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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS**

**LANGUAGE CAREER**

**THESIS TITLE**

"EXPLORATION OF THE INFLUENCE THAT PLANNING HAS INTO THE LEARNING OF THE SECOND LANGUAGE WITH THE STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA "ALFREDO PÉREZ GUERRERO", CITY OF GUANO, CHIMBORAZO PROVINCE, DURING THE SCHOOL TERM OCTOBER 2016-MARCH 2017"

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés"

**AUTHOR:**

Vanessa Elizabeth Cauja Shagñay

**THESIS' DIRECTOR:**

MsC. Luis Alberto Machado.

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y  
TECNOLOGÍAS  
CARRERA DE IDIOMAS**

**COMMITTEE MEMBERS CERTIFICATED**

**THESIS TITLE: "EXPLORATION OF THE INFLUENCE THAT PLANNING HAS INTO THE LEARNING OF THE SECOND LANGUAGE WITH THE STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA "ALFREDO PÉREZ GUERRERO", CITY OF GUANO, CHIMBORAZO PROVINCE, DURING THE SCHOOL TERM OCTOBER 2016-MARCH 2017"**

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés". It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

In constancy with all exposed sign:

Ms. Monica Cadena  
**COMMITTEE MEMBER**

Ms. Mónica Torres  
**COMMITTEE MEMBER**

Msc. Luis Machado  
**THESIS TUTOR**


## INFORME DEL TUTOR

Luis Machado,

TUTOR DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO

### CERTIFICO:

Que el presente trabajo de graduación titulado "EXPLORATION OF THE INFLUENCE THAT PLANNING HAS INTO THE LEARNING OF THE SECOND LANGUAGE WITH THE STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA "ALFREDO PÉREZ GUERRERO", CITY OF GUANO, CHIMBORAZO PROVINCE, DURING THE SCHOOL TERM OCTOBER 2016- MARCH 2017" de autoría de la señorita **Vanessa Elizabeth Cauja Shagñay**, ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación del Proyecto, trabajo de campo, análisis de resultados, y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud puede presentarla para su calificación correspondiente.



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Luis Machado  
TUTOR

## AUTORSHIP

I, Vanessa Elizabeth Cauja Shagñay, student of language career, declare I am the only author of the research named "EXPLORATION OF THE INFLUENCE THAT PLANNING HAS INTO THE LEARNING OF THE SECOND LANGUAGE WITH THE STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA "ALFREDO PÉREZ GUERRERO", CITY OF GUANO, CHIMBORAZO PROVINCE, DURING THE SCHOOL TERM OCTOBER 2016-MARCH 2017", ideas and commentaries specified in this document are responsibility of its author.

Riobamba, 03 de Marzo del 2016



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Cauja Shagñay Vanessa Elizabeth

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*The development of this Project has been possible through help. Collaboration and responsibility of my thesis tutor MsC. Luis Alberto Machado. My sincere thanks to Universidad Nacional de Chimborazo because at their classrooms and with the support of all of my professors I have acquired the knowledge to be applied in my personal and professional life.*

## **DEDICATORY**

I want to dedicate this thesis to God who has been my guide during all my life. A special gratitude to my parents Segundo and Blanca whom I owe who I am today and have helped me to fulfill a goal more in my professional life and who have been with me in good and bad times; to my husband Jonathan and my baby Daniela, they are my inspiration for being ahead and getting everything in my life, and to my siblings Fernando, Marisol, Maribel and Johana for all things lived and the advices given and thank for encouraging me with their words and affection experiences and craziness lived.

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## **RESUMEN**

Mediante un estudio previo se determinó como problema que los estudiantes de noveno Año de Educación General Básica “A” en la unidad educativa “Alfredo Pérez Guerrero” carecen de motivación por aprender el idioma inglés. Este estudio describe la pobre planificación de una clase al momento de la enseñanza del idioma inglés. Se lo ejecutó en el Noveno Año de Educación General Básica “A” en la unidad educativa “Alfredo Pérez Guerrero” durante el primer Quimestre del periodo lectivo 2016 - 2017. El propósito de este trabajo es describir como la planificación de una clase influye en el aprendizaje del idioma inglés. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de veinte alumnos de los cuales diez son hombres y diez son mujeres y una docente. El método cualitativo empleado es etnográfico. Como técnica empleada es la observación no estructurada y la encuesta ya que los investigadores protagonizan un rol pasivo; el instrumento de recolección de datos es un cuestionario de 10 preguntas diseñada por la ejecutora de la investigación. Luego del análisis de los datos se obtuvo que la planificación de una clase influye en el aprendizaje del idioma Inglés de tal manera que los estudiantes no se sienten motivados para aprender ya que la clase se torna aburrida y existe poca preparación de la clase por parte del docente.

## Abstract

A previous study determined that ninth year students of basic education, room "A" from an educational institution called "Alfredo Pérez Guerrero" showed little motivation to learn English. This study describes a poor planning of a class at the moment of teaching English. It was executed with students of ninth year of basic education, room "A" from an educational institution called "Alfredo Pérez Guerrero" in the first term (quimestre) during the school year 2016 - 2017. The purpose of this study was to describe how the planning of a class influences the learning of English. The type of study is qualitative with an exploratory level. The research was carried out with a population of twenty students where ten are men, ten are women and a teacher. The qualitative method employed was the ethnographic. The technique applied was the non-structured observation along with a survey as researchers played a passive role; the instrument for data collection was a questionnaire with 10 questions elaborated by the investigators. After the analysis of data, it can be said that a poor planning of a class influences the learning of English as students do not feel motivated to learn, the class becomes boring and shows little teacher's preparation when he or she conducts a class.



Reviewed by: Barriga, Luis  
Language Center Teacher



## INTRODUCTION

Planning has an important role in the learning process because it is deciding in advantage what is to be done, when, where, how and by whom it is to be done. Planning bridges the gap from where we are to where we want to go.

The Unidad Educativa “Alfredo Pérez Guerrero” is located in Chimborazo province, in the city of Guano, which mission is “give integral education for children and youth in the first, basic and upper levels to form bachelors of science and / or technicians, through an alternative educational model, within a framework of loyalty to the institution, discipline and permanent practice aware values” developing only some standards focusing in the teachers ‘role without thinking in which are the students’ needs or styles for a meaningful learning. Nowadays the student population has grown as have a number of 1432 students and 85 teachers administrators, distributed from Octavo to Tercero de Bachillerato.

The purpose of this research is to announce the reasons why there is poor planning by the teacher with students of Noveno Año de Educación General Básica “A” and to observe why the students do not feel motivated to learn English.

Then, after many observations accomplished in the pre-professional practices, it was noticed at the Unidad Educativa “Alfredo Pérez Guerrero”, where the 85% of the Students of Noveno Año de Educación General Básica “A” say that the teacher’s class is boring because most of the time the teacher improvised his/her class.

The problem is caused because the teacher does not pay attention in his/her way of developing a class, she does not follow an order so students have limited opportunities to participate. Also they cannot develop their skills, causing the lack of interest for getting new English Knowledges. In addition, there is little teacher’s preparation of his/her English classes and so students cannot get a significant learning.

The research project work was developed in order to analyze the class planning the teacher uses for teaching English. The poor planning by the teacher could be considered as a problem that students face, giving as result a low level of knowledge.

This problem was researched to emphasize the importance of planning into the teaching and learning process, because it has an essential role that let to the students process and understand clearly the information to get permanent and meaningful learnings.

This research helps in a positive way at the students, teacher and institution in order to explore different benefits and advantages that planning has.

The main aim of this research is to propose some recommendations to plan a successful class and so students love to learn.

Bibliographic sources were taken of a series of selected documents related to the present title of investigation with the objective of collecting the most relevant and useful information to develop the theory for sustaining the research.

The present research is organized in five chapters, of which:

**Chapter I.**-It presents the referential framework, problem statement, the general and specific objectives , justification and importance of the problem.

**Chapter II.**-It presents the theoretical aspects about how to plan a class in order to have a successful English class.

**Chapter III.**-It presents the methodological framework which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

**Chapter IV.**-It presents the analysis and interpretation of results.

**Chapter V.**-It presents the conclusions and recommendations of this research.

## **CHAPTER I**

### **FRAME OF REFERENCE**

#### **1.1. RESEARCH PROBLEM**

The Poor planning of the English class by the teacher when he/she is teaching to the students of Noveno Año de Educación, General Básica “A” at the Unidad Educativa “Alfredo Pérez Guerrero” city of Guano, Chimborazo Province.

#### **1.2 PROBLEM’S DEFINITION**

##### **Macro level (the school)**

In Ecuador, most students have problems at the moment of acquiring the second language because there are a lot of reasons why students do not learn English in a good way. For example the poor planning by the teacher is one problem that students at the Unidad Educativa “Alfredo Pérez Guerrero” face in the teaching and learning process. This is a public institution that is located in Chimborazo Province, City of Guano. In this institution there are number of 1432 students and 85 teachers administrators, distributed from Octavo to Tercero de Bachillerato.

##### **Meso level (the course)**

The problem was observed in the Noveno Año de Educación General Básica “A” at this institution during school year 2016-2017. This study was made up of 1 teacher and 20 students, indicating that 10 are women and 10 men. This group was chosen because I evidenced during the pre-professional practices the existence of a low level of English Learning because there was not a good planning by the teacher. Besides the students do not feel motivated to learn and they consider that class is boring. The principal necessities of the students are focused on enjoying their class so they can learn in a successful way.

##### **Micro Level (the problem)**

In an effort to get more information about this situation was observed in the development of pre-professional practices in this Año de Educación General Básica

possible reasons why students have difficulties when they learn English language. In this regard, they stated that there are reasons of a different nature. For example, in the pedagogical level continued lack of interest and poor planning of the class that is presented by the teacher. Externally, personal and emotional problems affect the development of the class as well as the mood and willingness of teachers in the development of their class. Through the application of surveys it found that a large percentage of students of Noveno, who consider their level of English are low, because they have troubles in concentrating at the time of development of the class, so they consider boring and improvised the class. This particular circumstance becomes a problem, because when the process of learning the English language is not effective, the academic performance of teachers is affected in various situations.

Another problematic fact is that lack of understanding of the English language generates a failure in the communicative interaction, since when the issuer fails to understand the message of the interlocutor, there are misunderstandings in contexts in which uses English as foreign language. This situation also occurs in other contexts of learning English. In universities, for example; Magda Rodriguez, coordinator of the English degree in Modern Languages at the Pontificia Universidad Javeriana, says poor performance in learning foreign language evidence, specifically English because there are teachers who do not consider it important to meet all the requirements that a class must have. Therefore if there is no prior planning class, this becomes boring and repetitive. Consequently, when a teacher assumes his/her role as guide and mentor, the process of learning English as a foreign language as part of his/her teaching in the Unidad Educativa Alfredo Pérez Guerrero, questions about the support that can provide the proper development of the planning.

### **1.3.PROBLEM'S FORMULATION**

How does the teacher organize his/her planning for his/her English class with Students of Noveno Año de Educación General Básica "A" at the Unidad Educativa "Alfredo Pérez Guerrero" city of Guano, Chimborazo Province, during the school term October 2016- March 2017?

#### **1.4. QUESTIONS OR PROBLEMS ARISING GUIDELINES**

- Why is important the planning of the English class by the teacher?
- What are the lesson stages in the lesson plan?
- What are the advantages that planning has in the learning of the Second language?

#### **1.3.OBJECTIVES**

##### **1.5.1. GENERAL OBJECTIVE**

- To explore the class planning the teacher uses for teaching English.

##### **1.5.2. SPECIFIC OBJECTIVES**

- To identify the importance that planning of the English class by the teacher has in the teaching-learning process of the English Language
- To analyze how the teacher carries out the lesson plan stages in his/her English classes.
- To describe the advantages that planning has in the learning of the Second language.

## **1.6. JUSTIFICATION**

The project is of great interest, because this generation of teachers need to prepare for teaching the second language in a successful way to students show a modern educational process, which improves the academic performance.

The characteristics of planning and the correct use of different tools, techniques and activities, will help a better learning and teaching process. Moreover, this research is exploratory because it has been described the characteristics and the advantages that a planning should have to determine the development of them in the teaching and learning process in the students of Noveno Año de Educación General Básica “A”. Therefore, it will be the questionnaire of 10 questions as the instruments of the survey to analyze and conclude the project.

Through this research I hope to identify the importance of planning and what are the stages in it. The project provides direct beneficiaries to the students of Noveno Año de Educación General Básica “A”. The indirect beneficiaries are teachers and everybody at the Unidad Educativa “Alfredo Pérez Guerrero” who have access to the document. General aspects of the project can be applied in teaching process.

According academic education received at the Unidad Educativa “Alfredo Pérez Guerrero” it has allowed carrying out the research project, because different learning process is known. The research has a high percent of factibility because in the academic aspect the students are immersed in planning for this reason is necessary that the modern teaching and learning process is inclined to planning successful class. Another point, the human aspect it helps to the students feel motivate to learn English. Finally, in the economic aspect the students have the facility to obtain resources that the teacher required.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM

Previous researches about this project have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación's Library and there is a similar research:

“The Identification of How to have a successful English language class of Tercero Año de Bachillerato of the Combatientes de Tapi High School, Period 2010” that describes the development of a class with motivation and planning (Molina, 2010).

Around the world there are some related studies which will be theoretical base of this study; like:

1. “Openings and Closures of English Lessons with the Students of Primer Quimestre of Charles University in Prague High School, period 2011-2012”, it refers to the beginnings and endings of English lessons and the importance to realize how the lesson should be planned and prepared in the process of learning a new language. ( Barbora, 2012),
2. “Classroom Planning with students of Tercero de Bachillerato of Universidad Nacional Autónoma de México period 2011-2012”, by Allen, E. (2013), she suggested to understand why planning is important, and that there are steps to plan in a successful way a class. The teacher needs to pay more attention in his/her students 'needs and she said that: A good lesson plan must include an objective or goal, the steps of the lesson, the expected outcome and room to make changes along the way.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1 Planning**

“Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.( ALShehhi ,2015)

Scrivener (2005) establishes that “Lesson planning means using the lesson plan correctly. The teacher should take into consideration the goals which the teacher wants to reach, the textbook and the activities which help to improve the English lesson. When planning a lesson, there is a number of areas to consider, such as atmosphere, the learners, the aims, the teaching point, the tasks and teaching procedures, the challenge, materials and classroom management.”

Jense (1991) establishes that “A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching, students population, textbooks and most importantly, teacher`s goals for their students.”

#### **2.2.1.1 Importance of planning**

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence. (Richards, 2013)

According to Jense (1991); the lesson plan serves as a map or checklist that guides teachers in knowing what they want to do next; these sequences of activities remind them of the goals and objectives of their lessons for their students.

##### **2.2.1.1.1 Advantages of planning**

According to Mishra(2008): Lessons help students and teachers:

- Avoid frustrations and unpleasant surprises
- Stay on track
- Achieve their objectives
- Provides a coherent framework for smooth efficient teaching.
- Helps the teacher to be more organized.
- Gives a sense of direction in relation to the syllabus.

- Helps the teacher to be more confident when delivering the lesson.
- Provides a useful basis for future planning.
- Helps the teacher to plan lessons which cater for different students.

“Lesson planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success. A well done lesson plan can also "save" your class if for some reason you can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future”. (Henrichsen, 2010)

### **2.2.2 Stages of a lesson plan**

According to Henrichsen, Smith and Baker (1997), the lesson plan normally includes introduction, presentation, practice and transfer. For each stage, there are certain timing, typical activities to do and specific goals and aims to reach.

Introduction and presentation go together because the introduction usually leads right into the presentation phase of the lesson. They are still separate parts, however, because they accomplish different purposes.

Considering the fact whether the lesson is aimed at accuracy or fluency, the introduction stage can consist of a test, revision, a song, a game, or checking homework.

The introduction provides interest and motivation to the students. It focuses students' attention on the lesson and its purposes. It also convinces students that they will benefit from the lesson.

There are many ways to present an introduction. Here are a few:

- Asking questions to get the students thinking about the topic of the lesson.
- Showing pictures that relate to the lesson topic.
- Telling a story to show the importance of the topic.
- Bringing in "realia" (real objects) related to the lesson.

The presentation is oriented to the teacher, who presents new grammar or vocabulary, or to the students who interact. The presentation may be inductive or deductive. Inductive presentation deals with presenting examples to the students who draw conclusions based on them. The deductive presentation means more teachers talking

time, with the teacher presenting new rules and explaining or illustrating them or some combination or variation of inductive and/or deductive. Whichever method is used, during the presentation phase, the teacher:

- Relates the new material to students' previous knowledge and experiences,
- Checks students' comprehension, and
- Models examples of the tasks that will be expected of students during the practice phase of the lesson.

In the third stage the theory should turn into practice and the fourth stage is there usually to transfer the topic into the real life. Practice provides opportunities to practice and apply the new language or information and transfer or evaluation enables the instructor and learners to assess how well they have grasped the lesson.

Following these four stages within one lesson is an ideal since it is useful and easier to learn when the teacher balances all of them. The division of a lesson into stages also depends on the age of the learners. The lower the level, the more stages but at the same time less information should be involved. The higher the level, the less stages and activities are needed since the learners are able to master new grammar and vocabulary easily and do not require to alter activities at regular intervals of time. In some sources, only three stages of a lesson are mentioned. According to Cora and P. Knight (2007). Lesson has three stages, the opening, the middle and the ending, there are language skills which should be practiced in every English lesson, such as listening, speaking, reading and writing and then parts of the language system, sub skills, such as grammar, vocabulary and pronunciation. They should be balanced within a lesson or it should be set if the lesson will focus on a particular skill or sub skill.

The greatest emphasis should be put on students' interaction since it is important for the lesson how many of them there are in the class, what their ages and sexes are or what type of personality they have. For experienced teachers, naturally, this information is not needed to be included in a plan.

Another aspect of a lesson plan is what is going to be taught, what the students and the teachers want to do in a lesson and how. Teaching techniques express how it is going to be taught. When the teacher realizes what the lesson will approximately look like, she should write down what materials and aids she will need during the lesson. The plan should also tell the teacher what can go wrong and how the lesson is interconnected

with the previous and following ones. (Harmer; 1998) The activities which are included into the plan should follow certain rules, for example the more difficult exercises should come before the easier ones. The concentration at the beginning should be used for reading complicated texts or learning new vocabulary or grammar. Also, quieter activities should come before the louder ones since it would be difficult to calm the class down. An exception can be seen when teaching tired adults. In that case a lively activity is truly beneficial. P. Ur than says that it is important to start and end the lesson with the whole class, therefore it should be included in the lesson plan. (Ur 1991)

### **2.2.2 Today the learning process is important into the classroom.**

“learning is an active process which requires that the learner work with and apply new material to past knowledge and to everyday life. Some of the methods that encourage active learning in the classroom are: discussion, practice sessions, structured exercises, team projects, and research projects.

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Learning refers to the formal process of acquiring a new language in a conscious way. The ability to learn is an important characteristic of all human beings. Learning can be defined as the way how people get something new, such as: knowledge, abilities, values and attitudes.

When talking about the learning process, it is very important to know that meaningful learning plays an important role. Ausubel’s theory also focuses on meaningful learning. According to this theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner’s knowledge structure.

Meaningful learning can be contrasted with rote learning. Basically, meaningful learning develops the critical thinking. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. Rote memory is used to recall sequences of objects, such as phone numbers. However, it is of no use to the learner in understanding the relationships between the objects. Because meaningful learning involves recognition of the links entered concepts.” Ausubel (2000).

Accordingly, Ausubel believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related (attached, anchored) to what is already known.

### **2.3. DEFINITIONS OF BASIC TERMS**

**Academic performance.** - Academic Performance. It is when all students maintain a satisfactory academic record and meet the obligations of the courses in which they are enrolled. (Annie Ward; 2007).

**Acquisition.** - It is a process in which the student catches or comprehends the ideas transmitted.(Clyde; 2002)

**Activity:**-It is whole that the teacher realize in the development of the class.(Oxford dictionary).

**Classroom planning.- It is** the instructor's road map of what students need to learn and how it will be done effectively during the class time.(Moriss; 2013)

**Closure Lesson.** - It is the activity that ends a lesson and creates a lasting impression (Lucero; 2017)

**Lesson plan:** It is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. (Wikimedia; 2016)

**Opening lesson.** - It is characteristic of a lesson plan that should clearly communicate what students are going to learn, why it is important, how it relates to what they already know, and how it is going to happen. (Brophy; 2011)

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH DESIGN**

The research design is Ethnographic because it helps for the educational field. This qualitative research method was chosen to describe how the teacher organizes his/her planning for his/her English classes.

This research was carried out at Unidad Educativa “Alfredo Pérez Guerrero” city of Guano, Chimborazo province, during six months which corresponds to the school term October 2016- March 2017

##### **3.1.1. TYPE OF RESEARCH**

This research is of qualitative type because it can be explained through existent theories using data collection that contribute with this research and it is a preponderance of the particular and subjective with emphasis on interpretation results and it also was based on the inductive method, because it started of the specific parts of the study to the general of that. The theory was deduced to the essential parts of this investigation about the poor planning of the English class by the teacher, before collecting data using different strategies, techniques as observation for later establish some recommendations that teachers would use to motivate their students in the development of his/her English class.

Field research: It was field because, it was applied in the place where the problem was researched, to obtain the necessary information in direct contact with students of Noveno Año de Educación General Básica “A” at the Unidad Educativa “Alfred Pérez Guerrero”, through application of a questionnaire as an instrument to the survey and the observation not structured. This research was carried out during six months which corresponds to the school term October 2016- March 2017

#### **3.2 LEVEL OF RESEARCH**

This research is exploratory. It has been observed a phenomenon, knowing and extending it, to recognize and identify better the research problem.

It will consist to describe and analyze the information and data about the planning focusing in its characteristics, importance and advantages; it will be essential to know the reality with students of Noveno Año de Educación General Básica “A” at the Unidad Educativa “Alfredo Pérez Guerrero”.



### **3.3 QUALITATIVE RESEARCH METHOD.**

This method was chosen because it seeks a better understanding of complex situations, often exploratory in nature, and may use their observations to build from the ground up. The Ethnographic Qualitative method has been used to develop the research, because the method allowed getting real and significant information of the students of Noveno Año de Educación General Básica “A” at the Unidad Educativa “Alfredo Pérez Guerrero”. It was collected data from the variables (The Influence of planning and the learning process), to elaborate instruments like: a questionnaire of 10 questions that guide to observe students` learning process.

The instrument was applied in the selected population during a period of time, to guarantee the qualitative information. Finally, results were analyzed and interpreted to get conclusions of the problem.

### **3.4 POPULATION AND SAMPLE**

#### **3.4.1 POPULATION**

The population is relatively small; for this reason, was not necessary to take a sample therefore this study was made up of one teacher, 20 students of Noveno Año de Educación General Básica “A”, indicating that 10 are women and 10 are men given as result 20 beneficiaries in Unidad Educativa “Alfredo Pérez Guerrero” during school year 2016-2017. This group was chosen because I evidenced during the pre-professional practices the existence of a low level of English Learning because there was a poor planning by the teacher. Besides the students do not feel motivated to learn and they consider that the class was boring. The principal necessities of the students are focused in enjoying their class so they can learn in a successful way.

#### **3.4.2 SAMPLE**

As the population is small, a sample will be not applied, in consequence the researches will work with all the involved population in the investigation process.

### **3.5. PROCEDURE**

This research was developed through four steps; first was necessary to identify what was the problem in the institution “The planning of the English class by the teacher when he/she is teaching to the students of Noveno Año de Educación General Básica “A” at Unidad Educativa “Alfredo Pérez Guerrero”, city of Guano, Chimborazo province” formulating objectives that help to develop this research.

Second, I take into account previous information about the problem including in different contexts; develop the theoretical information related with Planning that helps me to observe.

Third, I indicated what type of research is, the level and its population. Finally, using the observation technique I analyze the data and describe which the results of this research are.

This research belongs to Methodology area and was chosen because Methodology is a field of study of systematic and theoretical analysis of the methods associated with a branch of knowledge.

In methodology area a lesson planning is part of teacher`s assessment. The lesson plan sets out what the teacher hopes to achieve along the lesson and how to get it, so he/she needs find out exactly what the lesson plan should contain and how to apply it effectively. Besides I take interest in this because the majority of students think that a good lesson planning helps them to get meaningful knowledge. Also some authors mention that if the teacher plans his/ her English class, students can feel sure and motivated to learn.

In this research was investigated the specific problem “The poor planning of the English class by the teacher when he/she is teaching”.

### **3.6. FIELD WORK**

For this research was necessary an authorization to the authorities at the Unidad Educativa “Alfredo Pérez Guerrero”, after that my research title was approved by H-consejo, I requested in the career direction the document directed to the main authority of the institution, who gave as the authorization in order to develop this research. I did not have any inconvenience in this research the institution gave us the opportunity to carry out my research.

The authorities gave me the necessary time to apply the instruments to the students, during this time could observe that the students developed in active way the teaching and learning process. My role was in passive way because I only observed how develop each class. The main aspects could observe were; how planning influences the learning of the second language, the way that students feel into the classroom, and if the teacher use different methods, techniques and strategies in her classes.

This research verified that the teacher did not take into account the major components or stages that planning has. All the information was obtained from operationalization of objectives, students, teacher, books, and internet using the questionnaire as the instrument of the survey and also with an observation not structured. The data was collected through pre professional observation. It was done by one student of UNACH; Vanessa Cauja

The activities of this research project have been divided into: preparatory, field work, analytical and informative.

To begin with it, into the preparatory part of the project, the investigator determined the problem in her practices that the students of this institution did not feel motivation and interests in their English classes. For instance she developed the respective documents to requested to the rector of the institution Dr. Eduardo Manzano and the vice Rector Lic. Luis Ayala to-- inform about the problem and how it was detected. For the collection of information within the area of the field work the researchers had access to all the required documentation because they developed their practices in the educational center. Participants for this investigation had been the authorities since they have provided the opening for development, concluded with the collection of data the second week of October.

Within the analytical phase it was detailed that the data was taken through the questionnaire and was applied as the instrument of the survey. Finally the researcher with all the information collected in the analytical phase redacted the final report the third week of October and with this she concluded the research.

### **3.7 TECHNIQUES AND TOOLS FOR DATA COLLECTION**

#### **3.7.1 TECHNIQUES**

##### **a. – Survey.\_**

The aim of these questions is to obtain information of the students of Noveno Año de Educación General Básica “A” at Unidad Educativa "Alfredo Pérez Guerrero”.

**b.- not structured Observation.-** The observation will be done at Noveno Año de Educación General Básica "A" at Unidad Educativa "Alfredo Pérez Guerrero"

#### **3.7.2. INSTRUMENTS**

The instruments that will be used is:

##### **Questionnaire**

To understand more fully, a short questionnaire was designed which was completed by all pupils anonymously. The language for the questionnaire was set to the pupil’s English language to ensure that pupils understood the questions correctly. The questions were closed. The questionnaire consisted of 10 questions.

### **3.8 TECHNIQUES FOR PROCESSING AND INTERPRETING THE DATA**

#### **DATA REDUCTION:**

The research will be done through a questionnaire and not structured Observation, the techniques for process and analysis of data are:

**Review of information:** The information about both variables was collected during the development of the research.

**Analyze and select of data:** Instruments were designed according information of both variables (planning and learning process), and then instruments like: a questionnaire and not structured Observation were applied during classes of Noveno Año de Educación General Básica “A”.

**Determine conclusions and recommendations of the research:** Results obtained from the application of the instruments, helped to demonstrate the objectives and finally to get conclusions and recommendations of the research project.

## CHAPTER IV

### 4.1 Analysis and interpretation of results

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	CONTRAST WITH THEORY
<p>To identify the importance that planning of the English class by the teacher has in the teaching-learning process of the English Language.</p>	<p>Using the survey :                      Questions                      1. - Do you consider that planning is important before to start a class? In case your answer will be positive or negative write why.                      2. - Do you think that the lack of planning of a class have consequences? In case your answer will be positive write why.                      3.-Which of the following factors do you consider influencing the planning of a class?                      6.-Do you think that your teacher improvise his/her English classes all the time? In case your answer will be positive write why.</p>	<p>The analysis showed that there was poor planning of the English class by the teacher when she was teaching her class because she only based in the lesson plan established by the Ministerio de Educación, she did not take into account other aspects as atmosphere, the students' needs, the aims, the materials and classroom management. The teacher was considered like a robot that followed all what the book is in, when students had questions about any topic the</p>	<p>According to Scrivener (2005) "Lesson planning means using the lesson plan correctly. The teacher should take into consideration the goals which she wants to reach, which textbook should be involved in a course or a lesson and the activities which could improve the English lesson. When planning a lesson, there is a number of areas to consider, such as atmosphere, the learners, the aims, the teaching point, the tasks and teaching procedures, the</p>

		<p>teacher confused them at the moment to answer because she did not support her answer and it caused that students did not understand. Her English classes were sometimes boring because the teacher did not motivated her students to learn. She came to class without read anything about the topic so she improvised her classes and got that students felt confused at the moment to learn.</p>	<p>challenge, materials and classroom management.”. Those aspects are important that this teacher take into account because Planning plays an important role in the teaching-learning process. It lets to the teacher to know what, how and when to teach, it also lets teachers to get meaningful English classes and that students enjoy learning the second language. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future. (Henrichsen, 2010)</p>
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<p>To analyze how the teacher carries out the lesson plan stages in his/her English classes.</p>	<p>4. - Do you think that a warm-up at the beginning of the class is effective for getting student`s concentration? In case your answer will be positive or negative write why</p> <p>7. - Do you think that your teacher needs to improve his/ her way of teaching?</p> <p>8.-Is your teacher organized at the moment of teaching the class?</p> <p>9. Do you think that your teacher`s develop of the class is appropriate? In case your answer will be positive or negative write why.</p> <p>10. - Do you think that the evaluation at the end of the class is necessary? In case your answer will be positive or negative write why</p>	<p>The teacher did not plan her class but with all the stages that it has. She did not start her classes with, any kind of game or short activity. She started her English class directly without taking into account the previous class. So the students did not pay attention in what she said. The teacher asked that two or three students gave a summary of the topic that she taught. She always asked to the students of high level to participate. It was good but the rest of the students did not pay attention to their partners` explanations, because they were</p>	<p>According to Henrichsen, Smith and Baker (1997); The introduction is essential in a class because it provides interest and motivation to the students. It focuses students' attention on the lesson and its purposes. It is so important to take into account because so the students start to think in the new class and forget the previous class. The second important aspect of a good lesson plan is the presentation. It is oriented to the teacher, who presents new grammar or vocabulary, or to the students who interact.</p>
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		<p>disagree with it</p> <p>So the teacher could not avoid frustrations and unpleasant surprises and achieved the class` objectives. She did not have enough time to fulfill all the activities, the teaching process became difficult.</p> <p>When she had time she evaluated her students asked “the topic is clear or not and if they have any question reviewed the book.”</p> <p>It affected the students’ performance because although they reviewed the topic at home, they had doubts and so in the final test they had bad scores.</p>	<p>Practice and evaluation are essentials too because</p> <p>If the students do not put in practice everything that they learned, it is possible that they forget it and if there is not evaluation of the class the teacher could not identify the students’ level.</p>
To describe the advantages that	5.-Write two Positive and negative aspects	According to Mallick	According to Mishra (2008)



<p>planning has in the learning of the Second language.</p>	<p>that your teacher has when she teaches the class?</p>	<p>(2012)disadvantage</p> <p>The teacher thought that the planning helps to develop her class but on the other hand the planning has disadvantages like :</p> <ol style="list-style-type: none"> <li>1. Time is not enough.</li> <li>2. Teacher cannot work and teach independently.</li> <li>4. There is lack of flexibility in lesson-planning.</li> <li>5. The teaching process becomes more difficult.</li> </ol> <p>The teacher said that in this school district she had a specific format that she had to use for her lesson plans, and she had specific strategies that she had to use, though she had</p>	<p>“Lessons help students and teachers:</p> <ul style="list-style-type: none"> <li>• Avoid frustrations and unpleasant surprises</li> <li>• Stay on track</li> <li>• Achieve their objectives</li> <li>• Provides a coherent framework for smooth efficient teaching.</li> <li>• Helps the teacher to be more organized.</li> <li>• Gives a sense of direction in relation to the syllabus.</li> <li>• Helps the teacher to be more confident when</li> </ul>
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		<p>autonomy over which strategies she used for each lesson. However, because she must structure her class in a certain way, she grew frustrated when the mandated times and structure doesn't suit the needs of my actual classes.</p>	<p>delivering the lesson.</p> <ul style="list-style-type: none"> <li>• Provides a useful basis for future planning.</li> <li>• Helps the teacher to plan lessons which cater for different students”</li> </ul> <p>“Lesson planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success. A well done lesson plan can also "save" your class if for some reason you can't be there to teach. The lesson plan will provide</p>
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			<p>invaluable guidance for the substitute teacher. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future".</p> <p>(Henrichsen, 2010)</p>
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### **Analysis and interpretation of questions**

The process of observation was developed with the English teacher and the students of Noveno Año de Educación General Básica "A" at Unidad Educativa "Alfredo Pérez Guerrero", it is necessary to mention that into the classroom students feel demotivated and boring to learn English.

Data Processing

- 1. Do you consider that planning is important before to start a class? In case your answer will be positive or negative write why**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa "Alfredo Pérez Guerrero" with the students of Noveno Año de Educación General Básica "A", in the first question; the 85% of students consider that planning is important before to start a class and the 13% of students consider that planning is not important before to start a class.

**Analysis:**

The most of students consider that planning is important before to start a class, because it lets teacher to know what, how and when to teach, it also lets teachers to get

meaningful English classes and that students enjoy learning the second language. But on the other hand, few students consider that planning is not important because they think that the teacher should not be like a robot that follows steps. They said “Teachers should be creative and not follow all what the book is in.”

- 2. Do you think the lack of the planning of a class has consequences? In case your answer will be positive write why.**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the second question; the 70 % of the students consider that the lack of the planning of a class has consequences and the 30% of the students consider that the lack of the planning of a class has not consequences.

**Analysis:**

The most of students consider that the lack of the planning of a class has bad consequences because if the teacher does not plan a class with all the stages that it has, the teacher cannot avoid frustrations and unpleasant surprises and achieve the class` objectives. But on the other hand few students consider that if the teacher plans or not a class, it carries out consequences because planning required enough time to fulfill all the activities, teacher cannot work independently and the teaching process becomes difficult.

- 3. Which of the following factors do you consider influences the planning of the class?**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the third question; the 75% of the students consider that the poor teacher`s performance influences the planning of the class and the 25% of the students consider that motivation is the factor that influences the planning of the class.

**Analysis:**

The most of the students consider that the poor teacher`s performance is the factor that influences the planning of the class, because if the teacher is not prepared and does not know about the topic, students could be confused about it and have many questions. Their

teacher needs to investigate and read more about the topic that she is going to teach, so the teacher can bring answers to all the questions that they have. But on the other hand few students consider that motivation is the factor that influences the planning of the class, because if the teacher does not feel motivated to teach, she cannot enjoy class and worry about the student`s needs.

**4. Do you think that a warm-up at the beginning of the class is effective for getting student`s concentration? In case your answer will be positive or negative write why.**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the fourth question; the 100% of the students consider that a warm-up at the beginning of the class is effective for getting student`s concentration.

**Analysis:**

All the students consider that a warm-up at the beginning of the class is effective for getting student`s concentration, because it lets students forget the last class and put pay attention in the new one. In their classroom the teacher does not prepare a warm-up, so students do not feel motivated in the class, they feel boring because the teacher teaches the class directly without any kind of game or short activity.

**5 Write two positive and negative aspects that your teacher has when she teaches the class?**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the fifth question; the 50% of the students consider only positive aspects of their teacher and 50% students consider negative aspects.

**Analysis:**

The half of the class considers that their teacher is creative, dynamic, enthusiastic, organized, and that she does not only focus in what the book says. They consider her like a friend because she worries of them and gives advices based in her experiences. They say “when we do not understand clearly the topic and she repeats the class, for this reason she cannot fulfill with her planning”. But on the other hand

the other half of the students says that their teacher is not patience and organized, because she teaches in disorder the class, they say: “First she begins with the page 1, next she continues with the page 5 so we feel confused, and when we ask for help she says: if you have questions review the book”

**6. Do you think that your teacher improvise his/her English classes all the time?**

**In case your answer will be positive write why.**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educaciòn General Bàsica “A”, in the sixth question; the 40% of the students consider that the teacher improvise her class all the time and the 60% of the students consider that the teacher does not improvise her English class all the time.

**Analysis:**

Few the students consider that the teacher improvise her English class all the time because she teaches her class without any kind of order, she is teaching a topic and then she follows with a different topic. The teacher does not prepare the class because the most that she teaches is different of what the book is in. But on the other hand the most of students consider that the teacher does not improvise her English class all the time, they say that she improvises her classes when it is necessary for example when any student is in troubles, she gives any task for the rest of the students to maintain busy.

**7 Do you think that your teacher needs to improve his/ her way of teaching?**

**Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educaciòn General Bàsica “A”, in the seventh question; the 100% of the students consider that the teacher needs to improve her way of teaching.

**Analysis:**

All the students consider that the teacher needs to improve her way of teaching because they want that the class can be more active, interesting, interactive and different and that the teacher can apply different techniques, strategies and methods to catch the attention of students and help them to have security to participate into the classroom.

## **8. Is your teacher organized at the moment of teaching the class?**

### **Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the eighth question; 50% of the students consider that the teacher is organized at the moment of teaching the class and the 50% of the students consider that the teacher is not organized at the moment of teaching the class.

### **Analysis:**

The handle of students consider that the teacher is organized at the moment of teaching the class because she follows the steps that the lesson plan has and they think it is good but not totally, because the teacher should focus in her students too. But on the other hand the rest of the students consider that the teacher is not organized at the moment of teaching the class because the teacher does not follow any order and the students feel confused and boring.

## **9. Do you think that your teacher`s develop of the class is appropriate? In case your answer will be positive or negative write why.**

### **Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the ninth question; the 50% of the students consider that the teacher is organized at the moment of teaching the class and the 50% of the students consider that the teacher is not organized at the moment of teaching the class.

### **Analysis:**

Few students consider that the teacher`s develop of the class is appropriate because they think that she follows the steps that the lesson plan has and assesses everything that students do into the classroom. But on the other hand the most of the students consider that the teacher`s develop of the class is not appropriate because the teacher applies the same methodology and it affects the students` learning. They want that teacher has to consider the learning styles of each student before to teach class.

## **10. Do you think that the evaluation at the end of the class is necessary? In case your answer will be positive or negative write why.**

### **Interpretation:**

According to the 20 surveys applied at Unidad Educativa “Alfredo Pérez Guerrero” with the students of Noveno Año de Educación General Básica “A”, in the tenth question; the 65% of the students consider that the evaluation at the end of the class is necessary and the 35% of the students consider that the evaluation at the end of the class is not necessary.

**Analysis:**

The most of the students consider that the evaluation at the end of the class is necessary because so the teacher can identify about what students know and understand of the topic, it is also important because the teacher can identify the weaknesses and strengths of the students. But on the other hand few students consider that the evaluation at the end of the class is not necessary because that there is not enough time for evaluating.



## **Chapter V**

### **Conclusions and recommendations**

#### **5.1 Conclusions**

- It could be determined that there was poor planning in this classroom because there was little teacher's preparation when she conducted the class.
- The stages of planning were so important but the teacher did not apply all the stages because she had to follow a specific format of the school district, and time was not enough.
- In this classroom, students considered that if the teacher would plan in a good way the class they avoid frustration, achieve their objectives and learn the English Language.

## **5.2 Recommendations**

- Teachers have to have the completely and actualized information about what, when and how to teach, taking into account the students 'needs and time.
- Teachers and students must work together to know what are the strengths and weaknesses of the students in order to take advantage of them for getting meaningful learnings.
- Teachers have to change of methodology to make a class enjoyable and productive. In this case teacher must apply different techniques, methods, strategies to apply activities that engaged students to realize correct activities with the necessary interest they should have.

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**ATTACHMENTS**  
**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**LANGUAGE CAREER**  
**Observation sheet**

UNIVERSIDAD NACIONAL DE CHIMBORAZO

ESCUELA DE IDIOMAS

Dear students, I would like to ask you to fill in the following questionnaire. Read each question carefully and answer truthfully.

Thank you very much for your cooperation.

Course; \_\_\_\_\_ Date: \_\_\_\_\_

1. Do you consider that planning is important before to start a class? In case your answer will be positive or negative write why.

YES  NO

Why ? .....

2. Do you think the lack of planning of a class have consequences? In case your answer will be positive write the consequences

YES  NO

Write what kind of consequences?

.....  
.....

3. Which of the following factors do you consider influencing the planning of a class?

Poor teacher performance  Motivation

4. Do you think that a warm-up at the beginning of the class is effective for getting students' concentration? In case your answer will be positive or negative write why.

YES  NO

Why?.....

5. Write two positive and negative aspects that your teacher has when you teach the class?

POSITIVE ASPECTS:

a.- .....

b. ....

NEGATIVE ASPECTS:

c. ....

d. ....

6. Do you consider that your teacher improvise his/her English classes all the time? In case your answer will be positive write why.

YES

NO

Why? .....

7. Do you think that your teacher need to improve his/her way of teaching?

YES

NO

8. Is your teacher organized at the moment of teaching the class?

YES

NO

9. Do you consider that the teacher's develop of the class is appropriate? In case your answer will be positive or negative write why.

YES

NO

Why? .....

10. Do you think that the evaluation at the end of the class is necessary? In case your answer will be positive or negative write why.

YES

NO

Why? .....