

Running head: TEACHERS UNDERSTANDING LESSON

TEACHERS' UNDERSTANDINGS OF LESSON PLANNING AT THE UNIVERSITY OF
NARIÑO

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Thesis submitted to the School of Human Sciences in partial

Fulfillment of the requirements for the degree of

B. A. Linguistics and Languages Department

English and French Program

University of Nariño

November 2013

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TABLE OF CONTENTS

ABSTRACT.....	6
RESUMEN.....	7
CHAPTER 1: THE RESEARCH PROBLEM.....	8
Justification.....	8
Problem statement	8
Problem description.....	8
Objectives.....	9
General objective	9
Specific objectives	10
Definition of terms	10
Methodology	10
Syllabus.....	10
Curriculum.....	11
Lesson plan.....	11
Objectives.....	11
Limitations.....	11
CHAPTER II: LITERATURE REVIEW.....	12
Steps to develop a lesson plan.....	12

Teachers' understanding of lesson

Lesson plan a lesson plan for novice teachers.....	15
The influence of lesson planning in classroom management.....	16
A reflective lesson plan	17
Assessment inside lesson plan.....	20
Lesson observation	21
The impact of some material in the development of a lesson plan	22
Relationship between lesson plan and teachers-students	23
Applying reading research to the development of an integrated lesson plan.....	24
Designing lessons for EFL listening comprehension classes	27
Designing flexible lesson plans	28
CHAPTER III: METHODOLOGY	29
Population.....	29
Sample	29
Data collection techniques.....	29
CHAPTER IV: RESULTS.....	31
Analysis and interpretation of data.....	31
Surveys	32
Data collection instruments	32

Teachers' understanding of lesson

Data collection analysis	32
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	44
Conclusion.....	44
Recommendations	46
APPENDIX.....	49
REFERENCES	51

Teachers' understanding of lesson

ACKNOWLEDGMENTS

Thanks to my parents, my sister and my teacher Ana Clara Sanchez for having reached this important step in my life.

Juan David MiderosPabon

Thanks to God. After all, we are nothing without him, to my beloved mother, my noble brother and my little sister. Thanks to my teacher: Ana Clara Sanchez. more than a role model, a great person.

Abstract

This paper was written in order to know what the conceptions are and the general grasp teachers have about lesson planning in the Linguistics and Languages Department in the English and French program at the University of Nariño. This study also provides a description of what lesson planning is and the set of steps that have to be taken into consideration when planning a class. This field research also shows what is the effectiveness lesson planning has according to some teachers in the English and French department, and to what extent they agree with some crucial statements connected to the topic studied. Furthermore, it offers some suggestions and recommendations that should be kept in mind not only by novice teachers, but also by experienced teachers who are interested in researching in this topic.

Resumen

Este trabajo fue escrito para conocer cuáles fueron las concepciones y el entendimiento general que tienen los profesores del Departamento de Lingüística e Idiomas en la Universidad de Nariño sobre lessonplanning. Este estudio además da una descripción de que es lessonplanning y que serie de pasos se debe tener en consideración para planear una clase. Este trabajo de campo además muestra la efectividad que un lessonplanning tiene de acuerdo a algunos profesores de inglés y Francés del Departamento de Lingüística e Idiomas, y en qué medida ellos están de acuerdo con las afirmaciones fundamentales que están relacionadas con este tema estudiado. Además esta investigación ofrece algunas recomendaciones y sugerencias que deben ser tenidas en cuenta no solo por profesores principiantes, sino también por profesores experimentados quienes están interesados en investigar sobre este tema.

CHAPTER I: THE RESEARCH PROBLEM

This monograph describes an issue which concerns at the Linguistics and Languages Department, principally in English and French program. The main aim of this study it is to determine what the conceptions teachers have about lesson plan are, and how much lesson planning is used by them daily in their classes.

This research would be supported by important authors such as Richards and Rogers(2001), Brown (2001), Jensen (2001), Ross(2007), among others who have worked providing relevant ideas on how to use and what steps must be followed to apply a right lesson planning in our classes. All these investigations would help us to make a contrast between what these authors propose and what is the assumption teachers have about this part of the methodology. For this reason inside this monograph some interviews would be carried out with the teachers of the program where they would draw the respective conclusions which would determine the effect of lesson planning in the progress of the second language classes.

Justification

It is imperative to develop a paper about the conception by teachers about lesson planning because in this way it will increase the number of lesson planning documents in the department, and it would help for future investigations related to this field.

According to some authors, the right utilization of a lesson plan will make teachers have an accurate order in their classes, so they will have a better management of time to provide input, develop the activities and apply the test within that specific term. For teachers this is a positive point which helps them to improve and implement an accurate management of the objectives and goals they have already planned in a syllabus at the beginning of the course.

Problem statement

What are the conceptions that Teachers from the English and French Program at the University of Nariño have about Lesson Planning?

Problem description

It is very important to take into consideration how meaningful to accomplish a class is in which a complete scheme or set of steps are applied, but perhaps this process is not executed in a complete or accurate way. Therefore it's significant to note we do not know so far how much teachers know about lesson planning theory, how to apply it in the development of the classes and how many of them apply one at Linguistic and Languages department. Accordingly it's important to figure out what is their conception about this relevant topic, if they have similar or dissimilar opinions about the use of a lesson planning in classes and how the utilization of this may help in their lessons or perhaps how this one would affect in the development of the learning process, considering teachers in the English and French program are often exposed to different setting in the semesters. This is where the research process developed by us would help to the University setting to develop an acknowledgement of what is a whole lesson plan fully applied, its benefits and the relevance this one has in the methodology process.

Objectives

General objective

The main objective of this research is to identify the most prevalent conceptions teachers from the English-French program have regarding lesson planning.

Specific objectives

To identify the ideas and conceptions teachers at the English and French program have regarding lesson planning, its principles, parts and usefulness.

To determine if the conceptions teachers report about lesson planning are coherent with current theory related to this issue.

To establish the benefits of a class based on a lesson plan versus a class that exhibits improvisation or lack of knowledge about lesson planning.

To put together a theoretical framework that guides teachers and student-teachers in the process of creating efficient lesson plans.

Definition of terms

Methodology: Jack C. Richards and Richard Schmidt (2002) claimed that it is the respective research of the practices and schemes which are included in the teaching and learning process. According to them, methodology includes: The origin of language skills such as reading, writing, speaking among others, and all the set of guidelines teachers use to teach them. Another feature is the accurate management of the lesson plan, material, textbooks and other resources used in the progress of the classes.

Finally the respective evaluation so the topics executed during the learning and teaching procedure.

Syllabus: According to Hutchinson and Waters (1987), it is a description of the contents of course of instruction, and the order in which they are going to be taught.

Language teaching syllabuses may be based on grammatical item and vocabulary, the language needed for different types of situations, the meaning and communicative functions which the learner needs to express in the target language.

Curriculum: According to Marsh and Willis (1995) it is an interrelated set of plans and experiences that a student undertakes under the guidance of the school

Lesson plan: According to Richards and Schmidt (2002) Lesson planning is a description or outline of the objectives a teacher has set for a lesson.

B. the activities and procedures a teacher will use to achieve them and the order to be followed.

C. the materials and resources which will be used

Goals: it is a term used by some linguistics to refer to the person or thing which is affected by the action expressed by the verb.

Objectives: it is the goal of the course of instruction. Two different objectives may be distinguished. General objectives are the underlying reasons for purposes of a course of instruction. For example, the aims of the teaching of a foreign language in a particular country may be:

Teaching students to read and write in a foreign language; to improve "student's knowledge" of a foreign culture, to teach conversations in a foreign language.

Specific objectives are descriptions of what is to be achieved in a course. They are more detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction.

Limitations

The possible limitations which can be found is the lack of cooperation from teachers, because they may feel threatened by the development of this study, also it's possible to find some misled data by the students if they feel pressured by the teachers observation. Another

Limitation could be the wrong answers given by teachers which can be true or false. On the other hand this research process could be a little bit controversial.

So, to overcome these limitations it would be good to talk with the teachers who are going to be subject of study describing the purpose of this research process and the benefits of the development of this research study. On the other hand, it would be possible to interview the students while teachers are not in the classroom.

The development of this research process should provide enough information about the models of lesson plan and the benefits of this methodology process, for the last limitation is necessary to identify the problems which are product of the classes without a fully lesson plan applied and the advantages that this research process would provide from now on.

CHAPTER II: LITERATURE REVIEW

In this chapter readers are provided with the most relevant information about what is a lesson plan, how it can be used in different setting, which activities involves the development of this methodology and the way how a lesson plan can be integrated to other skills inside of the second language process.

Steps to Develop a Lesson Plan

First of all it is necessary to describe the process inside methodology which concerns lesson plan and its own development.

According to Richards and Rodgers (2003) Lesson planning is the depiction of the aims and goals, a teacher has planned for a single class in particular, besides it includes the activities, and the procedure in which, the aims are going to be reached, it also covers the time, each one of the activities is going to take, the most accurate order to follow, and the necessary tools and materials expected to be used during the lesson

The first step would be warm-up, in this first stage the teacher should introduce the topic in a way he /she considers is positive to be taught. It could be implicit or explicit according to the kind of learners you are going to work with. Inside the development of the first stage it would be good if you start the class with a short discussion or debate which includes the motivation and participation from the learners trying to get acquainted with the performance of the new topic. This activity as all the others should be the product of an anticipated planning, and it does have to be timed, so the class is going to be fulfilled and utterly complete

The second step, it would be the performance and the developing of the theoretical input using some specific materials, so we can call it the procedure this stage should be

flexible coherent and realistic as the whole lesson plan should be. This stage should be planned ahead measuring time in order to avoid lose ends in the input of the topic, but if the topic requires more than just one class, the teacher should refer to the syllabus he/she has designed before starting the course, so the learners have to come up with some product during the development of the class. Thus means each class referred to the lesson plan is going to be very valuable and its worth will be seen at the end of the course. Due to this description is necessary to stand a goal for each lesson plan.

The third step and the main one is the assessment of the topic already taught. In this process the teacher should be aware that the topic was clear enough in order to evaluate it, this does not mean we as teachers should make every class a written or an oral examination. It is visible and tangible if at the end of a class the learner is using and performing the new topic showing some result for the end of the class.

According to Brown (2001) inside the learning process, there are several techniques which can be used to teach various aspects of languages and a set of guidelines for evaluating and developing a class, using textbooks and other materials.

A lesson plan has a format which has to be followed, by starting with the goals. Teachers most identify an inner purpose and goals which are going to be evaluated at the end of the classes, these ones can be generalized.

The second ones are the objectives. It is important teachers can be explicit about what they want students obtain during the developing of the lesson, being explicit could help them: To evaluate students at the end of the lesson- To predetermine whether teachers are trying to accomplish too much-To be sure Teachers know what they want to accomplish.

Inside the objectives, there are two types of these ones they are: Terminal and Enabling objectives.

The terminal ones are final learning outcomes that teacher will need to measure and evaluating, and the enabling objectives are inner steps that build upon each other's and lead to a terminal objective.

The third step inside the format of a lesson plan is the materials and the equipment. These are the list of materials needed for carrying out a class; besides the development of an accurate lesson planning includes knowing what teachers need to teach a lesson. It includes what materials teacher can use inside the classroom and sometimes they must take their own materials such as tape recorders, flashcards and workbooks.

The fourth step is the procedure. Inside this step there is a relevant variation of the lesson, it has to do with the set of guidelines for planning, this procedure must have an order and it has to include: an open activity (Warm Up) and a set of activities and techniques which teacher consider adequate to be used.

In this step the management of the time has an important role during the development of the lesson.

The fifth step is the Evaluation, Or the Assessment. The assessment is an important part of the development of the class where teachers can find out what students have learned from the lesson explained previously. It is not necessary to end a class with a little quiz or an evaluation, because the assessment can take place during the course and it can be considered like a regular class activity.

The final step is the extra-class work. These types of classes must be prepared previously and carefully and it must be communicated to the students before starting the lesson.

Now that we have described briefly the steps involved in lesson planning, we move on to summarizing why experienced and especially novice teachers need to have a clear understanding of how to create lessons.

Lesson Plan a Useful Tool for Novice Teachers

According to Jensen (2001), lesson planning serves as a guide for novice teachers who need to create formalized lesson plans. This idea covers why, when, and how teacher plan lessons; as well as basic lesson plan principles and a lesson plan template. A sample of lesson plan is provided in the context of a weekly overview, module overview and the course overview.

Her definition of a lesson plan is : Teachers who worked in an accurate way have some type of a plan when they arrive to their classroom, some of them have their class development schema in their brain, while some others write down their lesson plans to hand them to one supervisor which are formal and detailed documents.

Lesson plan is a powerful tool that is equal to a combination guide, resources and historical documents to reflect our teacher philosophy, students, and textbooks and more importantly what we expect from our students. It can be seen as: road map, blueprint, or game plan (Ur 1996). “Regarding analogies a lesson plan is an essential for novice teachers and convenient for experienced teachers”

Once the teachers have decided what to teach in what order and for how much time are the main components of planning. The lesson plan serves as a map or checklist that guide

teachers in knowing what teachers should do next; these sequences of activities remind to teachers of the expectation and the objectives of the lessons for determined students.

Lesson plan also works as a record of what teachers did in class; this record serves as valuable resource when planning assessment measures like:

Quizzes, midterms, final exams, a record of previously taught lessons is also useful when the teacher is going to teach the same course again, so teachers will have an account of what he did before.

If the teacher has to miss a class a lesson plan is essential for the substitute teacher who is expected to keep on the teacher has planned.

University teachers expect to work in an environment in which students are willing to learn, on the other hand most university students are prepared to learn; honestly a certain amount of lesson planning takes place the night before a class is taught, this planning should be find or micro tuning of the lesson not the entirely plan (syllabus designing), lesson plan is the result of fully – macro planning, and micro planning, and it reflects the methodology, the syllabus, the texts and the other goals materials, this finally results is a specific lesson.

Before a teacher steps into the classroom he or she should have developed his or her own understanding of foreign language learning and teaching, this background knowledge is going to stand individual philosophy which appears whenever the teacher is preparing lesson in teaching classes.

The teaching philosophy should be consisted with teaching methodology employed by the institutions since the methodology will help implementing the syllabus and influencing the choice of textbooks for most programs. Once the syllabus and texts have been decided the teacher should plan for the semesters.

In some cases the new teacher can be responsible for the macro planning as well the micro planning so for them consulting with some experienced teachers about syllabus design and textbooks selections can be very helpful in this particular situation, in some cases when something may not be in place, so it's up to the teachers to design the course syllabus, chose the materials and planning daily lessons.

After having reflected the importance of a lesson plan by novice and experienced teachers in the progress of a class now it's relevant to explain how a lesson plan can help teachers have a better management inside the classroom.

The Influence of Lesson Planning in Classroom Management

According to MacLennan (1987), classroom management and the planning of lesson content are popular characteristic inside the preparative of the teachers, but there is difficult relationship between them. This relationship has never been subject of a study, therefore this article suggests different vies and how and why class management could be considered like an essential part in the lesson content.

There are several formulations about what is lesson planning. According to the teacher philosophy, there are many perspectives in order to choose an accurate lesson plan, the teacher must consider the textbooks and the languages components and activities which are focused on a set of language teaching principles. The planning and preparation have an important role in order to help the teacher developing a deeper knowledge of the language which is going to be taught.

Classroom management has several variations taking into account the cultural setting of the people. But others consider that the anticipation and planning are an important part in

this process. For instance there is a final part considered (management and planning) that have a strong relationship with the issues which can affect some students. The most appropriate activities can be developed if the teacher gives it an appropriate order.

This author suggests that we must take into account “the linguistic pedagogy” and “the practical pedagogy”, besides the author suggests that:

1. Classroom management is not only a matter of sensitive instant decision making or of adequate organizational forethought.
2. This advance planning of lesson content in terms of management is an integral part of overall pedagogic judgment. Is part of not just supplementary to, our assessment of the value and potential effectiveness of certain activities
3. Class management in this sense is very much an art and professional skill in its own right and both deserves and repays far more time and attention than it normally gets.

When teachers select an activity they should know more information than what language learning it will encourage. These activities must have a sequence and it must be chosen by teachers before starting the classes by considering what the objectives from this lesson are. Finally it would be good if teachers prepared a list of activities inside an effective chart of reference.

After explanation of how a lesson plan is related to the management of a class, and the component which take part in this process, it's important to introduce you a model a lesson plan which can be used in the progress of a lesson.

A Reflective Lesson Plan

According to Ho (1995), the last few years have shown an increasing interest in finding an effective way used by teachers to develop a class giving the result of “reflective professionals” in this article experience inside the teaching takes an important part for the classes development but in order to get it works is necessary to exanimate the experience keeping an order. Is in this instance where the teacher considers necessary to prepare a reflective lesson plan. Now it's going to be cited some steps that have to be considered to develop an adequate reflective lesson plan.

1. Write the lesson plan on the left-hand side of an a3 sheet paper with the diary entries or reflective notes of the right-hand side, to facilitate cross referencing.
2. On the lesson plan:
 - Write down the time, class, level, and either the general or behavioral objective of the lesson
 - List the tasks that are to be carried out, in chronological order
 - Depending on how detailed the lesson plan needs to be, add further information or instructions under each procedure
 - After each item, write the time allocation in terms of time range (e.g., fifteen minutes); this provides a more convenient basis for interactive decisions
3. On the other side of the paper:
 - Write the step number test to the relevant step on the lesson plan, followed by the diary entries of reflective notes

- Write diary entries on issues related to principles and beliefs that underlie teaching, and issues that go beyond what happens in the classroom
 - Write reflective notes on issues related to the mechanics of teaching
4. Make changes to the lesson plan of the first lesson taught based on any teaching ideas generated from the diary entries and reflective notes, while preparing the lesson plan for the second lesson in the series

Using a reflective lesson plan is going to be useful when teachers prepare a lesson plan before the first class. Teacher must write some reflective notes in some areas which need to be reinforced; also they must focus on what are the necessities from students.

The reflective lesson plan can be used efficiently performing two principal steps: first of all it there would be an organized procedure which works effectively in the input of theory to the students. This reflective makes teacher organize the lesson systemically. This process can be carried out in each lesson.

Secondly it can get together the micro and macro dimensions of teaching using two types of approaches in learning process. The micro approach is the observable features while teachers are dictating a class, and macro approach involves some generalizations which can be analyzed explicitly in the classroom process.

The experience takes place during most of the time while teachers are providing knowledge to the students, and it can be reflective and practical using a reflective lesson plan.

After showing the importance of a reflective lesson plan when teachers giving their knowledge to their students it's significant to take in consideration an important part of lesson planned which is developed generally at the end of the class, this is the appropriate assessment of the process. It is significant to say that a lesson plan is directly related to an

accurate lesson plan, so a teacher must think about the design of a test when he is planning a lesson.

Assessment inside Lesson Plan

According to Rixon (1992), there is an increase in the process of the English teaching in the world wide. Most of the professional in this field used some approaches in order to have an important development of the course, such as the communicative, humanistic and centered approaches

The assessment inside the classroom must be carried out considering the mood and the motivation of the students.

Inside this kind of lesson plan, there is an integration of the communicative skills, and this process makes the activities can be variety. This article gives us different possibilities of evaluating. Some ways are the personal-response and the performance based assessment which treats to consider the assessment as an important part of teaching.

The assessment need teachers have a good management of the class depending on the student's level and their achievement.

Finally it can be considered that the bad use of the assessment can affect the learning process of the students, because this evaluation has a big influence in the proficiency that student can obtain at the end of the course. In our cultural setting is necessary to have a constant evaluation, where teachers have the opportunity of having a familiarization with the student's setting.

After having showed some considerations about how an accurate assessment can have a big influence in the outcome students obtain at the end of the class, it's relevant to analyze another step which concerns in the adequate development of a class.

Lesson Observation

According to Tenjoh and Okwen (2003), the last years have been watching the fact that most of the teachers have been working on the development of new methodologies which provide them with a better teaching behavior. He wants to describe how a lesson observation can be carried out for ESOL. There are several stages which must be considered to develop this teaching process. First there must be a separation between teacher training and teacher development. Teacher development is considered as a constant procedure which starts with the teacher training until the career has achieved a high grade. Inside the teacher training teachers must receive some guidelines which must be followed until they can discover their own alternatives of teaching.

To achieve a complete lesson observation most of the teachers must find out what it is the true meaning about this part of the class methodology and how this lesson observation can be related with the class carried out by teachers. The lesson observation is divided into four categories which are: observation for training, observation for development, observation for assessment and observer development.

In some school systems there are new ways to develop a lesson observation which can include some coordinated process, but this one must contain a constant order. Teacher takes an important role in this procedure in which they can design effective processes as the lesson observation by peers.

This type of observation is evaluated constantly, and some aspects are taking into account to obtain accurate results.

Depending on the context there are different ways in order to observe the teachers, the observation must be carried out during the class and the goals are an essential part to collect the data at the end of the class.

After having reflected the importance of a lesson observation as key part of the progress of the class, and how this methodology could be carried out, now it's important to indicate how materials can have incidence in the development of a lesson plan.

The Impact of Some Materials in the Development of the Lesson Plan

Thomas (2008) argues that there is a low level of reading procedures in the English classes mainly when some students in Chile failed a reading test most of the students had some problems to understand the different texts which were written in a second language, moreover some others have problems to understand the texts which were written in a first language.

These results made me think about designing and researching some pedagogical characteristics to teach a first and a second language. To develop this new methodology he decided to create a complete lesson plan which could help to the students to achieve a higher level. The approaches were taken into consideration to carry out this research process where the use of a whole language approach can be an accurate option to improve the reading skill.

Inside the approaches teachers must consider the instructional, psychological and institutional factors, due to the environment that can create some variations which encourages the learning of the reading skill. The grammatical part is essential in order to introduce the different pieces which are part of the reading process.

The reading skill has become very important in the last years, because there are a lot of research which provides recommendations and instructions of how the reading takes an

important role in daily life; therefore most of the countries around the world have implemented the constant use of the reading inside the English courses, in this process the other skills are integrated to develop a clearer approach in the educational system.

After having analyzed the influence of materials in the design and development of lesson planning, and how the role of these materials is too relevant in the application of a plan, now it is important to reflect the inner relation between lesson planning and teachers-students.

Relationship between Lesson Plan and Teachers-Students

Previdi, A. (2008) argues that there is an important relationship between the lesson plans designed by teachers and the students who participate in the learning process. During the classes teachers try to innovate developing more interactive classes but sometimes they don't give an opportunity for the students to take part of participation in a more active way. In this article she proposes an innovative methodology which is considered as a model in the different teaching techniques. In this methodology teachers are trained to use interactive activities inside the classroom while they are using interactive techniques in class.

The syllabus takes an important role during this type of course due to the fact that before starting the classes the teacher must explain which are going to be the issues to be treated in the language acquisition.

Another important characteristic is the use of tasks, this one must be constant and teachers must look for a variation of this depending on the situation, this aspect will make the class more active and students will participate constantly. Inside the development of the lesson planning teachers should incorporate other activities such as the Cooperative Learning activities which can facilitate a more accurate interaction among the students inside the

classroom. The work in groups will make students to develop an appropriate speaking skills, due to the principles of this technique explains the importance of the active participation of students in the development of the activities.

In the development of the task the author considers the use of physical movement task where students are asked to propose a topic about any issue, so they must demonstrate a command about they are trying to say, but also they must motivate the participation of the other students.

The warm-up tasks are considered an important part inside the interactive classes; a common example could be the use of cartoons in order to teach a second language. Other types of games can be included inside this process and this one can solve grammar problems but at the same time students could develop a more active activity including these interactive new methodologies.

Once reflected how an accurate interaction between lesson planning and teachers-students can help to carry out an appropriate learning process, it is time analyze how the application of a reading research can be linked into the utilization of an integrated lesson plan.

Applying Reading Research to the Development of an Integrated Lesson Plan

Barkers (2008) argues there is an evident issue related to the Reading skill when students are learning a second language, the main factor is the lack of literacy and poor Reading ability in most of students have, therefore it is significant to implement an integrated lesson plan which helps to develop this skill and benefit to students in all levels. To progress this investigation two approaches were developed, one of them is the whole language approach to reading.

According to Goodman (1967) beginning readers need an inner instruction to decode letters and sounds of the language as they are reading a text and learning a L2; of this they can learn new words pronunciation matters, syllables, phrases among other features in this procedure. This one is called a psycholinguistic guessing game, this process involves different task which allowed to students become proficient readers in the use of the language.

For getting efficient results at the end of this procedure, it is necessary to provide a literacy environment to students so they will be able to use several books which will help them to learn through mistakes and creating different meanings for words.

The second approach is called the phonics approach to reading which is more focused on the different sounds of the languages. As students read several texts they will be able to concentrate in some features about the phonetic matters, so they could pronounce dissimilar sound into the words and this factor will give some benefits to them in various aspects inside the acquisition of a second language.

Because of the importance of reading skills in the learning of a second language, it is relevant to implement an integrated lesson plan where a literacy setting, the implementation of reading activities, and the variation of materials used in the learning process are evident in order to obtain better results at the end of the course, it is significant to follow an accurate lesson plan where the time management, the progress of the activities and the respective test have a logical order, in this case the time is an important factor because of the study of sounds in language would time an important time therefore teacher must be careful with this aspect, and moreover they would try to vary in each class using dissimilar texts in the development of the lesson.

After having checked the importance of reading skills in the learning of a second language it is relevant to know the steps to design a lesson for EFL in some listening comprehension classes.

Designing Lessons for EFL Listening Comprehension Classes

It is significant to include the progress of the listening skill inside the second language process due to this relevant ability will create a constant interaction among students and between teachers and learners, but on other hand the motivation by students in order to participate more effectively in class.

According to brown (2001), when teachers design the Listening lessons, they must follow different steps and principles in order to obtain accurate results at the end of the class. Among the principles it is important students keep motivation on the learning objective, teachers must maintain the same topic and objectives for consecutive activities, accurate techniques and methodologies must be carried out, the selection of the listening comprehension activities must be clear, and finally the use of authentic materials is a key part in the progress of the lessons.

Inside the first principle students must be noticed about the objectives of the lesson at the beginning of this one, of this they will be related to the topics they will learn by considering vocabulary, grammar and listening activities students will develop during the class. The second principle could be applied with a warm up activity at the beginning of the class where students will have the opportunity to reinforce the topics using the repetition; because of using the same activities by teachers will help learners get familiar with determined vocabulary without minding what the final objective of the lesson is. The third one is related with the use several activities, these must be varied of this students won't get bored, teachers must stimulate a constant challenging among students and for doing this teachers must apply tasks where learners have the possibility of interacting, and completing

gaps by using previous knowledge they have acquired inside the learning process. Another step to be followed inside this principle is the utilization of question techniques in order to promote the listening comprehension by students. According to Richard, Hull and Proctor

(1998), the use of questions when a couple of students are developing a listening and speaking activity of this they can be introduced with simple questions which will break the ice in them, and they will start giving their input, and the another one will start to understand the main ideas in the conversation, it is important to revise determined topics in grammar when the activities are progressed. The next principle has to do with the use of accurate materials to develop a relevant listening activity; these ones must be productive and engaging. In this case learners must be motivated to use this kind of materials; these must be significant for them. Finally the uses of authentic materials take an important role; these materials must be related to the development of activities which have to do with real life situations where learners will have the opportunity to progress their listening comprehension in the best possible way.

Designing flexible lesson plans

According to Bravo (2010), it is important to give relevance to the order that has to be applied when performing a planned class. It is also very important to consider lesson planning as a tool that gives the teacher the main thinking of what to teach, and the order to be followed, otherwise if a class is not planned, students would realize there is no previous organization, and planning and the lesson may not finished as expected.

It is not imperative to plan a lesson, just because learners may realize whether if the class is prepared or not, but also to have a map to follow, thus facilitating advantages for both teachers and students. Planning a class is connected to certain facts such as: the

background knowledge pupils have, learning fashions, and the skills learners own in a particular class. By preparing a class beforehand there would be an improvement effect which is one of the aims of lesson plans.

However, planning a lesson may not be attached to a strict schema to be followed, because it could evolve, since there would be different elements that can modify a planned class. The judgments teachers have to make in these situations are more than fair, due to the fact that these eventualities could provide advantages for the different parts in the lesson. "A good lesson is flexible" Jensen (2001:407). Although lessons can be flexible, it is advisable for teachers to try and avoid being sidetracked thus the set goals would not be missed; besides the process has to be applied by taking into consideration the features mentioned before.

CHAPTER III: METHODOLOGY

This chapter concerns who is going to be our object of study, what instruments will be used in collect data, and how they will be analyzed using different techniques which will give us a complete result according to our investigation about teachers' understanding of lesson planning at the Nariño University.

Population

In order to obtain results inside this investigation it's relevant to work with the English and French teachers of the Linguistic and Languages department who will notice us how they are implementing and using the lesson plan in the classes and what is their conception and perception about this research.

Sample

It is necessary to choose 5 English and French teachers from the Linguistics and Languages Department, who in this case would be the samples in order to know their knowledge about lesson planning and the implications of this one in the progress of their classes if they use a lesson plan.

Data collection techniques

Considering this monograph is going to be a research process which intends to show the conceptions and perceptions teachers have about the incidence of the lesson plan in the progress of the classes and how the right utilization of this one would help to teachers and

students in future investigations, this research is going to be based on the Qualitative research model particularly on the Action research model due to fact that the study is going to be developed in a setting where teachers are going to be the object of study. Each one of the participants in the progression of this research process may give a different opinion about the prevalence of lesson planning in the progress of their classes.

First of all it is necessary to start this research process asking for help to the teachers who are going to be the subject of study, we have to talk to them showing that this research process pretends to reflect the worth and the effectiveness of a class carried out with a serial of steps and, maybe it would update some teachers about the currents and the new models of this methodology process which is a lesson plan. So teachers would be asked through one survey in order to know how they accomplish in their classes, and how they assume this methodology feature has influence in the outcome that the students get at the end of every class.

Inside the surveys teachers will be asked about the kind of lesson plan they are developing during their classes, in this part it's relevant to know how they integrate lesson planning to the different skills and something really significant, what is the conception and assumption about this part of the methodology classes. The survey will have some questions of multiple options where teachers will demonstrate what their knowledge about lesson planning is, and they will give their perspective and conception about the right utilization of lesson plan in the accurate progress of the classes.

CHAPTER IV: RESULTS

This chapter contains the results which were obtained after having analyzed the conceptions some teachers of the linguistic and languages department have about lesson planning in the progress of their classes, this process was developed through interviews where teachers gave several opinions about the development of a lesson plan in the second language process.

Analysis and Interpretation of Data

For this research study we have considered the conceptions given by teachers, it was relevant to relate the answers of the questions to the specific objectives proposed in the first chapter of the study, but it was also necessary to regard the principles of lesson planning in order to obtain conceptions about the utilization of this methodology. To carry out this study we have organized a schema in order to analyze data, following the next steps:

- To take the conceptions teachers have about lesson plan, we took the most significant information they have toward the use of lesson plan in a second language class.
- What kind of lesson plan they use when they are planning a class.
- To consider what is the advantage of developing a lesson plan in the progress of a class, and make differences between lessons which are not planned with a fully planned class.

Following these steps we have tried to analyze deeply how important is to use a lesson plan in the development of the second language classes, what are the advantages of an accurate lesson inside a lesson, and how this methodology will help us to have a better management of a class considering different aspects such as timing, developing of activities, and respective test, etc.

Surveys

The surveys were applied to the teachers of the linguistic and languages department of the Nariño University, they were done in November 2013, teachers spent around five and six minutes in each survey, considering the option to analyze deeply the questions in order to give their respective feedback about the topic proposed in the investigation.

This survey has been developed in order to obtain a respective feedback by the teachers about what is the conception they have about lesson planning in the progress of their classes. The survey is formed by a yes-no question which takes into consideration how long have teachers been teaching, and the second question is an open-ended one, which consists in their conception about the role of lesson planning in the effectiveness of their teaching. Moreover, the survey asks teachers to what extent do they agree with some remarkable statements about lesson planning process.

Data collection instruments

In this section it is remarkable to reflect the answers given by teachers about lesson planning, it is important to point out the survey is divided in three sections. The first part is formed by two closed questions about how long teachers have been teaching and what previous knowledge about lesson plan they have, in the second part there is an open question about the conception of lesson planning by teachers, and finally the survey has a likert scale

Data collection analysis

4 teachers from the Linguistics and Languages Department gave their conceptions about the open question and gave their answers about the different closed questions and the likert scale which are going to be the object of study.

In the preliminary information teachers answered:

To the question A: how long have you been teaching?

T1 answered: "I've teaching for 32 years at University of Nariño"

T2 answered: "I've teaching for 12 years"

T3 answered: "I've teaching for 10 years"

T4 answered: "I've teaching for 15 years"

In the first closed question it is significant to reflect all teachers have been working more than ten years at University of Nariño, of this they have autonomy for giving their conception about the utilization of lesson planning in the progress of a class.

To the question B: Did you have specific instruction on lesson planning as an undergraduate?

T1 answered: "yes, I did"

T2 answered: "yes, I did"

T3 answered: "yes"

T4 answered: "yes"

All teachers who were asked in the survey have specific instruction on lesson planning, because it all of them have basis about the importance of using lesson planning in a class, and what advantages this methodology can give them.

In the open-ended question teachers were asked:

What is your conception about the role of lesson planning in the effectiveness of your teaching? (How often do you plan? Do you write entire lesson plans? Is planning important or optional? Is lesson planning a teaching skill that we all should learn about?

Here you are the different answers given by the teachers from the Linguistics and Languages Department:

T1 answered: “lesson planning is of paramount importance in my teaching activity, I plan all my classes every day, usually I don’t write entire lesson plans, but just the theme and the activities I’M GOING TO DO lesson planning must be compulsory; it can’t be optional of course, all future teachers should learn about it”

T2 answered “planning is important in order to manage time effectively; also it permits teachers to set the objectives of the lesson. A lesson plan is an essential element because it helps teachers be more organized and also implement more variety in their lessons. However, it is useful to take into account of every unexpected situation that may come up before or during the lesson and be prepared for these situations.

T3 answered “ planning a lesson offers you as a teacher, a guide during your teaching process, most of the time even if you do not write it down you are planning your lesson; thanks to this, you can take advantage of every single detail in your class or be prepared for any possible inconvenient. As a teacher I consider that I always plan but I eventually write a lesson plan down. From my point of view, when you are a novice teacher you need to plan to take into consideration the pros and cons in your classes, so everybody should have some basis on lesson planning.

T4 answered “lesson planning is very important. It should always be done. I try to plan every lesson but I don’t necessarily write a complete lesson plan. Sometimes just the titles of the activities. I agree it is a skill we should all learn and practice.

According to these conceptions, teachers consider fundamental the use of a lesson plan in their classes, moreover the design and the application of this methodology is different

by them. In this case, determined teacher plans his class using a sheet in which he writes the titles of the topics, drills and the respective test which will be carried out in the progress of the class. On the other hand some of the teachers said that they plan their classes, although the use of a paper in which the themes and activities are included is not so relevant because they have a mental schema which has an order, so teachers can be organized without the help of a written lesson planning.

A commonality among these teachers was all of them use a lesson plan in order to manage the timing they have to spend in the development of the activities during the lesson, therefore they consider a lesson plan like a guide which should be used for experienced and novice teachers, although it is significant to say that according to these teachers a lesson can vary depending on the context where is being developed for this reason teachers must be attentive to some unexpected situations which could appear in the progress of a class, this means that the design of a lesson could not guarantee the total of the activities included in the initial lesson planning. In general their most important conception about lesson planning is all teachers should develop one before starting a lesson without minding what kind of lesson plan or what way of applying it they use.

In the survey teachers answered to these statements:

1. T1 agrees to the next statement :

Applying a lesson plan to teach makes you feel satisfied with the outcome at the end of the lesson”

2. T1 strongly agrees to the next statement:

Lesson planning affects positively the outcomes of a class.

3. T1 strongly agrees to the next statement:

Lesson planning allows teachers to accomplish more activities in a class.

4. T1 agrees to the next statement:

A lesson planning is necessary in order to develop language skills in your students.

5. T1 disagrees to the next statement:

A class can be successful without planning it.

6. T1 strongly disagrees to the next statement:

An experienced teacher does not need to create a lesson planning.

7. T1 strongly disagrees to the next statement:

Lesson plans are not needed if there is a textbook.

8. T1 strongly disagrees to the next statement:

There is no difference between teaching with or without lesson plan.

9. T1 strongly disagrees to the next statement:

Only novice teachers should write down lesson plans.

10. T1 agrees to the next statement:

Lesson plans must be connected to one to another,

11. T1 disagrees to the next statement:

Planning a lesson does not guarantee the success of it.

In the survey teachers answered to these statements:

1. T2 agrees to the next statement.

Applying a lesson plan to teach makes you feel satisfied with the outcome at the end of the lesson.

2. T2 agrees to the next statement.

Lesson planning affects positively the outcomes of a class.

3. T2 disagrees to the next statement.

Lesson planning allows teachers to accomplish more activities in a class.

4. T2 agrees to the next statement

A lesson planning is necessary in order to develop language skills in your students.

5. T2 agrees to the next statement.

A class can be successful without planning it.

6. T2 strongly disagrees to the next statement.

An experienced teacher does not need to create a lesson planning.

7. T2 strongly disagrees to the next statement.

Lesson plans are not needed if there is a textbook.

8. T2 disagrees to the next statement.

There is no difference between teaching with or without lesson plan.

9. T2 strongly disagrees to the next statement.

Only novice teachers should write down lesson plans.

10. T2 agrees to the next statement.

Planning a lesson does not guarantee the success of it.

11. T2 agrees to the next statement.

Lesson plans must be connected to one to another.

In the survey teachers answered to these statements:

1. T3 agrees to the next statement.

Applying a lesson plan to teach makes you feel satisfied with the outcome at the end of the lesson.

2. T3 agrees to the next statement.

Lesson planning affects positively the outcomes of a class.

3. T3 agrees to the next statement.

Lesson planning allows teachers to accomplish more activities in a class.

4. T3 agrees to the next statement

A lesson planning is necessary in order to develop language skills in your students.

5. T3 agrees to the next statement.

A class can be successful without planning it.

6. T3 disagrees to the next statement.

An experienced teacher does not need to create a lesson planning.

7. T3 disagrees to the next statement.

Lesson plans are not needed if there is a textbook.

8. T3 disagrees to the next statement.

There is no difference between teaching with or without lesson plan.

9. T3 disagrees to the next statement.

Only novice teachers should write down lesson plans.

10. T3 agrees to the next statement.

Planning a lesson does not guarantee the success of it.

11. T3 strongly agrees to the next statement.

Lesson plans must be connected to one to another.

In the survey teachers answered to these statements:

1. T4 strongly agrees to the next statement.

Applying a lesson plan to teach makes you feel satisfied with the outcome at the end of the lesson.

2. T4 strongly agrees to the next statement.

Lesson planning affects positively the outcomes of a class.

3. T4 strongly agrees to the next statement.

Lesson planning allows teachers to accomplish more activities in a class.

4. T4 agrees to the next statement

A lesson planning is necessary in order to develop language skills in your students.

5. T4 strongly disagrees to the next statement.

A class can be successful without planning it.

6. T2 disagrees to the next statement.

An experienced teacher does not need to create a lesson planning.

7. T2 disagrees to the next statement.

Lesson plans are not needed if there is a textbook.

8. T2 disagrees to the next statement.

There is no difference between teaching with or without lesson plan.

9. T2 disagrees to the next statement.

Only novice teachers should write down lesson plans.

10. T2 disagrees to the next statement.

Planning a lesson does not guarantee the success of it.

11. T2 disagrees to the next statement.

Lesson plans must be connected to one to another.

What is your conception about the role of lesson planning in the effectiveness of your teaching? (How often do you plan? Do you write entire lesson plans? Is planning important or optional? Is lesson planning a teaching skill that we all should learn about?

The open-ended question reflected the importance of using lesson planning inside a setting like the University of Nariño and the answers to this one has provides remarkable

information which puts in evidence the priority teachers give to the utilization of lesson planning. All of them consider a lesson plan like an essential guide formed by several steps in order to get some goals, and objectives at the end of the lesson, for this reason it is so significant to plan everyday a class without minding the way how is designed, but it's important to have an order which has a beginning and a final part, these teachers eventually plan their classes, and sometimes they just have a mental schema which they follow in order to develop the lesson. Besides they all reveal the importance of lesson planning for novice and experienced teachers who need accurate organization when they are progressing determined class.

How long have you been teaching?

Considering all the results and the answers given by teachers to the likert scale questions, it is very important to highlight that most teachers have been teaching for a considerable amount of time which is significant. The fact that teachers have experience is a positive element. Experienced teachers tend to use less time and be more effective in planning their lessons and are able to adjust to changes rapidly while teaching. The comments these experienced teachers made for this research also shows that teachers do not tend to improvise while performing a lesson. Furthermore, it is visible that they have been teaching applying lesson planning, but without doing the traditional process novice teachers go through. A common pattern reflected in this study, was that most teachers do not write all the time a full lesson plan, they do not consider necessary to write a lesson plan for all lessons, although they planned their classes in advance considering different manners, either writing down the titles of the topics they are going to study, or writing the name of the topics, and the activities to do in a class, or writing them down eventually. This might be considered a limitation since just writing key words may not be the best way to go about teaching university students who will, in turn, be teachers. Nevertheless they seem to be pleased with

the product of their classes. In a manner of speaking, they have modified a model of lesson planning and they apply it in their own way. They do not improvise their classes, they follow

an order and they know what the most essential parts of lesson are, and they carry them out. Almost all of the teachers who took part in the development of this paper totally agree with the statement about the level of satisfaction they had regarding the result of their lessons. Subsequently they all agree that lesson planning affects positively the end of a class, if they do not use a guide their classes would not be what they expect.

One element of analysis is the fact that with or without a lesson plan, there are no common results in activities that can be accomplished in a class. If students at Universidad de Nariño felt dissatisfied with some of the lessons taught by their teachers we might say that maybe the lesson planning is not very elaborate, thus, some elements like using additional materials or bringing in additional activities would be lost. We need also to consider that lesson planning can be affected by aspects that do not improve just with experience, such as class or time management; and some teachers do not expect different events that can appear in a class eventually. Planning lessons in a more structured way may bring most teachers several alternatives and this could affect in a positive way the language skills of students, the more choices they have, the more alternatives and variety in a class they provide, so their classes would be more effective. An interesting activity to analyze and reflect on the way

teachers plan their lessons would be to observe each other's lessons and give feedback so that teachers at Universidad de Nariño can enhance their strengths and reduce their weaknesses.

For teachers from Linguistics and Languages Department the design of a lesson planning is fundamental to achieve total success at the end of the class. This was evident

when we found that all of them had the very same conceptions: experienced and novice teachers do have to plan their classes. The first part of the research process showed that they consider and apply certain characteristics of the planning process, at least some of the most marked ones, but the study allows us to assume they do not fully apply a complete model of lesson planning, as we have discussed before.

There is no difference between teaching with or without lesson plan.

The prevalent answer teachers provided for this question was that that they did not agree that teaching with or without lesson plan has the same results in their classes. And in view of that they have considered lesson planning to be relevant, it would be contradictory so say otherwise. The common trend in the answers given by teachers is that they strongly disagree with the idea that only novice teachers have to plan their classes. It is very important to notice that teachers at the Department are aware of the fact that being a skilled teacher does not automatically give you enough tools and understanding to carry out a lesson. It does not matter whether if a teacher is pretty knowledgeable or if s/he is a newcomer, they have to plan because that is part of the teaching skills that professional and responsible foreign language teachers show in their professional practice. In the same way that planning a syllabus is more than copying the topics from a textbook, teaching a class is more than showing up punctually.

There happens to be many differences when teachers from the Linguistics and Languages Department were asked to what extent they agree with the idea that a lesson should be connected to others. Some of them chose to agree, while others disagree here. If they agree, it could be because they plan based on the outcome they expect after having applied several lessons, or maybe because some of the topics or objectives of a class would need more sessions to be learned by the students. If they do not agree it may be because some

topics and some goals can be achieved in just a lesson, whatever their reasons are they should have their foundations to support their ideas. Also, it is important to remind teachers that lessons should be connected to one another because that is what constitutes a syllabus. The success of a course is not based on the skill of the teacher to carry out effective individual lessons, a course must have a progression and an organization given by the knowledge teachers have about syllabus design and lesson planning. Then, it is very relevant that teachers think about their lessons as a whole, that they see each lesson as a part of a puzzle and that they make important efforts to teach good lessons because that lesson is going to affect the subsequent classes.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

After having analyzed carefully the literature review and how this theory about lesson planning is related to the conceptions given by the teachers who were object of study, it is important to bring some conclusions and recommendations which will be taken into account

in order to have a better progress of an English class in different settings, in this case at Nariño University.

First, during the development of this investigation has been evident how relevant is the use of lesson planning in the progress of a class for the teachers who participated in this monograph. They all reached the conclusion that a lesson plan is a fundamental part of methodology which must be carried out in all teaching process without minding the cultural setting, the proficiency of learners, the experience the teacher has or the audience with which the lesson is being developed. This finding concurs with the theoretical framework we used in this study because lesson planning is not something that only some teachers should do. If future foreign language teachers from the Linguistics and Languages Department are going to be proficient in English, French and the other theoretical courses, teachers need to provide well-thought and well executes lessons that fulfil the students' needs and show them that the University is giving them the best possible instruction.

Second, the teachers at Universidad de Nariño in the English and French program should take into consideration the idea of writing reflective lesson plans, and consider the possibility of trying out the idea of writing and carrying out all the activities for a particular class. We believe that going back to this reflective process that some teachers may have stopped doing because they are very experienced will provide teachers with a more confidence, more organization, could be perceived more positively by their students, and these learners will be able to work on tasks and other activities following an organized plan

which will help them to carry out a better second language learning process. It is true that the lesson planning is a private process and that the students never get to see the written lesson plan, but students know when a teacher has carefully prepared a class or not, and that may have an influence on the motivation of the learners, on the way they perceive the teacher, the lessons and the program.

Third, Considering we applied this investigation at Nariño University, all teachers interviewed work with students who have accurate basis in the L2; therefore it would possible for teachers to apply more demanding lessons or plan for more complex activities from which students can benefit with a warm up activity that involves students in the topic, abundant practice and an assessment part so that at the end of the lesson teachers can really know if the lesson worked or not.

Another conclusion that we can draw from the comments teachers made is that the organization of a class through lesson planning is a fundamental tool for novice and experienced teachers at Universidad de Nariño, because in a setting like this teachers do not what unexpected situations could happen in the progress of the class, so they must be prepared to vary the activities planned in advance even if they are included in the lesson planning developed. Besides, the use of determined books and guides do not determine the outcome that students can achieve at the end of the lesson. An effective class needs more than that.

A fifth conclusion is that inside the application of lesson planning is fundamental to also plan for assessment which will provide teachers a final result about how was the class. Teachers sometimes forget that even if the class does not need to have a formal assessment such as a test, they need some type of assessment part at the end of the lesson which can also help them realize if students have understood, if the practice was enough and if they need to

plan the next lesson in a different way. Teachers will draw their own conclusions about what steps they must improve in the learning process and which other ones just must be kept by them, therefore the relation between planning and assessment is a key part the progress of second language class.

One final conclusion is that a textbook does not provide teachers a similar structure to the one lesson planning offers. The textbook is a material, a teaching tool, but it cannot and should not replace the work teachers do. Teachers have to keep in mind that textbooks are not designed to work based on their own syllabus and the context they are dealing with. Furthermore teachers need to remember that replacing planning following a textbook does not prepare them for unexpected events may take place inside the lesson. Also, following a textbook without doing additional planning may affect the way students perceive the teacher and his/her professionalism.

RECOMMENDATIONS

One recommendation for novice and experienced teachers regarding lesson planning would be to read more about the existing theory regarding planning. Sometimes we rely on experience, but teachers who want to continue expanding their knowledge about teaching need to keep updated. Reading articles about lesson plans and looking at the different templates for lesson plans can help teachers see a topic in a different way or carry out the lesson in a different and more effective way.

Another recommendation for teachers is to follow the more general parts of a lesson plan where the warm up about a determined topic has relevance, the middle part gives students time and opportunities to interact in the L2 and the final part of the lesson gives teachers the opportunity to assess how much of what they taught was learned by the students.

Taking into account these aspects the organization of a class through lesson planning could be taken like a fundamental tool for novice and experienced teachers at Nariño University, because in a setting like this teachers do not what unexpected situations could happen in the progress of the class, so they must be prepared to vary the activities planned in advance even if they are included in the lesson planning developed, besides the use of determined books and guides do not determine the outcome students can achieve at the end of the lesson therefore it is relevant the design of several organized tasks which must be written in the lesson planning below or above the rest of the components that conform a full lesson plan such as the warm up, the introduction of the input , and the respective assessment.

Another important recommendation is that a lesson can benefit from the utilization of a lesson plan. Obviously classes will be more dynamic and teachers will feel less anxiety because everything will be organized and ready. But also, the previous preparation of activities will make teachers have more confidence when they are providing the respective input to their students, so learners will feel more motivated and will try to face the activities and class in general with a better disposition to their teachers.

Teachers at the Department should keep in mind the three principles of lesson planning: variety, coherence and flexibility because that will contribute to designing lessons that students enjoy, that are effective in terms of the available time we have at the University and that make use of the teaching aids that we have at the University. Sometimes teachers do not use the books, grammars, tapes or cds because they do not plan in advance and they do not have time to make photocopies or to get things ready.

One recommendation for other researchers who can be interested in the topic of lesson planning is to carry out the research with more teachers. We are English and French students so we limited our sample to teachers of that program. For future studies it would be

interesting to survey teachers from the English-Spanish program and from the Language Center to see which similarities and differences appear among teachers in terms of their conceptions about lesson planning.

One recommendation for the University and for the Department would be to check if the teachers working here are aware of the principles, the parts and the applications of a lesson plan. If they are not it would be very positive to organize a seminar or some talks about lesson planning and its usefulness for novice and experienced teachers. Teachers, students and the Department would benefit from this activity because classes would improve and teachers would receive training in an important aspect of the teaching profession.

Appendix

Next, we present a sample of the survey teachers fulfilled:

University Of Nariño
Linguistics and Languages Department
English-French Program
Teachers' Understanding of lesson planning at the University of Nariño
November, 2013

Survey No. _____

Directions

Answer the following question according to your perceptions regarding lesson planning.
This information is anonymous and it will only be used for research purposes.

Thank you for your cooperation.

1. Preliminary information

a. How long have you been teaching?

b. Did you have specific instruction on lesson planning as an undergraduate?

2. Open-ended Question

What is your conception about the role of lesson planning in the effectiveness of your teaching? (How often do you plan? Do you write entire lesson plans? Is planning important or optional? Is lesson planning a teaching skill that we all should learn about?)

3. Survey

Read this survey and tick the appropriate box, according to your perceptions regarding lesson planning

Statements	Categories			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Applying a lesson plan to teach makes you feel satisfied with the outcome at the end of the lesson				
2. Lesson planning affects positively the outcomes of a class				
3. Lesson planning allows teachers to accomplish more activities in a class				
4. A lesson plan is necessary in order to develop language skills in your students				
5. A class can be successful without planning it				
6. An experienced teacher does not need to create a lesson plan.				
7. Lesson plans are not needed if there is a textbook				
8. There is no difference between teaching with or without a lesson plan				
9. Only novice teachers should write down lesson plans				
10. Lesson plans must be connected to one another				
11. Planning a lesson does not guarantee the success of it				

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