

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



**"DIDACTIC PLANNING IN THE FUTURE PROFESSIONALS OF
THE LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
IN THE FOREIGN LANGUAGE DEPARTMENT AT THE
UNIVERSITY OF EL SALVADOR"**

Undergraduate Work Presented to Obtain the Degree of Licenciatura en Inglés
Opción Enseñanza

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INTRODUCTION

The following research is about "Didactic planning in the future professionals of the Licenciatura en Idioma Inglés: opción Enseñanza in the Foreign Language Department at the University of El Salvador.

It contains a theoretical framework in which there is information about planning and curriculum. To give more information about planning there are some sub-titles such as: lesson planning, lesson plan's importance, the elaboration of lesson plans, lesson plan formats, etc. At the same time, in curriculum it has been mentioned the most important information according to the topic: making decisions about the design of curriculum, sources of ideas as bases of the curriculum, relating aims and objectives to curriculum foundations, etc.

Information about the Major Licenciatura en Idioma Inglés, it is also presented the curricular changes that have taken place in different periods of time (1993, 1996)

The methodology applied by the group included some techniques which helped to collect the necessary data in order to conclude what is the real knowledge about planning that future English teachers have. For getting this data, the group designed the three following instruments: students' test, students' questionnaire and teachers' interview.

Furthermore, this information was analyzed to present some conclusions and recommendations that can served as help to the people who are involved in the English teaching process.

I. TOPIC

"Didactic planning in the future professionals of the Licenciatura en Idioma Inglés opción Enseñanza in the Foreign Language Department at the University of El Salvador".

A. Thesis

In the didactics subjects taught by the Foreign Language Department in the Licenciatura en Idioma Inglés opción Enseñanza at the University of El Salvador, different didactic formats of planning currently used in the educational institutions of the country are not studied.

A. 1. Statement of the problem

Nowadays there is a variety of didactic planning styles and formats which are requested by different educational institutions. The future professionals can face certain difficulties in their planning abilities at the time to use those formats because they are not familiar with these formats. For that reason it is important to carry out this type of research.

B. Description of the Research

The research project is going to take place at the Foreign Language Department of the University of El Salvador, as the thesis says, the main objective of this research is to measure the level of knowledge that future professionals of the Licenciatura en Idioma Inglés opción: Enseñanza have about planning. Those results will be obtained through these research instruments: observation, interview, surveys and a test. A sample of 33 students who are almost finishing their major or have already the profesorado degree will be used.

II. OBJECTIVES

A. General

To analyze the acquired knowledge with regard to planning classes in the teaching English language by the students of the fifth year and those who already finished all the courses at the Licenciatura en Idioma Inglés, opción Enseñanza.

B. Specific

1. To evaluate the students` abilities in the planning area.
2. To determine the level of knowledge students who have already taken the didactic courses have about didactic planning.
3. To determine how many lesson plan formats students know and use.

C. Theoretical framework

C.1 Licenciatura en Idioma Inglés: opción Enseñanza and Didactic courses.

The Foreign Language Department from the Science and Arts Faculty of the University of El Salvador offers as one of the most requested majors: Licenciatura en Idioma Inglés: Opción Enseñanza. After 1993 the curriculum has gone through four evaluations. In the first program, there were four didactics courses time, but after few years, changes took place and they elaborated a new curriculum proposal in which there are four didactic courses: the first one in Spanish and the next three courses in English.

The new curriculum will contribute to the country with an integral professional with a high humanistic sense, scientific and with a high qualification level that will serve to the development of El Salvador.

The goal of the Licenciatura en Idioma Inglés: opción Enseñanza is that the students can achieve a whole education. Through this curriculum students can have an excellent formation related with the teaching methodology of a second language. This curriculum is structured in 10 cycles with a total of 35 subjects.

Students who want to become professionals in this major can work in the future as teachers, educational researchers, interpreters, etc. In order to complete all the required steps for the graduation process students must have passed all the established subjects and have completed the mandatory social service: 500 hours.

GENERAL INFORMATION ABOUT THE MAJOR

- ✓ Degree Awarded: Licenciatura en Idioma Inglés: opción Enseñanza.
- ✓ Academic level to obtain: Licenciado en Idioma Inglés: opción Enseñanza.
- ✓ Career time: 5 years (ten semester, periods)
- ✓ Total number of courses: 35
- ✓ Faculty: Sciences and Arts.
- ✓ Department: Foreign Language.
- ✓ Place: University of El Salvador.

MAJOR OBJECTIVES

- To prepare new professionals in the teaching of the English Language in a higher education level that have the capacity to transform the National Educational reality under a constructive vision of the Educational Practice.
- To guide the teaching and learning process of the English Language with a communicative and scientific approach.

GRADUATE PROFILE

1. To command an advance level of English Language, as suggested in the ACTFL.
2. To know the current English teaching methods as a second language or as a foreign language.

3. To be able to apply the current English Teaching methods as a second language or as a foreign language.
4. To know the Salvadorean Educational reality in general, and the English Language teaching in particular.
5. To be able to develop an administrative school position.
6. To know English and Spanish grammatical structures to make contrast in both languages and in that way to do translations in both languages (English-Spanish, Spanish-English).

GRADUATE ACADEMIC PROFILE OF THE LICENCIATURA EN IDIOMA INGLÉS: OPCION ENSEÑANZA.

The University of El Salvador as one of the most important study centers of the country must prepare professionals who respond to the globalization and modernization needs. It is in this line that the Foreign Language Department must face the historic challenge to prepare capable professionals in the English language area, because they will be responsible for helping the country to solve the linguistic barriers.

The globalization also requires people who not only speak the English Language but also know its grammar and literature. Moreover, these professionals must have knowledge about the Spanish language, knowing its grammar and literature too. In that way they can become translators and they can contrast between both languages.

C.2 The curriculum

Curriculum is defined as a group of goals, contents, pedagogical methods and evaluation criteria of each level, step, grade and different modalities. In other words the curriculum is a summary which includes planning, evaluation and revision. It means that the main purpose of this knowledge is to support the other important steps like planning a program, lesson, class, career, semester or other type of process related to teaching. (Ronald C. 1977).

There is an important part to consider in the process and development of a major, this is the curriculum. The curriculum shows the structure of a major, the components, methodology and all its characteristics.

It is impossible to teach children, teenagers and adults without teaching something. At the time teachers want to prepare curriculum, they should take into account which contents are more important into a specific field. Teachers' decisions about contents are based in two classic sources: the nature of the learner and the learning process, and the impact upon the society at large and the local community upon the school. But there is an extra source: the nature and uses of subject matter itself.

When designing a curriculum there are two important elements to consider: product and process, which cannot be separated one from the other. For the curriculum it is very important the design of this and they have to base it in three fundamental elements: the views of nature, nurture and destiny of human beings.

The most important of these factors is the nurture, in other words education will tell us when can be done with and for people (Ronald C. 1977).

Every curriculum planner should have some understanding about knowledge and its use in curriculum making. The views of nature returns to the problem of identifying and utilizing objectives. These objectives include acquiring knowledge, developing ability to think, effective attitude to change, and developing skills in a variety of learning areas. The second one is that it can be implemented knowledge objectives best when it views subject matter content as actually existing in four levels. A third understanding about knowledge and its use in curriculum planning relates to the guiding principles utilized in selecting subject matter content. According to some experienced curriculum planners it is necessary to state criteria in agreement to which subject matter is to be admitted to the curriculum. Among these criteria are the following:

- The validity and significance of the subject matter as disciplined knowledge
- Appropriate balance of scope and depth
- Appropriateness to pupil needs and interests
- The durability of the subject matter
- Logical relationship of the subject matter to main ideas and basic concepts
- Learn-ability of the subject matter.
- Possibility of the subject matter's "attracting" data from other subjects.

When experts design a curriculum, they must do a series of analysis in order to provide an effective curriculum, for example: the type of major, students, social environment, economics, etc.

The curriculum is the most important part to be developed into a new program, (Doll C. 1977). It is a total instructional program composed of syllabuses or individual course programs; in many programs, course designers or teachers themselves provide further guidance by planning schemes of work week by week or day by day, calendars for course activities with a list of suggestions for teaching techniques and supplementary materials. In that way, the curriculum allows the teachers to see each course in perspective to the entire program; the syllabus provides a statement of purpose, generalities as time, contents, etc. The curriculum is after all the body of a set of purposes taking as a center of it human beings who are influenced by their own nature, including the subject matter they want to learn.

Ralph Tyler summarized the aims of American schooling as the development of self-realization in individual learners; the making of literate citizens, provision of opportunities for social mobility in the population; preparation for the world of work; preparation for making wise choices in nonmaterial services (education, health, recreations, etc); and instruction in learning how to learn.

It is fundamental that each school should possess its own aims based in their hopes and beliefs. These aims must be respected and supported for those people who will live with them such as: teachers, students, administrators, parents, and other citizens that have a relation with the school within a framework of institutional aims, teachers and students develop objectives to guide their daily activities and

work in schools. Stating objectives is important for students for having a good process development and achieves those they want in the learning process.

Thus, teachers must have their own objectives which be related with their work in classrooms and schools taking into account their students when both parts, teachers and students, have a clear knowledge about objectives, the learning comes in an easy way.

C.3 Lesson planning

Through years people who are in charge of educational institutions have worked hard in improving didactic planning. Each institution needs to achieve its goals and objectives to get a better result in the teaching learning process. Galo de Lara (1987) supported this idea saying that didactic planning is an important teaching activity that Institutions must have. It means didactic planning is the previous step to the didactic action which consists of determining the learning objectives, designing the experiences, selecting the activities and resources, determining the evaluation procedures that will be developed in a specific period of time. In other words, didactic planning is a process with logical steps; for that reason teachers may wonder "which way they ought to go" before they enter the classroom. This usually means that teachers need to plan what they want to do in their classrooms. Most teachers engage developing this process in yearly, term, unit, weekly, and daily lesson planning.

Lesson plans are important tools that help the teachers to be more organized and prepared at the time of teaching. As Farrell says, lesson plans help new or inexperienced teachers organize content, materials and methods. When someone is learning the craft of teaching, organizing the subject matter content via

lesson is fundamental. Moreover, there are effective and ineffective lesson plans. The effective lesson plans that teachers create, communicate their instructional activities regarding specific subject matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how students will be evaluated. A teacher should learn how to write a lesson plan because it is a skill that will serve him/her in the teaching learning process. Usually, lesson planning is taught in school of education as a skill that involves developing an objective based on a curriculum, or specific goals and then sequencing a number of activities in which the teacher and the student interact in some way. Following this interaction, there is an assessment.

Some teachers because they do not know the importance of lesson plans do not spend enough time preparing their classes. This kind of teachers are those who do not achieve the course goals and objectives and this affects mainly students. So, Farrel says that language teachers may ask themselves: why should they bother writing plans for every lesson? Well, one of the reasons the little time they have, another reason is that they think they already have the enough experience with the content to be taught, etc.

Teachers prepare a lesson plan in different ways. Some of them write down elaborate daily plans, others do the planning inside their heads. But pre-service teachers have expressed that they write daily lesson plans only because a supervisor cooperating teachers, or school administrator requires them to do so. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Also, lesson plans can help teachers to solve problems and difficulties to provide a structure for a lesson, to provide a "map" for the teacher to follow and to provide a record of what has been taught. (Harmer, Jeremy. 2001)

In lesson planning emerges one of the biggest problems that teachers face. It is the decision about what to do, how to do it, what form will be more effective, in order to help and teach students in a better way to achieve the objectives established. Lesson plan is not just writing down objectives, activities, evaluations, etc. Teachers have to choose activities in which students can learn in an easier way, the method or techniques they will use while teaching. It means that in order to elaborate a good teaching lesson planning the teacher must take into account not only the objectives as the head, but also the subject content, level, students' characteristics, age, their educational background, level of motivation, and the teaching style in which the teacher feels more confidence and security.

In order to elaborate a lesson plan researchers have designed several models which help teachers as guide. The dominant model of lesson planning is Tyler's (1949) rational-linear framework. Tyler's model has four steps that run sequentially: (1) specify objectives; (2) select learning activities; (3) organize learning activities; and (4) specify methods of evaluation. Borko and Niles (1987) think Tyler's model is still used widely in spite of evidence that suggest that teachers rarely follow the sequential linear process outlined in the steps.

We can summarize that teachers must know how to plan. The purpose of a lesson plan is really quite simple; it is to communicate. But, a teacher might ask, communicate to whom? The answer to this questions on a practical basis is "teachers". The lesson plans teachers develop are to guide them in organizing their material and themselves for the purpose of helping their students achieve intended

learning outcomes. Whether a lesson plan fits a particular format is not as relevant as whether or not it actually describes what they want, and what they have determined is the best mean to an end. If a teacher writes a lesson plan that can be interpreted or implemented in many different ways, it is probably not a very good plan. This leads one to conclude that a key principle in creating a lesson plan is specify the information

C.4 Lesson plan formats

To organize a lesson plan it is necessary to have a format which includes the most important information to teach a class. In El Salvador there are a lot of planning formats in every bilingual or not bilingual school. Each school adopts its own format planning according to their academic necessities or the kind of book that the institution is using at that time. The majority of the lesson plan formats contain the main parts or basic steps such as the theme, objectives, content, warm up, development, wrap up, reinforcement, resources, time and bibliography. However, several educational institutions include other steps to support the knowledge that will be taught through the classes.

All formats present different ways to develop the content of the classes and all of them follow the policy of each educative institution. It means that according to the educational institution objectives, styles, teachers, policies and demands the lesson plan format will follow these criteria. As example of this we can make a comparison between Foreign language Department lesson plan format with the one of Centro Escolar Lamatepec.

Fist of all, they have similarities concerning general information: Institutions` s name, teacher` s name, date, subject, topic, objectives, etc. Moreover Centro Escolar Lamatepec lesson plan format is more specific in giving different teaching learning strategies, skills, aids, ways of evaluation and at the same time it presents a self evaluation per class which help teachers achieve the goals at the end of a class than Foreign Language Department lesson plan format which only presents the common general parts that contain a lesson plan. For that reason , it is important future professionals know the variety of lesson plan formats that are being used by different educational institutions.

III. RATIONALE

During many years, the Licenciatura en Idioma Inglés has suffered a variety of changes; In 1993 it was reformed for the first time and it was legalized until 1996. After that, in 1999 new changes were made. These changes represent one of the most important reasons for developing this present research. Since those changes were made students only take three didactics courses in the major.

This research pretends to find out, analyze and improve the deficiencies that students have faced in the last years and to those who have already finished the major; specifically we want to find out the existent knowledge in the development of the class planning elaboration that are taught in the respective courses.

There is a great variety of planning formats in the different educational institution. This represents several difficulties to the teachers in the teaching process. Since didactic planning is an important part to consider into the educational field, future teachers or students who are almost finishing their major need to be aware of what they are teaching in the classroom and to find the ways to improve the quality in their teaching ability that also will help them at the time to face with the demands of any kind of job related to the teaching practice.

Likewise, the Foreign Language Department authorities will have the opportunity to analyze and modify the professional curriculum in order to provide better and updated instruments that allow the future professionals face with the job reality with efficiency and effectiveness.

IV. RESEARCH METHODOLOGY

To obtain information for this research, it was necessary to make use of some instruments such as an interview, a survey and an exam. Those instruments

were passed to a selected group of people who were taking the subjects that the group was interested in.

Interviews were administered to four professors from the Language Department who have experience in teaching didactics courses. The group had to make an appointment with each of them according to the time they had. The professors told the group that the topic was interesting for the ones who are inside the teaching field. The group asked them about their teaching experience, to define lesson plan, how many lesson plan formats they use or know? Etc. Each professor gave to the group his/her help at the time of answering the questions. The surveys were passed to students from seminar II who are taking the last subjects and the ones who are in their graduation research project.

It was necessary and very important to know how well students consider themselves at planning their classes, how often they plan and how well the didactic courses have prepared them in order to plan classes.

The group of students who are taking Seminar helped us in taking the test which consisted of a lesson plan. It took them about 20 minutes to plan it. The students who are in the graduation research project also collaborated with us filling the survey in their free time. After all the process of collecting information, the group started to make the analysis and the statistic process of all of the data.

V. ANALYSIS OF DATA

ANALYSIS OF THE TEACHER'S INTERVIEW

At the time of analyzing the interviews administered to the professors, the gotten information shows they all have a Master's degree, and all of them have

teaching experience of more than 10 years. They share the opinion that lesson planning is very important, because it helps them to guide and organize their classes. Also, teachers think that students achieve the class goals in a better and easier way when they plan their classes.

Moreover, the frequency in which professors plan their classes varies among teachers depending on their time, the subject they teach, and the content and methodology; some of them do it daily, weekly or monthly.

They mentioned that they know more than 3 lesson plan formats, but they use only one according to their needs. In this case, they as Didactics teachers use the same format since they teach the same subject and contents. Teachers think that it is better to follow the same lesson plan format to be more organized.

Teachers were in agreement that a lesson plan is an outline or map of what they want to teach, and that all teachers must develop this ability because it is one of the main basis in the teaching learning process.

With this important tool, they say teachers avoid the routine and they have the opportunity to prepare more interesting classes that help students to learn faster: In that position they recognize students must have the enough training about how to plan classes and they coincide that in three English Didactics courses students receive the necessary knowledge to make them able to plan.

According to this information, the group's opinion is that teachers should give more attention to this topic in the Didactic courses, because depending on the training students receive, they do a better job once they work as teachers. Besides that, students adapt this knowledge in relation to what is being requested in the different educational institutions a variety of lesson plan formats that in those courses are not taught.

TEST ANALYSIS ADMINISTERED TO STUDENTS

According to the obtained results from the test applied to the students who are almost finishing the major, the group concludes: most of the students are working as teachers with an experience between 1 to 3 years in the private area..

For them the designing of a lesson plan takes an important role within the teaching-learning process, and also in their profession. Students have a better understanding of the subject`s contents and teachers obtain better results at the end of their classes. They think if at the end of a class or course the results are good, so the planning is well done. In other words the teacher`s teaching quality depends on how well he/she designs a lesson plan.

That is why the ways and styles of planning vary among students: this can be daily, weekly and monthly. It depends on the educational institution the teacher works and also, the methodology the institution uses to plan class.

Moreover, we could determine that there is a contradiction about how well they are at planing because they consider themselves as good planners, but according to the lesson plan they developed the gotten results did not show the planning quality they should have.

In their lesson plans, there is a lack of grammar focus, they do not assign the time to the activities, there is not a variety of activities in which students can perform the four skills. To finish with this, we can say that even though students

have teaching experience and they are almost finishing their major and know more than 5 plan formats they need to be better trained in this area in order to develop their profession in a better way.

LESSON PLAN ANALYSIS

In the students' test, there was a part in which students had to design a lesson plan with a given information in order to prove if they really know the steps of a lesson and how they perform it. As a result of this, the group classified that the 50% of the sample consider that they are in the average level at the time of designing lesson plans. Although they consider themselves good in planning because they have some experience in teaching. It means it does not matter how long a teacher has being taught, it is important the knowledge he has and the way he applies it within planning.

In this part there is a contradiction for in the lesson plans some of them did not mention time the activities, apply different activities to make the class more interesting, explain a grammatical rules and make an evaluation at the end of the class for knowing how much students have learned. The lack of this information can affect the teaching-learning process and the teachers and students' quality. To give this conclusion the group took into consideration the following criteria to evaluate students lesson plan development: methodology, resources, and organization.

ANALYSIS OF STUDENTS QUESTIONNAIRE

Through the results obtained with the questionnaire applied to a group of 15 students taking their last subjects, the group got the following:

The majority of the students are teaching in private institutions because they said that they do not have Escalafon Docente, and it is a requirement to have Escalafon to work in public area. They are still studying and finishing their major. Some of them have an experience about 1 to 3 years in teaching.

They have some experience in planning lessons and it is very important since is one of the basis to develop the contents in the teaching field.

Meanwhile, about 80% of the students mentioned that planning a class is very important but at the same time, other 75% of students said that they are not satisfied with the training they received in the Didactic courses along the major, because most of the students they teach are children and they do not know the lesson plan formats private schools have. So, it is a little difficult for them to adapt to this situation.

Besides, the majority of students said that they just know 1 or 2 format of planning. This means they do not show the academic level they are supposed to have learned after taking the Didactic subjects.

We could identify some drawbacks in about 80% of students in relation to lesson planning, knowledge about different lesson plan formats, methodology etc. which affects their academic and professional profile.

VI. CONCLUSIONS

- 1) The future professionals need to improve their ability to plan lessons, especially managing different planning formats, and at the same time students who are taken the didactic courses have the same difficulty.
- 2) According to the results from students' lesson plan, three didactic courses are not enough to satisfy students' expectations about lesson planning. It means that the Foreign Language Department does not give enough training to students concerning didactic planning and its different formats.
- 3) The didactic courses do not present the updated information about didactic planning that is being demanded by the different educational institutions.
- 4) The way in which future professionals from the Foreign Language Department plan their classes is like a routine, doing the same activities, using the same format, methodology and resources.

VII. RECOMMENDATIONS

- 1) The Foreign Language Department should provide students with the current information about Didactic planning which is being demanded by educational institutions outside the University of El Salvador, so future professionals can improve the way in which they plan their classes.

- 2) The Foreign Language Department should improve its curricula in the English major because most of the students have learned the minimal knowledge about lesson planning.

- 3) Didactic courses have to response to the Educational needs in the country, since Bilingual schools are demanding teachers with experience in the planning process.

- 4) The Foreign Language Department should prepare workshops for students related with the Didactic planning focusing on strategies for developing a lesson plan.

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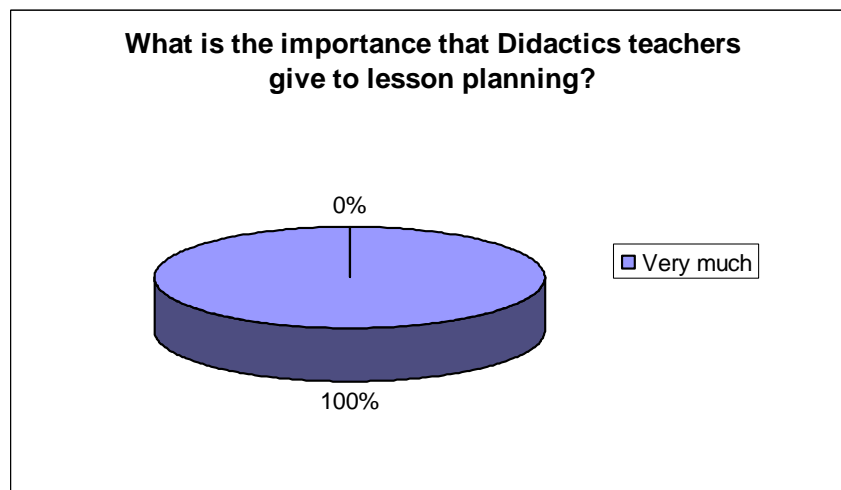
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ANNEXES

ANALYSIS OF THE TEACHER'S INTERVIEW

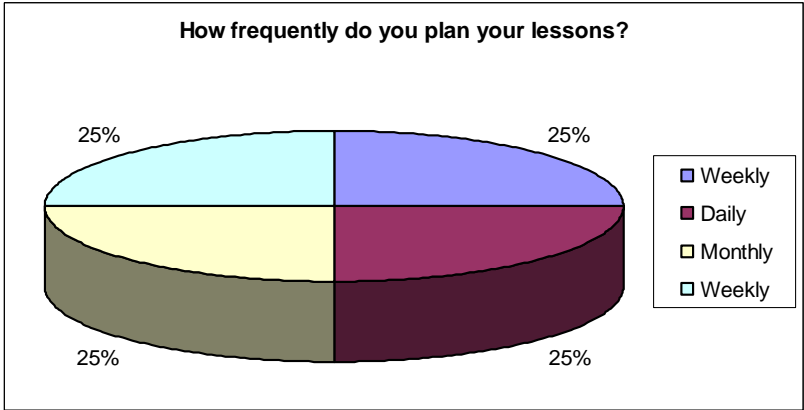
What is the importance that Didactics teachers give to lesson planning?

Very much
4



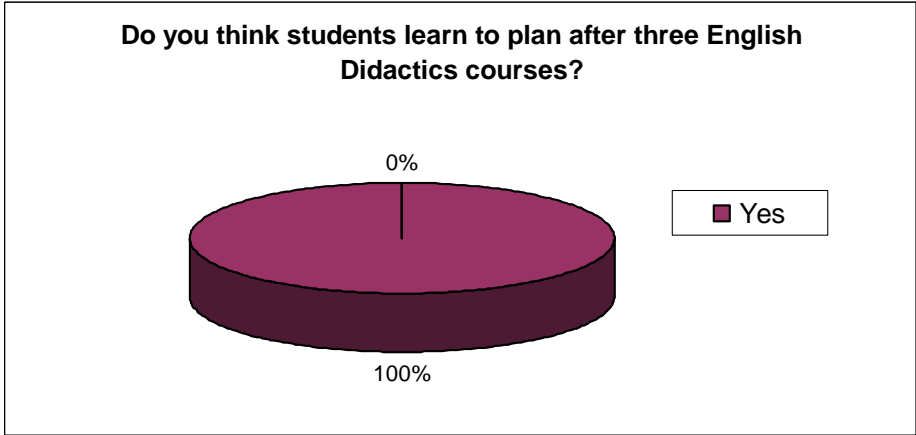
How frequently do you plan your lessons?

Weekly	Daily	Monthly	Weekly
1	1	1	1



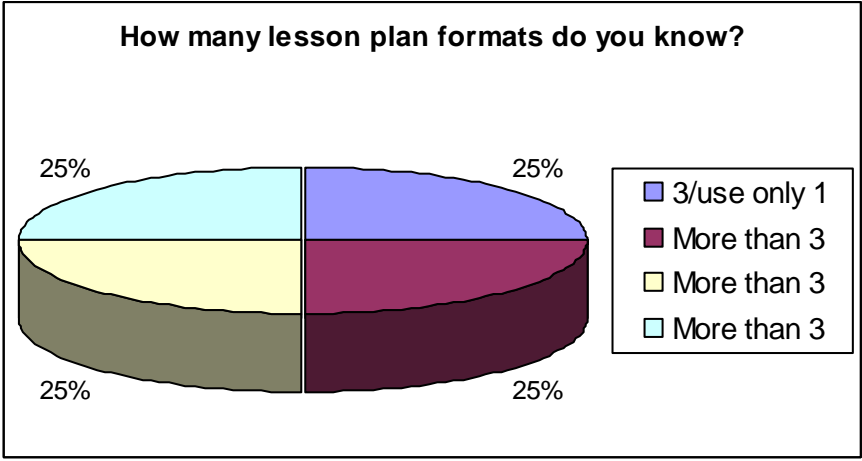
Do you think students learn to plan after three English Didactics courses? Why?

Yes	
4	



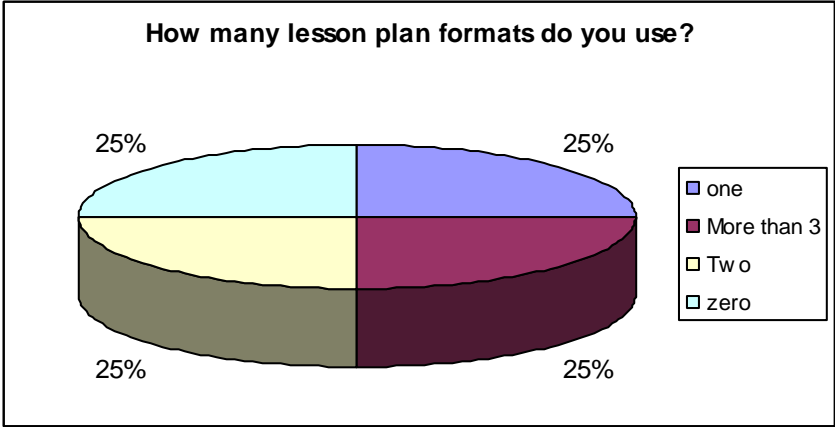
How many lesson plan formats do you know?

3/use only 1	More than 3	More than 3	More than 3
1	1	1	1



How many lesson plan formats do you use?

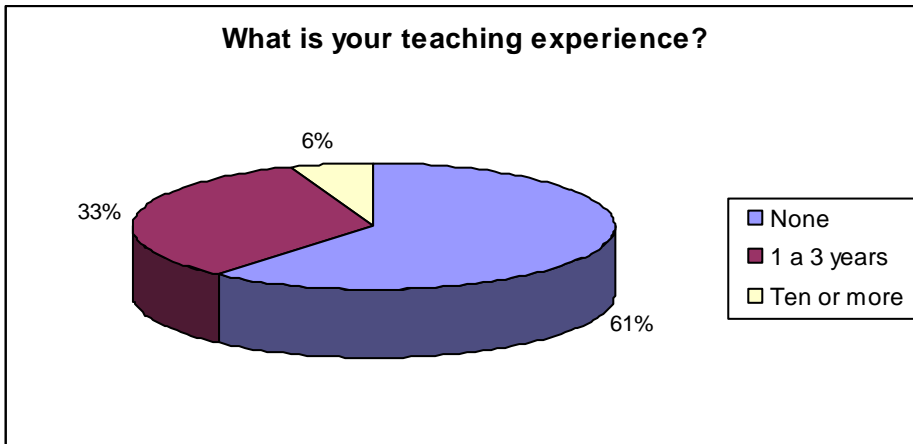
one	More than 3	Two	zero
1	1	1	1



TEST ANALYSIS ADMINISTERED TO STUDENTS

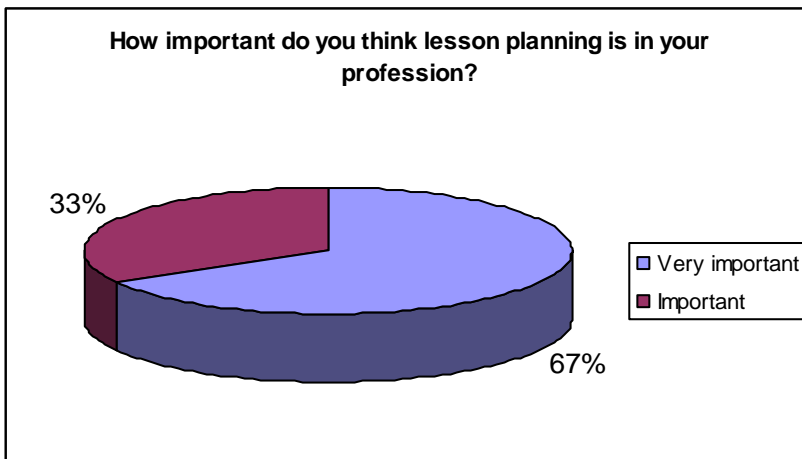
What is your teaching experience?

None	1 a 3 years	Ten or more
11	6	1



How important do you think lesson planning is in your profession?

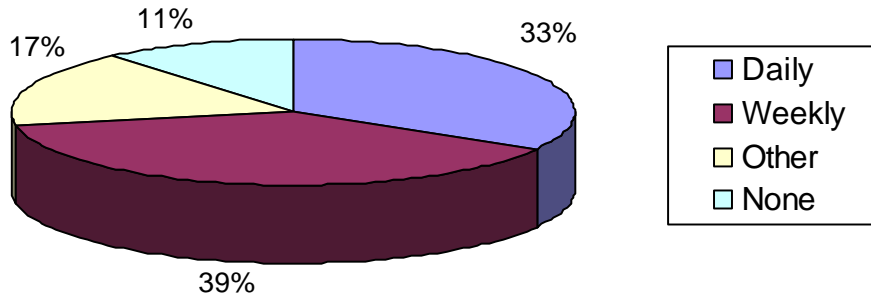
Very important	Important
12	6



How often do you plan your classes?

Daily	Weekly	Other	None
6	7	3	2

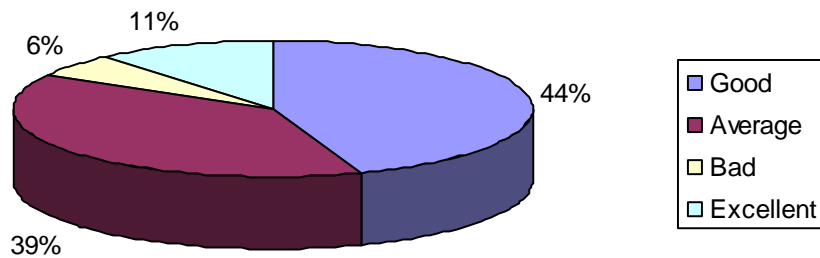
How often do you plan your classes?



How well do you think the English Didactics courses have prepared you to plan classes?

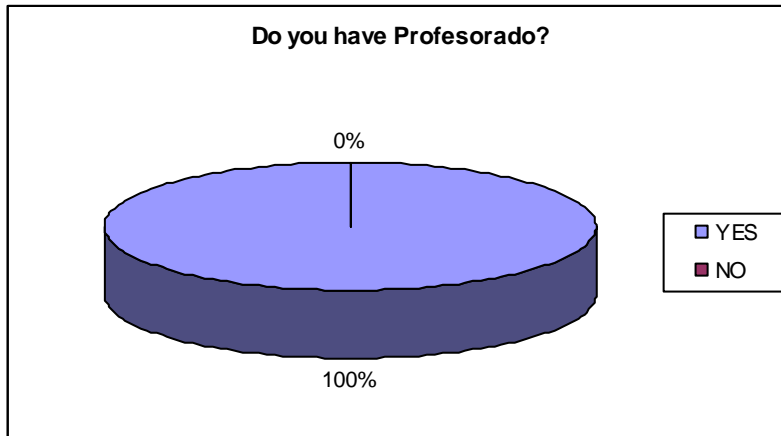
Good	Average	Bad	Excellent
8	7	1	2

How well do you think the English Didactics courses have prepared you to plan classes?



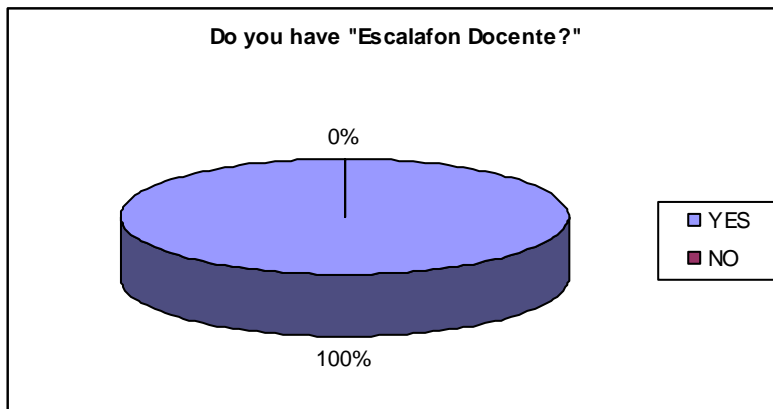
Do you have Profesorado?

YES	NO
3	25



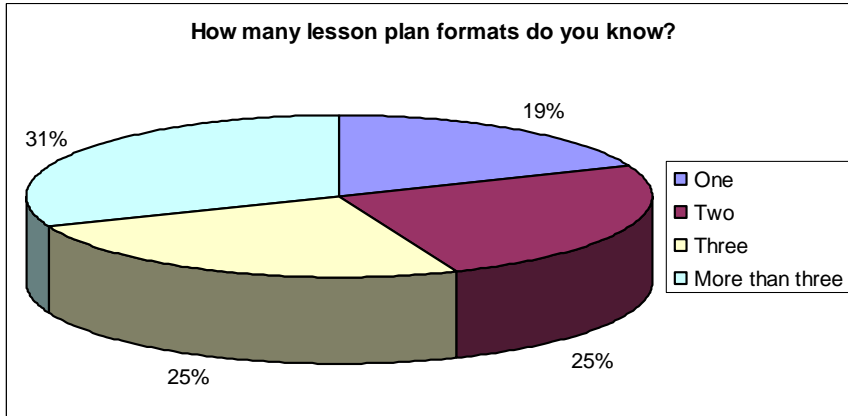
Do you have "Escalafon Docente?"

YES	NO
3	25



How many lesson plan forms do you know?

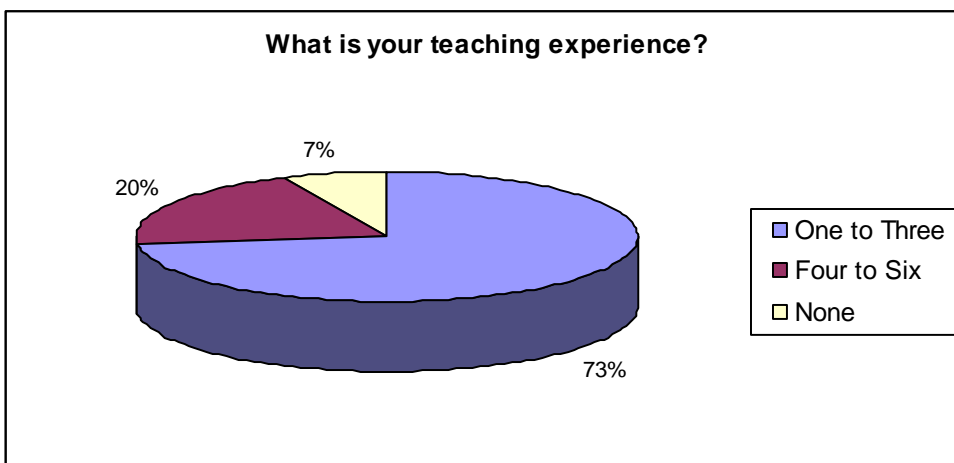
One	Two	Three	More than three
3	4	4	5



ANALYSIS OF STUDENTS QUESTIONNAIRE

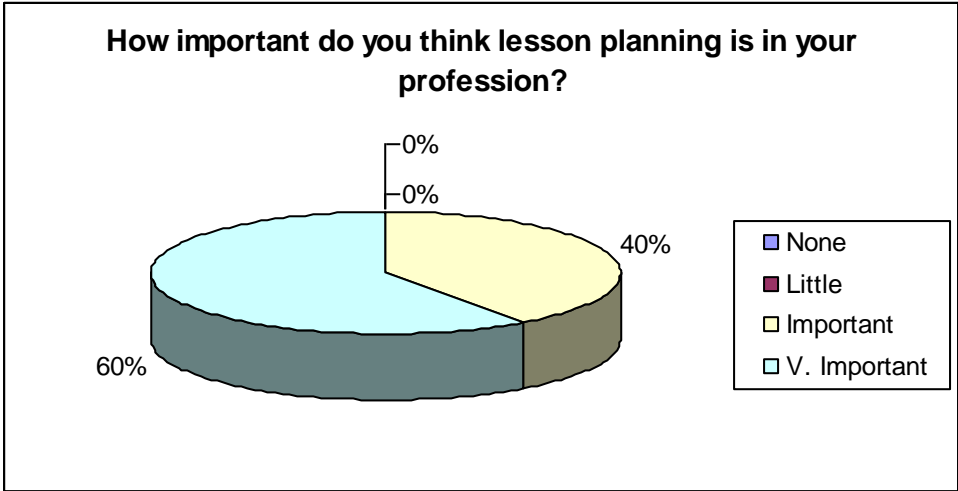
What is your teaching experience?

One to Three	Four to Six	None
11	3	1



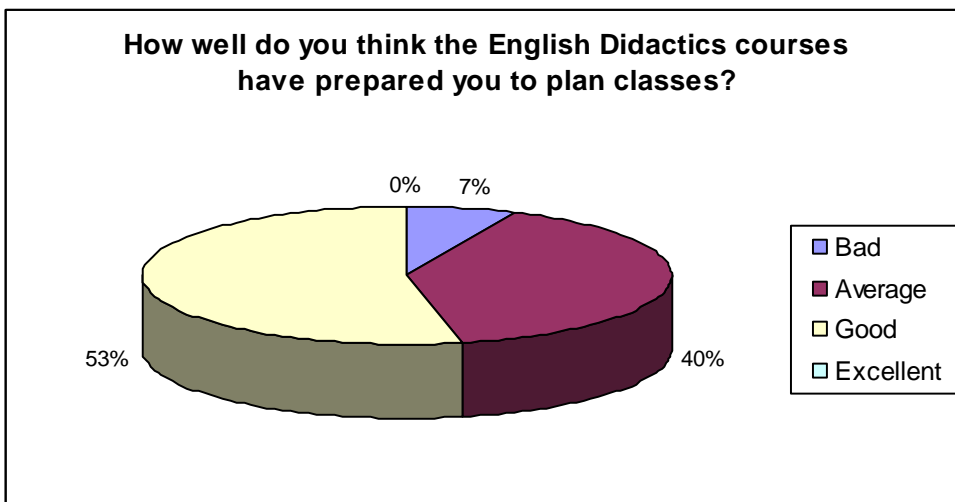
How important do you think lesson planning is in your profession?

None	Little	Important	V. Important
0	0	6	9



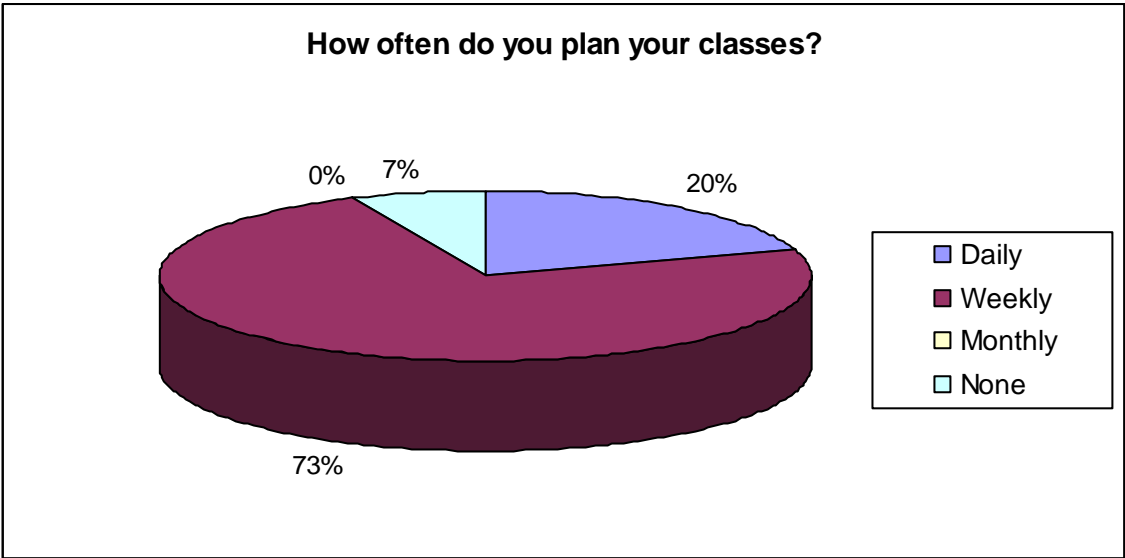
How well do you think the English Didactics courses have prepared you to plan classes?

Bad	Average	Good	Excellent
1	6	8	0



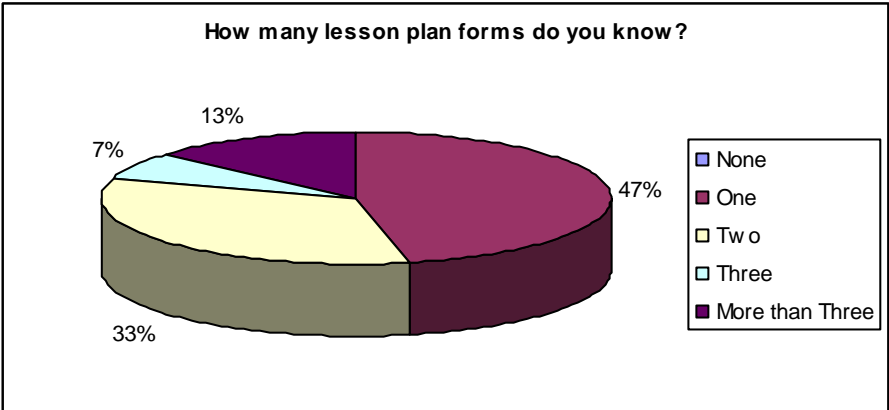
How often do you plan your classes?

Daily	Weekly	Monthly	None
3	11	0	1



How many lesson plan forms do you know?

None	One	Two	Three	More than Three
0	7	5	1	2



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

GRADUATION WORK

STUDENTS' TEST

OBJECTIVE: To obtain information about the knowledge students have concerning planning.

INSTRUCTIONS: Check the appropriate box and answer according to your own information.

GENERALITIES.

1. Gender: Male Female

2. Age: _____

3. Year and semester when you began your University studies:

4. Do you have Profesorado? Yes No

5. Do you have "Escalafon Docente?" Yes No

6. In which category? _____

INSTRUCTIONS: Answer the following questions.

1. Do you currently teach? Yes No

2. Where do you teach? Public Area Private Area

3. What is your teaching experience? None 1-3 years 4-6 years
7-9 years 10 or more years

4. Do you work? Morning shift Afternoon shift
Saturdays Other _____

5. Have you ever designed a lesson plan? Yes No

When? _____

—

6. How important do you think lesson planning is in your profession?
 None | little | Important | Very important |
7. Do you plan your classes? Yes | No |
8. How often do you plan your classes? Daily | Weekly | Monthly | Other |
9. How good do you think you are at planning your classes?
 Bad | Average | Good | Excellent |
10. How well do you think the English Didactics courses have prepared you to plan classes?
 Bad | Average | Good | Excellent |
11. How many lesson plan forms do you know?
 None | 1 | 2 | 3 | More than 3 |

➤ **Design a lesson plan taking into account the following data.**

Topic: Sports
 Time: 45 minutes
 Grade: 7th
 Class Size: 30 students
 Place: Private school
 Grammar: Simple present / Wh-questions
 Linguistic Functions: Talking about sports you like and dislike

UNIVERSITY OF EL SALVADOR
 SCHOOL OF ARTS AND SCIENCES
 FOREIGN LANGUAGE DEPARTMENT

GRADUATION WORK

STUDENTS' QUESTIONNAIRE

OBJECTIVE: To obtain information about the knowledge students have concerning planning.

INSTRUCTIONS: Check the appropriate answer according to your own information.

I. GENERALITIES.

1. Gender: Male | Female |
2. Age: _____
3. Do you have Profesorado? Yes | No |
4. Do you have "Escalafon Docente?" Yes | No |
5. In which category? _____
6. Year and semester when you began your University studies:

INSTRUCTIONS: Answer the following questions.

1. Do you currently teach? Yes | No |

2. Where do you teach? Public Area | Private Area |
3. What is your teaching experience? None | 1-3 years | 4-6 years |
7-9 years | 10 or more years |
4. Do you work? Morning shift | Afternoon shift |
Saturdays | Other |
5. Have you ever designed a lesson plan? Yes | No |
When? _____
-

6. How important do you think lesson planning is in your profession?
None | little | Important | very important |
7. Do you plan your classes? Yes | No |
8. How often do you plan your classes? Daily | Weekly | Monthly |
Other | _____
9. How good do you think you are at planning your classes?
Bad | Average | Good | Excellent |
10. How well do you think the English Didactics courses have prepared you to plan
classes?
Bad | Average | Good | Excellent |
11. How many lesson plan forms do you know?
None | 1 | 2 | 3 | More than 3 |

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT
GRADUATION WORK

TEACHER INTERVIEW GUIDE

OBJECTIVE: To collect teacher's point of view about planning.

1. Gender
Male Female
2. What is your highest Degree?
Licenciatura Maestría
3. What is your teaching experience?
None 1-3 years 4-6 years 7-9 years 10 or more years
4. Do you consider Didactic planning is important in the teaching learning
process?
Yes No
Why? _____
-
5. Does the DFL (Department of Foreign Language) have a lesson format that
teachers
have to follow?
Yes No

Why? _____

6. What is a lesson plan for you?

7. How frequently do you plan your lessons?

Daily Weekly Monthly Quarterly

8. How many lesson plan formats do you know?

None 1 2 3 More than 3

9. How many lesson plan formats do you use?

None 1 2 3 More than 3

10. What are the advantages and disadvantages you think there are when the students plan a class? _____

11. What is the importance that Didactics teachers give to lesson planning?

None little enough very much

12. Do you think students learn to plan after three English Didactics courses?

Why? _____

Why not? _____

RESEARCH COSTS

RESEARCH COSTS	
Description	Price (\$)
Photocopies	50.00
Paper (bond)	7.00
Pen / pencils	5.00
Diskettes	3.00
Folders	3.00
Internet use	25.00
Telephone use	80.00
Public transport	125.00
Typing / printing	100.00
Food	150.00
Total	\$ 548.00

Note: the research costs detailed before are an estimate about the possible money that will be invest through the development of the research. However, there costs would be more or less depending of the research needs and the researchers needs.

