the other hand a variety in which allows students to do different thing.

In concordance to this Jensen argued that a good lesson plan have three main characteristics which are coherence, variety and flexibility (Celce-Murcia, 2001).

In other words, an effective lesson plan is coherent when there are clear organization of its content. Second lesson plan should exhibit some variety in terms of topics, types of activities, skills, pace, grouping techniques, and materials. Third flexibility; the teacher should be guided not only by the lesson plan, but also by the condition that happens in the classroom as well.

5.1.3. The importance of lesson plan

Although lesson plans constitute a major part of being a teacher, sometimes its importance is underestimated by some teachers. The importance of writing an effective lesson plan has been discussed for many authors and most of them agree that a good lesson plan brings a number benefits to the class.

First, Jensen said that a lesson plan produces more unified lesson (Celce-Murcia, 2001). That is, lesson plan gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequences of those activities, the materials needed, how long this activities might take, and how students should be grouped. Teachers need to consider these connections and make the connection explicit to learners in order to the lesson plan be more meaningful to them.

Second, planning helps to remind teachers what they want to do, and also it gives t students confidence (Harmer, 1998). In other words, lesson plan allows teachers to think of which the next step to do is, and also helping the learners to feel more relaxed and open to learning.

Third, according to Woodward (2001), lesson planning helps teachers reduce their feelings of uncertainty or panic, and instead, it inspires them with a sense of confidence and clarity. Besides, careful lesson planning inspires confidence in students as well, and as a consequence, they experience a feeling of purpose, progression and coherence. (Woodward, 2001, p. 181).

Finally, Davies & Pearse (2000) believe that "when you are working with a course book, planning is important because it can help you avoid potential problems in the material; exploit strengths, and convert the material into lively classroom activities; adapt the material to your learners' interests and needs, and to your own teaching style." (p. 148)

In addition, lesson planning is so important because helps teachers (novice and experienced) to organize content, materials, learning objectives, strategies, instructional procedures, assessment, and time allotted for each activity, allows the teachers anticipate grammar problems that students might encounter in their learning process (Brown, 2001).

5.2. Structure of an effective lesson plan

5.2.1. Preplanning stage

Students need

Good lesson plan design begins with an assessment of students' needs, this process is called pre-planning stage. According to Harmer (2007), "pre-planning stage is where teachers gather ideas and material and possible starting-off points, pre-planning stage is the start of the whole process" (Harmer, 2007, p. 367).

In other words, pre-planning stage teachers consider their ideas usually based on their knowledge and on what the curriculum or the syllabus expects them to do, but also teachers need to take into account their perceptions of the students´ needs, learning styles, level of proficiency, background knowledge and learning preferences.

Skill focus

These are the skills, such as vocabulary, grammar, and pronunciation that support the students´ ability to accomplish the objectives.

In addition to this, Harmer (2007) said that teachers need to list structures, vocabulary and pronunciation so that an observer can see what students are going to study (p. 372).

Anticipate problem and possible solutions

According to Harmer (2007), "a good plan tries to predict potential pitfalls and suggest way of dealing with them" (p. 373). That is, teachers need to guess what errors are

most likely to occur, and plan some strategies to correct them. So teachers need to include alternative activities in their lesson plan.

5.2.2. Components of a lesson plan

Once teachers know students' needs, select the skill the students going to study, and anticipate some possible problems, teachers can begin to plan lessons. There are many teaching styles and many ways to plan lessons. According to Brown (2001), the essential elements of an effective lesson plan are: Goal, objectives, Material and Equipment, Procedure, Evaluation, Extra -class work (pp.149-151).

Goals

This section teachers determine what topic and purpose of the lesson will be and identify a general purpose or aims that they want to accomplish, based on their view of the whole curriculum and the perception of the language needs of their students.

Likewise, Harmer (2007) claim "the aims (goals) is the most important element of any plan is the part where we say what our aims are. These are the outcomes which all our teaching will try to achieve- the destinations on our map" (p. 371). That is, the aims or goals are what teachers want or hope to achieve by the end of the class.

Objectives

The objectives show the direction where the teachers have to go and what they want students gain from the lesson. Brown (2001) said, "Objectives are most clearly captured in terms of stating what students will do" (p. 150). In other words, the objectives are what the students will be able do at the end of each lesson. Besides when teachers are formulating the objectives need to avoid verbs that are vague or difficult to observe or measure, for example, learn, practice, or enjoy. Instead, teacher need to use action verbs that describe what the students will be able to do after the lesson or activity, such as identify, determine or practice.

Sullivan and Higgins (1983) said:

Identify a clear instructional objectives represents a critical first step in the instructional design process. The ABCD method of writing objectives is an excellent way to structure

instructional objectives. In this method, "A" is for audience (describe who the learners are), "B" behavior (describes what students will learn or be able to do), "C" condition (describes the circumstances under the learning will occur), "D" degree (describes the levels of mastery needed). This is a well-stated objectives tell the students what they have to do, under what conditions the performance take place, by following a specified degree of acceptable performance.

Material and equipment

Material and Equipment refer to things through which a content can be learned. In this sense material can be: board, realia, poster, book, tape recorder, handouts, etc. Brown (2001) said, "Good planning includes knowing what you need to take with you or to arrange to have in your classroom" (p. 151). In this case, teachers need to keep in mind that teaching materials should be aimed at achieving the objectives that will help the students reach the goals of the class. Also teachers should be design these materials take into account the learning styles of their students.

Using one or no materials is so boring that learner participation is discouraged, but when the teacher uses various instructional materials daily, learners become motivated and learning increases. In general, teachers should use different materials as much as possible in order to their students gets a successful learning.

Procedures

The procedures involves the activities and methods of carrying out the activities by both the teacher and the learner. Brown (2001) said that there are many variations at this point, but a general set of guideline for planning need to include:

Warm up/review

It is crucial to know the background of the learner in order to build a new knowledge on it, revision of previous lesson should be a day-to -day activity. Warm-ups are varied in type and purpose, and they can be very specific depending on the type of students, but since they are very short, they are usually very controlled activities, for examples, guessing games, questions-answers, mimes, scrambled sentences, jokes. This section encourages students to use what they have taught in previous lesson.

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production

Presentation

One of the procedures, which has to be included in the lesson plan, is the techniques the teachers design to get the attention of their students, or what is mostly called introduction. To be an active receptive of the new material or content the learner has to be motivated and curious.

The presentation stage is designed to be a short period of time in lesson, between 5 to 10 minutes, where teacher introduce new language or the focus content of the lesson (vocabulary, grammar, pronunciation, etc.) to the learners. This allows learner to encounter and then clarify the language they will used before beginning to practice with the language, preferably in pairs.

Richards (2006) stated that the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. In other words, at this stage teachers present the new language in a meaningful context. Teachers can use stories on the board, use realia, flashcard and miming these are fun ways to present the new language.

Practice

The second component of the procedure is the presentation of the new material through various activities and methods. Here what the teacher and the learners will do is indicated, giving more time to the leaners to ensure their active involvement in the activity.

Students practice using the new structure in a controlled context, through drills or substitution exercises (Richards, 2006). That's mean that teacher describe the activities that show how the students will apply the language personally, or describe how the students will practice with previously review language. In this stage teachers can use different activities such as gap fill exercises, substitution drills, sentences transformation, picture dictations, and matching sentences.

It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many students' books and workbooks have exercises and activities which can be used at this stage.

Production

The last component of the procedure is production. At this stage students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern (Richards, 2006). That is, teachers describe activities that show how the students will use language to communicate with peers or how students will use review language to communicate in many ways.

During production stage learners should move away from strongly controlled scaffolded material and towards free practice. In this stage the learners might generate a new information gap, a student created dialogue, a student created survey or questionnaire, using the language that has been presented and practiced during the span of the class. The goal is for students to demonstrate internalization and fluent use of language.

There are different activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely.

Evaluation

Evaluation is an assessment formal or informal, that teachers make after students have enough opportunities for learning, and without evaluation, teachers can´t assess their students´ achievement and adjust their lesson plan for the future. (Brown, 2001). This does not mean that teachers need to do a quiz after every lesson, evaluation need to be a separate element of their lesson plan, evaluation can does in a regular classroom activity or wait a day or two until certain abilities have had a chance to build.

Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson

15

- It provides an opportunity for students to raise questions of usage and style

- It enables the instructor to monitor individual student comprehension and learning

- It provides closure to the lesson

Extra class work

It is sometime misnamed "homework", but is defined as application or extension of the classroom activity found by teachers aiding the students do some learning after the class (Brown, 2001).

5.2.3. Other consideration

According to Brown (2001) there are other considerations that teachers need to take into account when design a lesson plan, we will discuss some of them:

Variety

It is important to try and keep the students engaged and interested. Providing variety in a lesson and a series of lessons is a way of achieving this. Repeating the same kinds of exercises can become monotonous and demotivating for students. Where possible it's a good idea to try and vary the kinds of activities, materials and interactions. According to Harmer (2007):

When the teacher sits down to plan what they're going to be doing, one of the things they need to have in their heads is, how can I vary the pace of the class? How can I vary the kind of thing that's going to happen so that sometimes maybe the students will be silent, sometimes they'll be loud, sometimes they'll be talking to me, sometimes they'll be talking to others, sometimes I'll do a bit of writing, sometimes they'll do a bit of reading. If you vary the patterns of student to student interaction, if you vary the kind of activity the students are involved in, if you vary the kind of material they're looking at … there's a good chance that most of the students will remain engaged and involved. If you don't build variety into your plan the danger is that they'll switch off at some stage.

That is that a successful lesson gives the students a number of different activities during the class hour, keeping minds alert and enthusiasm high.

Sequencing

Elements of a lesson have to be built progressively towards accomplish the ultimate goals. Easier aspects will usually be placed at the beginning of a lesson; tasks that require knowledge gained from previous exercises will be sequenced appropriately

Pacing

Pacing means first, that activities are neither too short nor too long. Second, anticipate how well the various techniques flow together. Third, pacing means provide transition from one activity to the other.

Timing

Thinking about how long an activity will take is a vital part of planning. Most teachers indicate the intended timing of activity in the plan. So teachers need to establish the amount of time allotted for each part of the lesson. If the planned lesson finishes early, teachers have to have a backup activity ready. If the lesson wasn't completed as planned, the next class can't be adjusted to finish.

Individual differences

Teachers need to take into account the variation of ability in their students, especially who are well below or well above the classroom norm (Brown, 2001). That is, teachers may classify their students according to their needs to decide which methods better help which students. So if teachers know these individual difference, they may be able to match or adapt the instructional method to the individual learning needs.

Students talk and teacher talk

According to Brown (2001), teacher need to make a balance between the time he explained the lesson and the time the students need to practice the lesson. In simple words students need to have a chance to talk, to produce language, and even to initiate their own ideas.

Grouping techniques

Teacher can use this technique to multiply opportunities for class participation, to maximize learning time, and to avoid boredom in class, you should have various grouping arrangements: whole group, small groups, and pairs. (Brown, 2001). With group activity students can interact one to each other and they can develop their confidence to socialize.

5.3. MINED curriculum planning

To develop a lesson planing teachers have to follow a curriculum establishes by the institution where they work,but what is curriculum?

The curriculum is based on aspects of development and incorporation of culture that school seeks to promote. School proposes an appropriate action plan for achieving these goals. Also covers the dynamics of its realization: what to teach? How to teach? When to teach? and when to evaluate? The curriculum is the plan of academic activities in general, by building of the curriculum the institution construct the curricular conception of education. Thus, the curriculum allows the anticipation of things to be done to achieve the individual model.

Nowadays MINED has implemented a new curriculum with the aim of creating the conditions to transform educational practices, in order to improve the learning opportunities of all students, with an education oriented towards life, work and coexistence, with an Education Subsystem that responds to the requirements of the development of the country and the current age, developing a Curriculum that integrally forms the student in the physical, affective and cognitive.

5.3.1. Basis of curriculum

The Basic National Curriculum contains the fundamentals that systematize contributions from different disciplines, which are based on principles, aims, objectives and sources that delimit the scope of the same. The principals of the basis of Nicaraguan context are:

Philosophical foundations

The development as a person is during the contact with other people and with the environment. The realization of the Nicaraguan being depends to a great extent on the principles and aims we propose, the values that we have as a national community in perspective of what we can state through an authentic national education.

For this reason, education should offer an integrated approach to all disciplines, where it offers opportunities to reach their potential and thus have a clear idea of the world and the society where students develop.

Psychological foundations

Psychology allows to analyze the person in his dynamic and integral development, with its biosychic unit, in its cognitive, affective and psychomotor processes, allowing to see the individual in its different stages of development. Therefore, it is necessary to train individuals to use their abilities to the maximum, to analyze reality, to discover causes and effects, to use judgment and critical awareness, to challenge their initiative and creativity, to seek solutions and solve problems, to plan, Organize and evaluate actions, make decisions and take responsibility for them. The information provided by the psychological foundations allows the student to develop critical, reflexive, analytical, deductive, transductive thinking in the student, which favors the achievement of learning and decision making throughout the teaching and learning process. It also allows teachers select the contents, activities and achievements of learning and establish the graduality between them.

Pedagogical foundations

To achieve the goals of Nicaraguan education it is necessary to change educational practices, from traditional pegagogy centered on the teacher to an active pedagogy that concentrates its attention on the participation of the student and in the development of living learning experiences; In the theoretical-practical linked to school-community and lifetime; In the horizontal teacher-student relation; Which conceives of learning as a permanent search for meanings, in direct contact with reality; As a source of knowledge and learning; Which considers the school as a social institution, which should promote the practice of democracy. In other words, it develops a modern pedagogy in which it is considered as primordial that

the student learns to learn, learn to do, learn to be, learn to be innovative, in this way change the mechanical learning of content (MINED, 2009 pp. 18-20).

5.3.2. MINED approach to plan

Communication is a neccessity to the human being. When we feel the neccessity to communicate with other we have to use the language, however we have to know how to use it. The communicatve approach is born as a need to develop an innotavative pedagogical approach, which contribuites to the development of the intellectual, social, and moral autonomy of the students, favoring the solution of problems through experiments, development of critical thinking, different points of view, making objectives and that the content are relevant and meaningful to students. (MINED, 2009 pp 54-56)

The term communicative competence which was based on the two Chomsky´s notion competence and performance. According to Brown (2007) competence is " non- observable ability to do something to perform something".

What is communicative approach?

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006).

According to Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. (as cited in Sanaa, 2013, pp 12-13).

Grammatical Competence: according to Brown (2007)states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology". In other words; the ability of students' to produce accurately structured comprehensible utterances.

Sociolinguistic Competence: it helps the speakers to be "contextually appropriately". This means to use socio cultural messages in meaningful ways.

Discourse Competence: According to Brown (2007) discourses competence is "the ability to connect sentences and to form meaningful whole out of a series utterances" In other words; the speaker's ability to shape and communicate purposely using cohesion and coherence.

Strategic Competence: for Canale and Swain strategic competence it is "how to cope in an authentic communicative situation and how to keep the communicative channel open". In other words, the learners' ability to enhance the effectiveness of communication. . (as cited in Sanaa, 2013, pp.12-13).

Principles of Communicative Language Teaching

The main characteristics of communicative language teaching are identified by Brown (2000: 46) as:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy) .of communicative competence; In other words; students should not only learn the grammatical rules and memorize vocabulary but also know how to use them in a given situation.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes, organizational language forms are not the central focus but rather aspects of language that enable the learner meaningfully engaged in language use. In other words; the different activities or tasks which are used in the classrooms to help students to use the language for meaningful purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more important than accuracy in order to keep learners meaningfully engaged in language use. In other words; teachers focus more on fluency since the primary goal of CLT is getting students to communicate meaningfully

4. Students in a communicative class ultimately have to use the language productively and receptively in unrehearsed contexts outside the classroom; classroom tasks must therefore equip students with the skill necessary for communication those contexts. In other words students must be provided with the important skills needed to communicate in real world context

5. Students are given opportunities to focus on their own learning process through an understanding of their awn styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of a facilitator and a guide.

These characteristics show the main focus of communicative language teaching. To sum up; CLT enables students to communicate in the foreign language using the different types of communicative competence. However; the language techniques encourage them to use the target language in different situations. In addition; communicative language teaching pays less attention to accuracy (the degree to which learners use target language is remarkably free of errors, students errors are tolerated into some extent since it focuses more on meaning and fluency which helps students to communicate spontaneously, finally the teacher in CLT approach is a facilitator not a controller. . (as cited in Sanaa, 2013, pp.14-15).

Types of procedure to develop lesson plan based in communicative approach

According to Harmer (2007) to plan for different approaches within the Communicative Approach, it might be a good idea to revise three different approaches: PPP (Presentation-Practice-Production), TBL (Task Based Learning) and CLIL (Content and Language Integrated Learning).

- PPP (Presentation-Practice-Production). The teacher engages students by presenting a picture or a situation, or by drawing them in by some other means. At the study stage of the procedure, the meaning and form of the language are explained. The teacher then model the language and the students repeat and practice it. Finally they activate the new language by using it in sentences of their own.
- TBL (Task Based Learning). The teacher gets the students engaged before asking them to do something like written task. Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

- CLIL (Content and Language Integrated Learning). The teacher encourage students to activate their knowledge before studying one and then another language element, and then returning to more activating tasks, after which the teacher re-engages them before doing some more study. (p. 67)

5.4. teacher and student´s attitudes towards lesson plan

Today, most researchers agree that attitude is acquired, although some researchers believe that some attitudes may be innate or may be biological origins. According Myers (2010) attitude is a favorable or unfavorable evaluative reaction toward something

or someone exhibited in ones beliefs, feelings or intended behavior (p.110). It is a social orientation an underlying inclination to response to something either favorably or unfavorably.

Attitudes can be defined as evaluations of ideas, events, objects, or people. Attitudes are generally positive or negative, but they can also be uncertain at times. For example, sometimes we have mixed feelings about a particular issue or person. Regardless, attitudes are an important topic of study for social psychologists because they help determine what we do - what we eat, how we vote, what we do with our free time, and so on.

According to Bloom and Krathwohl (1956) every attitude has three components that are represented in what is called the ABC model of attitudes: A for affective, B for behavioral, and C for cognitive. Although every attitude has these three components, any particular attitude can be based on one component more than another.

Affective: The Affective domain includes feelings, values, appreciation, enthusiasms, motivations, and attitudes.

Behavioral: tendency or disposition to act in certain ways toward something. Might want to keep welfare recipients out of our neighborhood. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different.

Cognitive Domain: The cognitive domain involves knowledge and development of intellectual skill. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serves in the development of intellectual abilities and skills.

Even when they are not explicitly stated, attitude objectives are pervasive in school work. The three components of attitudes are linked . Although they may not always be aware of it, most teachers are involved in some form of attitude teaching. In some cases, attitude learning is the main objective of instruction.

Learning theories about attitudes formation and change

Learning theories of attitude change, no longer as popular as they once were, focus on reinforced behavior as the primary factor responsible for attitude development.

According to Smith and Ragan cognitive dissonance theory, which posits that, when a person is persuaded to act in a way that is not congruent with a pre-existing attitude, he or she may change the attitude to reduce dissonance. (Miller, 2014). To use dissonance to produce attitude change, the persuader must first establish the dissonance, and then provide a method to reduce it. Ideally, this will involve making the chosen alternative attractive, showing a social group with the desired attitude, demonstrating the issue's importance, providing free choice, and establishing a wide latitude of acceptance through successive approximation.

Similarly, consistency theories assume that individuals need to have consistency between their attitudes and behaviors and will modify one or both to achieve this balance (Miller, 2014).

Affective-cognitive consistency theory examines the relationship between attitudes and beliefs and posits that individuals are in an unstable state when their attitudes towards an object, event or person and their knowledge about that object, event, or person are inconsistent (Miller, 2014). The theory suggests that the affective component of the attitude system may be changed by providing new information (changing the cognitive component) via a persuasive message. Once the individual has processed the new information, he or she will undergo an attitude change to bring the knowledge and affect into harmony. Processing the message requires that the audience pay attention to and comprehend the message, then accept and retain it. In other words Affective-cognitive consistency theory suggests that the affective component of the attitude system may be changed by first changing the cognitive component through providing new information.

Although the fact that attitudes are stored separately from their related cognitions means that a person may experience a feeling without remembering the information or event that triggered it, attitudes will generally be stronger when the link between their cognitive and affective components is consciously recalled. For this to work, of course, the recipient must attend to the message providing that information. A tendency toward passive viewing of mediated messages may be reduced by instructing students to attend and alerting them to the fact that the content will be tested.

Social learning theory This theory suggests that an individual learns attitudes by observing the behaviors of others and modeling or imitating them. An observed behavior does not have to be reinforced to be learned (Miller, 2014)

Finally, functional theories suggest that attitudes serve a variety of psychological needs and that changing an attitude requires an understanding of its purpose in the life of the individual who holds it.

There have been several attempts to classify types and levels of learning in the affective domain. Perhaps the best-known classification was developed by Krathwohl and Bloom. The Bloom´s taxonomy, as it is known, has five major categories, each with several sub-categories. These levels are:

- Receiving / Attending - willingness to become aware

- Responding - appreciating or internalizing

- Valuing - accepting, preferring, becoming committed to

- Conceptualizing / Organizing - incorporating into a value system

- Characterizing by value - orientation toward / identification with.

VI objectives

General objectives

To analyze the effectiveness of lesson planning implemented by the teacher of the 8th grade EFL class at San Vicente public school in Diriamba during the second semester 2016

Specific objectives

1. To determine the importance to use an effective lesson planning to teach EFL

2. To analyze the structure, sequence and procedures that the teacher follows to develop the EFL lesson planning

3. To analyze the institutional demands structure, procedures and approaches in terms of lesson planning

4. To explore the teacher and the students' attitudes towards the approaches implemented to plan the EFL class

VII. System of variables

Variables	Definition	Sub-variables	Indicators	instruments
Effective lesson planning.	A good lesson plan needs to contain a judicious blend of coherence and variety.	Coherence Variety Flexibility	➢ A logical sequence between the topic- ➢ Different types of material, activity, and group techniques ➢ Adapt lesson plan to unexpected situation	Observation guide Questionnaire
Structure of a lesson plan	It´s the way in which the parts of a lesson plan are arranged or organized .	Pre- planning Components of a lesson plan Other consideration	➢ Students needs ➢ Skill focus ➢ Anticipate problems and possible solution ➢ Goals ➢ Objectives ➢ Material and equipment ➢ Procedure: warm up/ review, presentation, practice and production ➢ Evaluation ➢ Extra- class work ➢ Sequencing ➢ Pacing ➢ Timing	Observation guide Questionnaire

MINED Curriculum planning	Communicative competence is non-observable abilty to do something, to perform something	PPP TBL CLIL	➢ Presentation-Practice-Production ➢ Task Based Learning ➢ Content and Language Integrated	Interview
Teacher and Students´ attitudes towards lesson planning.	Attitude is a favorable or unfavorable evaluative reaction towards something or someone exhibited in ones beliefs, feelings or intended behavior	Affective Cognitive Conative	➢ Feelings, emotions ➢ Belief, knowledge ➢ Action or behavior	Observation guide Questionnaire

VIII. Methodological design

8.1. Approach and type of study

The approach of this research is mix because the mix approach is the one which combine the quantitative and qualitative to get a better understanding of the research problem. The quantitative study was use to find the research problem and establishes a dimension of the problem. In the other hand the qualitative study was use to analyze the data and explain the problem. Its range is transversal and descriptive type because the research was conducted to specific population in a specific moment, which was the second semester 2016.

8.2. Population

The population was 16 students from 8th grade class at San Vicente School in Diriamba-Carazo during the second semester 2016. The group had 10 women and 6 men.

8.3. Sample

The sample of the research was 16 students; it was all the students of the class, which represented the 100 % of the population. This percentage was selected in order to get a high level of reliability of the results obtained. All the students selected belong to 8th grade class of San Vicente and they take English two period per week. The sample chosen was 10 women who represented the 62.5% and 6 men who represented, the 37.5 of the population involved in the research.

8.4. Sample method

The sampling method of this research was convenience sampling because the sample were available and accessible in order to gather through interview and questionnaires data regarding to the research problem found at eighth grade class in San Vicente School, Diriamba during second semester 2016.

8.5. Instruments

The instruments employed to collect data for this research were interview, questionnaire and classroom observation guide. These three instrument were designed taking into account the specific objective in order to measure the variables and its indicators established in our research. The main purpose for each instruments was to gather data about

the effectiveness of lesson planning implemented by teacher of the eighth grade class at San Vicente School in Diriamba during second semester 2016.

8.5.1 Classroom observation guide

The objective for this instrument was to collect data to determine how the teacher applies his lesson plan, how students and teacher act, as well as to identify how effective was the lesson planning implemented by the teacher during English class. There were two class observation, one hour for class.

This instrument was divided into three section. First section is about the sequencing of lesson plan implemented by the teacher, second section refers to the components and materials that the teachers used in his lesson plan, and last section refers to the teacher and students' attitudes towards the lesson plan.

8.5.2 Teacher´s interview

The objective for this instrument was to determine the structure, sequence and procedure that the English teacher applies in his lesson planning and the type of curriculum planning is implemented by MINED. The interview was delivered to English teacher of the 8th grade class at San Vicente School in Diriamba. The interview consists in 7 open-questions designed in English.

8.5.3 Questionnaire

The objective for this instrument was to determine the structure that the teacher applies in his lesson planning, as well as to identify the teacher and students´ attitudes towards lesson plan. The questionnaire was delivered to 16 students of the 8th grade in the same school. The questionnaire consisted in 14 closed-questions designed in Spanish for a better understanding from the students, but the data and results were processed in English.

IX Discussion of the results

In this research 16 students were selected to provide information to analyze the effectiveness of the lesson planning applied in the English class at 8th grade class at San Vicente School in Diriamba.

9.1 Classroom observation guide

Using the observation guide it was found that the teacher from 8th grade at San Vicente School implemented a lesson plan to develop the English class, he followed a logical sequence (activity before the class, review about last class, introduces new vocabulary related to the topic, allows students practice the topic, establishes time to do the activities), and also he included the components (objectives, traditional procedure, material, and extra class work) of the lesson plan. In addition the teacher just included one of the three main characteristics that made the lesson plan effective, it was the coherence between the topic and MINED curriculum because the teacher followed a sequence of a textbook of the MINED.

However we realized that during the class the teacher did not implement a variety of activities to promotes students´ interest, we can noticed that the teacher just used question-answer activities in the two classes that we observed, and also the groups technique that teacher used was individual works which did not allow students to interact one each other and share their ideas.

In the other hand teacher included some components of the lesson planning, but these components did not follow the structure of an effective lesson planning suggested by Brown, 2001 and Harmer, 2007 because teacher did not include goals for his own improvement, also there were not enough material to get students´ motivation. We could notice that teacher tried to encourage students to participate asking questions about the topic, but students showed lack of participation because of the lack of creativity in the activities which produced students feel calm and demotivated.

9.2 Interview results

After the classroom observation an interview was applied to the teacher. The interview was made taking into account the specific objectives in order to get information related to these objectives which are:

1. To determine the importance of the use an effective lesson planning to teach EFL.

2. To analyze the structure, sequence and procedures that the teacher follow to develop the EFL lesson planning

3. To analyze the institutional demands (structure, procedures and approaches) in terms of lesson planning.

Specific objective 1. The question related to this objective was

Do you use a lesson plan? Why do you think it is important to use a lesson plan?

Teacher said that he uses a lesson plan and he think that lesson plan is important because allow him to organize coherently what he want to achieve with his students in the classroom.

Specific objective 2. The questions related to this objective were

Do you do a preplanning section before design your lesson plan?

Teacher explained that he does not a preplanning he said that he just design his lesson according to the curriculum

Do you follow a sequence or procedure to make a lesson plan? What is it?

Teacher said he follows a sequence or procedure to make a lesson plan, he makes his lesson plan following the steps: General details, introduction, development, conclusion and homework.

Specific objective 3. The questions related to these objectives were

What is the approach for planning proposed by MINED?

The approach that teacher use for planning proposed by MINED is the constructivist. He said that this approach stated that students build their own learning by doing different kind of activities inside the classroom based in the communicative approach

Do you follow the approach of the MINED when you make the lesson plan? Explain how.

Teacher follows the approach proposed by MINED, he said that he is a facilitator and he help the students to construct their own learning making the class active and funny in which students can understand a content in easy way.

Do you find the approach of the MINED effective or meaningful? What do you think?

He agreed that the approach of the MINED is effective because the student is the protagonist and he said there is not a mechanical teaching, and meaningful because the students are aware of what they are learning and they connect the learning with the context.

What factors weaken your class development?

According to the teacher there are some factors that can weaken the development of the class and he said these are:

Lack habits of study

The low interest of the students

There are not enough material to make practical class

9.3 Questionnaire

Questionnaires were applied to 16 students, the questionnaires were designed in 3 sections according to the specific objectives:

2. To analyze the structure, sequence and procedures that the teacher follow to develop the EFL lesson planning

4. To explore the teacher and the students' attitudes towards the approaches implemented to plan the EFL class

First section: lesson plan

According to question 1, 9 students who represent the 56.25% of the students said that teacher always made a review and 3 students who represent the 18.75% said that teacher sometimes made a review and 4 students who represent the 25% said that teacher rarely does. It is reflected in the graph 1.

Graph 1: Frequency the teacher reviews previous topic.
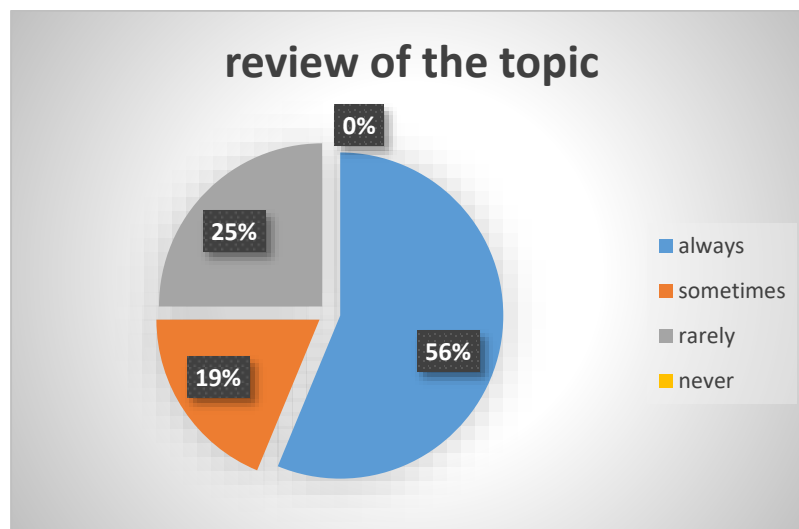
The graph shows the time that the teacher made a review of previous topic. The result obtained was that 56% of the students agreed that teacher made a review of the previous topic. Furthermore, in the class was observed that the teacher almost always made a review of the previous topic.

According to question 2, 13 students who represent the 81.25% of the students said that the teacher always introduces the new topic and vocabulary, and 3 students who represent the 18.75% said that the teacher sometimes introduces the new topic and vocabulary. It is observe in the graph 2

Graph 2: Frequency the teacher introduces the new topic and vocabulary
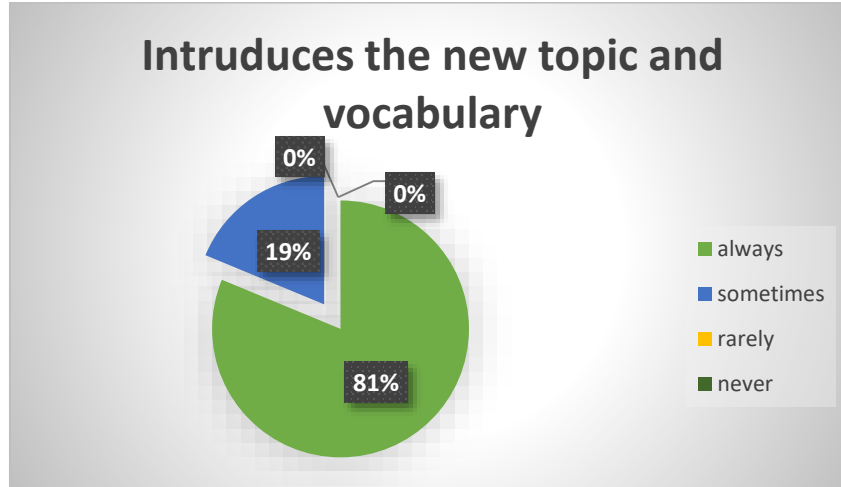
Regarding to new topic and vocabulary, the students were questioned if the teacher introduces the new topic and vocabulary. The majority of the students representing the 81.25% said that teacher always introduces the topic and the vocabulary. It was remarkable that in the English class is made an introduction of the new topic and vocabulary

Finally, in respect of section 1 (lesson plan) it is important to know what kind of materials teacher use in the classroom. It was found that 5 students who represent the 31.25% said that the material used is wallpaper, 8 students who represent the 50% said that material used is board and book, and the other 3 students who represent 18.75% said that the material is images. Also it is important to know the frequency that the teacher allows the students to practice the new topic. About this point 11 students who represent the 68.75% said that teacher always allow them to practice the topic and 5 students who represent the 31.25% said that teacher sometimes does the practice. The last point to talk about in this section is if the teacher establishes a time for the activities. 12 students who represent the 75% said teacher always establish a time, 2 students who represent the 12.5% said that there is rarely establish a time for the activities (See graphs 3, 4 and 5 in the appendix)

Second section: Teacher´s attitude

According to question 1, 9 students who represent the 56.25% said that teacher was self-confidence during the class, 7 students who represent the 43.75 said that the teacher was motivated during the class. It is reflect in graph 6.

Graph 6: Attitude of the teacher during the English class
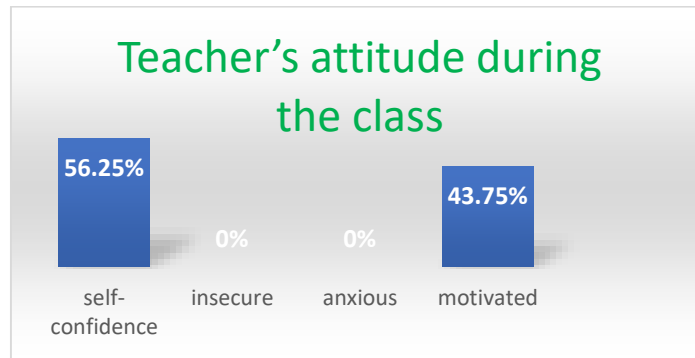
It is noted in graph above that the teacher the majority of the time shows an attitude of self-confidence when he develop the lesson in the classroom. It was said for the 56.25% of the students similarly when we made the observation we observed that the teacher had knowledge about the topic he was teaching so he was confident and motivated.

In accordance with question 2 about how much the teacher motivates students to participate. 9 students who represent the 56.25% said that teacher motivates them a little to participate, 5 students who represent the 31.25% said that teacher motivate them enough to participate, and 2 students who represent the 12.5% said that teacher motivate them a lot to participate. It is reflect in graph 7

Graph 7: Quantity of motivation from teacher to students
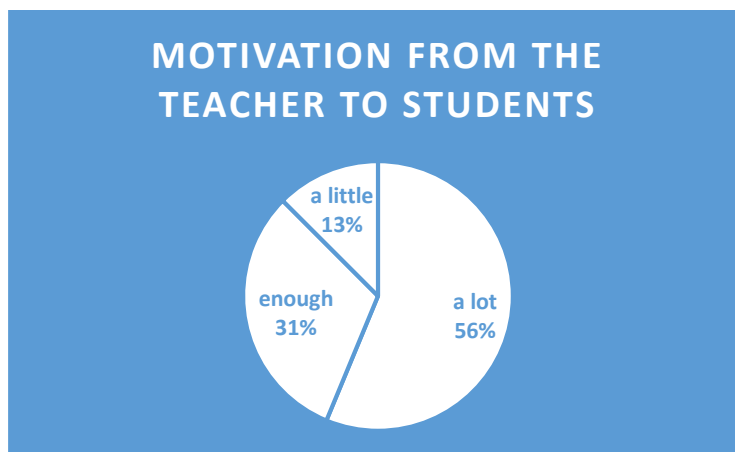
According to graph 7 the 56% of the students claimed that teacher motivate them a lot to participate; however, in our observation we could notice that teacher tried to motivate them asking question about the topic, but he could not motivate them enough because the

students only answer questions when teacher asked them, so they did not participate actively

Finally to end this section here is shown how students answered the questions 3 and 4. About question 3, how teacher relates the topic with the context. 10 students who represent the 62.5% answered that teacher rarely relates the topic with the context, 5 students who represent the 31.25% answered that sometimes and 1 student who represent the 6.25% answered that teacher always relates the topic with the context. About the last question of this section which is about the activities done in class. 11 students who represent the 68.75% answered that question-answer are the activities, 3 students who represent the 18.75% said that discussion are the activities, 1 student who represent the 6.25 answered that role plays are the activities, and 1 student who represent the 6.25 said that dialogues is the activities make in class. (See graphs 8, and 9 in the appendix).

Third section: Students´ attitude

According to the question 1, 15 students who represent the 93.75% said that the English class is important to them and 1 student students who represent the 6.25% said that the English class is no important. It is reflect in graph 10 below

Graph 10: Importance of the English class for the students
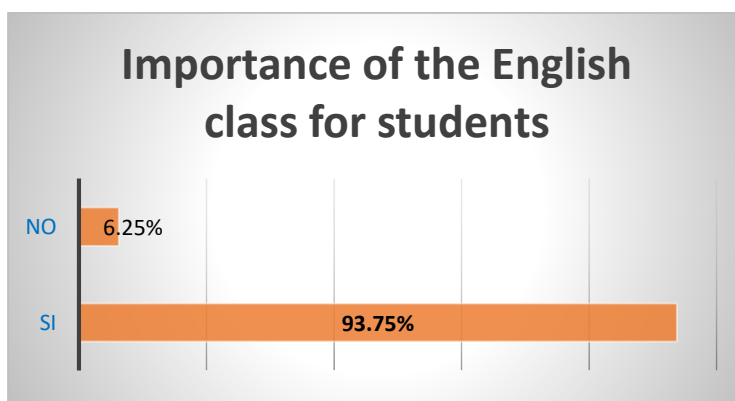
The importance that students have to the English class is relevant get a meaningful learning. We can observe in graph 10 that 93.75% of the students consider the English class important in their life however we observed that also it is important implement the correct strategies and activities to made grow up the interest in the English class.

In accordance with question 2, 11 students who represent the 68.75% said that the topics of English are sometimes interesting, 3 students who represent the 18.75% said that the topics of English are always interesting and 1 student who represent the 6.25% said that the topics of English are rarely interesting. It is reflect in graph 11.

Graph 11: Frequency of students´ interest in the English topics
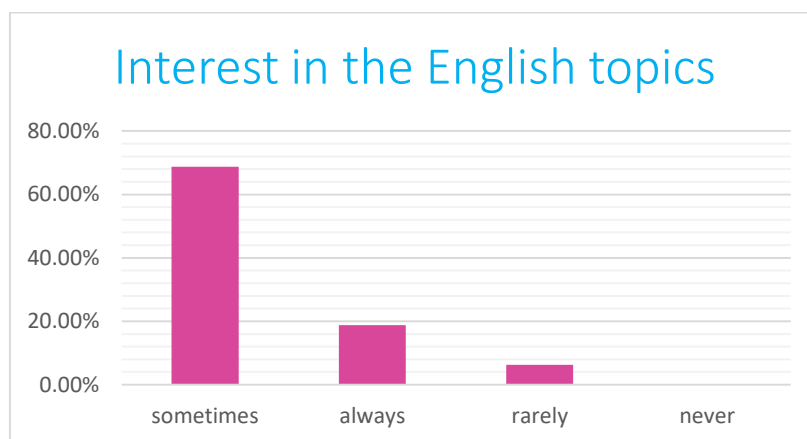
In respect with the interest to the English topics the majority of the students (68.75%) said that the topics sometimes are interesting which means that there is not a connection between topic and context

In addition, it was analyzed how the students feel during the English class. The results obtained showed that 10 students who represent the 62.5% said they feel calm during the English class, 2 students who represent the 12.5% said they feel anxious, 2 students who represent the 12.55 said they feel motivated and 2 students who represent the 12.5% said they feel bored. It is reflect in graph 12

Graph 12: Students attitudes during the class
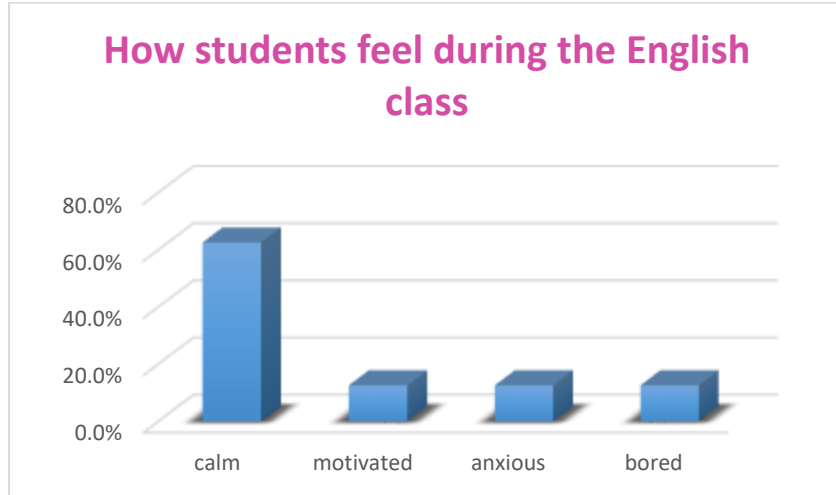
In accordance with graph 12 students (62.5%) claimed that they feel calm during the class, similarly during the observation made it was observed that students were passive this was because there were not a variety of activities which produced that students did not act with active participation.

Finally, in the case if students like the classroom 15 students who represent the 93.75 % said that they like the classroom and 1 student who represent the 6.25 % said that she doesn´t like the classroom. The last question to this section was about if the material that teacher uses in the classroom help to students to understand the lesson. The result obtained showed that 13 students who represent the 81.25% said that the material rarely help to understand the lesson and 3 students who represent the 18.75% said that the material sometimes help to understand the lesson. (See graphs 13, and 14 in the appendix).

9.4 Meaning of the data collected

The goal of this study was to analyze the effectiveness of lesson planning implemented by teacher of the 8th grade class at San Vicente School.

The interview with the teacher revealed that he used a lesson plan in his class in order to organize the content, he was followed a specify structure, sequences, procedure and approach of the MINED adapting the topic according to curriculum. The approach for planning English class that was being implemented in the lesson plan was communicative approach teacher agreed this approach is effective and meaningful because it help students to build their own learning doing different activities. Moreover there are some factor that weaken the class development these are: lack habit of study, low interest of the students, and a few material to do a practical class.

The finding in the questionnaires indicated that the students participated in this study found teacher made a review, introduce the topic and vocabulary allow them to practice the topic in a specific time using most of the time didactic material such as board and book. Furthermore, they agreed that the teacher use the same activities (questions-answers) in class, and rarely relate the topic with the context, also teacher showed self-confident and motivation during the class. They also agreed that the teacher motivate them to participate; however, many students shows an attitude passive during the class, this is reflected in graph 12.

As regard to importance of the English class for students, the results showed that a majority of students consider important the English class, but the students said that some of the topics of MINED curriculum for English class were not interesting to them, and the material used in the classroom rarely help them to understand the lesson.

In general the lesson plan implemented by the teacher did not reflect variety, flexibility and good material; therefore, it was not appropriate for a successful teaching learning process.

X. Conclusion

Planning adequately is a skill that novice and experienced teachers should develop; by planning a lesson, a teacher can make the lesson is well balanced and appropriate for the class. This present research explored the effectiveness of the lesson planning implemented by the teacher of the eighth grade at San Vicente School.

The result showed that lesson plan implemented by the teacher presented weaknesses in the teaching learning process causing that the majority of students had disinterest and unfavorable attitude in the learning process, so the hypothesis presented was accepted. Based on the findings, it can be concluded that the teacher participating in this study agreed that the lesson plan is a very important tool which allow him to have a logical order and sequence in his lesson plan; however, the results clearly showed that the teacher develops his lesson plan in a demotivated way.

In order to plan an effective lesson plan, the teacher needs to include different elements. As Harmer stated "a good lesson plan needs to contain a judicious blend of coherence and variety. A good plan needs to reflect this" (Harmer, 1998). This mean an effective lesson plan need to have a logical pattern to the lesson, but on the other hand a variety in which allows students to do different thing, and flexibility to be able to change the plan in such a situation.

Also teachers need to take into account the information about the student's needs, learning styles, level of proficiency, previous knowledge and preferences in order to drive the students to a better understanding. After this teachers can begin to plan lessons. Similarly, according to Brown, the essential elements of an effective lesson plan are: Goal, objectives, Material and Equipment, Procedure, Evaluation, Extra -class work (pp.149-151).

Furthermore, planning effective lessons should be an enjoyable experience. If the teacher include all these elements in his lesson plan can contributes to a significant and meaningful process of teaching and learning, in that way promote interest and a change the attitudes in their students.

XI Recommendations

Based on the findings and conclusions above, the following recommendations are presented to improve the development of lesson plan.

1. Teacher must make a preplanning section before design a lesson plan in order to have flexibility. It is essential to include some extra activities in case the teacher has to deviate from the plan if something unexpected happens. Flexibility in carrying out a plan is a characteristic of a good teacher, and also teacher has to know the students learning style and the level of proficiency.

2. Teacher should connect the topics with the context and real life

3. The teacher should include a variety of activities to keep students engaged and to satisfy their learning styles, needs and interests.

4. Teachers should create or adapt materials that are useful to help learners achieve the objectives of that lesson, teacher should use authentic material (flashcards, realia and pictures) to a positive effect on learners´ motivation.

5. The teacher need to use different grouping techniques (pair works, group work) to make students interact one each other and, this will help students feel relaxed. This also allows the teacher to walk around and monitor students' progress easily.

XII. Bibliography

Bailey, K., & Nunan, D. (1996). Voices from the language classroom. Cambridge: Cambridge University Press.

Bloom, B., & krathwohl, D. (1956). A Taxonomy of Educational Objectives: The classification of Educational Goals. NY: NY Longman, Green.

Brown, D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs, NJ: Longman.

Brown, D. (2007). Principles of language learning and teaching. San Francisco: Pearson Education.

Celce-Murcia, M. (2001). Teaching Englishs as a second or foreing language. Boston: Heinle & Heinle.

Davies, p., & Pearse, E. (2000). Success in English Teaching. Oxford: Oxford Unversity press.

Harmer, J. (1998). How to Teach English. Longman.

Harmer, J. (2007). The Practice of English Language Teaching. Pearson Education Limited.

Miller, M. (8 de September de 2014). Teaching and Learning in Affective Domain. Obtenido de http://epltt.coe.uga.edu/index.php?title=Teaching_and_Learning_in_Affective_Domain

MINED. (2009). CURRICULO NACIONAL BÁSICO DISEÑO CURRICULAR DEL SUBSISTEMA DE LA EDUCACION BÁSICA Y MEDIA NICARAGUENSE. Managua: Fondo Nacional Proyecto PASEN.

MINED. (2009). TRANSFORMACIÓN CURRICULAR, PARADIGMAS Y ENFOQUE PEDAGOGICOS. Obtenido de http://www.nicaraguaeduca.edu.ni/

Myers, D. (2010). Social psichology. Hollan, Michigan: McGraw-Hill.

Richards, J. C. (2006). Comunicative Language Teaching Today. Obtenido de Comunicative Language Teaching Today: http://www.cambridge.org/elt/teacher-support/pdf/Richards-Communicative-Language.pdf.

Sanaa, M. (June de 2013). Developing the Students' Speaking Skill through Communicative Teaching Learning. Obtenido de dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4740/1/SE%20143.pdf

Sullivan, H., & Higgins, N. (1983). Teaching for Competence. New York: New York Teachers College Press.

Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the language classroom. Cambridge: Cambridge University press.

Annexes

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

Teacher Interview

The effectiveness of lesson planning implemented by teacher of the 8th grade class at San Vicente School in Diriamba during the second semester 2016

Dear Teacher:

A research is being conducted to analyze the effectiveness of lesson planning in the classroom. The information given will be useful to find out how effective is the lesson plan developed in the classroom.

I. General Data

Name: _____

Shift: _____   Date: _____

1. Do you use a lesson plan? Why do you think it is important to use a lesson plan?

2. Do you do a preplanning section before design your lesson plan?

3. Do you follow a sequence or procedure to make a lesson plan? What is it?

4. What is the approach for planning proposed by MINED?

5. Do you follow the approach of the MINED when you make the lesson plan? Explain how.

6. Do you find the approach of the MINED effective or meaningful? What do you think?

7. What factors weaken your class development?

Classroom observation guide

School's name: _____

Subject: _____ Grade: _____ Shift: _____

Time of observation: _____

Lesson Plan		
1. Sequencing	**Yes**	**No**
Teacher makes an activity before the class		
Teacher makes a review about last class		
Teacher introduces new vocabulary related to the topic		
Teacher allows students practice the topic		
Teacher establishes time to do the activities		
2.components		
The teacher´s goals are related with the topic		
The teacher try that the students achieve the objectives		
The activities and the materials that teacher uses are related to the topic		

Materials	board	picture	wallpaper	CD	Book
Types of materials					

Activities	dialogues	Role play	Question-answer	Discussion
Types of activities observed				
group techniques	Group work	Pair work	individual	
Types of grouping techniques				

3.Teacher and students attitudes towards the lesson plan				
Subject	anxiety	motivated	Self-confident	Insecure
Teacher				
Students				

Questionnaire

Datos generales

Grado: _____   sexo: _____   fecha_____

Estimados estudiantes

La presente encuesta tiene como objetivo recopilar información sobre la importancia de la clase de inglés y su desarrollo. Gracias por tu cooperación.

Lee cuidadosamente y marca con una X tu respuesta

Sección I plan de clase

1. ¿Durante la clase de inglés se te presenta el nuevo tema y vocabulario?

Siempre_____   raras veces_____

A veces_____   nunca_____

2. ¿Se realiza un repaso del tema anterior?

siempre_____   raras veces_____

A veces_____   siempre_____

3. ¿Qué tipos de materiales son usados en la clase? (selecciona los que más se usan)

Pizarra_____ imágenes_____   CDS_____

Libro_____   papelografos_____   otros_____

4. ¿Con que frecuencia se practica el nuevo tema?

siempre_____   raras veces_____

A veces_____   nunca_____

5. ¿Se da un tiempo específico para las actividades?

siempre_____   raras veces_____

A veces_____   nunca_____

Sección II actitud del profesor

1. ¿como se muestra el profesor durante la clase?

Seguro_____   ansioso_____   otros_____

Inseguro_____   motivado_____

2. ¿Qué tanto te motiva el profesor a participar?

mucho_____   poco_____

suficiente_____   nada_____

3. ¿Con que frecuencia relaciona el profesor los temas con la vida cotidiana?

siempre_____   raras veces_____

A veces_____   nunca_____

4. ¿Qué actividades realiza el profesor en sus clases?

diálogos_____   discusiones_____   otros_____

Juegos de roles_____   preguntas-respuestas_____

Sección III actitud del estudiante

1. ¿Es importante para ti la clase de inglés?

Si_____

No_____

2. ¿Te parecen interesantes los temas de tu clase de inglés?

siempre_____   raras veces_____

A veces_____   nunca_____

3. ¿Cómo te sientes durante la clase?

Ansioso_____   motivado_____

pasivo_____   aburrido_____

4. ¿Te agrada tu salón de clase?

Sí_____

No_____

5. ¿Te ayuda el material a entender mejor la clase?

siempre_____   raras veces_____

A veces_____   nunca_____

Sample of effective Lesson plan

Lesson plan

Topic: Classroom objects

Grade: 8th Grade

Lesson focus: speaking and listening

Objectives:

1. Students will be able to name orally classroom objects by watching some flashcards shown by teacher

2. Students will be to differentiate classroom objects and no classroom objects by placing the correct object given by the teacher

Materials: book, pencil, pen scissor, marker, chair, ruler, flashcards, board, wallpaper.

Key words: what-this-that-those-these

<u>Warm up</u>

1. Teacher writes on the board some sentences of singular and plural of verb to be

It is an apple   She is a nurse

They are doctors   They are oranges

2. Teacher asks students to get in pairs and write sentences using the singular and plural form verb be.

3. Students share their sentences with the class.

<u>Presentation</u>

1. Teacher shows five pictures with the name of classroom objects and ask students to listen and repeat.

Examples:

This is a book, ruler   These are pens, pencils

That is a chair   Those are markers, scissor

2. Students repeat the name of the objects three times

3. Teacher takes three objects and ask students to say the name of the objects

Examples:

Marker   scissor   ruler

Practice

1. Teacher puts five objects on the table and say the name of the objects, then students pick up the correct objects according to name that the teacher said.

2. Teacher draws two column on the board one for classroom objects and one for no classroom objects. Students stand in two line, then teacher gives students pictures about classroom objects and no classroom objects and ask students to put the objects in the correct column

Classroom objects	No classroom objects
Marker Books Scissor	Bicycle Car Kite

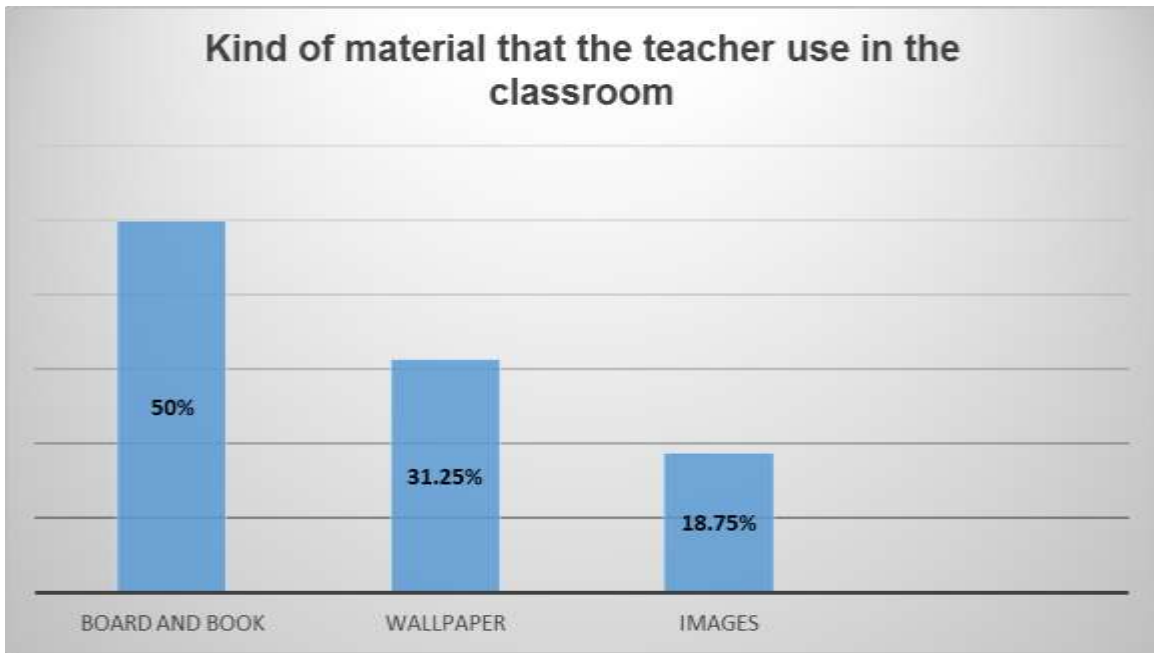3. Teacher gives students a crossword and ask them to complete it

Production

1. Teacher ask students to get in pairs and S1 say S2 the name of one classroom objects and S2 draw the object, then they change the role

2. S1 show a picture of classroom object to S2 and ask her/him: what is this? S2 answer it is a book, pen, pencil etc.
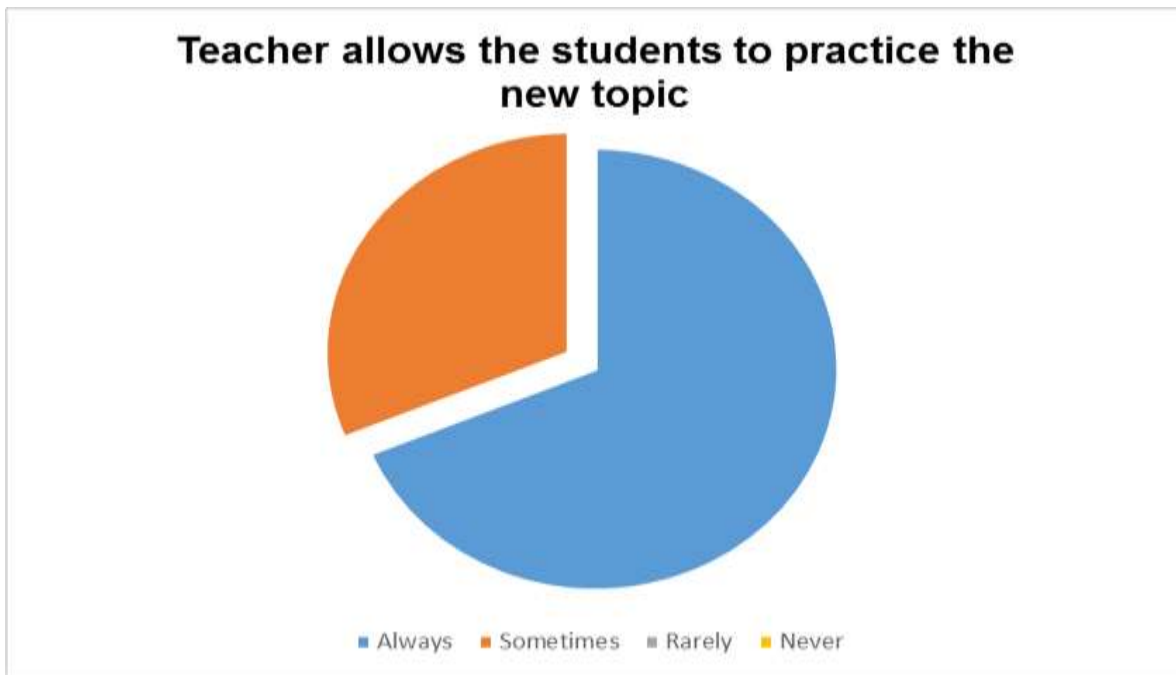
Extra class work

Teacher ask students to bring a draw on two classroom objects with their names in a wallpaper
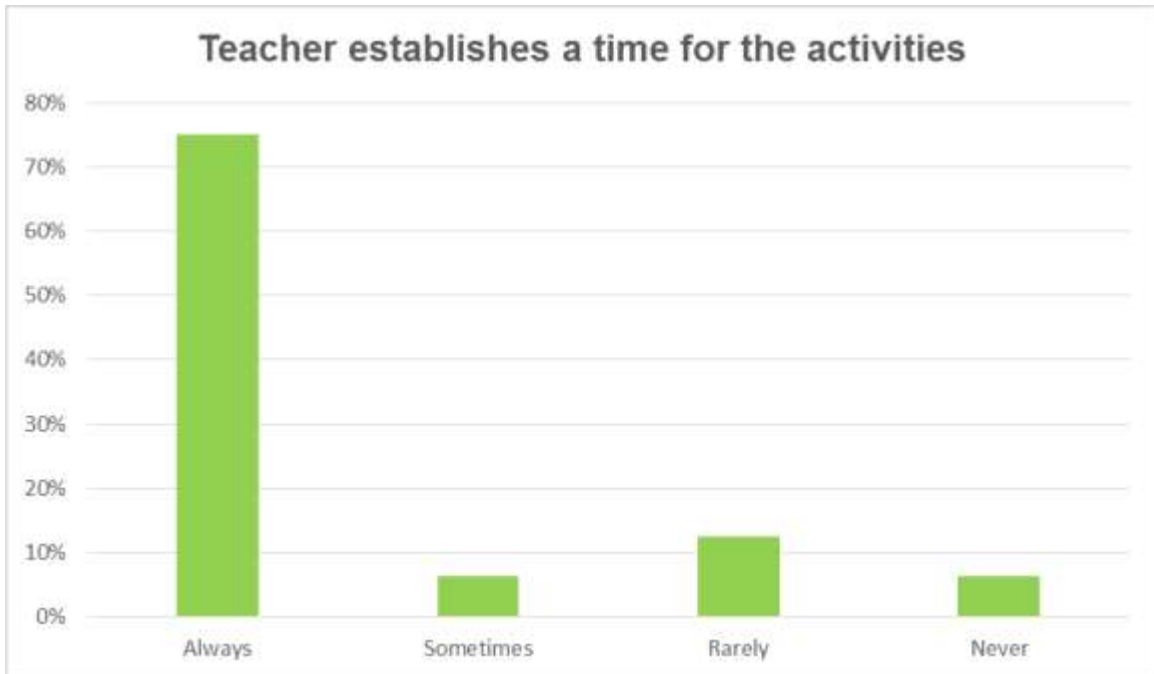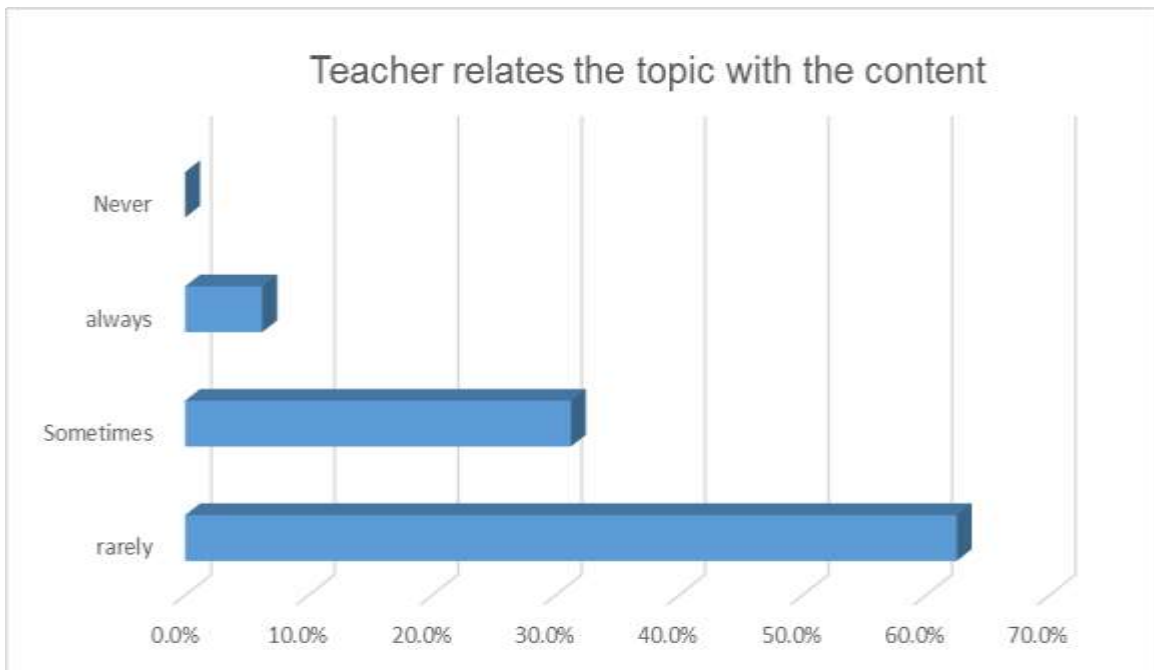
Graph 3

Graph 4

Graph 5

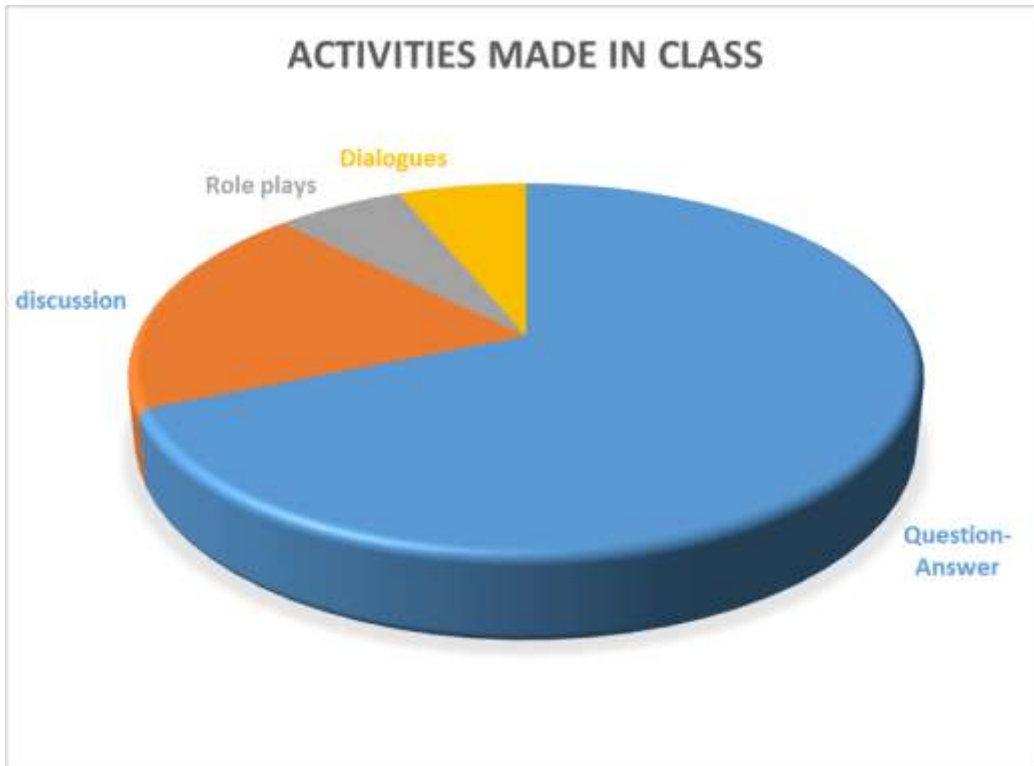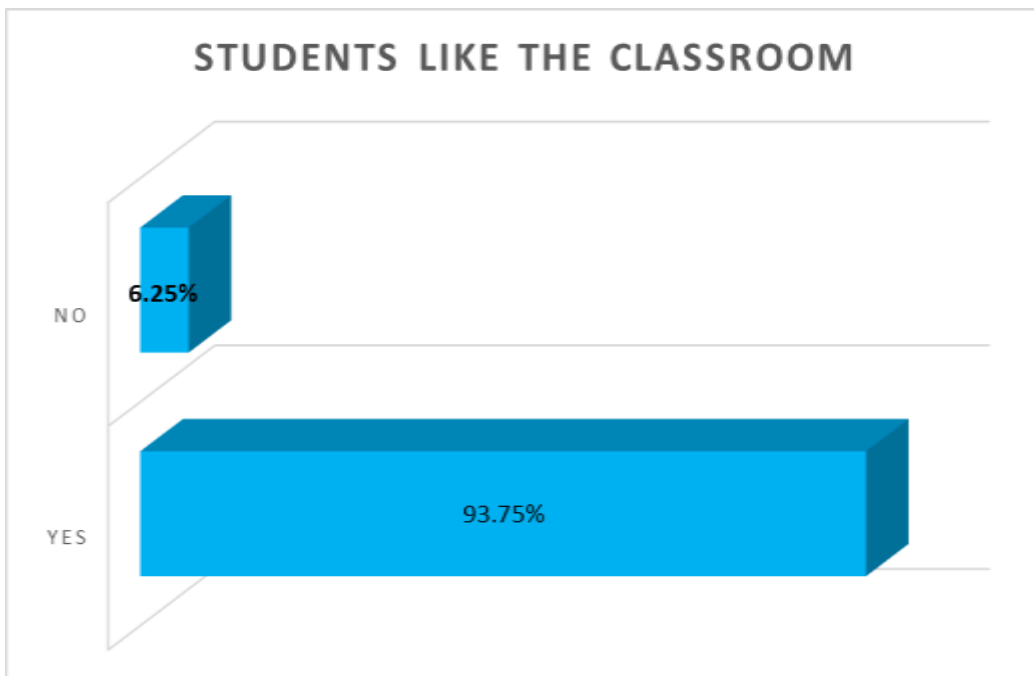**Teacher establishes a time for the activities**

Graph 8

Teacher relates the topic with the content

Graph 9

ACTIVITIES MADE IN CLASS

Dialogues
Role plays
discussion
Question-Answer

Graph 13

STUDENTS LIKE THE CLASSROOM

NO 6.25%

YES 93.75%

Graph 14

MATERIAL HELP TO UNDERSTAND THE LESSON

Rarely ■ Sometimes ■ Always ■ Never

0% 0%
19%
81%
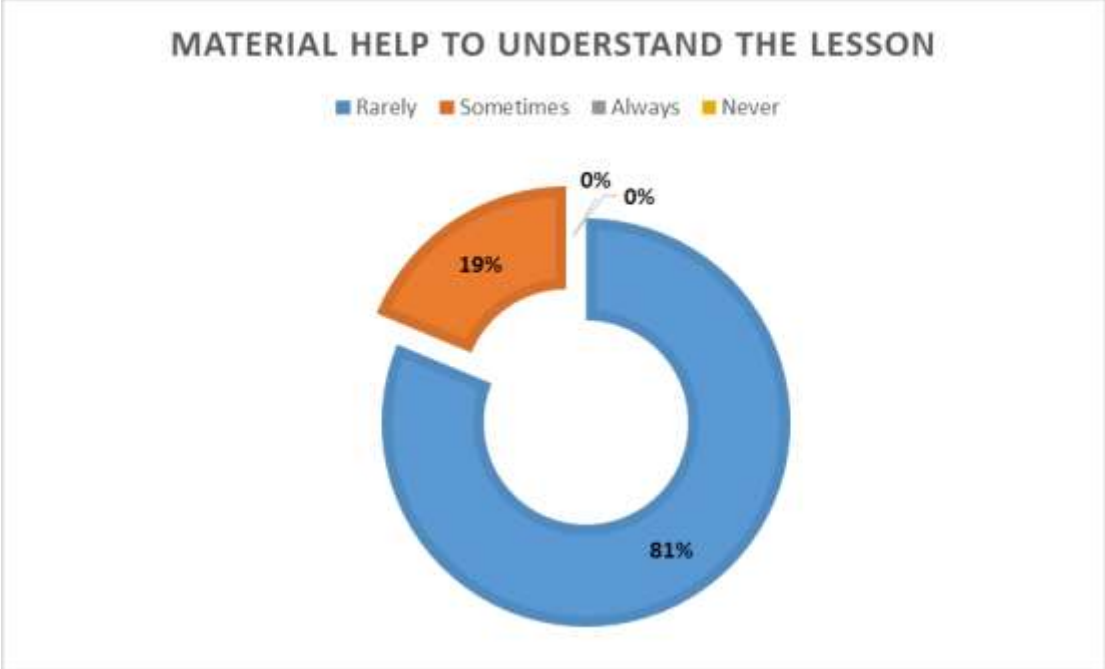
Area and universe´s pictures

October, 7th - 2016

Answer

1. What did you do ...
   I cooked the ...
2. What did you do yesterday mor...
3. What did you do last saturday night
4. what did you last month?
5. what did you do two days ago?
6. What did you do at break-time?

Chronogram

Year	2016															
Month	August				September				October				November			
weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic, theme problem and sub problem		x	x	x	x											
General and specific objectives						x	x									
Research matrix: Variables and literature review								x	x	X	x					
Methodological design: Hypothesis. Population, sample, instruments, procedures												x	x			
Results and discussion of results														x	x	x