The Implications of Lesson Plans in Foreign Language Teaching

Jackeline Bravo Zambrano

Universidad de Nariño

Advisor: Mg. Gabriel Obando

Submitted to the School of Human Sciences in partial fulfillment of the requirements for the degree of B.A. in English and French from the Linguistics and Languages Department University of Nariño

October, 2010

THE IMPLICATIONS OF LESSON PLANS

NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado, son responsabilidad del autor"
Artículo 1 del acuerdo Nº 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo
de la Universidad de Nariño.

THE IMPLICATIONS OF LESSON PLANS

Nota de aceptación

_____
_____
_____
_____
_____
_____

_____
Presidente de Tesis

_____
Jurado A

_____
Jurado B

San Juan de Pasto, Noviembre de 2010

Acknowledgments

Dedicated mainly to God and my parents

Jackeline Bravo Zambrano

THE IMPLICATIONS OF LESSON PLANS

TABLE OF CONTENTS

Abstract

This qualitative study intended to identify the implications of lesson plans in foreign language teaching in a setting like San Juan de Pasto through the use of surveys, classroom observations, syllabus designs and written lesson plans. Consequently, this study includes the description of how the design, development and decision making towards the outcomes of the lessons are actually taking place and how these factors affect learning which is considered to be the main objective in lesson planning (Ur, 1996). Thus, this research illustrates both, the positive and negative outcomes found in the normal planning and development of the lessons, as well as some related topics that give support to the analysis of the data gathered through the instruments mentioned above. This procedure is with the aim of providing some insights to the way how this important factor is being actually carried out, to how to improve its practice and to enhance and facilitate both teaching and learning processes.

Resumen

Este estudio cualitativo intenta identificar las implicaciones del planeamiento de las clases en la enseñanza de un idioma extranjero en un escenario como San Juan de Pasto a través del uso de entrevistas, observaciones de clase, diseños del programa de estudios y planeamientos de clase escritos. En consecuencia, este estudio incluye descripciones de cómo el diseño, desarrollo y decisiones frente a los resultados de las clases están realmente siendo llevadas a cabo y cómo estos factores afectan el aprendizaje el cual es considerado ser el principal objetivo en el planeamiento de una clase (Ur, 1996). De ésta manera, este estudio ilustra tanto los resultados positivos como los negativos que se encontraron en el planeamiento y desarrollo normal de las clases, como también algunos temas relacionados que dan soporte al análisis de los datos obtenidos mediante los instrumentos ya mencionados. Todo esto con el propósito de hacer algunos acercamientos a cómo este factor tan importante está tomando lugar, a cómo mejorar su práctica y a cómo optimizar y facilitar tanto los procesos de enseñanza como también los de aprendizaje.

The Implications of Lesson Plans in Foreign Language Teaching

Up to now, the teaching of foreign languages has been related to the study of the different teaching techniques or methods that can be used to enhance learning as well as teaching materials or development of each skill. But, although these types of studies contribute to the language teaching and learning field, they can result on a sort of neglecting relevant aspects to all classroom teaching, not only that of foreign languages (Ur, 1996). For this reason, this research focused on lesson plans as a point of departure to instruct classes that should result on learning. This research intended to evaluate how teachers behaved in the design, development, evaluation and decision making towards the outcomes of their lessons. Moreover, it aimed to look for appropriate alternatives to improve lesson plan practices due to the results were not so positive.

CHAPTER ONE

The Research Problem

In this chapter readers are provided with the description of the research problem and the explanation of the principal reasons that support the importance of this research. It is also determined to what extent this research is likely to be developed and what are the main characteristics and objectives to carry out this study. Finally, the limitations that influenced in the normal development of this study are named.

Problem Description

In the language teaching field, many teachers tend to use different techniques and steps during their lessons they previously plan in order to enhance learning. Lesson plans usually describe the objectives students should attain with the help of the teacher, time available, teachers and students behavior towards attaining the lesson objectives and even an evaluation component that reflects if the objectives were attained or not (Jensen et al:.. 2001: Brown, 2001; Farrell, T. 2003).

Considering that an effective lesson plan provides teachers with a way to think about the lesson in advance and to evaluate its efficiency (Farrell, 2003), the problem focuses on the fact that many teachers do not have an appropriate knowledge and practice in lesson planning (Taylor, 1970). From this, it can be inferred this situation implies not only teachers having a uncertain idea of what lesson planning involves, but also their vague practice in its development and evaluation. Consequently and taking into consideration that one of the most important components of a lesson is the statement of objectives which can guide teachers to evaluate the effectiveness of their lessons through their achievement, it is probable those teachers do not know how to stand the purposes that are supposed to be achieved at the end of each of their

lessons as well as what to do to help learners to accomplish what is expected from them during and after each class. For this reason, they possibly would never know if what was taught was really learned, and although it may be difficult to exactly know how much had been learned, it is possible to make a fairly good guess (Brown, 2001). Due to this guess, it can be based on the teachers "knowledge of the class, the types of activities they were engaged in, and some informal test activities that give feedback on learning" (Ur, 1996). Subsequently, due to the fact that after evaluating a lesson teachers should think on whether it was effective or not in order to take decisions to improve possible negative outcomes (Ur, 1966), it is also possible to draw that teachers with the characteristics described by Taylor do not make adjustments to improve efficiency. Therefore, without stating objectives teachers could never know neither their achievement nor to what extent the lesson worked (Brown, 1994), nor to make adjustments to the next lessons in response of the outcomes of the previous ones (Ur, 1996).

On the other hand, it is also important to point out as it is possible that in this setting there are teachers that may be part of the type of teachers mentioned by Taylor (1970) regarding the bad practice and development pertaining lesson planning, it is also possible to find teachers who do plan their lessons and have an appropriate knowledge about what this implies as well as it is also possible that some of them may continue obviating some important elements. However, the problem may not be the same but it is closely related. Lesson planning involves not only setting the procedures to be covered in a lesson but also basic principles and elements among which the objectives indicate the purposes for which a lesson is planned and developed and their evaluation indicates the lesson success because without it teachers may have no way of knowing the success of their students (Brown, 1994: 151).

Problem Statement

What are the implications of lesson plans in foreign language teaching?

Objectives

General objective.

To determine the implications of lesson plans in foreign language teaching

Specific objectives.

To identify how teachers plan their lessons if they in fact plan them

To identify if teachers set up objectives in their lesson plans

To analyze if the procedure of the lesson tries to attain the lesson objectives

To identify the different procedures teachers use to evaluate their lessons effectiveness.

To identify if teachers make adjustments to their lessons in response to the outcomes of

the previous ones

Research Questions

How do teachers plan their lessons?

Do teachers state objectives in their lesson plans?

Is the procedure of each lesson planned in order to attain the lessons objectives?

What type of procedures do teachers use to evaluate the lessons effectiveness?

Do teachers make adjustments to the new lessons in response to the outcomes of the

previous ones?

Delimitations

Conceptual delimitations.

Lesson.

According to Brown (1994), a lesson is a set of sequenced activities to be developed in a specific period of time that usually range from forty to ninety minutes after which teachers decide what to do for the next lesson based on the outcomes of the actual one.

Lesson plan.

A lesson plan is a map containing important elements that help teachers to develop a lesson. This map consists of identifying the purpose to be attained at the end of the lesson, the objectives students should accomplish as a result of the lesson development, the materials teachers use to reinforce learning, the procedures that take place in the different stages of the lesson, the evaluation that determines if the objectives were attained, and sometimes, the extra class-work that helps learners to reinforce their knowledge (Brown, 1994).

Foreign language.

It is a language not spoken in the native country of a person. A foreign language can be learned through formal instruction in an educative institution where the learner is exposed to it during a specific period of time given that the daily social circumstances do not involve of its permanent use to communicate (Ministry of Education, 2002).

Justification

Nowadays, most of the world is influenced to learn English as a foreign language because it is the most widely diffused language around the world. Related to this, this study has a great value in the educational field since its main contribution is to provide important information to the enhancement of foreign language teaching and learning processes, focusing on the

implications of lesson plans in foreign language teaching. Due to this, this research is practical in the extent to which it was in the search of showing to what degree the interactive and evaluative decisions teachers make before, during and after the lessons affect learning.

On the other hand, considering that there are no studies directly focused on this topic in the University of Nariño, this research is significant because its outcomes can be a reference to future studies that will help to enhance foreign language teaching, thus improving foreign language learning since learning is a process that depends not only on learners, but also on the successful development of lessons in which the main objective is learning (Ur, 1996).

Limitations

The potential problem that arose during the development of this research was mainly associated with the little cooperation some teachers provided. Some of them did not supply the documents they were asked to provide, such as the written plans of the lessons in which they were observed as well as the syllabus design for which their courses were planned.

CHAPTER TWO

Review of Literature

In this chapter readers are provided with the most relevant information related to this research. Keeping in mind this research is concerned with the implications of lesson plans in foreign language teaching, it is considered important to define key topics related to this research which also helps to understand, to some extent, the complexity of teaching and learning foreign languages.

Lesson Plan

According to Ur (1996), a lesson plan is an organized event that can take place in any culture and place, with different goals, topics or teaching styles in which learning is the main objective. The lesson plan design occurs before a teacher enters a classroom (Farrell, T. 2003). Moreover, lesson plans are also useful tools for both, experienced and novice teachers because they serve as a guide that tells what to do and contains teachers' goals for students, materials for the lesson, time available, students population, procedures, among others, that reflect the teaching methodology or philosophy (Jensen, L. 2001).

Jensen argues these useful tools can be either formal or informal. The plan can be informal when the lesson is designed inside the teachers' mind or when it is written in a small piece of paper without a format and with some key words that specify the steps to be followed in the lesson procedure. This type of lesson is designed for the teachers' own eyes. The lesson plan is formal when the teacher is required to show it to a supervisor or observer, therefore, it is a requisite to be written in a prescribed format. (Jensen, L. 2001).

As mentioned before, each lesson plan contains different objectives. Linked to this, lesson plans describe not only the lesson objectives, but also what students should do and how teachers should behave in order to attain those objectives (Farrell, T. 2003).

On the other hand, Brown (1994) argues lesson plans play an important role in language teaching since they specify the set of activities to be developed in a period of time after which teachers should evaluate the outcomes of that period to prepare the next lesson. Moreover, lesson plans help not only to stand and attain lesson's objectives, but also to accomplish "the goals that a curriculum is designed to pursue" (Brown, 1994: 134).

How to Plan a Lesson

According to Jensen, L. (2001), lesson plans can have different formats and stages, but that is up to each teacher to decide what elements should be specified, how their lessons will look like and how they will be developed. However, Brown (1994) states there are essential elements that should not be avoided.

Goal(s).

First, when designing a lesson plan, teachers should identify the general purpose to be achieved through the development and at the end of the lesson. This purpose indicates a general and unified idea that sometimes is given by the lesson topic (Brown, 1994).

Objectives.

According to Farrell, T. (2003), a good lesson plan should specify appropriate and clear objectives because they detail where students should go since they describe the final lesson learning objective.

On the other hand, Farrell highlights objectives are useful for both, teachers and learners. First, objectives help teachers to be guided in the identification of what they want students to

learn, select appropriate activities and provide a focus and direction to the lesson, (Farrell, T. 2003). Objectives help also teachers to be sure about what they specifically want to accomplish, maintain the integrity and coherence of the lesson, determine, before the development of the lesson, if they are being too ambitious or not on what they try to achieve as well as to create good evaluation procedures in order to know what students have learned and if the objectives have been accomplished (Brown, 1994).

Second, objectives are useful for learners because they tell them what should they reach at the end and after the lesson making them have a clear idea of what should they do towards attaining those objectives (Farrell, 2003).

On the other hand, Brown suggests two types of objectives, terminal and enabling ones. The first are the ones that refer to the final learners' outcomes that need to be measured and evaluated. The second are those achieved during the lesson that grouped lead to the terminal one.

Alternatively, teachers should be careful with the way they stand the lesson objectives. Brown (1994) suggests using action verbs since they will describe students' noticeable behavior that will reflect the objectives attainment (Shrum and Glisam 1994). Otherwise, if teachers introduce unclear verbs to specify objectives such as understand, enjoy, learn and others, it is probably teachers would not be able to confirm their realizations because "they are difficult to quantify" (Farrell, T. 2003: 32).

Materials and equipment.

According to Jensen, L. (2001), materials preparation is useful information teachers should take into account when planning a lesson. Linked to this, Brown argues for some people it may result useless to list the materials needed for a lesson, but due to the fact that as human beings teachers may forget to bring the materials to the class, some instructors find it helpful

because it reminds them to bring to class not only the materials but also the workbooks or tasks that students hand out.

Procedures.

According to Jensen, L (2001) the procedure is "the middle lesson's component" p. 405, where teachers create the content that will ensure the achievement of the objectives. Farrell considers it as the body of the plan that implies the design of the shape of the lesson. The procedure of a lesson contains the different activities planned to motivate students and enhance learning. Brown suggests this planning stage should include a warm-up activity and many other activities and techniques that allow, in a balanced way, "whole-class work, small-group and pair work, teacher talk and students talk" p. 151.

On the other hand, Jensen points out when planning the procedure, it is very important to specify time and class management for each activity as well as to decide how to connect the actual lesson content with that of the previous one. At the end of the lesson procedure, teachers should also create a closure activity that helps to summarize, conclude and make students enjoy or review the content of the lesson.

Evaluation.

Was the plan effective or not? This is a question teachers should think about after giving a lesson. According to Farrell (2003), an effective lesson plan provides teachers with a way to evaluate what students have learned at the end of a class. Regarding this, Brown (1994) suggests evaluation can take place during the lesson and not always finish it with a quiz. The evaluation event can occur during or after the lesson, and it should not be done with the objective of eulogize or criticize teachers or students' own work, but in order to meditate on the causes of the success or failure of the lesson (Ur, 1996). According to Brown (1994), it is important to take

into account that evaluation may take place during the development of the class activities, but sometimes, some evaluation events need to wait two or more days or weeks until learners have build knowledge on a particular language aspect. Thus, within the evaluation component, teachers can realize what positive aspects merit to be highlighted and taken into account to future lesson plans, and what others need to be reinforced: "the evaluation component of lesson planning provides an opportunity for honest reflection about what activities worked or did not work and why, as well as how the lesson could be improved or modified the time around" (Jensen, 2003: 406).

On the other hand, Ur suggests having clear criteria when evaluating lessons. First, Ur points out learning is the main criterion and the main objective, and as previously cited, although it may be difficult to exactly know how much has been learned, it is possible to make a fairly good guess "based on the teachers knowledge of the class, the types of activities they were engaged in and some informal test activities that give feedback on learning", Ur, P. (1996: 220). Ur argues learning is directly related to the amount of language learners are exposed to and engaged with, therefore, if tasks are too long or difficult or too much time is spent in mother tongue explanation, learning will lessen. Moreover, Ur stands teachers should plan and create motivating activities so that learners are attentive otherwise, there will be loss of learning time. However, the author points out sometimes, some students seem to be attentive and enjoying the lesson without actually learning. Moreover, teachers should also promote interaction in order to make learners active, although sometimes this factor becomes tricky, some learners are passive and learning a lot while those who are active all time learn absolutely nothing.

Another criterion to be considered is that the lesson development goes according to the plan. Nevertheless, Ur stands that sometimes something unexpected may happen and make the

class to be developed in a different way than as it was planned without minding if the plan was a good one, for this reason, this criterion is too doubtful to be put very high.

Finally, although non communicative activities can result on learning, it is important to use communicative ones to enhance learning, and in spite of the lack of importance Ur gives to this aspect, "the higher you rank this criterion, the more crucial you feel the communicative characters of the lesson to be." Ur, P. (1996: 221).

Related Research

In regards to this study, there is a significant research carried out by Mario Andrés Guerrero and Diana Lorena Yamá in the year 2007. This research was titled "INSTITUTIONAL PLANNING, COURSE DESIGN, AND THE ENGLISH PROFICIENCY LEVEL OF THE STUDENTS IN PUBLIC HIGH SCHOOLS IN SAN JUAN DE PASTO" and was developed in some public educative institutions with the aim of analyzing the bases teachers used in the institutional planning and course design, the way how they planned their lessons and the frequency within which they renewed them. In so doing, they applied a survey to five teachers who worked in different educative institutions from San Juan de Pasto in order to identify how the way the types of planning already mentioned were carried out had an influence on the results of the ICFES test taken by students of eleventh grade and applied by the National Government at the end of the educative period.

Regarding lesson planning, the teachers who made part of the sample for this research were suggested to answer some questions with the aim of identifying the different aspects they took into account in order to design their lessons and how they carried out them. The questions were: ¿cómo hace usted la planeación de cada clase? and ¿cuál es el proceso que lleva a cabo para la planeación de cada clase? Regarding the answers provided by the teachers, Guerrero, M

& Yamá, D. (2007) concluded the teachers where right when they said to plan a different lesson each they had to teach to a different course in which they developed varied activities according to the topics to be covered. It was also concluded the teachers developed good lessons because they planned them according to the learners' proficiency level.

Nonetheless, they suggested variation and learners' proficiency level were good bases in lesson plans, but were not enough because there are some basic principles the teachers should consider in order to select and organize the components of their lessons in order to construct a smooth and coherent program. They also highlighted the teachers were doing well with their classes because some of them planned every day, others weekly and others the day before the lessons took place, thus, showing they always planned, as well as the way how the teachers evaluated their students through formal and informal procedures although they never provided their formal lesson plans that could have lead to the corroboration of all those factors the teachers said to apply when planning their lessons.

The conclusions related to these outcomes were mainly based on the lack of motivation due to the fact that teachers did not include other type of variations than just diverse activities because there are a number of other types of variations that can contribute to these teachers to be more flexible, avoiding monotony and demotivation in their lessons and enhance learning by changing materials, methodologies and techniques from one lesson to another. Moreover, as previously mentioned, the interviewed teachers said to always plan their lessons but there was not a formal or at list a written document to corroborate this data, therefore, the researchers suggested to have written lesson plans because otherwise, there could be a problem in the teaching and learning processes since teachers could forget some steps, activities or topics to be taught. In this way, the impact of lack of good lesson preparation focuses on the fact that if

learners are demotivated due to the lack of materials and variety in the English course they

attended to, learning will probably lessen and the results in the ICFES test will possibly not be as

successful as expected.

CHAPTER THREE

The Research Method

After presenting the contextualization of the research project it is important to show the design of the study which includes the method with the different procedures that were used to carry out this research. In this chapter important elements are described including the participants, sample, setting, the instruments used to collect data and the information on how data was analyzed. Finally, the way on how ethical issues were put in practice to achieve a successful research is provided.

Research Paradigm

This study is associated with the qualitative research which primarily involves collecting supportive information in relation to the topic through the use of surveys and observations since a qualitative study requires a systematic investigation that results on a process of measurement that aims to develop and employ theories and/or hypotheses pertaining to natural phenomena. According to Dörnyei, Z. (2007), a qualitative research is characterized by being opened, fluid and flexible to the new findings that may arise during the process of investigation, so that some modifications can be made if necessary in order to make the research evolve and be refined. This qualitative research is also descriptive because it is going to provide the most relevant data related to the characteristics, behavior, and attitudes of the English teachers who participated in this study.

Data Collection Technique

In order to collect data, two different techniques were applied so that the gathered information could be reliable.

Since surveys in research are considered to be one of the most important areas of measurement that describe the characteristics of a certain population and show the results statistically significant that allow the researcher to select a sample of respondents from a population where the application of standardized questions ensures reliability (Overview: Survey Research, 1993), this data collection technique was used with opened questions so that the teachers answered in a free way, that is, without prescribed alternatives that limited their responses (see appendix A for the survey).

On the other hand and given that classroom observation details classroom behaviors and events that occur in a classroom and with which frequency they happen (Classroom observation, n.d), this data collection technique was used in order to collect detailed evidence to be analyzed in its natural setting. For so doing, an observation guide was designed with different items that describe the different happenings that normally occurred in the classrooms (see appendix B for the observation guide).

The objectives of these instruments were aimed to know the process carried out by teachers in the design, development and decision making towards the outcomes of their lesson plans. To develop this proposal, additional documents were used such as the syllabus for which the courses of these teachers were designed as well as the lesson plans the teachers designed for their classes in order to corroborate the data collected through the surveys and classroom observations.

Population, Sample and Setting

In this section the population being the object of this research, the sample that was selected, and the setting where this research took place are defined and specified.

Population.

The participants that helped to accomplish this research were some English teachers who work for an educative institution located in San Juan de Pasto. Their ages oscillate from 30 to 50 years and their gender is female.

Sample.

The sample chosen to carry out this study were all English teachers who work in the morning for a high School located in San Juan de Pasto with the aim of identifying how these teachers behave in the design, application and decision making towards the outcomes of their lesson plans. This sample was selected keeping in mind that the results could reflect the real circumstances where the teaching and learning of English as a foreign language are taking place in a foreign language setting like San Juan de Pasto.

Setting.

This research took place in a public educative institution located in San Juan de Pasto called "Institución Educativa Municipal Técnico Industrial ITSIM" where students of low and middle socioeconomic status from different places of the city are educated.

Pilot Study

The objective of the pilot study was to examine if the instruments used to carry out this research were adequate to provide the necessary information. For so doing, permission was asked to the principal of the institution where this research was developed as well as to the teachers who contributed to its development. Then, some observations were applied and finally some questions from the survey were made to the teachers. Due to the fact that the observations showed the classes were developed in a similar way which reflected that was the nature of their normal development, the original format of the observation guide was conserved. Similar to this,

some of the questions from the survey were modified and made to the teachers who answered in

a very resolved way although there were some contradictions between the answers they provided

and the way they actually developed their lessons. For this reason, supplementary information

was asked to the teachers in order to corroborate the data they provided in the survey such as the

written lesson plans they said to design and the syllabus for which their courses were planed.

Procedure

In order to carry out this research, permission was asked personally and by means of a

letter to the teachers involved in this study and to the directors where these teachers work in

order to inform them about the purpose of the study. Then, the pilot study was applied in order to

corroborate if the research techniques designed to collect data were appropriate. Next, the

instruments to collect data were applied according on the time available of teachers, the

information collected was analyzed and interpreted, and finally, acknowledgments as well as an

oral and written report about the data found in the development of the research project was given

to the director and teachers who made this study possible.

Data Analysis

In order to analyze data, the spiral method was selected since this is a qualitative process

that allows the interpretation of the information based on a relationship between the events that

take actually place in real life and the theory related to it, starting either from a specific or

general topic of study to be analyzed and contrasted with sources or literature that give support to

the research.

Ethical Issues

In order to develop this research, it was considered necessary to elaborate a formal letter

addressed to the principal and the teachers of the public educative institution where this study

was developed. Once they agreed, it was also considered important to go to the institution and discuss with them about the purpose, importance and the expectations of this work. Once the director and the English teachers agreed with the research proposal, it was necessary to decide which days of the week and at what time the application of the surveys and observations could take place. After so doing, the data collection techniques already mentioned were applied. After finishing the study, acknowledgements as well as a report of the results of the research were given to the principal and the English teachers for their collaboration so that they could realize the importance of their contribution.

CHAPTER FOUR

Data Analysis

Data collection took place during March and April 2010. Before applying the instruments used to collect data, the pilot study let to confirm the validity of them. The surveys were answered in writing and the classroom observations were carried out twice a week during a month through the use of checklists and descriptions of the normal development of the lessons. Additional data was gotten by analyzing the syllabus design and written lesson plans of the classes the teachers were observed.

Interpretation of Data

In order to analyze data, it was categorized as follows with the aim of providing a more accurate interpretation of it: first, the answers provided in the surveys were analyzed in five different categories related to the implications of lesson plans in foreign language teaching. Second, the data collected through classroom observations was also categorized in three different categories that reflect how the teachers developed their lesson plans. Third, this data was compared with the answers the teachers provided in the surveys and the lesson plans they provided in order to confirm if what they said was really put in practice in the normal design and development of their lessons; this data was also contrasted with the teachers' syllabus design in order to corroborate if they really tried to accomplish the content and to attain the objectives they planned for the course.

Survey

Relevance of planning.

This category contains the analysis of two of the questions from the survey that reflect the importance conceived by the teachers to the fact of planning their lessons, the first question was:

What are the main reasons to plan or not plan your lessons? And the answers the teachers

provided were:

> Teacher 1 (T1): "I plan my lessons because it is important to know what steps I am going
>
> to develop and the students know about this, according to the teacher's behavior".
>
> Teacher 2 (T2): "The main reasons are organization of themes, cohesion, and coherence
>
> and a close relationship among them".
>
> Teacher 3 (T3): "Las rezones que planeo la clase son para seguir una secuencia en la
>
> temática a seguir".

Considering the answers provided by the teachers, it is important to highlight that as all of

them said, the planning of a lesson helps them to have a clear idea about the sequence that will

be carried out during a class. Related to this, Jensen (2001) points out a lesson plan is an

excellent tool that can be used as a guide that tells what to do and in what order. In addition, T1

said that if there is no plan students may notice this, but, independently of this, teachers should

plan their lessons not only because students can notice if they designed them or not, but, because

as Farrell (2003) says, planning a lesson involves keeping in mind "the different backgrounds,

interests, learning styles and abilities of students in one class" p. 31, thus, enhancing learning

which is the main objective of lesson planning.

Nonetheless, it is evident these teachers seem to be mainly worried on the sequence they

should follow in a period of time, but they do not see lesson planning as an aid for both, students

and themselves, since as already mentioned, lesson plans give teachers the advantage of taking

into account the different students' needs and interests as well as of solving previous teaching

and learning difficulties, feeling more confident and developing the lessons in a more smoothly

way (Farrell, 2003).

The second question for this category was: *Do you consider you should plan all your lessons or just react as class evolves?* And the answers were:

Teacher 1 (T1): "Sometimes the class is developed according to relevant situations for example: parties, problems in the school, birthdays and so on".

Teacher 2 (T2): "It is important to plan the lessons all the time".

Teacher 3 (T3): "las clases deben ser planeadas pero es necesario también ubicarse de acuerdo a la evolución de las clases".

In relation to these answers, the teachers consider that lesson planning is an important aspect to be taken into account before they enter the classrooms. However, T1 and T3 keep in mind that sometimes something can make the lessons run in a different way than as they were planned, so, the classes have to be modified according to the way they evolve. About this, it can be said that these teachers are making appropriate decisions when they adjust their lesson plans in response to the unexpected situations that may arise into the classrooms. In this way, the eventual modifications resulted from these circumstances can be taken as advantages for both, teachers and students, because teachers can find new and different ways to attain the objectives while learners solve their doubts and enjoy the lessons through the quotidian events. According to Harmer (2007), the fact that teachers modify their lessons in response to the different and unforeseeable circumstances that may disturb the normal development of them can help teachers to find new ways of covering what they were supposed to teach, of attaining the objectives students were supposed to reach and of finding new and different ways for students to learn.

According to Harmer, there are a variety of reasons that may cause the plan to be modified like the emergence of students' interest for a given topic, the will for learning new vocabulary or grammar rules, the activities may be too difficult, time is not enough, someone

interrupts the class, among others. Nonetheless, it would be appropriate for the teachers to take into consideration that modifications are important when necessary, "a good lesson is flexible" Jensen (2001:407), but, as Farrell suggests, in spite of any of the previous or other circumstances that may influence in the development of a lesson plan, it is also advisable to try to come back or follow the original plan: "… it is easy to get sidetracked by unplanned events, however, teachers should remember that the original plan was designed with specific intentions in mind and the plan was based on the diagnosis of the learning competences of students" p. 34.

Planning stage.

This second category focuses on the identification of how teachers plan their lessons if they in fact plan their lessons, if the criteria, considerations, variations and statement of objectives are taken into account in this crucial stage before teaching. In this category four questions from the survey were analyzed, the first question was: *Do you plan your lessons? If so, what elements of lesson planning are the most important for you?* And the answers were as follows:

Teacher 1 (T1): "The most important topic is the motivation".

Teacher 2 (T2): "Yes I do. The most important aspects for me are: motivation, understanding and practice in oral and written way and assessment".

Teacher 3 (T3): "Si planeo las clases. Los aspectos más importantes son: captar por parte de los estudiantes el tiempo (presente simple) las terceras personas en sus diferentes estructuras gramaticales".

According to these answers, all the teachers consider they do plan their lessons, but, it can be inferred that they have no a clear idea about what lesson planning involves. For instance, T1 and T2 think that motivation is an element in the planning of a lesson and T2 and T3 hold that

understanding of grammar is another one. Thus, Taylor's (1970) conception about teachers

preparation regarding lesson planning can be corroborated through these answers because after

having analyzed the way some teachers planned their lessons, Taylor concluded "that many

teachers were not well prepared in teacher-education programs for lesson planning" Farrell

(2003:31), which is the same that happens in this setting. Therefore, although there are a variety

of ways to design a lesson, it could be stated that these teachers obviate the importance of at least

the most relevant elements in this type of planning. First, as mentioned in chapter II, a general

goal and specific objectives are significant elements in lesson plans that can help teachers to

have a clear idea about what they want students to reach by the end of a lesson; second, the

preparation of materials is another element that can remind teachers about what they should carry

into the classroom in order to successfully develop the plan (Jensen. L. 2001); third, according to

Harmer, one of the most important elements consists of the body of the lesson which describes

the different activities that will be covered in the procedure, all of them accompanied by the time

teachers expect them to take. Thus, taking into account that in this element teachers can design

the different activities that will take place during the lessons, it could be appropriate to underline

that in this section teachers can start thinking about motivation, understanding of topics and

teaching skills (which were the answers provided by the teachers) because activities are planned

in order to achieve the lessons' objectives, so, teachers have to create ways to motivate learners

and make them be engaged with the topic. On the other hand, it is relevant to underline the

answer of T2 because this teacher conceives assessment as an important element in lesson

planning, and, in fact, Brown (2001) stands that without the evaluative component teachers could

not have a way to know the success of students. It can be formal or informal, the assessment

component can take place during or at the end of a lesson, helping teachers to determine what

will be covered in the next class, helping also learners to be aware of their development, and, as

mentioned in chapter II, although it could be difficult to exactly know how much has been

learned, it is possible to make an approximation according to the teacher's knowledge and

experience with students and the outcomes of the activities they were engaged in , indicating if

the lesson's objectives were attained or not (Harmer, 2007).

The second question of this category was: *Do you consider students' needs in planning*

your lessons? What needs do you consider if any? And the answers were:

Teacher 1 (T1): "Yes, because in my Institution the students are poor and they do not

have opportunities for knowing books, magazines, tools".

Teacher 2 (T2): "Of course, when I plan the class I think in students' misunderstanding

because of many factors".

Teacher 3 (T3):"Si tengo en cuenta las necesidades de mis estudiantes: con ejemplos de la

vida diaria y de lo que ellos les agrade en diferentes gustos que ellos tienen".

Regarding the answers the teachers provided, T2 and T3 consider they keep in mind

students' needs in the extend to which they take into account their interests or misunderstandings

related to the topics reviewed in the lessons, whereas T1 bears in mind the bad economic

situation of students as an important factor to be considered when teaching a foreign language.

Regarding the answer of T1, it is nice to see a teacher who worries about the students' bad

economic situation because it can be considered as an obstacle for learners to get given materials,

and, consequently, teachers have to cope with this type of problem looking for different

strategies in order to effectively develop their plans. However, it is also important to not neglect

the academic needs mentioned by T2 and T3 which main concern is learning and which is also

the main objective in lesson planning (Ur, 1996). Thus, when teachers cope with these type of

needs, they can focus on students' interests, learning styles and learning difficulties, because as Harmer suggests, although lesson plans can be designed to follow a syllabus, with this type of planning teachers can also focus "on the perceptions of the needs and wants of students" p. 368. For so doing, Harmer suggests teachers to conduct a needs analysis through direct questions in the classroom, written questionnaires or lists of options that students can solve according to their preferences and needs. Thus, it is appropriate to say that with this assumption, the teachers can benefit both, teaching and learning processes, because while teachers implement their planning, students' best interests and needs are covered (Harmer, 2007), enhancing learners' motivation for the lesson and for the subject.   The third question of this category was: *What variations do you make from one lesson plan to another in order to be authentic?* The answers were the next:

Teacher 1 (T1): "Variations:

A) Contextualize the vocabulary according graphics on the board.

B) Dictate the sentence and fill the blank

C) Read some sentences

D) Work into groups"

Teacher 2 (T2): "It depends on the topic. Sometimes I can give them a video because images help students understand the topic better or sometimes the use of computers helps them too and they enjoy very much".

Teacher 3 (T3):"Las variaciones que se realizan son: tener en cuenta el contexto donde se encuentran en el colegio, casa y medio que se desarrollan".

As we can see, each teacher has a different conception about varying lessons' components. For instance, T1 detailed four different activities that can be covered in a lesson, more specified, the teacher referred to the type of work (group work) and skill development

(reading and writing). On the other hand, T2 mentioned that varying materials from one lesson to another according to the topic to be taught makes learning easier. Finally, T3 referred to the context where learning takes place as an aspect to be considered when varying the components of a lesson.

In relation to these answers, it can be pointed out that in general, the teachers are doing well when making variations to their lessons because according to Ur (1996), this allows learners to work with a good attitude, thus encouraging them to learn easier and better. However, it would be suitable for them to know that there are many other types of variations they can also take into account in order to be authentic, and, although considering T1 and T2 answers it can be said the assumption to make the variations they mentioned in a lesson or from one lesson to another is a good idea because, otherwise, as Ur (1996) points out, a lesson in which just one type of activity or teaching strategy is developed may result on boredom, low motivation and even discipline problems, and although they are making relevant decisions when making these type of variations because in this way, as Brown (2001) argues, teachers can create ways to benefit both, students and themselves, because they can keep authenticity while learners keep active and enthusiastic, the teachers are limited when concentrating only on the activities and materials they mentioned. It is probably that if teachers only take into account the variations cited above during a whole scholar year, the development of their lessons can become predictable. According to Jensen, teachers should avoid always making the same, but add to each lesson "certain amount of variety" p. 407, such as time devoted to the activities according to complexity, time devoted to students-talk and teacher-talk, classroom organization and/or even mood which may reflect the teacher personality when developing fun or serious classes, calming of philosophical ones, among others. Thus, as Brown suggests, a varied lesson becomes interesting and motivating for

both, teachers and learners because teachers can take the advantage of discovering and developing different learning strategies while learners are immersed in diverse types of lessons that make them learn in a nontraditional and mechanical way, consequently, keeping authenticity in the development of their lesson plans.

In the final question, the teachers were suggested to provide an example of the way they normally plan their lessons if they in fact planned them: *If you plan your lessons in writing could you provide an example of it before you teach your class?* The examples they provided were described as follows:

Teacher 1 (T1): "Yes, sometimes it is important because the students comprehend the exercise and develop it easily; but sometimes I do not do that because it is important that the students to learn how to do it".

Teacher 2 (T2): "In general terms I take into account the following:

- The standard the students have to achieve.

- The topic (including a goal for the topic)

- The introduction for the topic in an enjoyable way.

- The explanation of the topic.

- The practice in oral and written way through many exercises or activities in pair or
   group work.

- Evaluation to realize that students understood the topic.

Teacher 3 (T3): "Yo planeo mi clase en cuaderno por ejemplo:

- El logro que me propongo en la clase.

- Explico presente continuo.

- Realizo ejercicios para que los desarrollen en la clase.

- Salen al tablero para realizarlo y corregir errores   pero no se evalúa con nota sino para

darme cuenta si entendieron o no".

Taking into account the examples provided by the teachers, it can be inferred that in spite of having demonstrated they do not have an appropriate knowledge in lesson planning due to the answers provided in the first question of this category, the teachers showed they do put in practice relevant aspects and do take into account important elements of lesson planning that they possibly could not express theoretically.

On the other hand, it can be also inferred that the first element considered by teachers when planning their lessons is the statement of the lesson objectives to be achieved through the application of their plans that T2 stands according to the standards established by the National Government; the second, the procedure; and the final one the assessment component. It is important to highlight that all teachers answered in a different way as the examples cited above show, although T1 did not really provide an example to show how she normally designs a lesson plan.

Regarding this, it is necessary to stress that due to the conditions where learning takes place in our country, now a days it is essential, not only for foreign language teachers but also for those of other subjects, to take into account the standards established by the government for each level. According to the Ministerio de Educación Nacional (MEN), the standards to teach English have to be applied in all public educative institutions in Colombia since they were created with the aim of helping students to be prepared to face what the globalized world may demand them, including being able to express and understand what others communicate and being engaged with different cultures. Consequently, it could be said the idea of T2 about keeping in mind the standards of English in order to stand the objectives for her lessons is appropriate because, in this

way, teachers can accomplish and guide students to achieve what is expected from them by the Government whose main concern is to have a bilingual country by the end of 2019 (MEN, 2006).

On the other hand, due to the statement of objectives is one of the most relevant elements in lesson planning (Farrell, 2003), it is appropriate to draw the teachers make good considerations when they take into account their statement as a point of departure when planning their lessons because in this way, they can have a clear idea about the direction their lessons have to pursue, thus, enabling them to decide what to do in order to attain the goals and to verify their realization at the end of the lessons. According to Brown (2001), the importance of the statement of objectives focuses on the fact that they can help teachers to maintain and follow a direction during the class, have a clear idea about what is expected from it and from students, and to confirm or evaluate through their achievement both, the effectives of the lesson and the progress of students. In fact, Farrell points out that "an effective lesson plan starts with appropriate and clearly written objectives" p. 32, which help teachers to give a focus to the lesson, choose the materials and the activities to be covered in the procedure, inform students about what is expected from them and evaluate their success when the lesson finishes (Farrell, 2003).

On the top of this, the examples the teachers provided reflect their main concern when planning a lesson is the procedure in which they include the evaluation component. They give great importance to the way they are going to develop the different sequences that will be developed during a lesson and to how to evaluate learning. This is a relevant aspect to be highlighted because according to Jensen, the procedure of a lesson is the body of the lesson in which teachers list a set of activities that can start with a warm-up one in order to capture students' interest for the class before they continue with its development. For instance, this is the one mentioned by T2 "…the introduction of the topic in an enjoyable way…", through which it

can be deduced this teacher is starting good lesson plans because when including warm up activities the teacher can not only capture students interest but also enhance their motivation for the lesson and even for the subject.

Moreover, T2 and T3 concentrate on the explanation of the topic to be learnt and the activities to be developed: T2 referred to written and oral practice whereas T3 referred only to written exercises. It is possible that due to these were just examples about how the teachers normally plan their lessons, in real life they do teach different skills in different lessons. However, in the procedure of a lesson plan it is important to devote time to different stages like those mentioned by the teachers such as presentation of language and development of activities, and others like a phase in which teachers make sure learners have understood before developing any type of task in which they finally can practice the language they were engaged in through either oral, written, listening or reading activities, Hill, J & Lewis, M (1993). According to Hill, J & Lewis, M, the introduction, presentation and exploitation stages are steps conceived as golden rules in lesson planning because in this way, teachers can start their lessons by activating students interest for it, thus, making them be alert, activating students' language and stimulating them to respond in a positive way to the language they are involved with. Consequently, it would be suitable for the teachers to consider that with merely simple explanations without having realized if the direction of the lesson is being well oriented or not or if students do not actually feel active, motivated or immersed in the lesson before they are suggested to practice, the plan could not probably guarantee the success of the lesson because as pointed out by Hill and Lewis, the exploitation stage is the most important step in the procedure of a lesson due to learners put in practice the language they are exposed to during the explanation stage, and, for so doing, the exploitation phase should always be preceded by an introduction and presentation of language as

well as some kind of procedure that tells teachers if the lesson is actually working in order to enable learners to be competent when they start making use of it (Hill, J & Lewis, M, 1993).

Besides, it can be suggested the teachers present lack of communicative activities that help to develop and integrate the four skills. It does not mean that in one class they have to develop all of them, but to at least develop two in one lesson because as Jensen points out, communicative activities help learners to put in practice the new knowledge, relate it with previous one and make use of it in a more natural way because they can use real world language which is one of the expectation of the National Government because the MEN created the "PROGRAMA NACIONAL DE BILINGUISMO" in which one of the purposes is to help learners to have the opportunity to make use of real world language so that Colombia has citizens able to communicate in English that ease them the access to job and education abroad, thus, improving the quality of their lives (MEN 2006).

Finally, the examples provided by the teachers lead to infer they normally include an informal evaluative component during the procedure of their lessons in order to verify if students really understood and learnt. Regarding this, it is appropriate to stress the teachers are orienting in an adequate way their lesson because without the evaluative component, teachers could never know if the objectives stated for the lesson were actually attained or not (Brown 2001). In fact, according to Brown, the evaluation is not neither a separate element from lessons nor has to take place at the end of them, but, it can be formally or informally carried out during the lessons, and, as already said, can lead teachers to determine the accomplishment of the objectives, the success of students and even the possible adjustments for the next one.

Lesson plan development.

This third category contains three questions designed with the aim of analyzing how teachers carry out the procedures they plan for their lessons, as well as to identify if they try to attain the lesson objectives and the type of assessment developed in the classrooms. The first question was: *What type of work do you prefer (individual, pair, group work) when developing your class activities? Why?*

Teacher 1 (T1): "Into groups because the students learn so much when they are with their classmates. The best students influence their friends".

Teacher 2 (T2): "Learning a language effectively it is necessary to interact with someone, so pair work or group work are important. Working together students help each other and learn better and easier".

Teacher 3 (T3): "Los tipos de trabajo individual o pares porque trabajan mejor".

Regarding the answers, the teachers prefer students to work in groups, it can be in pairs or bigger ones because they state when learning a foreign language interaction is essential since learners can help each other and learning becomes easier. This can be corroborated with what Hill, J & Lewis, M. state when advocating that working in groups has the advantage that good students can help weaker ones. Moreover, they point out that group work benefits both, teachers and learners, because teachers can lessen the risk of having no students participating or just the two or three better of the class, and, on the other hand, learners feel more comfortable because they have the chance of preparing what they have to report back to the class and because they can have the opportunity to use the language in a less stressful situation. In relation to this, it can be said the teachers are right when they conceive group work as a way to make learning easier, and due to in this type of work the teachers may run the risk of having learners spending time in

mother tongue explanation rather than in the use of the target one, it would be appropriate for teachers to keep in mind that in this type of work it is essential to constantly monitor students work because as Ur (1996) suggests, teachers have to periodically monitor students development since otherwise learners can not only make use of their mother tongue but also do any other thing different from what they are suggest to do, "the success of group work depends to some extent on… effective and careful organization" Ur (1996:232). On the top of this, according to their examples, it is relevant to underline that the teachers make good lesson plan development when they include group work as a means of interaction because in this way they can activate learners to initiate small talks that with the pass of time can help them to develop fluency and performance, Ur (1996).

In contrast, T3 prefer learners to work both, in groups and individually because this allows students to work better, she stated. It is appropriate to say that either group or individual work does not guarantee learners working well or not because as previously mentioned, teachers play an important role when making learners develop any type of activity, subsequently they should not only monitor students work but also make sure students feel motivated to do what they are asked to do, and, it is equally important to give opportune background and clear directions in order to have good developed tasks (Ur, P. 1996). Therefore, in reaction to the answer of T3, it would be important to consider individual work not only as a way to make learners work better because as earlier mentioned, it depends a good deal on teachers development, but also to take it as a way to help learners to develop different learning styles, for instance, individual work guides learners to develop autonomy and responsibility, and teachers can also diagnose students' needs in the course (Ur. 1996), thus, enhancing learning and improving teaching practice.

The second question of this category was: *Do you improvise? If so, when and how?* The answers were the next:

Teacher 1 (T1): "Yes, when some students ask about a specific theme and all talk about that, or the news are around that topic".

Teacher 2 (T2): "Rarely, sometimes when I have to make a review of studied topics, or when I am preparing students for evaluations or so on…"

Teacher 3 (T3): "No improviso"

Considering the answers given by the teachers, while T1 and T2 argued they do improvise due to the different situations that may arise into their lessons, T3 stated she never improvises.

First, it is relevant to remark that this question is closely related to the second one of the first category and if we make a comparison between the answers of the teachers in both questions, it can be concluded that T1 and T2 were consequent with their answers while T3 contradicted herself when in this question this teacher argued she never improvises but in the other one she stated that "las clases deben ser planeadas pero es necesario también ubicarse de acuerdo a la evolución de las clases".

Second, it can be suggested when the teachers say to modify their lessons according to the different situations that sporadically occur during them, it is probably their lessons are developed in a more natural way, students may feel a little more confidence towards the teachers and teachers can take the advantage of it because they can go to review past contents, clarify students' doubts, keep in mind students' suggestions, talk about interesting events, among others, in order to leave, for a short moment, from the daily routine of being immersed in the

development of discrete activities according on the situations that can normally arise into the classrooms.

According to Harmer, things can occur in the opposite way to which the lessons were planned and they have to change their direction because although there is may be a plan, the lessons should be modified according to what happens moment by moment because otherwise, if teachers force the development of any activity just because it was planned, it "can be detrimental to students' perception of us as teachers and may, if we are not careful, close of learning opportunities which our students could have benefited from" (Harmer 2007: 366). In this way, when the teachers adjust their plans according to the way they evolve, they can lessen the risk of losing opportunities of "avenues of possible evolution and development" (Harmer 2007: 364).

In relation to this, it can be inferred from the answer of T3 that if it is true this teacher never improvises, there must be always a plan, but, as previously mentioned, the danger of not modifying the plan according to how the lesson actually takes place is to probably miss the opportunity of finding different and perhaps better ways of learning and teaching. Thus, it would be important for this teacher to take into account that "lessons are not plays where students and their teacher have to remember and reproduce words in a pre-oriented sequence" (Harmer 2007: 365), but are a scheme of what to teach and not how to teach.

Consequently, it could be convenient to highlight that it is right that teachers improvise when necessary, but it is also advisable to try to come back to their original plan, teachers need lesson plans because they can help them to even anticipate possible drawbacks or surprising situations before they occur, Farrell (2003), "A lesson plan is essential for novice teachers and convenient for experienced teachers", Jensen (2001: 403), as well as to have a plan B, it may be an easy activity in case of unexpected events and not just resign to lose the direction of the

lesson. According to Hill, J & Lewis, M, a reserved plan is considered to be a golden rule in

lesson planning, and, on the other, according to Harmer, too much improvisation can result on a

sort of negligence and carelessness by a teacher who is not so well prepared, and who is expected

to find ways of dealing with the different things that may disturb his or her lesson plan.

The last question of this category was: *How do you assess your students? What types of*

*assessment do you use? T*he answers were as follows:

Teacher 1 (T1): "Graphics, fill in the blanks, crosswords, do the sentence, translate, write

in English"

Teacher 2 (T2): "It depends on the level. If I have 6th or 7th grade I prefer oral way

mainly, relations between pictures, and words and finally the written way. Why? Because

with children it is necessary to develop the oral skills and also they like the oral way".

Teacher 3 (T3): "Se los evalúa así:

- En el tablero.

- Escritos.

- Ejercicios para la casa."

Taking into account the answers provided by the teachers, they assess their students

through a variety of ways although they did not specify if the type of assessment they normally

use is formal or informal. However, the fact the teachers include an evaluative component in

their lessons can help them to determine if the lessons were effective or not as well as to have a

perception about what can be covered in the next one (Jensen, 2001). Moreover, it can be said

that through their evaluation techniques, the teachers are applying good strategies to realize

whether their plans worked or not, can become conscious if the objectives for the lesson were

attained, if students were successful and even, they can make adjustments to the next lesson according to the outcomes of the actual one (Brown, 2001).

Lesson plan effectiveness.

This category describes the procedures teachers use to evaluate the efficiency of their own lesson plans. The question for this category was: *Do you evaluate your lesson plans' effectiveness? How?* The answers the teachers provided were:

Teacher 1 (T1): "According to the results of the evaluations, exercises, and participations of the students".

Teacher 2 (T2): "Yes, sometimes I have planned certain topics and activities but I cannot develop what I planned, so I have to reorganize my lesson plan for the next class".

Teacher 3 (T3): "No en todas las clases por el tiempo. Cuando se realiza se hace a través de ejercicios, lecturas, en pares, etc.".

In regards to their answers, each teacher has a different criterion to evaluate the effectiveness of their lesson plans.

For instance, regarding the answer of T1, it can be said she keeps in mind one of the most important aspects in lesson planning when she evaluates the success of her lesson plans which is learning. She concentrates on the students outcomes during her lessons through the tasks or activities she makes them develop.

On the other hand, it can be inferred from the answer of T2 that her criterion focuses on if the development of her lessons went according to the plan, which is an important aspect to be considered after giving a lesson, on the contrary, it makes no sense teachers planning their lessons if they do not care about them. It is important to stress that this teacher makes emphasis on the objective of attempting to make some adjustments to the next lesson if the results are not

the expected ones. It can also be said this is a fact that reflects this teacher has a clear conception about what evaluating lesson plans involves because in this way the teacher is more likely to overcome their previous teaching difficulties as well as to help learners to get ahead of their learning obstacles in order to find new ways of possible evolution and learning, which as previously said, is the main objective of lesson planning, Ur (1996).

Regarding the answer of T3, it is possible to suggest that similar to T1, her criterion concerns more with the learning outcomes based on exercises and activities, but, she pointed out to not always evaluate the success of her plans. The other two teachers did not mention with what frequency they do this, however, it would be necessary to propose that teachers should always evaluate their lesson plans because according to Farrell, a lesson plan ends after having developed it, when teachers should reflect on whether it was successfully carried out or not and on what adjustment to do for the next lesson, and, due to the fact these teachers are immersed in a daily lesson planning because they teach to students from sixth to eleventh grade during the entire week, it could result on a type of negligence if sometimes they start a new lesson plan without keeping in mind both, students and their own difficulties in the previous class.

According to Brown (2001), if teachers do not evaluate the effectiveness of their lesson plans, it is possible they end up making vague and uncertain assumptions about what worked or did not work because for so doing, teachers need to be based on a careful observation of what occurs minute by minute during the lesson, therefore, if they do not evaluate the success of each of their lessons, they could be unable to make appropriate adjustments in order to deal with previous learning and teaching problems.

On the top of this, as already said, each teacher has a different criterion when evaluating their lesson plans effectiveness, but each of them bears in mind only one. Regarding this, it

would be appropriate for them to also take into account there are other criteria they can take

advantage from in order to have a better basis of reflection about their own teaching practice and

learning outcomes. For instance, Ur (1996) proposes the next ones, it does not mean the teachers

have to apply all of them, but they can take into account those they consider benefit them the

most or they can also consider other ones according to the context where learning takes place in

the institution they work:

"1. The class seemed to be learning the material well;

2. The learners were engaging with the foreign language throughout;

3. The learners were attentive all the time;

4. The learners enjoyed the lesson and were motivated;

5. The learners were active all the time;

6. The lesson went according to plan;

7. The language was used communicatively throughout"   (p. 220).

Lesson plan adjustments.

This category contains a question that aimed to identify if teachers make adjustments to

the new lessons in response to the outcomes of the previous ones. The question was the

following: *What adjustments or changes do you make to your lesson plans depending on your*

evaluations of them? The teachers replied in the next way:

Teacher 1 (T1): "For example: I do a review about last topics, the students repeat, I do

previous exercises with the active participation of the students".

Teacher 2 (T2): "Depending on the students' performance I change the way to introduce a

topic, the activities or the motivation students need".

Teacher 3 (T3): "Los ajustes que se realizan de acuerdo a las evaluaciones, volver a

explicar el tema con diferentes estrategias".

Taking into consideration the answers provided by the teachers, they take into account

previous students' difficulties in order to make adjustments in the next lesson plans. Regarding

this, it can be inferred the teachers make appropriate decisions because when a teacher makes

this type of correction, learners can become aware their difficulties are considered by the teacher

to be urgent and important to be overcome (Ur, 1996). Thus, the teachers seem not to end their

lessons only after having evaluating them, but after they have reflected on what should change in

order to guarantee learning which is as already said, the main objective of lesson planning.

According to Brown (2001), after a lesson plan has been applied, teachers should not only

evaluate its effectiveness, but also take into consideration its outcomes in order to prepare the

next one. Thus, if it is true these adjustments are actually taking place in the lesson plans of these

teachers, they are not only covering the main objective of lesson planning but also providing a

rhythm to the course students are attending to because the teachers can turn back to the

objectives of the course and of the previous lesson plan in order to determine their achievement.

Classroom Observations

      The development of teachers.

This category describes the teachers' attitudes towards students during their lessons. In

this category ten aspects were analyzed as follows:

In regard to the teacher.

      Making use of the foreign language.

T1*:* in general terms, during the four classes the teacher started the lessons greeting

students in Spanish and made use of this language most of the class time. In fact, she sometimes

suggested students to translate texts, words and sentences, and, when she rarely spoke or said something in English she immediately translated what she said, so, the teacher made partial use of the foreign language.

T2: during the first two lessons, the teacher developed the classes speaking in English. She greeted, explained, gave directions and asked learners to develop the activities always making use of the foreign language. Nonetheless, in the two last lessons, she made partial use of English in which she went to Spanish in order to give recommendations, call students' attention, and give directions, and she sporadically made use of the foreign language just when giving examples. In the final lesson the teacher developed a formal assessment in which she sometimes went to Spanish in order to scold students who were not respectful during the class, call students' attention and give directions; in fact, she translated the whole test before students took it.

T3: most of class time the teacher spoke in Spanish. She always explained, gave directions, provided feedback and asked students to develop the activities making use of the students' mother tongue. However, when the teacher provided examples, she wrote them on the board and read them in English although she sometimes had bad pronunciation.

With reference to these observations, it is possible to draw the teachers hardly ever exposed their students to the language to be learnt, and when they rarely did it, they exposed learners to merely grammatical language patterns.

According to Amy (1985), the classroom is a key place that can lead students to learn and acquire the foreign language depending to the extent to which teachers make use of it and the type of activities to be developed. Thus, given that in this type of context the only place where students are exposed to the foreign language is the classroom, it is convenient to suggest the teachers should think about the use of the foreign language they are teaching as one of the most

important resources they should use in order to give students sufficient and adequate input for them to start appropriately using the language: "the amount of learning is very likely to correlate highly the amount of the foreign language the class engages with in the course of a lesson" (Ur, P. 1996: 220). As previously mentioned, due the MEN aims for a bilingual country, then, the teachers should consider they as professionals are an important source of input who also should adequately provide it (Amy, 1985), being prepared in order to give clear explanations and avoid bad pronunciation; if teachers do not expose their students to the language to be learnt they cannot expect their students to use it, if they have bad pronunciation they can not pretend their learners to make a correct use of it. It has no sense teachers expecting his or her students to use the language they as teachers cannot use and because the best way to learn a language is by listening (Hill & Lewis 1993), which is faithfully what these teachers seem to neglect as the data above shows, and because it has been hypothesized that an appropriate, comprehensible and modified input according to the proficiency level of students facilitate second language acquisition (Amy, 1985). According to the Krahsen's Input Hypothesis (1980), it is better that teachers use comprehensible input modified to the student's level with structures that are beyond to it in order to facilitate learning and, inclusively, acquisition. Subsequently, as Amy recommends, it would be a good idea for the teachers to reflect and analyze the way how the foreign language has been used in their classrooms and start providing a suitable employment of it to make learning less difficult, thus, it would be more likely for the teachers to assume the accomplishment of one of the objectives of the MEN regarding the use of a foreign language by the end of the second decade of the XXI century (MEN, 2002).

Showing self-confidence.

T1: during the lessons the teacher showed self-confidence, she had an organized sequence, mastered the topics and knew what was next after an activity. Moreover, she had prepared materials she appropriately used, was clear when solving students' doubts and never lost control.

T2: during the development of her lessons, the teacher showed self-confidence, she had prepared materials and activities, mastered the topics and tried to have control of the class in a very resolved way; when there were discipline problems she never lost control, although, in the last lesson, the teacher could not cope with this type of problem even when this lesson was about formal assessment. Moreover, in this lesson she did not show self-confidence because she had not enough examples to provide in order to make learners understand the content.

T3: in her lessons, most of time the teacher seemed to be unsure of herself. For instance, she requested for not being observed in the first lesson because she said she was not prepared. In fact and not only in the first lesson, the teacher showed nervousness in the explanation stage, had bad pronunciation, did not give clear explanations, students did not understand and a as a result, she always ended up asking them to tell her what to do in order to make them understand; when she spoke to students, she sometimes did not have words to express what she wanted to say, her nervousness was evident when she tried to face this type of problem with students.

In regard to this data, it can be deduced T1 showed self-confidence given that she had always a sequence, prepared materials and mastered the topics. On the other hand, T2 showed self-confidence when she was prepared regarding materials and knowledge of the topic; in contrast, when this teacher evidently improvised, she showed insecurity. Concerning T3, she most of time showed not to be self-confident due to she did not master the topics and even had

bad pronunciation. Regarding this, it is noticeable that when the teachers were prepared to develop their lessons they showed self-confidence, but, on the contrary, they showed insecurity when they were not ready to face the different events that took place in their classes. Thus, it can be suggested the teachers should always plan their lessons, prepare materials, activities and contents because according to Farrell (2003), lesson plans help teachers to feel more confident because they can "learn the subject better…, think about the content, materials, sequencing, timing and activities" (p.31) and because a plan is a source of security in the unforeseen situations than teachers can face in their classrooms.

Presenting clarity in teaching.

T1: when the teacher made the review and presentation of new vocabulary, she showed students real objects and made them repeat making emphasis on pronunciation. Regarding activities, she gave clear directions and provided students worksheets that presented the language according to their proficiency level. However, in the third lesson, the teacher suggested students to describe their bedrooms with the use of some prepositions they have learnt in previous lessons but they could not perform this because the teacher had never taught them the vocabulary required for this activity. Therefore, the teacher tried to teach them some vocabulary related to this activity with the use of the grammar translation method but it was not meaningful for learners, and, some minutes later, the teacher changed the activity because it was a failure. In this case, she was not clear enough with the content.

T2: when developing her lessons, the teacher was clear in terms of the explanation of topics, used the board in an appropriate way, used flashcards, made learners repeat and provided different examples. Nevertheless, in the last lesson the teacher made a review of past contents before students developed a formal assessment. The review included all the topics the written

evaluation involved. During the review the students showed they had some difficulties and did not understand some contents, the teacher tried to make them quickly practice before the test was developed but there was too much content and they got confused because the teacher was not clear, however, the teacher proceeded with the formal assessment without minding the negative outcomes observed during the review.

T3: in general, the teacher was not clear enough; she did not provide sufficient examples in order to facilitate learning, when the students did not succeed in the activities they had to perform, the teacher interrupted the lesson by asking them why and what to do in order to make them understand, and, although the lessons finished showing the students did not learn, the next class the teacher arrived as if nothing had happened and started with a new topic.

Concerning these observations, sometimes the teachers were not clear enough before suggesting students to develop some activities, and, in consequence, their students were unable to successfully carry out them. In response to this, it could be suitable for them to make sure if their lessons are actually working and not only accomplish the procedures only because they are planned. According to Ur (1996), there are different ways of activating students before going to activities. For instance, Ur proposes to make sure learners have understood the language by making some questions, reviews, discussions and developing activities as whole group work where teachers can help learners to find the answers. teachers can also present new vocabulary related to the new topics students will be exposed to during the lesson, which is exactly what T1 underestimated when pretending students could put in practice the prepositions in a different context they were not familiarized; this was possibly the reason why they could not accomplish the activity. Therefore, it is important for the teachers to consider that it is not convenient to be too ambitious when trying to make learners develop a given task before being sure they will be

able to successfully perform it. Hence, it would be better the teachers stimulate and activate a students' response and language through strategies such as the use of motivating materials like videos, readings, dialogues, among others that give sufficient opportunities for students to learn and understand through different examples rather than simply expecting students to talk or write. This is precisely what Hill, J. & Lewis, M (1993) suggest as a presentation stage which should always precede the exploitation one and follow the explanation one because if teachers "follow this basic approach they are more likely to be successful than if they dive in cold" (p. 31).

Showing respect towards the profession and the students.

T1: the teacher was always punctual and since she started the class the teacher called students by their names. When they sporadically spoke with their classmates she asked them to behave in a polite way, although in Spanish, she suggested them to pay attention with very respectful words and her students always positively behaved in response to the way they were treated.

T2: the teacher was partially respectful with students. First, because she was not punctual, second because she sometimes could not cope with discipline problems and she went to no polite words when trying to control that type of situations i.e., "shut up" instead of silence or "estudiá más, callate, carajo" to those who could not answer as she expected or caused discipline problems, but they never behaved as the teacher expected due to the way she scolded them.

T3: during her lessons, the teacher was always respectful probably due the fact that most of students behaved in an appropriate way. She called students by their names, was punctual and when someone caused discipline problems she just got closer and made them behave.

Form the observations above, it can be concluded the teachers who showed respect towards their learners had also respectful students; in contrast, the teacher who was not

respectful in the classroom had disrespectful students. On this subject, it is appropriate to quote

what Chamot, A. U. et al (n.d.) recommends to foreign language teachers when saying teachers

should call students by their names in order to make them realize they as teachers care about

them, and, as a result of this, their students will surely care about what they say and suggest. In

this way, it is more likely for the teachers to cope with those discipline problems they could not

control with the way how they unsuitably scolded their students. On the other hand, regarding

the use of inappropriate words when calling students attention, it can be pointed out that it does

not probably contribute to the integral formation of students because in a conflict country like

Colombia teachers should promote peacefulness. According to the MEN (2002), good teachers

should promote respect not only in their classrooms but also outside them. The MEN states that

teachers should be a model of what they expect their students to do, being punctual, responsible,

using adequate words and being appropriately dressed which reflect respect towards students and

which promote students good behavior. Otherwise, when teachers are not polite and use

disrespectful words, especially when there are discipline problems, they can lead students not to

be respectful which can result on having non disciplined students and non successful lessons.

Therefore, it could be recommendable for the teachers to keep in mind that they as teachers

should not only instruct classes but also provide students integrate education based on ethics and

values that make students have a better formation (MEN, n.d.).

Encouraging students for learning.

T1: it can be suggested the teacher encouraged learners in the extent to which she

developed games, spoke in a good tone of voice in order to motivate learners to develop the

activities and to participate, taught useful vocabulary (the one students use in the different

specializations of the school because it is an industrial institution) and used different materials

that made learners be engaged with the foreign language. This made students to understand and

learn easier. But, on the other hand, she was not a good model to encourage students to speak in

the foreign language because she spent too time in mother tongue use.

T2: during her lessons, the teacher did not try to have an influence on students'

motivation; she just made them participate when she asked them to do so. In fact, she dissuaded

them when having the list of students in hand in order to show them if they did not appropriately

use the language they got a bad grade, then, students never wanted to participate.

T3: in her lessons, students were not participative; the only students who played a part in

the activities were those selected by the teacher to go to the front and write an answer on the

board or to say it orally. Moreover, the teacher did not use any strategy to persuade or give

students confidence so that they spoke or reported back the result of any activity.

From the observations, it can be deduced some of the teachers hardly ever appropriately

encouraged their students while others never did it. Thus, it can be pointed out that, fist, as Hill

and Lewis argue, it is better for foreign language teachers to try to support students by

motivating them, planning and developing their lessons keeping in mind what students are

interested on and what can amuse them, thus, it is more likely for teachers to be successful

because it is more probable for them to have students with more positive attitude towards the

development of the lessons. Second, that it would be better for T2 to avoid grading students each

they are suggested to participate. Otherwise, students will focus on the results they are expected

to show rather than on learning itself which can result on lessening their intrinsic motivation that

reflects the student's interest and will for learning a foreign language with personal purposes

rather than academic ones (Dickinson, L. 1995) "and thereby perhaps diminishing the

effectiveness of learning" (deCharms, 1984:p. 279; Deci and Ryan, 1985: p. 90). Besides,

theories in language learning support students feel more motivated when their main concern is learning a language rather than when they are pressed to demonstrate good outcomes about it. It can be say this is exactly T2 did with students, pressing them with grades after they participated "motivation tends to be higher in learners who are interested in the learning tasks and the learning outcomes for their own sake rather than forewords that result from success…and who focus on learning outcomes rather than performance outcomes" (Dickinson, L. 1995:168). Thus, it is better for the teacher to provide informational feedback, to help them to overcome their learning difficulties and encourage them to be more motivated by planning interesting lessons given that students feel more optimistic when the teacher value their learning process (Hill & Lewis. 1993) and not when he/she judge it. Finally, it is also essential for the teachers to avoid being the center of attention because as pointed out by Ciotkowski (2005), intrinsic motivation, that reflects the personal interest of students for the language, can be weakened if teachers do not care about the learning outcomes that are taking place in the classroom. In contrast, learners feel more motivated when the teacher gives them the chance of feeling important in the classroom, encouraging them to exert a certain amount of control over their learning, to take responsibility of it and they will invest themselves more enthusiastically.

Being a facilitator of learning.

T1: Regarding help, the teacher not always realized some students had bad pronunciation, and some students preferred to ask to their classmates instead of the teacher. By her part, when some students asked her about something, she helped them but she was not so worried for those who did not ask her, so she did not help them to overcome those obstacles although she partially helped them to discover language pragmatically. On the top of this, she did not provide feedback after the activities in spite that some students made mistakes.

T2: when developing her lessons, the teacher was never a facilitator. First, because she did not use varied materials and activities in order to make learning easier; second, because although she made an explanation of the content to be learnt before making questions to students in order to corroborate if they had understood, learners made lots of mistakes but she did not provide feedback or looked for a different way to make learners succeed; third, because instead of trying to promote interaction, she intimidated them with bad grades if they did not succeed when using the language; finally, because it seemed that learners did not feel confidence towards the teacher since they never expressed their doubts, the teacher was not aware of this and that was probably one of the reasons why they showed negative outcomes.

T3: from the observations it can be pointed out the teacher was not a facilitator at all because although she was always worried about asking students what changes they wanted in the class (methodology, activities, materials) in order to get better results from her lessons, she finally continued teaching in the same way that made students feel demotivated and lost from the content.

As a result of the observations, it is important for the teachers to know that teaching a foreign language involves not only designing and developing lessons, but also being in contact with human beings who expect the teacher to do their best for them to learn (Jensen, L. 2001). Therefore, as human beings, sometimes students may have difficulties when learning a foreign language as the descriptions above show, in consequence, teachers should look for different ways to help learners to overcome those barriers, which is something the teachers seem to not take into consideration. Therefore, it could be advisable for them to know that one of the most important roles foreign language teachers play inside the classroom is that of being a facilitator, looking for ways of making learning easier (Harmer, 2007). Thus, T2 and T3 should avoid being

controllers or teachers who provably without intention are being the center of attention due to they spent most of the class time for them to speak, determine what students have to do, when they should speak and what language forms they should use.

On the other hand, the teachers should also care about the different misunderstandings of their students who expect their teacher to clarify their doubts but who are afraid of expressing them. More specifically, given that the teachers had opportunities to realize the mistakes students made, with more reason they should react in order to attain their lessons' objectives, providing them an appropriate feedback. According to Hill, J & Lewis, M. (1993), it is very important for teachers to make sure learners are engaged with the language or the topic they are supposed to learn before suggesting them to develop a given task. In this way, as pointed out by Harmer (2007), teachers can help learners to overcome their learning obstacles, give them shortcuts, and negotiate learning. Teachers can keep in mind learners' intrinsic motivation in order to enable them to discover language pragmatically rather than telling them about language, thus, making learning easier.

Using classroom management strategies.

T1: during the classes, the teacher reflected she had gained the students' respect, so it can be suggested this was the first classroom strategy she had. Second, she developed motivating lessons and had students attentive, very participative and occupied; she was also clear with what she taught, gave clear directions and spoke in an appropriate tone of voice considering the size of the class.

T2: in her lessons, the teacher rarely used classroom management strategies. Once, when she made them work in groups, she selected the members for each group and spoke in a loud tone of voice because she was dealing with a large class. In contrast, she arrived late which made

the lessons start in a negative way because discipline problems started before the teacher entered to the classroom. On the other hand, when students ate or did something different from what the teacher expected, she just called students' attention in a serious and loud tone of voice but it never worked. In fact during the assessment previously mentioned, students copied, walked in the classroom, did nothing and/or spoke with classmates but the teacher could not cope with these types of problems.

T3: from the lessons it can be inferred the teacher was always respected by students, therefore, since she started the lessons everybody was in silence and paid attention to what the teacher said. Therefore, this can be considered as one of her classroom management strategies as well as to monitor students when they were developing exercises.

Concerning these observations, the first classroom management strategy teachers used was that of having gained the students' respect, the second being punctual, the third to speak in an appropriate tone of voice and the final one to monitor students' development. Nonetheless, sometimes T2 lacked classroom management strategies, especially when she had to deal with discipline problems that started before she entered the classroom because she always arrived late.

Regarding this, it could be appropriate for the teachers when facing these types of problems to take into account that lesson planning involves not only a design of a lesson but also how to develop it. Therefore, the careful planning the teachers are supposed to design before they enter the classrooms have to be applied bearing in mind that it is necessary to keep in touch with students. According to Ur (1996), teachers always need to be aware of what occurs moment by moment inside the classroom, thus, students notice their teacher is always monitoring them and they end up avoiding making disruptive behaviors and are more likely to be participative while the teacher takes the advantage of becoming aware of the possible "loss of interest or

distraction and do something about it before it has become problematic" (p. 265). On the other hand, it is relevant to highlight that T1 and T3 were always punctual and their students were respectful while T2 was always late, so, discipline problems arose before she got into the classroom. Subsequently, it could be better this teacher to take into account this is one of the first classroom management strategies she should take into account because if she expects students to respect her, she should start showing them she also respects them by being punctual which also reflects professionalism.

Using time management strategies.

T1: The teacher developed different activities without specifying the time students had to spend.

T2: when developing activities, the teacher never specified the time available for them, and, sometimes there was wasting of it because too much time was spent in activities that had been carried out in less time.

T3: when she asked students to develop a given task, solve questions or read a text, the teacher did not advertise them about the time available for them to complete their tasks.

With reference to these results, the teachers never specified the time their students could take to develop an activity. However, sometimes they made appropriate use of it although in some occasions they wasted time in tasks students had probably developed in less time because they were evidently easy. Nonetheless, it can be said it is possible that for their experience the teachers knew the time was enough to develop the whole class as it was planned, but it could be also important for them to think about time as a relevant aspect students should be told about so that they have a clear notion about the time available for their development in the classroom. In this way they surely are going to work with more desire or enthusiasm because according to Ur

(1996), when teachers provide clear directions, including time, students are more likely to work as they are suggested because they know their teacher is monitoring their work to be reported back after that specific period of time.

Promoting interaction and participation.

T1: in the lessons the teacher was observed, she made students participate voluntary. But, although some times she made them work in groups, students were not suggested to develop neither any type of activity that involved interaction nor the use of the foreign language to communicate.

T2: during her lessons, the teacher never promoted neither interaction nor participation. First, because students were not involved in communicative activities and second because those who rarely participated did it not in a voluntary way, but because the teacher assigned them a bad grade if they did not.

T3: in her lessons, the teacher tried to promote participation but it never worked; only the two or three better of the class participated. On the other hand, she never developed activities that involved interaction; in fact, students never worked in pairs or groups.

From these observations it can be inferred the teachers did not take care about making learners use the language for communication, there was a limited promotion of participation and they neglected interaction. In response to this, it would be advisable for the teachers to take into account that if they do not make students use the language they are learning through activities that promote interaction, they lessen the opportunities for their pupils to learn and put in practice the language they are exposed to. According to the Vigotskyan theory, the advantage of making learners use the language through interaction or participation focuses on that learners can advance to higher levels of linguistic knowledge because the teacher or more advanced learners

collaborate helping those students who need a support from their knowledge. Alternatively, Ur (1996) advocates that when there is promotion of participation there is also promotion of interaction because when the teacher encourages students to speak, a kind of interaction emerges between the teacher and the responder and sometimes between students. Therefore, and regarding the observations, it would be good for the teachers to develop activities in which students interact not only with them or with the materials but also with other students so that they, as Ur points out, learn the subject matter in a different and some times easier way because they feel less stressed than when working without the help of others, feel more relaxed, enhance collaboration and social relationships with their classmates and with the teacher.

> *Providing feedback.*

T1: from the observed lessons, it can be inferred the teacher did not provide feedback after any activity; sometimes students made mistakes and the teacher just judged either they were correct or not but she made nothing in response to their learning problems.

T2: from the lessons the teacher was observed, it can be suggested she did not provide feedback in spite that some times students were not able to give an answer or provide a correct one according to what she was trying to make them learn. Moreover, the teacher did not look for a different way of explanation or activity to reinforce learning or to find another way to make learners understand.

T3: according to the observations, the teacher provided feedback in the extent to which she made corrections when students made mistakes, she gave them reasons highlighting the grammar rules they were learning. But, the teacher provided a negative feedback, telling students they should be able to correctly perform the exercises because they had already reviewed the topics in earlier lessons, and students ended up getting bored and confused.

Concerning these observations, the teachers never took care about providing feedback even when their students made lots of mistakes.

In reaction to this, it could be apt for them to bear in mind that feedback is a procedure that can take place during a lesson and that its provision can lead teachers to first, value the students' hard work and second to intervene in its results if students present problems (Ur, P. 1996). Thus, given that the teachers did not provide feedback, they are increasing the risk of having students who do not notice the language forms they are learning and possibly do not have a good progress if their errors are not treated (Mackey, A. 2006). Thus, it is appropriate to mention the teachers are doing well when they explain the topic to be learnt, but it is not appropriate to forget that sometimes students need to strengthen what the teacher explained, above all when it is evident they show they can not appropriately perform the tasks that involve the language the teachers explained. According to Johnson, K. (1988), the correct sequence in a lesson is not *learn* and *perform*, which seems to happen in the classes the teachers were observed where they explained and then students had to develop activities, which is described by Johnson as the traditional and old-fashioned conception of some teachers who think that learning a foreign language consists of "We teach, and the students learn; they then perform, exemplifying, we hope, the learning that has taken place." (p.90). On the contrary, Johnson advocates the correct sequence is *learn-perform-learn* which reflects the nature of feedback that consists not only of giving an initial guidance about the language that students will be suggested to use during a lesson but also of an information provision rather than a reinforcement about the students development about the way they used the language given that when there are not good outcomes, "The learner needs to know that a mistake has occurred" (p.91) in order to look for the different reasons that caused those difficulties and look for ways to successfully intervene and

overcome them. Therefore, it would be better the teachers to take into account that feedback is

vital when learning a foreign language, that as human beings learners can make mistakes and

probably need the help of the teacher to actually learn, in fact, the Johnson's sequence suggests

"that when we speak about feedback, we are speaking about something that potentially

contributes to the learning process" (p.90).

Procedure.

This second category aims to show how the procedure of the normal development of

classes is carried out through the analysis of eleven different aspects, including the way teachers

try to attain the lessons' objectives and how they evaluate them. The aspects under which data

was analyzed were:

There is a coordinated sequence.

T1: The lessons were developed around the same topic. The teacher made students

develop different activities and skills in a harmonious evolution. In fact, she took advantage of

what had been learnt in previous lessons in order to continue with more complex contents,

always in a coherent way, building up knowledge from an ordered development of different

tasks.

T2: in some of the lessons the teacher developed a coordinated sequence giving

explanations about a given topic, then, making students use the foreign language according to

what they were learning, providing more examples of the use of language in different situations,

then making students practice again through direct questions. On the other hand, in other lessons

the teacher tried to teach too much content, turning from one topic to another and without being

sure if students had sufficient opportunities to learn.

T3: according to the observations, the teacher developed her lessons around the same topic, although just in a written way, she made learners practice what they were learning, to go to the front and write on the board or read their answers and sometimes to develop a homework activity about the topic(s) studied during the lessons.

Concerning the observations, it is noticeable most of time the teachers developed their lessons based on a coordinated sequence, and, in regards to this, it is important to highlight the teachers are guiding learning in a positive way because as Jensen (2001) supports, this allows students to learn best because they are exposed to the same topic in different stages or activities that exhibit the language in varied forms and contexts.

On the contrary, there were lessons in which some of the teachers tried to include too much information without keeping in mind students needed not only simple explanations but also activities that gave them sufficient opportunities to learn and practice, and, subsequently, the teachers did not have the certainty if their students did understand and learn. Hence, it could be appropriate for them to keep in mind that lesson plan development involves not only carrying out discrete sequences, but performing them in a coherent and transitional progression that makes learners feel more engaged (Jensen, L. 2001), otherwise, as Harmer states, if teachers do not care about this basic principle, then, they are not caring about the learning that is taking place in the lessons, thus, obviating the main objective of lesson planning, learning.

Finally, it is important to point out T1 connected the lessons with the previous ones, which reflects she worried about opening her lessons with the knowledge students had already been exposed to, thus, stimulating them to remember past contents, thinking about what the lesson could be about, relating their previous knowledge with the new one and encouraging them to active involvement which lead students to learn easier (Farrell, T. 2003). Nonetheless, this is

an aspect the other two teachers did not take into account because they developed and isolated the lessons from the previous language students were exposed to. Therefore, it would be ideal for them to consider this strategy when carrying out their plans in order to get the same benefits T1 provides to her students.

Appropriate use of different materials.

T1: during the lessons, the teacher made use of different materials (board, realia, computers and worksheets); she had a good board management, showed real objects when teaching vocabulary and mastered the computer programs students were working with. It is important to highlight she had enough worksheets for all students and the language in the texts was appropriate considering the students' proficiency level.

T2: according to the observations, the teacher used always the same materials (board and sometimes realia). The teacher used appropriately the board and realia helped her to make students learn the language in context and only once she made use of the "aula de bilingüismo" where students used some computers.

T3: during the lessons, the teacher made use of the same materials (board and rarely the book) and just once she used a tape recorder. She made an appropriate use of the board and the text book, but, when using the tape recorder, the teacher used it in a very loud volume, and made learners listen as many times as they wanted but she did not realize it was not necessary.

From these observations, it can be inferred that in general, some of the teachers lacked varied use of materials and sometimes the ones they employed were not appropriately used. With regards to this, it would be good for the teachers that as previously mentioned, a good lesson includes variety. According to Jensen (2001), if teachers do not exhibit varied components in their lessons, including materials, they can result on boredom and tiredness because as time goes

by, learners can predict what the teacher is going to take into the lessons and how they could be developed.

On the other hand, regarding the use of materials, it could be also appropriate for the teachers to take into account that, as Strevens (1977) suggests, teachers should use materials they consider they are capable to use, are interesting for students, relevant to teach a particular language pattern or to develop a given skill and compatible with the techniques or methodology the teacher is applying. Thus, the teachers are more likely to develop more successful and smooth lessons that also help to teach and learn better (Strevens, 19779).

Good explanation of language before developing activities.

T1: in general, before developing the activities, the teacher made clear explanations about the content, so, when students started any activity, they succeeded because the teacher devoted enough time to clarify doubts and to revise and solve some exercises as whole group work before making them work by themselves. Nonetheless, it is important to mention that as previously said, in one occasion, the teacher tried to make learners use the prepositions in a different situation making learners describe their bedroom, but learners were not able to develop this written activity because the teacher had not taught them the vocabulary needed to express the objects found in a bedroom, so, in this case she did not provide an appropriate explanation of language before the activity took place.

T2: before developing the activities, the teacher partially provided an appropriate explanation of language. She first started by exemplifying grammar on the board, then wrote the rules and made learners produce similar expressions to those written on the board by making them questions. However, most of learners could not neither say nor write what the teacher asked

them for because many of them did not understand very well. In this case, it can be inferred students needed a better explanation in order to understand and learn.

   T3: in all of her lessons, the explanation she provided was not enough to make learners successfully develop the activities. For instance, she made generalizations about grammar rules instead of specifying the different exceptions related to the language tenses she was teaching. Besides, in spite of having realized some students did not understand, she continued making them develop other activities rather than going to a different type of explanation.

   From the observations, it can be concluded the teachers not always made an appropriate explanation of language before suggesting learners to use it. As a result of this, students were unable to appropriately perform the activities they were asked to develop. About this, it is considered appropriate to recommend teachers once again to make sure if students had sufficient opportunities to understand before making them develop any type of activity. According to Jensen (2001) and Hill & Lewis (1993), it is suitable that teachers provide learners with an adequate presentation of the content as well as to verify that this presentation was appropriate for learners to understand before a type of guided practice is executed. For instance, Hill and Lewis recommend teachers to avoid expecting learners to use the language if they have not been appropriately exposed to it; it is better to activate their response by stimulating them not only with theoretical explanations but also with the use of motivating materials that show them the language in a more significant way including videos, songs, wall-charts, dialogues, among others, that will surely make the teacher have learners positively responding to the tasks they are supposed to be engaged with. Consequently, it would be better for the teachers to develop a deep and clear explanation of language before, for instance, suggesting them to describe their bedrooms considering they have not been told about the vocabulary needed for so doing, or

simply making them questions or asking them develop a number of exercises because as Hill and Lewis advocate, if teachers take into account this important principle, they "are much more likely to be successful" (p. 31) than if they do not care about this.

Development of varied communicative activities.

T1: during the lessons, the teacher never made students develop communicative activities; there was just teacher-student interaction and most of time the classes were developed in Spanish.

T2: when developing her lessons, the teacher only made students some questions related to the content to be learnt, these questions were made at random and students never used language for communication.

T3: the activities developed in the lessons never involved communication, students simply had to complete exercises in their books or make the ones the teacher wrote on the board.

According to the observations, the teachers never made learners develop communicative activities. Regarding this, it would be suitable for them to keep in mind that, as Jensen points out, lesson planning and development involve not only designing and carrying out a plan and/or exemplifying and verifying learning, but also making learners use the language communicatively after having exposed them to the presentation of the topic (Jensen, 2001). According to Jensen, the first two steps of a lesson, explanation and verification of learning, should be followed by "some type of less structured, communicative activity"(p. 405) that lead students to practice what they have learned in a less stressful situation than when they are asked to directly and immediately respond to the teacher as well as to relate the new knowledge with the previous one (Jensen, L. 2001).

On the other hand, as already mentioned, given that one of the aims of the government is to have a bilingual country, which subsequently involves teachers making students use the language communicatively (MEN, 2002), it is essential the teachers start developing communicative activities and techniques in order to try to attain this objective. On the top of this, according to Brown, lesson plans are closely related to the goals a curriculum tries to pursue, then, it can be also considered as another reason for which these types of techniques should be implemented in the classrooms because the syllabi these teachers designed for their English courses involve the attainment of the standards to teach English as a foreign language (The syllabi can be found in appendixes C and D) and because it makes no sense teachers stating objectives for their courses if they do not care about their attainment. Finally, as data shows, there were no varied activities during the lessons; therefore, it would be appropriate for the teachers to exhibit variation in their classes since otherwise, as previously pointed out, their lessons can result on boredom, low motivated learners and predictable activities which negatively affects learning (Jensen, 2001).

The activities are interesting for students.

T1: students seemed to develop the activities with concentration and motivation and to be attentive and participative during them. This can be attributed to the fact that the teacher made them design draws or work in groups, she spoke in a tone that encouraged them to be positively engaged and taught real world language.

T2: actually, the teacher did not ask students to develop any activity at all. There was only student-teacher interaction and learners looked really bored, some of them made any other different thing to what the class was about while others tried to answer to the questions the teacher made because sometimes she graded them according to their outcomes.

T3: when developing activities, many students did not perform what they were suggested to do although some others looked motivated and worried for accomplishing what they were supposed to do.

Regarding the observations, sometimes the activities were not interesting for some students; in fact, some teachers spent most of the class time for them to speak rather than on making learners develop activities. About this, it can be suggested the teachers to take into account that it is better to develop activities that involve challenge, entertainment and sometimes pleasure because in this way students are more likely to be attentive, motivated and enjoying the lessons which can lead them to learn better (Ur, 1996). Therefore, instead of spending most of the class time for them to speak which always ended with the same results and with nothing new for students, it can be more appropriate for them to develop more attractive activities for learners. According to Ciotkowski (2005), students who are exposed to relevant activities are more likely to rise their interest, feel more motivated, will want to perform them and will learn the subject matter better. Ciotkowski suggests teachers to recognize the importance of developing motivating activities, indeed, he points out that this allows students to start developing autonomy because they will want to feel engaged with the lesson by themselves, will try to develop what the lesson is about while teachers can achieve in a less difficult way the main lesson objective which is, as previously said, learning.

The activities are developed in a reasonable and specific period of time.

T1: When the teacher gave directions to develop the activities, she never mentioned the time available to accomplish them. However, some of the activities were carried out in a reasonable period of time, although others such as dictations took too much time i.e., ten minutes for ten words. In one of the lessons, the teacher spent the learning time to register and give

grades about past contents while students did nothing or completed what they had to do as homework.

T2: on the one hand, as previously mentioned, there were no activities at all, the teacher only made questions to students. In this case, the teacher devoted too much time making questions individually and most of students got bored while waiting the teacher finished the "activity" given that there were between 40 to 45 learners in the classroom. On the other hand, sometimes the teacher specified the available time students had to take notes from the board, but she ended up devoting more time than the one she suggested. Finally, in the last lesson students were formally assessed but the teacher never specified the time for the test; 15 minutes after she gave students the evaluation sheets, she started removing them from the students' hands. In this opportunity, once students had the evaluation sheets, the teacher gave directions during ten minutes about how to take the test, translated the whole test and students finally had eight minutes to answer eighteen questions.

T3: in her lessons, the teacher never specified the time available to develop the activities. Sometimes the teacher devoted too much time in easy ones, other times she wasted time leaving the classroom and in few opportunities she devoted the appropriate time to develop activities according to their complexity.

Regarding the observations, it can be concluded the teachers not always developed the activities in a reasonable period of time. Considering their complexity some of the activities took too much time and in others the time was not enough to carry out them.

About this, given that a lesson should be an organized event (Ur, 1996), it can be said the fact of not devoting the appropriate time to develop the different steps that take place during it can be considered as not to be organized. Therefore, as Jensen suggests, good teachers should

carry out the lessons' activities according to their complexity, always caring about the time they planned for them to be developed. However, Jensen estimates sometimes the activities can take more or less time than expected; therefore, it is advisable for teachers to be also flexible and prepared to decide which part of the lesson should be sacrificed or which supplementary activity can be added. In consequence, it could be appropriate for the teachers to consider overplanning as a useful tool because as already mentioned, something can make the activities not to be developed as they were planned, therefore students will probably need more time or the teacher may possibly require an additional one in order to fill the gap of time resulted from an activity that was developed in less time than expected or was too easy for students (Jensen, L. 2001). Finally, it is recommendable the teachers avoid spending the class time in things that do not involve learning such as leaving the classroom to speak with another teacher, talk with some students in the classroom while others do nothing, reviewing homework they can review at home or registering grades from all the students about the whole period of the scholar year, among others because according to Hill and Lewis (1993), wasting of the lesson time is also wasting learning time.

Pair or group work.

T1: in most of the observed lessons, the teacher did not develop group work. Nevertheless, once, she made students work in three big groups (about 12 students per group) and the activities they were engaged in were a failure, most of students worked individually while others did nothing or any other thing. It is important to highlight that in this opportunity the group work did not involve neither interaction nor the use of the foreign language to communicate.

T2: during the four observed lessons, the teacher never made students work in groups.

T3: during the observed lessons the teacher never developed group work.

With regards to this data, the teachers did not make students work in groups or pairs, and although T1 made them once work in big groups, the students ended up working individually because the activity did not involve interaction.

Considering these outcomes, it can be pointed out the teachers are not allowing students to develop different learning strategies. According to Ur (1996), interaction is necessary between learners, they develop a different way of learning a language, have more opportunities to practice than when developing whole group work, the class is more organized and there is a promotion of motivation, responsibility, cooperation, interaction and independence on the part of learners.

Subsequently, it could be better for the teachers to promote group work as they stated in the survey because through this type of work learners perform a learning task through small-group interaction which has the advantages mentioned above and which can help teachers to make learners use the language for communicative purposes (Ur, 1996). In this way the teachers can be more likely to attain what the MEN expects which is to have bilingual citizens by the end of 2019 (MEN, 2002). However, Ur recommends teachers who have not constantly carried out this type of work to not give up if at the beginning there are unsatisfactory results because sometimes, group work can result on "too much noise, that students may over-use their mother tongue, do the task badly or not at all" (p. 232), but that is the reason why Ur recommends teachers to monitor students performance and develop interesting activities according to the learners' proficiency level since the success of group work depends, to some extent, on the organization of the class and on a careful selection of tasks according to the students proficiency level and interests.

On the top of this, another reason why the teachers should include group work in their classes is because through them they are varying the traditional way how their lessons have been carried out so far today: just the teacher stood up in front of students and suggesting them to individually develop exercises. This means, as previously said, involvement of motivation because when lessons contain variation in terms of activities, type of work, materials, among others, students are more likely to feel more engaged and learn better (Jensen, L. 2001; Ur, P. 1996; Brown, J. D. 2001).

Finally, a last reason why the teachers should use this type of work could be because some students, especially those shy ones, find it helpful since they can use the language in a less stressful situation and because they as teachers do not have to stimulate the whole class at the same time, but just walk from one group to another in order to monitor their development in a friendly way (Hill, J & Lewis, M. 1993).

Individual work.

T1: regarding individual work, the teacher made students develop it in different ways. For instance, she formally assessed students through dictations in which students had to work alone, representations of some readings through drawings, translations and sometimes find a given grammar element in a text.

T2: as previously mentioned, the teacher developed the class through teacher-student interaction, then, the teacher only explained a given topic and made questions to students. Students were never asked to develop activities, and the only opportunity the teacher developed individual work was in a formal assessment in which students did not mind they were in a formal assessment and ended up socializing and copying the answers of the test they were taking.

T3: during her lessons, the teacher developed individual work by making students compose sentences based on the topic they were learning and complete or make exercises from their books.

From the observations above, it can be concluded most of time the teachers made learners work individually. In relation to this, it is important to recognize the teachers are doing well when they develop this type of work because according to Ur (1996), individual work makes learners have a more advanced level and perception of responsibility of learning on their shoulders, thus, involving them in activities that demand to show specific results in a given period of time.

On the contrary, given that, as already said, students were most of time merely engaged in individual work, it could be again advisable for the teachers to include variation in the type of work they develop because, as previously mentioned, this raise students motivation and make them learn better and easier (Ur, 1996).

On the other hand, it can be stated the teachers contradict themselves when in the survey they assured to prefer making students work in groups, pairs and individually, but in contrast, classroom observation reflected some of them hardly ever and others never made students do so. Therefore, it would be better for the teachers to consider that almost every thing they develop individually can be also developed in groups, thus, taking the advantage of having some learners helping those weaker ones and lessening the risk of having no students participating (Hill and Lewis, 1993). This can be attributed to the fact that if learners are sometimes afraid of communicating or making use of the language in front of others, it is probable they will have a better attitude when working in a small group rather than when they are exposed to the whole class (Hill and Lewis, 1993).

Informal assessment.

T1: The teacher developed different activities through which she made sure students had understood and learnt. For instance, in all of the observed lessons she informally assessed them through questions about vocabulary by showing them some objects so that students said their names or wrote them on the board, as well as translations and written exercises.

T2: the teacher rarely developed informal assessment. When she sporadically developed it, she made some questions to students about the grammar or topic they were learning and students had to answer orally.

T3: during all of the lessons she was observed, the teacher always assessed students through written and oral exercises

Regarding the observations, it can be suggested the teachers are doing well when they informally assess their students because this type of assessment can allow them to interpret learners' abilities, knowledge or performance in a given domain as a result of language instruction which can lead them to evaluate the accomplishment of the lessons' objectives and the lessons' effectiveness (Brown, 2004). In contrast, it is recommendable T2 try to use informal assessment considering the benefits already mentioned and because equally as learning is an ongoing process, informal assessment is also an ongoing course of action that can help her to intervene with an adequate feedback in order to enhance and reinforce students knowledge of language if the results are not the expected ones (Brown, 2004).

Formal assessment.

T1: she sometimes formally assessed students through dictations, homework and notebook revision in which she also carried out per assessment.

T2: the teacher developed formal assessment when she tried to make students answer to her questions showing them she had the list in her hands in order to let them see they went to be graded according to their accuracy. Moreover, as already pointed out, in the last observed lesson she was observed, there was a formal test about the contents studied during the first period of the scholar year.

T3: during the observed lessons the teacher never formally assessed students.

Regarding the observations, the teachers developed formal assessment in different ways although T3 never did it during the four observed lessons. Considering this data, it is possible to say the teachers are doing well when they develop this type of assessment because they can have the sufficient time to plan what students will be asked for with specific purposes among which syllabus, curriculum, course or lesson plans' objectives can be taken into account (Brown, 2001). Moreover, it is important to always consider formal assessment as an aid for both, teachers and students because this implies grading, which, in other words, informs students about their progress and let teachers to register the students outcomes that also serve as a guide when promoting them to a higher level, provide feedback and review or reinforce those aspects students show are not evolving (Brown, 2001).

The lesson tries to attain the general and specific objectives.

T1: the teacher never specified the objectives she wanted students to attain, in fact, in her formal lesson plans she did not write what she expected (see appendix E for the written lesson plans). How ever, considering that the main objective of lesson plans is learning, students showed they really learnt what they were supposed to learn because most of them were participative and used the language as the teacher showed to expect.

T2: the teacher never specified the objectives she tried students to attain. Besides, she did not provide her lesson plans in which the lessons' objectives were supposed to be detailed. On the top of this, during and at the end of the lessons most of students did not show positive progress.

T3: the teacher did not specify neither to students nor in the written lesson plans the objectives for which the lessons were developed. Moreover, in all the lessons in which she was observed, most of the students demonstrated they did not understand from her explanations because most of time they could not correctly answer to the questions she made.

With regards to this data, it can be inferred the teachers did not specify the objectives for which their lessons were developed. Moreover, sometimes some of them did not obtain good result from their students which, it can be said, reflected there was little learning. Thus, taking into consideration that learning is the main objective in lesson planning (Ur, P. 1996), it can be pointed out that, at least, and given that they never specified their own objectives, they sometimes did not attain this one. However, the procedures carried out during their lessons tried to conduct students to learn the topic, some of the teachers gave clear explanations and sometimes provided their students with opportunities to practice, although, sometimes they did not. About this, it can be advisable for the teachers to consider that "An effective lesson plan starts with appropriate and clearly written objectives "(Farrell, T. 2003). Thus, if the teachers carefully plan their lessons taking into consideration this basic principle, they are more likely to give a direction to their classes, know what is specifically expected from students, select the appropriate activities for so doing and, therefore, evaluate their lessons' effectiveness (Farrell, 2003).

The development of student.

In this last category, the students' behavior during the lessons is described through the analysis of three different categories as follows:

The students.

Interaction with each other.

T1: As mentioned above, students were never involved in activities in which communication and interaction were the main focus.

T2: as already pointed out, students never interacted because the teacher developed the lessons with merely teacher-student interaction.

T3: students never interacted with each other, they only sat dawn, took notes, listened to the teacher and worked individually.

According to the observations, it is possible to conclude the students never developed activities that involved student-student interaction because their teachers never promoted this type of work. With reference to this, it would be better the teachers consider it is essential for them to encourage their learners to be immersed in an environment that helps them to develop their language as the word demands them to by providing them an adequate input and promoting interaction so that they are able to produce the expected output. According to Swain (1985), teachers play an important role in the classroom because it is their responsibility to provide opportunities for students to interact in order to enable them to use, in a more contextualized and meaningful way, the language they are learning. This can also lead them to analyze it syntactically and not purely semantically as traditional teachers use to (Swain, 1985). One important reason for which the teachers should include interaction in their lessons is because, as previously pointed out, in this setting the classroom is the only place that provides students with

the opportunity to be exposed to use the language (Tsui, A. 1985). Tsui argues this is the reason why teachers should, first, be a good model by making use of the foreign language inside the classroom and avoid too much time in mother tongue use and, second, be careful with the way how students are exposed to the language, trying to avoid teaching merely grammar and starting involving students in a different way of learning that expose them to a more meaningful knowledge. Another reason why the teachers should promote interaction is because studies in foreign language teaching show that learners who "practice by interacting and getting others to use language with them acquire competence at a faster and qualitatively better rate" (Tsui, A. 1985: 8). A third reason could be that interaction in foreign language learning has a very positive impact on the students. In fact, Tsui points out interaction and exposure to ungrammatical use of language can guide students not only to learn it but also to acquire it. A final reason, although teachers can also find many other good ones, could be that, as Ur (1996) suggests, student-student interaction is a different way of learning, especially in environments where the foreign language is taught in a traditional way because in these types of settings this makes the lesson have a certain amount of variety which as previously mentioned, enhance students motivation and make students learn better.

Attentive and motivated students.

T1: During the lessons, students were very attentive and evidently showed they were motivated because they were active in terms of participation and they seemed to enjoy the lessons.

T2: on the one hand, not all students were attentive, sometimes many of them played with their cell phones, spoke with their classmates, made draws while the teacher spoke and even, once a student fall asleep.

On the other hand, regarding motivation, in all the observed lessons, most students looked bored, many of them did not want to take notes when the teacher suggested them to or they wanted to do different things than those the teacher expected.

T3: on the subject of attention, in all of the observed lessons most of the students paid attention when the teacher talked to them or when a classmate participated. On the other hand, concerning motivation, most of the students tried to develop what the teacher suggested them to do. In contrast, as previously said, most of the students could not appropriately develop what they were supposed to do and sometimes the teacher ended the lessons by lessening students' interest for the subject because she complained they were not really learning, they were doing nothing in the lessons, she was disappointed because of the students negative outcomes and many other similar comments that reduced students' motivation for the English classes.

In relation to this data, it is possible to suggest when the students were motivated they were also attentive, in contrast, when they were not, they spent their time in any other thing different from what their teachers expected them to do. In response to this, it could be appropriate the teachers think about motivation as a relevant aspect to be taken into account when teaching a foreign language. According to Brown (2001), teachers can motivate students by developing varied lesson because as already pointed out, this helps teachers keep students enthusiast not only for what a lesson is about, but also for the subject. This can also help them keep students alert during the classes, therefore, being more successful during them. According to Farrell, teachers can keep students interested and therefore active if they change from one lesson to another the type of work students will be engaged in such as group, pair, individual or whole group work as well as the type of activities developed in the classroom such as difficult or easy ones or reflecting or active ones. Moreover, on the topic of motivation, Ur (1996) suggests

language teachers encourage students with interesting activities that make them enjoy their development inside the classroom; in this way teachers are more likely to have students active and attentive because if students are engaged with the language "they are more likely to be learning better" (p. 219). In summary, that is up to each teacher to keep students motivated and attentive which will easily guide them to be successful in the development of their lessons. Additionally, Schmidt (2001) stands attention is necessary if teachers expect their students to learn a language because in this way students start minding and analyzing the input provided by their teacher which has an influence on the students' performance in relation to the language they are learning.

　　　　Respectful students.

　　　　T1: most of time, when the teacher entered to the classroom, students were respectful, they immediately sat down, behaved and did not make other things when she spoke, provably because the teacher was serious all time although she was not bad tempered.

　　　　T2: most of the students were not respectful at all, they caused discipline problems, did other things than those the teacher expected them to do, and, when the teacher called their attention, they sometimes repeated the words the teacher said. Moreover, some of them ate in the classroom and disturbed other classmates who were really attentive.

　　　　T3: during the development of the observed lessons, most students were respectful not only with the teacher but also with the classmates. The teacher never had to suggest them to behave or pay attention. There were some few exceptions but those two or three students ended up behaving because the rest of the students made the class be developed harmonically.

　　　　From the observations, it can be concluded some students were not always respectful with their teachers and with some of their classmates and sometimes some teachers could not

cope with this type of problem at all. Regarding this as it has been already stated that given that the teachers' main concern when developing their lessons is learning (Ur, 1996), discipline problems like those mentioned above can affect academic performance of students (Kelly, M. n.d.). Kelly suggests teachers who face these types of problems to design not only their lessons but also a discipline and classroom management plan in order to control those students who even, some times, make others behave in a similar way to them or disrupt those who are actually respectful and attentive. According to Kelly, it is recommendable for teachers who deal with disrespectful students first intervene with verbal warning, second, detention and if the problem continues to interfere with referral. The author also recommends not to lose control because it may make the problem worsen, but only to intervene before the problem get worst as well as to show students seriousness and professionalism by making some questions about the topic to those students who are not attentive or just make a humorous commentary in order to lessen tension inside the classroom. Kelly suggests teachers to show students that the purpose of the lesson is specifically learning where they are expected to be attentive and respectful and to show good and specific outcomes during and after the class period.

A Contrast and/or Parallel between the Data Collected Through the Surveys, Classroom Observations and Written Lesson Plans

       With regards to the data collected through these types of instruments, it is possible to infer there are both irregularities and coherences pertaining the way the teachers argued they plan and develop their lessons and the way how these processes actually took place. For instance, regarding similarities, T1 mentioned to consider motivation as an important element in lesson planning, and although it is not considered as a lesson plan element, she really worried about students and got them motivated because, as the classroom observations showed, she used

different materials, activities, ways to informally assess her students and real word language that kept students attentive and interested for the lessons. This also reflects she varied lessons' components and the way she assessed her students which was also something the teacher hold in the survey. Regarding the formats of the lessons she provided, the teacher was consequent with what she hold in the survey when advocating she always designed all her lessons in writing since once the four classroom observations were carried out she immediately provided them. In fact, the teacher provided a special notebook where she had all the lesson plans for the different levels she taught (see appendix E for the written lesson plans). Her lesson plans only detailed the name of the activities she developed but neither time for each of them nor the objectives for the lesson nor the type of work to be developed were specified as the teacher stated in the survey. It is possible to infer probably these lesson plans were designed for the teacher's own eyes, that is, without a formal format but with a list of activities or just some little notes about the lesson in order to have a map about the procedures that will take place in the lessons (Jensen, 2001).

On the other hand T2 said she varied lessons' components in the extent to which she made learners work with different materials. This fact not often took place, only once when the teacher made learners work with computers. Regarding her lesson plans, in the survey the teacher mentioned she always plan all her lessons in writing, but when she was suggested to provide them, she gave a number of excuses to not provide them or just said she forgot them at home. About this, according to Hill and Lewis (1993), lesson plans are designed to be used as a guide during the lessons and which teachers should take into the classroom in order to check them if they forget what is next, but due to this teacher did not provide these documents, this data could not be corroborated. However, it is possible to infer that for her experience the teacher

memorized how to develop her lessons, although it is also probable the teacher did not actually plan her lessons as she stated in the survey.

Finally, T3 argued she assessed her students by making them develop exercises on the board, in their notebooks or as homework which can be also confirmed with the description of the observations mentioned above. With regards to the lesson plans she provided, the teacher specified a set of procedures that involved explanations before suggesting students to develop a given exercise, as well as the way how they went to be assessed which is something the teacher argued in the survey.

In contrast, it can also be inferred there are some contradictions between the way the teachers carried out their lessons and the way they said they planned and developed them.

For instance, T2 mentioned the elements she normally includes when planning her lessons are motivation and understanding of topics on the part of students (although they are not considered as elements in lesson planning). But according to the observations, most of time she developed her lessons in the same traditional way; she only stood up in front of the students, made them questions individually and never suggested them to work in groups or to develop activities that involved interaction. In consequence, students always got bored and when most of them evidently showed they did not understand the topics because they were unable to answer to her questions, she continued with other or more complex structures. This, it can be said, also reflects she did not develop the types of assessment and the type of work she stated in the survey, nor reviewed or reinforced students language in reaction of their confusion and bad outcomes when reporting back their answers to the questions she made them, which is something the teacher advocated for in the survey but which she actually never took into account.

Finally, T3 never made students develop neither group nor pair work, nor she took into account the students' interest in order to contextualize the language they were exposed to, as she supported in the survey; she only made students individually develop exercises and the language she used was not based on real word. Regarding the lesson plans she provided, in any of them the teacher specified neither the lessons' objectives nor the type of work as she affirmed. It is important to highlight the teacher did not provide the lesson plans of all the observed lessons and she handed out them two weeks after she was suggested to provide them. From this data, it is possible to conclude it reflects the teacher did not take her written lesson plans inside the classroom if she actually planned them before instructing classes as she stood in the survey.

However, regarding this inferences, it can be said it could be possible the teachers actually apply what they argued in the surveys because it is probable that four lessons, in which the classroom observation took place, may not be enough to reflect the nature of their teaching practice.

Relationship between the Syllabus Design and the Classroom Observations

Given that one of the purposes in lesson planning is to cover the content teachers select for a course and to accomplish the goals for which it is designed (Brown, 1994), it can be stated T1 did take her syllabus design as a reference to teach what this document specified to teach and achieve, in this case, during the first scholar period. Regarding this, it can be inferred this teacher is conducting her lessons in order to attain the course goals which at the same time includes the national ones because her syllabus lists the standards of English the MEN suggested for the level the teacher developed her lessons (see appendix C for the syllabus design). For instance, the contents the teacher included in the observed lessons were *tools, reading related to tools,*

explanation about a project related to tools and work bench translation, respectively as her

formal lesson plans show (see appendix E for the written lesson plans).

On the other hand, although T2 never specified the topics she covered in her lessons, it

could be inferred from the observations the topics she included during the four observed classes

were *possessive pronouns, the alphabet, spelling and formal assessment preceded by a general*

review, respectively. Thus, making a comparison between the content her syllabus design

suggests pursuing, it can be deduced there is no coherence between what the teacher covered in

her lessons and the content specified in her syllabus (see appendix D for the syllabus design).

Thus, it can be inferred, there is a negligence concerning the accomplishment of the course goals

and, inclusively, of the National Standards of English established by the MEN which are also

listed in the syllabus the teacher provided.

Finally, regarding the T3 development in relation to her lessons and her syllabus design,

it is difficult to say to what extent she tried to accomplish and cover the objectives and contents

for which her course was designed because she did not provide this document.

With regards to this information about the way the teachers tried to achieve the content of

their syllabus through the development of their lesson plans, it can be said it is nice that teachers

try to accomplish what the syllabus they designed for their course tells them to do because, as

Strevens, P. (1977) points out, the syllabus is planned with specific teaching purposes that lead

teachers to attain contents and objectives in which the main concern is learning.

In contrast, it can be said it is not so positive that teachers do not care about the syllabus

they designed for their course because syllabi provides teachers with the opportunity to decide

the teaching methodology or techniques that can serve as a guide for them to facilitate learning

since they present, in an organized and coherent way, the materials and contents that lead to the

accomplishment of the course goals (Nunan, D. 1988). On the top of this, given that the syllabi

of these teachers are based on the standards the MEN established to teach English as a foreign

language (see appendixes C and D for the syllabi), it is advisable the teachers consider it as an

useful tool that guides them to accomplish the objectives this national institution expects them to

attain. This involves also teachers guiding students to use the language for communicative

purposes which is a requirement for all English teachers who work in public institutions in

Colombia because this has to do with the standards already mentioned. Therefore, this should be

one of the points of departure to instruct classes so that they are more likely to attain the purpose

of having bilingual citizens by the end of 2019 as the National Government expects (MEN,

2002).

CHAPTER FIVE

Conclusions and Recommendations

Conclusions

After carefully revising the literature pertaining this research followed by the analysis of the data collected through surveys, classroom observations, syllabus designs and lesson plans the teachers provided, and keeping in mind the objectives proposed in chapter one, it can be suggested lesson planning implies a complex process that should result on learning and that involves teachers behaving in an integral way. For instance, according to Jensen (2001), lesson planning includes different stages and formats but that is up to each teacher to decide what their own lesson plans will include and how they will be developed. However, Brown (1994) suggests lesson planning implicates essential elements that should not be avoided. In spite of this, the data collected in this research shows it is evident some teachers forget to include some of the most important ones.

Lesson planning implicates, as Jensen (2001) points out, teachers knowing about the objectives for which the course is design, the students' needs, interests and objectives to learn the foreign language and the principles to teach and learn a foreign language; once this broad picture is inside the teachers mind, then, the teacher can start planning individual lessons. Keeping in mind this part of literature, from general to specific, lesson planning implicates teachers are familiar with the objectives of the course they are supposed to teach, that is, in this context, to take into account a syllabus design. Thus, it can be concluded, as previously mentioned, some teachers did not care about the objectives stated in their syllabi because they even did not took into account the content suggested in this paper to be pursue during the course. Consequently, it can be inferred they did not care about the implementation of the standards demanded by the

MEN because their syllabi are based on the standards to teach English for the correspondent

level they teach (the syllabi can be found in appendixes C and D). Subsequently, it is possible to

draw in this context lesson planning involves taking into account the goals the National

Government has set up for both, English teachers and students, which have to do with the

"Bilingual Program" directed by the MEN which aims to have bilingual citizens by the end of

2019 (MEN 2002). Regarding this, it is evident these are goals some teachers did not mind as the

data gathered in this research show because some of them did not include neither the content nor

the objectives from their syllabi which are based on the standards to teach English. Concerning

this, another conclusion possible to draw is that in this setting, lesson planning also implicates

designing English classes for communicative purposes, which is an aspect all these teachers

neglected due to the written lesson plans they provided as well as the way they developed them

proved they never implemented communicative activities, most of the class time was spent in

mother tongue explanation and there were no activities that involved student-student interaction.

To this, it can be attributed that, as the data gathered through classroom observations show, the

negative outcomes some of the teachers got from their students is the result of this fact since

according to Ur (1996), learning is directly related to the amount of language learners are

exposed to and engaged in.

On the other hand, given that, as mentioned above, lesson planning also implicates

teachers bearing in mind students' needs, interests and objectives, it is possible to point out only

one of the teachers planned and developed the lessons taking into account these important

aspects and her lessons always ended with positive results; on the contrary, the other two groups

of students most of time showed bad outcomes during and after the English lessons, many of

them were neither attentive nor participative and did any other thing different to what their

teachers expected them to do. From this data, a conclusion possible to draw is that these negative outcomes can be attributed to the fact that most of time the teachers did not care about motivation as they stated in the survey, and though some of them did not provide a written lesson plan to corroborate this information, the classroom observations showed it seems they always planned and developed the same type of work and the same type of procedures that most of time were not interesting for their students because they directed their attention to other things different to what the lessons were about which reflects they were not motivated. On the top of this, students' needs, interests and objectives were not considered by these teachers when they advocated to do so in the survey because in spite of having realized their students had doubts and misunderstandings regarding a particular language pattern, some of them only assigned bad grades to those students who showed to be confused and others continued with other topics instead of providing feedback in order to overcome those learning obstacles. From this conclusion, it can be also inferred these teachers did not make adjustments to their lessons in response to the student's outcomes as they stated in the survey because as mentioned above, they did not change the way they developed their lessons in spite of not having positive results since evidently many students were not actually learning which can be considered as one of their main objectives when attending to English classes, which at the same time is the main focus in lesson planning (Ur, 1996) and which reflects the low effectiveness of the lessons the teachers planned and developed. Another conclusion can be that the teachers did not make adjustments to their lessons in response to the outcomes of previous ones, they started their lessons without minding that although sometimes students needed a review or reinforcement about previous topics, they continued with new ones, they were also careless when they continued developing the same teaching strategies considering that in previous lessons they did not work.

Alternatively, taking into account that lesson planning also implicates teachers thinking about what to do before a lesson takes place (Farrell, T. 2003), it is possible to draw some of the teachers do plan their lessons before they enter their classrooms while others, in spite of having stated to do so in the survey, did not provide a document to corroborate this data. Nevertheless, another conclusion can be that the teachers have a misconception about lesson planning because they assume this type of design as the way of merely listing the different procedures that will take place in their lessons as the answers provided in the survey show and which also reflects they do not have a clear knowledge about what lesson planning involves because neither in the survey nor in the lesson plans some of them provided they did not show to set up objectives, specify materials to be used or at least to indicate the time to be devoted in the different procedures of their lessons. As previously pointed out, the procedures of a lesson are considered to be some of the most essential elements in lesson planning (Jensen, 2001), therefore, from this theory it is possible to conclude and corroborate Taylor's statement about the inappropriate knowledge and practice of some teachers in this type of planning (Taylor, 1970). Taking into consideration the last two conclusions, it is also possible to draw some teachers neglect the fact of trying to attain the lessons objectives through their procedures because they did not even state them as the lesson plans some of them provided demonstrate and because they did not follow the content suggested in their syllabi which also indicate the objectives to teach the content they specify. On the contrary, although neither T1 showed to specify them, she actually took care about the objectives established in the syllabus for which her course was designed because she did pursue the content her syllabus advised her to take into account which have to do with the standards demanded by the MEN to the teaching of English as a foreign language and which are stated as the objectives for her English course.

On the other hand, during the development of their lessons, the teachers also implemented different techniques to determine the effectiveness of their plans which reflects lesson planning also implicates teachers evaluating the efficiency of the plans. Otherwise, it has no sense designing and developing lessons if there is no learning which is the main objective in lesson planning (Ur, 1996). Regarding this, the teachers used different procedures in order to evaluate their students' progress and their lesson plans effectiveness. For instance, informal assessment was developed through oral and written exercises and formal assessment was carried out through dictations, oral and written exercises and a test that guided teachers in the identification of the achievement of their lessons' objectives, in this case learning given that they did not specify any objective neither to their students nor in the written lesson plans they provided, but which unfortunately did not lead some of them to intervene in order to overcome the evident learning obstacles the data collected through classroom observations show to take place in their classrooms.

Finally, it is possible to draw the way these teachers behaved in the design, development and decision making towards the outcomes of their lessons reflects some of them have not a good theoretical background regarding the principles to teach and learn a foreign language because data gathered in this study show there was a sort of negligence in diverse aspects that affect learning. Thus, a last conclusion possible to depict can be that lesson planning implicates teachers being familiar with the nature of teaching and learning a foreign language (Jensen, L 2001) and that from this important principle teachers can tend to be efficient or not in the design and development of their plans because this is a fact that directly affects learning as Ur (1996), Brown (1994), Jensen (2001), Farrell (2003) and many other authors in the field of TESOL state and which could be corroborated through this study.

Recommendations

After having analyzed and confronted the collected data and the ideas proposed by different specialized authors in the field of TESOL, the following recommendations are formulated in order to contribute to the improvement of the English teaching and learning processes in educative institutions in a setting like San Juan de Pasto.

The first recommendation is related to syllabus design. It is advisable that English teachers plan their lessons always caring about the content and objectives for what their courses were designed because a syllabus is designed with specific objectives among which the most important one is learning. On the top if this, syllabi are important since in this context they imply to take care of the standards the MEN stated to teach foreign languages which is not only a requirement to all public educative institutions (MEN, 2002), but also a fact that directly affects learning because lesson planning implicates pursuing a syllabus within a coherent and sequenced development of lesson plans that should result on learning which is the main objective in lesson planning (Brown, 2001); taking into account the students, institutional and national needs and interests among which to become a bilingual country is the main goal (MEN, 2002); and having good theoretical bases regarding principles to teach and learn a foreign language.

The second recommendation has to do with the implementation of communicative approaches. It would be better for language teachers who work in this setting to apply these type of approaches and not just instruct grammar extrinsically because, as previously mentioned, the National Government demands language teachers to prepare and help learners to develop communicative competences so that by the end of 2019 Colombia has bilingual citizens able to face the challenges the globalized word demands in order to open doors to a world that offers the advantages of studying, working or just traveling abroad (MEN 2002).

Subsequently, another recommendation that can be pointed out is related to the use of the mother tongue in the classroom. As could be corroborated through the collected data, most of the teachers spent most of the class time in mother tongue explanation which, it can be said, show they were not a good model for learners to use the language they were learning, thus, lessening the opportunity to put in practice their knowledge. In response to this, it is recommendable language teachers use the language they expect their students to learn because otherwise students have fewer opportunities to learn since as previously pointed out, learning is directly related to the amount of language learners are exposed to and engaged in (Ur, 1996).

On the other hand, the fifth recommendation possible to draw has to do with students' needs and interests. It is better that language teachers plan their lessons bearing in mind these two important factors as well as to add a certain amount of variety to their lessons in order to enhance students' motivation and keep them attentive and participative.

Subsequently, the final recommendation possible to point out is related to the basic principles in lesson planning. Teachers should specify the objectives for which their lessons are designed, thus, they will be able to make appropriate decisions about what materials will be used, what activities will be developed, how much time will be devoted for each activity and what evaluation procedures will be more appropriate. These information can tell teachers if their lessons are effective or not and what adjustments to do in order to improve efficiency if the results are not the expected ones (Farrell, 2003). Finally, teachers should also provide opportune feedback when realizing the lessons are not working in order to help students to overcome their learning obstacles, thus, attaining the main objective in lesson planning (Ur, 1996).

References

Amy, T. B. (1985). Analyzing input and interaction in second language classrooms. *RELC Journal,* 16; 8, DOI: 10.1177/003368828501600102.

Brown, J. D. (2001).Teaching by Principles: An interactive approach to language pedagogy. Second Edition. Pearson Longman.

Chamot, A. U. Keatley, C. and Kennedy, D. (n.d.). The essential for language teaching. Retrieved October 6, 2009, from http://www.nclrc.org/essentials/whatteach/survival.htm

Ciotkowski, L. (2005). The teacher guide for a young children's course. ILCEA Linguistic Ltd publisher

Classroom observation. (n.d.). Retrieved September 25th, 2009, from http://education.stateuniversity.com/pages/1835/Classroom-Observation.html

Dickinson, L. (1995). Autonomy and motivation a literature review. System Journal, vol. 23, No 2, 165-174

Dönyei, Z. (2007). Research methods in applied linguistics. New York: Oxford University Press.

Farrell, T.S. C. (2003). Lesson planning. In J.C Richards, W.A. Renandya (Eds). Methodology in Language teaching: An anthology of current practices. Cambridge: Cambridge University Press.

Gass, S. M. (2005). Attention when? An investigation of the ordering effect of input and interaction. Studies in second language acquisition, 27, 1-31

Gass, S. M. (1998). Integrating research areas: A framework for second language studies. Applied linguistics, vol. 9, No. 2. Oxford. Oxford University Press.

Harmer, J. (2007). The practice of English Language Teaching. Fourth edition. Person Longman.

Hill, J & Lewis, M. (1993). Source book for Teaching English as a Foreign Language. Great

Britain. Printed by The Bath Press, Bath. Heinemann.

Jensen, L. (2001). Planning lessons. In Celce Murcia. M (Eds). Teaching English as a second or

foreign language.

Johnson, K. (1988). Mistake correction. ELT Journal, Volume 42/2. Oxford: Oxford University

Press.

Lighbown, P. & Spada, N. (1999). How languages are learned. Oxford: Oxford University Press.

Ministerio de Educación Nacional. (2002). Estándares básicos en competencias en lenguas

extranjeras: Ingles. Primera edición. Imprenta Nacional

Ministerio de Educación, dirección de educación de adultos. (n.d.). Educación obrera y

campesina cursos por encuentros. Retrieved May 29, 2010, from

http://mediateca.rimed.cu/media/document/287.pdf

Nunan, D. 1988. Syllabus Design. First edition. Oxford: Oxford University press.

Overview: survey research. (1993). Retrieved September 25th, 2009, from

http://writing.colostate.edu/guides/research/survey/

Strevens, P. (1977). New orientations in the teaching of English. Oxford: oxford University

Press.

Ur, P. (1986). A course in language teaching: Lesson planning. Cambridge: Cambridge

University press.

Appendix

Appendix A

THE IMPLICATIONS OF LESSON PLANS IN FOREIGN LANGUAGE TEACHING

Survey

Name: _____ Years of experience: _____

Institution: _____

Date: _____

1. Do you plan your lessons? If so, what aspects of lesson planning are the most important for you?

2. What are the main reasons you plan or not plan your lessons?

3. Do you consider you should plan all your lessons or just react as class evolves?

4. Do you consider students' needs in planning your lessons? What needs do you consider if any?

5. What variations do you make from one lesson plan to another in order to be authentic?

6. What type of work do you prefer (individual, pair, group work) when developing your class activities? Why?

7. How do you assess your students? What types of assessment do you use?

8. Do you improvise? If so, when and how?

9. Do you evaluate your lesson plans' effectiveness? How?

10. What adjustments or changes do you make to your lesson plans depending on your evaluations of them?

11. If you plan your lessons in writing could you provide an example of it before you teach your class?

Appendix B

THE IMPLICATIONS OF LESSON PLANS IN FOREIGN LANGUAGE TEACHING

Institution: _____ *Teacher:* _____ *Course:* ____

Observer: _____ *Date:* _____ *Observation number:* ____

CHECK LIST

1. TEACHER DEVELOPMENT

The teacher:

1.1 Makes use of the foreign language	Yes ☐ Not ☐ Partially ☐
1.2 Shows self-confidence	Yes ☐ Not ☐ Partially ☐
1.3 Is clear	Yes ☐ Not ☐ Partially ☐
1.4 Is respectful	Yes ☐ Not ☐ Partially ☐
1.5 Encourages students	Yes ☐ Not ☐ Partially ☐
1.6 Is a facilitator	Yes ☐ Not ☐ Partially ☐
1.7 Uses classroom management strategies	Yes ☐ Not ☐ Partially ☐
1.8 Uses time management strategies	Yes ☐ Not ☐ Partially ☐
1.9 Promotes interaction and participation	Yes ☐ Not ☐ Partially ☐
1.10 Provides feedback	Yes ☐ Not ☐ Partially ☐

2. PROCEDURE

2.1. There is a coordinated sequence	Yes ☐ Not ☐ Partially ☐
2.2. Appropriate use of different materials	Yes ☐ Not ☐ Partially ☐
2.3. Good explanation of language before developing activities	Yes ☐ Not ☐ Partially ☐
2.4. Development of varied communicative activities.	Yes ☐ Not ☐ Partially ☐

2.5 The activities are interesting for students.   Yes ☐ Not ☐ Partially ☐

2.6 The activities are developed in a reasonable and specific   Yes ☐ Not ☐ Partially ☐

      period of time according to complexity.

2.7. Pair or group work   Yes ☐ Not ☐ Partially ☐

2.8. Individual work   Yes ☐ Not ☐ Partially ☐

2.9. Formal assessment.   Yes ☐ Not ☐ Partially ☐

2.10.Informal assessment   Yes ☐ Not ☐ Partially ☐

2.11. The lesson tries to attain the general and specific objectives.   Yes ☐ Not ☐ Partially ☐

3. STUDENTS DEVELOPMENT

   The students:

3.1. Interact with each other   Yes ☐ Not ☐ Partially ☐

3.2 Are attentive and motivated   Yes ☐ Not ☐ Partially ☐

3.3Are respectful   Yes ☐ Not ☐ Partially ☐

Apprendix C

INSTITUCION EDUCATIVA MUNICIPAL TECNICO INDUSTRIAL
AÑO LECTIVO 2009 - 2010
PRIMERA UNIDAD

GRADO: **6°**

ESTANDAR GENERAL: Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.	ESTANDARES ESPECIFICOS – Comprendo y sigo instrucciones orales presentadas en forma clara y con vocabulario conocido. – Respondo con frases cortas preguntas sencillas sobre temas que me son familiares.

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	- General commands - Introducing yourself and others.	- Dar instrucciones generales por medio de un juego "Simon says".	- Sigue las instrucciones presentadas en forma clara y con vocabulario conocido.	-Comprende y sigue instrucciones presentadas en forma clara y con vocabulario conocido.	- Saludo, me despido usando expresiones de cortesía.
Pragmática	- Names (this is...) - Days of the week - Months of the year - Numbers - Personal pronouns	- Mímica, repetición de palabras y expresiones usadas en los contextos requeridos. -Escuchar diálogos, conversaciones sencillas con vocabulario, pronunciación y entonación adecuadas.	- Identifica singulares y plurales. - Usa el vocabulario y expresiones aprendidas en forma oral y escrita.	-Diferencia entre plural y singular. -Usa vocabulario adecuado para darle coherencia a sus escritos especialmente al formar oraciones con el verbo to be.	- Muestro respeto cuando mis compañeros se equivocan en el proceso de aprender una lengua extranjera.
Sociolingüística	- Articles - Singular and plural - Simple present with the verb to be (affirmative, negative, interrogative) -Wh. Questions with to be - Qualified adjectives. Project design: To Develop oral skills through dialogues, conversations songs etc.	Cantar canciones cortas. - Elaboración de carteleras aplicando el vocabulario aprendido. -Práctica oral de conversaciones y vocabulario visto en clase.	- Contesta con oraciones cortas a preguntas sobre temas que le son familiares. - Pide y da información sobre sí mismo, la familia, colegio y su entorno cercano.	-Da instrucciones orales sencillas en situaciones escolares, familiares y de su entorno cercano. Responde con frases cortas a preguntas sencillas, sobre temas que le son familiares.	
Ciudadana					
Laboral					

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.

DOCENTES RESPONSABLES: Socorro Castillo – Magola Botina – Jorge L. Torres

[S]EGUNDA UNIDAD

ESTANDAR GENERAL: Escucho un texto oral y, si me resulta familiar c[...] información más importante.	ESTANDARES ESPECÍFICOS – Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. -Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. -Describo con oraciones simples a una persona, lugar u objeto que me son familiares.

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	-Wh- questions with be -qualified adjectives -Countries-	- Escuchar [oraciones] relacionadas con l[...] tópicos programad[os] - Práctica oral	-Describe en forma sencilla personas, lugares y objetos que le son familiares.	-Describe con oraciones simples a una persona, lugar u objeto que le son familiares, si lo quiere se apoya en apuntes o en su profesor.	Aprecio y respeto por la familia y los amigos.
Pragmática	-Possessive adjectives -Jobs -Personal information	- Identificar imág[enes] el vocabulario que [...] - Observar vide[os] familia y los amigo[s]	- Pide y da información sobre sí mismo, su familia y otras personas de su entorno.	-Comprende preguntas que se refieren a sí mismo, su familia, a sus amigos y su entorno.	Responsabilidad en el cumplimiento de las tareas escolares
Sociolingüística	-Social expressions -Family and friends	- Preguntar sobr[e] observados apli[cando] los posesivos.	- Describe a su familia aplicando los posesivos como también el verbo have	-Identifica vocabulario relacionado con países y menciona algunas de sus características.	
Ciudadana	-Possessive his, her -Possessive's	-Identificar el técnico		-Describe a su familia utilizando el verbo have /has	
Laboral	- have / has -Emphasis in technical vocabulary. Project design: Development of oral skills	- Cantar canci[ones] sobre los temas vi[...]			

DOCENTES RESPONSABLES: Socorro Castillo – Magola Botina – Jorge L. Torres

RECURSOS: Los recursos didácticos se relacionan en forma general, l[...] utilizarán en todos los grados de acuerdo con el tema y las [est]rategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocop[ias], láminas, videos, grabadora, guías, material real.

TERCERA UNIDAD

ESTAN... sobre l... básicos:	GENERAL: El lenguaje que domino me permite tratar temas cotidianos o que tengo conocimiento, pero es normal que cometa algunos errores	ESTANDARES ESPECIFICOS – Comprendo preguntas alimentos, cantidades, partes de la casa. Participo en situaciones comunicativas cotidianas. Describo con frases cortas a personas, partes de la casa y el...	...s que se refieren a ...ntos de la misma

COMP... ICIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	C... VIVIR /VALORES
Lingüís	-Countable and uncountable nouns -Some, any -How much- how many -Food and drinks - There is- there are -Parts of the house -Supplies in the house	Distinguir los sustantivos contables como no contables por medio de la observación de dibujos. Utilizando materiales reales explique el vocabulario relacionado con alimentos y bebidas.	Usa adecuadamente sustantivos contables y no contables.	-Utiliza adecuadamente los sustantivos contables y no contables.	V... ar el hogar, la familia y l... ementos que forman p... de él.
Pragm...			Pregunta y responde lo que le gustos y le disgusta.	- Expresa de manera sencilla lo que le gusta o le disgusta.	
Sociolin... tica			Describe las partes de la casa y los objetos contenidos en ella.	-Describe con oraciones simples una casa.	
Ciudada...		Usando video observar las partes de la casa y los muebles de la misma.	Aplica there is y there are en todas las formas	-Contesta en forma corta preguntas sencillas con there is y there are.	
Laboral	Presentation of the project				

RECUR...: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodol... Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, ...dora, guías, material real.	DOCENTES RESPONSABLES: Socorro Castillo – Magola E... – Jorge L. Torres

CUARTA UNIDAD

ESTANDAR GENERAL: Sostengo monólogos donde hago presentaciones breves y explico de manera sencilla mis preferencias, actividades y otros temas relacionados con mi entorno e intereses.	ESTANDARES ESPECIFICOS – Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. Describo con oraciones simples mi rutina diaria y la de otras personas. Escribo un texto corto relativo a mí, mi familia, mis amigos, mi entorno o sobre hechos que me son familiares.

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	-Means of transportation -Places in the city -Prepositions of place	Descripción de medios de transporte por medio de láminas o videos. Pide y da direcciones utilizando mapas. Escucha textos sobre direcciones. Escucha conversaciones sobre actividades diarias, repite, comprende y aplica a su vida personal. Preguntas sobre la hora, rutinas diarias, ubicaciones, etc.	Describe lugares y su ubicación, usando las preposiciones de lugar adecuadas. Pregunta y responde sobre el tiempo (hora). Expresa lo que le gusta y lo que le disgusta. Describe su rutina diaria y la de otros aplicando el presente simple.	-Describe un lugar con vocabulario adecuado y da la ubicación exacta del mismo. - Da información correcta utilizando la hora. -Da a conocer lo que le gusta o le disgusta. -Descibe con oraciones simplés su rutina diaria y la de otras personas.	Fomentar el sentido de pertenencia a través del conocimiento de su ciudad.
Pragmática	-Languages and nationalities. -I like- I don't like -Numbers and prices -Time -Simple present with different verbs -Daily routines				
Sociolingüística					

DOCENTES RESPONSABLES: Socorro Castillo Magola Botina – Jorge L. Torres

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.

Appendix D

INSTITUCION EDUCATIVA MUNICIPAL TECNICO INDUSTRIAL
AÑO LECTIVO 2009 - 2010

GRADO: 7º

ESTANDAR GENERAL: Escucho un texto oral y si me resulta familiar comprendo la información más importante.

ESTANDARES ESPECIFICOS –
- Comprendo preguntas y expresiones orales que e refieren a mi, a mi familia, mis amigos y mi entorno. (1, 2, 3)
- Identifico el significado de palabras según contexto. (1,2).
- Describo con oraciones simples personas, familiares basado en apuntes o en mi profesor (1, 2)

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	Wh words. Vocabulary: English Discoveries (10 books) Names of tools used in the workshops.	Diálogos relacionados con el entorno y la familia.	Contesta preguntas con WH.	Responde a preguntas de información (Wh) relacionadas con familia, colegio, taller, aula, etc.	Comprendo que el espacio público es patrimonio de todos y todas y por eso lo cuido y respeto.
Pragmática	Reading about the workshop.	Descripción de objetos, personas, animales, utilizando el vocabulario aprendido.	Reconoce y utiliza con eficiencia adjetivos.	Reconoce y utiliza con eficiencia sinónimos, antónimos en descripción de personas.	
Sociolingüística	Simple present with the verb to be (affirmative, negative, interrogative)	Identificación de diferentes herramientas de los talleres.	Describe sus herramientas de trabajo.	Describe sus herramientas de trabajo de acuerdo con el taller en donde se encuentre.	
Ciudadana	Planning the Project: Workshops and their tools.				
Laboral					

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.

ESTANDAR GENERAL: Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

ESTANDARES ESPECIFICOS –
- Comprendo mensajes cortos y simples relacionados con mi entorno, intereses personales y académicos. (1, 2, 3)
- Valoro la lectura como un hábito importante de enriquecimiento personal y académico (1, 2)
- Narro y describo de forma sencilla hechos y actividades familiares. (1, 2)
- Escribo texto corto de entorno familiar (1, 2).

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
1. Lingüística	Simple present tense vs. progressive tense.	Deducir estructuras a partir de ejemplos con presente progresivo y presente simple.	Identificar el tiempo presente progresivo y presente simple en diferentes contextos.	Actividades cotidianas en su taller utilizando las herramientas.	Comprendo que todas las familias tienen derecho al trabajo, la salud, la vivienda, la propiedad, la educación y la recreación.
2. Pragmática	Reading: Postcards of the program English Discoveries. (5)	Leer comprensivamente textos cortos.	Comprender textos cortos en inglés.	Contesta preguntas relacionadas con las postales.	
3. Sociolingüística	How can I use this tool...	Diferenciar el uso de las herramientas de trabajo de los diferentes talleres..	Aprender mensajes cortos con dibujos.	Diseña algunos mensajes con gráficas.	
Ciudadana					
Laboral	Working the project.				

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.

ESTANDAR GENERAL: Sostengo monólogos donde hago presentaciones breves y explico de manera sencilla mis preferencias, actividades y otros temas relacionados con mi entorno e intereses.

ESTANDARES ESPECIFICOS –
- Aplico estrategias de lectura relacionadas con su propósito. (2)
- Identifico la acción, personajes y el entorno en textos narrativos. ((2)
- Establezco comparaciones entre personajes, lugares y objetos. (1, 2)
- Respondo preguntas sobre temas familiares. (1, 2, 3)

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	Readings: How can I do... Advertisements.	Explicar técnicas sencillas de lectura: skanning, skimming.	Aplicar técnicas de lectura en textos sencillos.	Contestar preguntas relacionadas con las lecturas.	Elaboro un plan para hacer la presentación de mi trabajo acerca del taller.
Pragmática	Program English Discoveries (5) Basic 1	Leer procesos sencillos en donde se observe secuencia.	Describir cronológicamente actividades cotidianas.	Escribe acerca de sus actividades el fin de semana.	
Sociolingüística	Sequence words: first, then, second, sometimes, next, finally.	Describir actividades cotidianas.	Describir el manejo y uso de herramientas.	Hace una breve presentación de su taller, herramientas y uso de las mismas. Elabora un anuncio sencillo.	
Laboral					
Ciudadana	Presentation of the project.				

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.

ESTANDAR GENERAL: El lenguaje que domino me permite tratar temas cotidianos o sobre los que tengo conocimiento, pero es normal que cometa algunos errores básicos.

ESTANDARES ESPECIFICOS –
- Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.
- Describo con frases cortas personas, lugares, objetos o hechos que me son familiares.
- Hago exposiciones muy breves de contenido predecible y aprendido.

COMPETENCIAS	CONTENIDOS (Saber)	ESTRAT. MET.	LOGRO	IND. DE LOGRO	CONVIVIR /VALORES
Lingüística	Lecturas: Sobre valores. (magazines) Basic 1 del programa English Discoveries.	Lectura comprensiva de textos cortos relacionados con valores.	Comprender requisitos para la formación personal tales como HABLAR EN PUBLICO.	Actuar con naturalidad, buena vocalización, claridad en la exposición del trabajo final relacionado con el taller.	Demuestro creatividad y dominio personal en la exposición de trabajos sencillos.
Pragmática	How can I say...	Escribir acerca de gustos y cosas que no le gustan.	Presentar un pequeño escrito de actividades en el taller.	Presentar en forma escrita el informe del proyecto del taller.	
Sociolingüística		Diferenciar vocablos correctos e incorrectos.			
Ciudadana					
Laboral					

RECURSOS: Los recursos didácticos se relacionan en forma general, los cuales se utilizarán en todos los grados de acuerdo con el tema y las estrategias metodológicas. Ellos son: Aula de bilingüismo, texto guía, fotocopias, láminas, videos, grabadora, guías, material real.
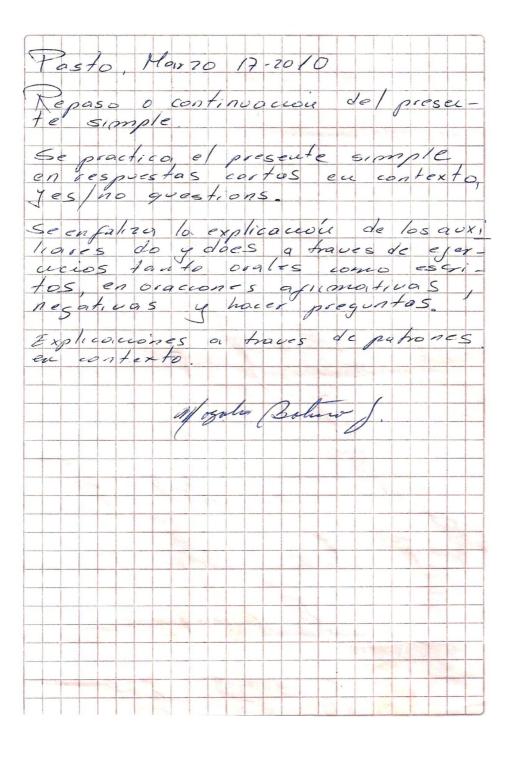
Appendix E

8 lunes. (J.5)

7.3 Crossword - corrección — Guías de herramientas

7.1 Crossword - corrección - Guías de herramientas

9 martes (J.1)

11-2 Exercise about shakespeare — fill the blanks.

7.2 Tools. Pronunciation - Exercise - Activity about Reading: Work bench. - Drawings - Exercise

11.1 Exercise about shakespeare - fill the blanks.

10 - miroles J.2

7.2 Reading - correction - drawings - Dictat. Review notebooks. =

10.3 EV. Verbs — Evaluation - Recuperación de Postcard -

10.3 Ex - shakespeare. — answer the questions

11. - jueves J (3)

7.1 EV. de herramientas. Ejercicio de Guía ubicación de herramientas

7.4 Crucigrama - Cómputo de Letras pega y haz dibujos — 3 Talleres EV.

7.3 Dibujos de herramientas — 3 primeros Talleres

12 - Viernes (no clase — Jornada Pedagógica)

15 Lunes (J-4)
7.4 Ev. of tools. Task. tool "WOIK bench".
       dibujar. —

16 martes (J-5)
73   Ev. Talleres. — Draw the underline words in
        spanish tools.   Work bench.
7.1   Work bench —

17 micoles (J·1)
11. 2   Explanation Project.
7. 2   notas. — Presentation of the project.
11.1   Passive Voice. — Recuperaciones

18 jueves (J.2)
7.2 Work bench — Translation

10.3 Notas — Porcentajes — Recuperaciones

11.2. shakespeare : Review and correction

19. Viernes (J.3)

no class. Information about evaluations (7.1)
7.4 Reading : WOIK bench Translate

7.3 Reading : Work bench Translate.

March.

1 Lunes : J.5
7.3   Actividad libro # 4. - Practice -

7.1   Actividad Libro # 4. - Practice .

2 Martes. J.1
11.2   Reading : shakespeare - Vocabulary.

7.2   activity libro # 4. - Practice .

11.1   Reading : shakespeare - Vocabulary .

3. Mcoles. J.2
7.2   Crossword # 5

10.3   Idioms — Ev. on the board .

11.2   Exercise fill the blanks.

4. jueves. J.3.
71   Crossword # 5 - Computo libros
.

7.4   activity # 4 - Crossword .

7.3   "   "

5 Viones J.4
         7-4 no clase
Permiso x enfermedad .

7.2 Terminamos Libro 4.   Libro 5

11-1 Exámenes - Proyectos nombres - nueva
guía shakespeare leer y aprender
palabras en negrilla.

17 Miércoles J. 2

7-2 1 hora La primera Juegos Interesosos.
10-3 Evaluación - Guía refranes -
T. perfectos _ Tarea avisos en
prados - Consultorios - Hospitales.
11.3 Evaluación - Proyectos - Guía. shakespeare
Leer aprender frases en negrilla.

18 Jueves J. 3
7.1 ⌐   Con 74 y 73 no hubo clase x Paro Sindical
7.4 ⌐ Practice BOOK 4 - Test - falta actividad.
73 ⌐ y Ev. Escrita.

19 Viernes J. 4

7.4 Esperanza Libro # 4

22 Lunes J. 5

7.3 Juego (W. Eval) - Test - Practice - oral.

7.1 Guías de herramientas. pegadas.

Appendix F

Pasto, Marzo 17-2010

Repaso o continuación del presente simple.

Se practica el presente simple en respuestas cortas en contexto, yes/no questions.

Se enfatiza la explicación de los auxiliares do y does a través de ejercicios tanto orales como escritos, en oraciones afirmativas y negativas y hacer preguntas.

Explicaciones a través de patrones en contexto.

Pasto, 16 de Abril
PLAN DE CLASE
- Repaso tema anterior → Presente
Simple aplicando con oraciones
y presentación personal en in-
gles

- Tema : Presente Continuo

Explicación como utilizamos el
presente continuo que expresa
una accion que se lleva a
cabo en el presente y tiene al-
guna duracion, bien sea, en un
instante o ahora (now). y las
expresiones que se utilizan co
mo, now, right away.

- Explicacion de patrones en ora
ciones con presente continuo.

Suj + Be + Verb ing.
WE are working now.

- Explicación con oraciones en for
ma negativo y las contraccio
nes

- Responder a preguntas orales
yes/no presente continuo.

- Evaluacion a través de ejercicios
de presente simple o presente
continuo o viceversa

- Escuchar silenciosamente e/texto.