UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **BACKWARDS DESIGN MODEL IN ENGLISH MICRO CURRICULUM PLANNING**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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Ambato – Ecuador

2018

A la Unidad de Titulación de la Universidad Técnica de Ambato

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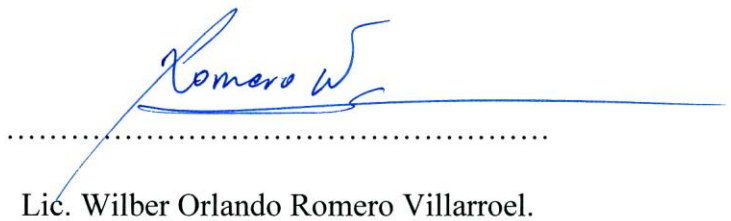

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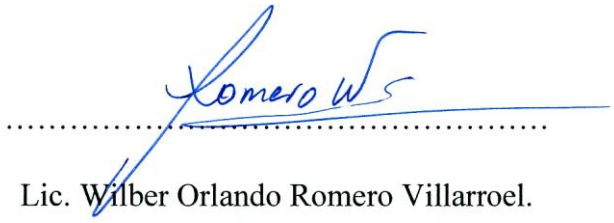

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Wilber Orlando.

DEDICATORIA.

A mi amado hijo Dereck quien me inspiró a través de sus sonrisas.

Wilber Orlando.

UNIVERSIDAD TÉCNICA DE AMBATO
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TEMA: " BACKWARDS DESIGN MODEL IN ENGLISH MICRO CURRICULUM PLANNING "

AUTOR: Licenciado Wilber Orlando Romero Villarroel.
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FECHA: 08 Mayo 2018

RESUMEN EJECUTIVO

En el medio educativo, los procesos de planificación conlleva a considerar un amplio espectro de elementos que intervienen y se conjugan armónicamente para logar un objetivo que es la eficiencia y calidad de la educación. De ahí que el presente estudio se orienta a determinar qué aspectos son los más relevantes e idóneos dentro del contexto de la enseñanza de idiomas a nivel universitario que reúna características de una educación proactiva. Esta idea se materializa en la implementación de un formato de planificación basado en el "Backwards Design". La información se la recogió de la contrastación de aplicación de una encuesta a un grupo de 48 profesores de Inglés y de la revisión de 48 planes de clase tomados al azar del mismo grupo antes mencionado. Los docentes pertenecen al Centro de Idiomas de la Universidad Técnica de Ambato y enseñan Ingles en diferentes niveles que varían desde el elemental hasta el avanzado. Se aplicó un método cualitativo y cuantitativo para procesar la información. Ambas fuentes de información fueron contrastadas y los resultados arrojados indicaron que el criterio de planificación de los docentes no concuerda con sus planes de clase y que estos no contemplan los elementos de una planificación proactiva. Estas conclusiones permitieron al elaboración y adaptación de un nuevo formato de planificación que reúne aspectos importantes para una instrucción de calidad y que propende al desarrollo y formación de estudiantes autónomos.

Descriptores:

Adaptaciones en planificación, backwards design, coherencia entre teoría-practica, criterios de planificación, enseñanza de Inglés, estudiantes autónomos, formatos de planificación, Planificación de clase, métodos de enseñanza, planificación proactiva.

UNIVERSIDAD TÉCNICA DE AMBATO
DEPARTMENTO DE POSGRADO
MASTER´S PROGRAM OF ENGLISH TEACHING AS A FOREIGN LANGUAGE

THEME: " BACKWARDS DESIGN MODEL IN ENGLISH MICRO CURRICULUM PLANNING "

AUTHOR: Licenciado Wilber Orlando Romero Villarroel.
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DATE: May 08th, 2018

ABSTRACT

In the educational environment, planning processes lead to consider a wide range of elements that intervene and combine harmoniously to achieve a goal that is the efficiency and quality of education. The present study aims to determine which aspects are most relevant and appropriate in order to meet the characteristics of a proactive education within the context of language teaching at university level. This idea is reflected in the implementation of a planning format based on the "Backwards Design". The information was collected from the comparison of application of a survey to a group of 48 teachers of English and the revision of 48 lesson plans taken at random from the same group mentioned above. The teachers belong to the Language Center at the Technical University of Ambato and teach English at different levels ranging from elementary to advanced. There was a qualitative and quantitative method to process the information. Both sources of information were contrasted, and the results indicated that the planning approach of teachers does not match their lesson plans and that these do not provide the elements of a proactive planning. These findings allowed the development and adaptation of a new format of planning that brings together important aspects for quality instruction that promotes the development of autonomous learners.

Key Words:

Class planning, English teaching, planning formats, teaching methods, backwards design, planning criteria, planning adaptations, proactive planning, autonomous students, coherence between theory and practice.

INTRODUCTION

The present study deals with the topic of "Backwards design model in English micro curriculum planning applied at the Language Center of the Universidad Técnica de Ambato". The importance of this study lies in analyzing the current lesson plan situation of the English teachers at the Language center of this institution with the aim of providing an alternative and more effective solution to organizing instruction through a well-structured lesson format.

The first Chapter presents the formulation of the study problem which clearly determines the field and nature of this research. The necessary information has been gathered through the problem contextualization; its causes and effects were analyzed though the tree of problems technique. Next, the prognosis, questions and objectives of the problem were formulated.

In Chapter Two, previous research on the subject was used. This served to put forward the necessary foundations on which this study is supported. Then, the hypothesis was determined considering each of the variables.

In Chapter Three, the most appropriate methodology to collect and manage data was considered. The instruments, techniques and procedures were subject to validation to get its reliability which later let the analysis and interpretation of the results gotten from the surveys applied.

Chapter Four deals with the analysis and interpretation of results gotten from both, the surveys applied to teachers and from the revisions made to the teachers' present lesson plans. Figures containing frequencies and percentages of the results were used to later determine the correlation between the objectives and hypothesis.

Chapter Five gathers the conclusions and recommendations gotten from the analysis and interpretation of the results. The conclusions revealed important deficiencies in the planning process which led to stablish its correspondent recommendation.

Chapter Six refers to the proposal which presents the use of a new lesson plan format based on the Understanding By design Model proposed by Wiggins. This Model also called Backward design contemplates a series of stages which have slightly been modified to suit the context of the English Teachers ant the language Center of the technical University of Ambato.

Although this study demanded a lot of effort and its construction has not been easy, it is not a perfect work as it need of the contributions and positive criticism of the readers.

CHAPTER I
THE RESEARCH PROBLEM

1.1 **Theme:**

Backwards design model in English micro curriculum planning applied at the Language Center of the Universidad Técnica de Ambato.

1.2 The Problem

1.2.1 Contextualization

For a long time, lesson planning has been considered one of the most important aspects to develop at all levels of teaching; there are many views supporting this practice. The supporters claim that the benefits of planning a lesson are vast. Experienced teachers agree that every process of teaching should be pre-thought because this gives a sense of direction for both the teacher and the students. Another idea is that it also makes them feel secure of what they are going to do in class. However, why is it that we keep on having the same low results in students´ production? Not all teachers agree that the more detailed you plan is the better your lessons will be.

In our country, traditionally the practice of planning has always been overwhelming. Non - experienced teachers are habitually given with formats on which to plan their lesson. So, the idea of having the freedom to plan is restricted from the very beginning. Language coordinators usually make sure that their teachers´ plans contain all the content and mainly the grammars to be taught at a specific class. This practice has created easygoing teachers who have come to think that the process of planning is simply transferring the activities set from a textbook into a given matrix.

The results of such a practice have been transferred to the students. At all levels students seem not to be able to communicate effectively and teachers generally regard this problem to other factors which deviate the attention that has to be given to how they should plan.

From formal and informal interviews and conversations held with many teachers from different institutions on this regard, (Language Center at the ESPOCH, Language Center at the ESPE-L, INDOAMERICA University Language Center) an important number of them conclude that the planning process they do has become into a simple formality. They understand that this aspect is very important but as they are not given time in their working schedules for doing this, then they use different mechanisms to accomplish with this responsibility. The most common strategy is taking turns to write their plans. One of the teachers does the weekly planning and then hands it out to the rest to copy them. On the next week, it's some other teacher's turn to do the same and so on. As a result, the act of planning a lesson is reduced to two copying parts. The first one when copying the activities from the book into a format and the second one when teachers copy other teachers plans.

This demonstrates that the planning process has not been taken as a very important aspect when preparing a lesson. Besides this, it can be said that the planning process although it is said to have an important place in any teaching process, it lacks of innovation.

At the Universidad Técnica de Ambato, the problem of reaching decent language standards is also evident. Teachers at the Language Center claim that they have been doing their lesson plans according to the institutional policies, regulations and formats given to them. However, the students low level of

performance remains the same. According to the Evaluation Center [1]at this university, claim that every end of semester the students position on a 6 – 7 score rate out of 10 points. This evidences that something is not working well.

Interestingly, the problem becomes more evident when checking the lesson plans. The "Language Center Planning Unit[2]", states that approximately a 90% of those weekly plans are an exact copy of all the activities, contents and sequencing models presented in the textbook used for instruction. This denotes that the planning process is not being carried out in a responsible and effective way.

Finally, it is undeniable that the problem exists and will persist unless something is done as it is affecting everything in the educative system, the teachers, the students and the quality of education in our country.

1.2.2 Critical Analysis.

Once that the research problem has been detected, it is worthwhile identifying its origins and effects. Among the causes that have been detected, the following ones stand out:

1.- The Use of pre-stablished sequencing of contents from the text of study directly generates poor interest from the students towards learning. This can be evidenced when teachers start a lesson and one of the first things to do is ask the students to open their books and develop their lesson sticking to develop each of the activities suggested by the book.

2.- Similarly, the use of a traditional approach for teaching affects the flow of a lesson instruction. For a long time, this aspect of teaching has remained unattended

[1] Evaluation Center: It is an academic unit within the Language Center in charge of designing unit's tests and exam for the entire language students. They keep track of students' language performance.

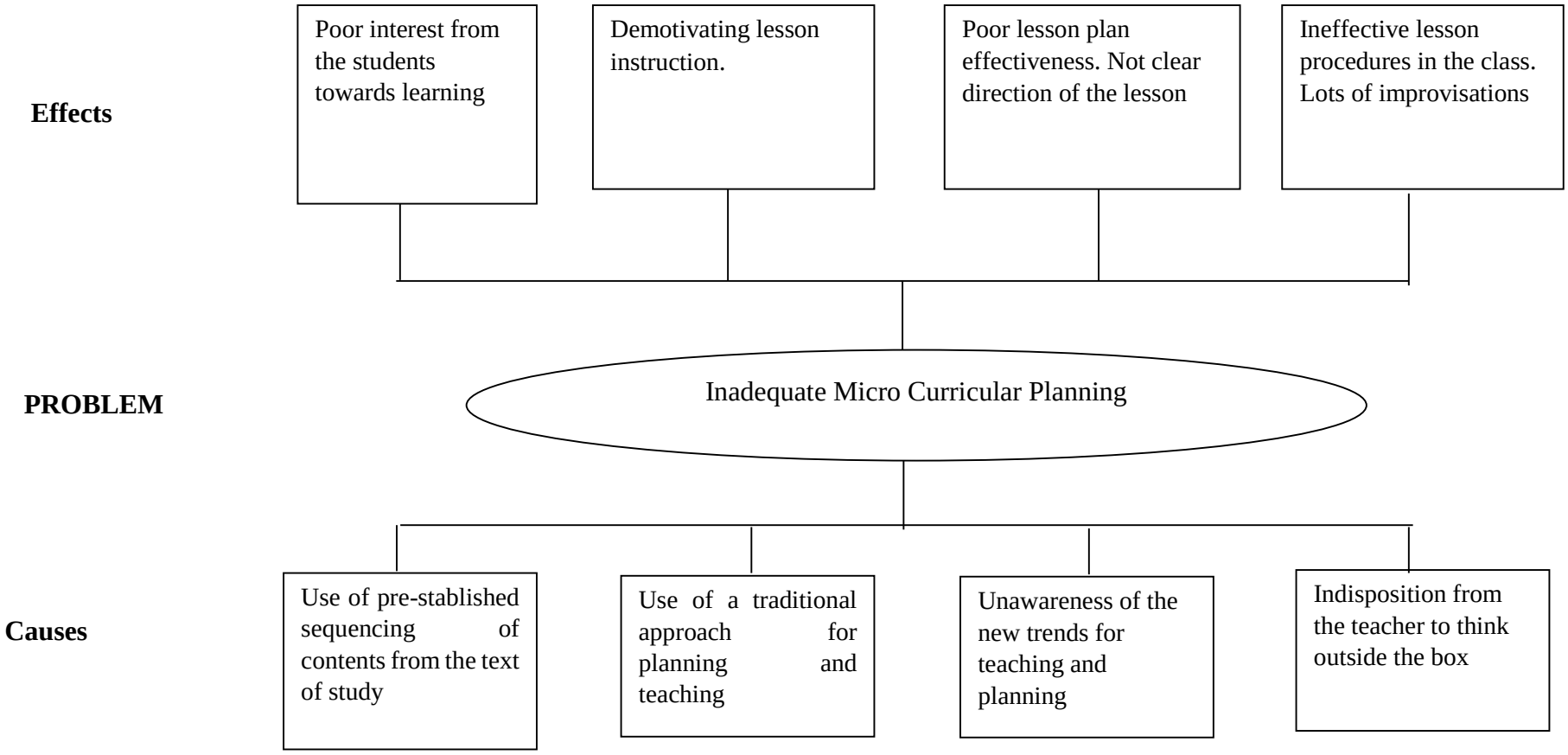
[2] Language Center Planning Unit: It refers to an organizational area within the language center in charge of keeping a record of the lesson plans delivered by the teachers along the semester.

as teachers have traditionally created a style for developing their lesson which have not been updated to the new trend and methods for fostering new learnings.

3.- Another important cause about this topic is that many teachers have remained ignorant about the new trends for teaching and planning. This of course influences on the effectiveness of their lesson plans. Unfortunately, the only ones who directly are affected are the students because they cannot see a clear path to follow.

4.- Last but not least it can be said that a notorious indisposition from the teachers has also derived on serious affectations. This lack of creativity and interest for injecting variation in their lesson plans has generated the origin of boredom and lack of interest from the students towards engaging into the lesson and be part of the learning process.

1.2.2.1 Problem Tree Analysis



Graph 1 The Problem Tree

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1.2.3 Prognosis.

If the problem of inadequate English micro curricular planning problem remains unattended, then results regarding high teaching and learning quality at the Language Center at the Technical University will continue to show low indicators of effective teaching. Therefore, students won´t be able to increase or develop high and effective standards of communication.

1.2.4 Main Research Question.

Defining the problem in an appropriate way will determine accuracy for developing the research process. On this regard the problem has been stated as follows:

- ✓ What process in Backwards design Model improves English micro curricular planning development?

Such formulation of the problem synthetizes the field of study and the areas on which underlying aspects and its importance for action will stand out.

1.2.5 Research Questions.

- What Educational curriculum aspects are referred as important in Backwards design Model?
- What fundamental result areas is backwards design Model based on?
- Under what evidences is backwards design model sustained?
- What main components does a Learning plan rely on when working with the backwards design model?
- What learning principles are inferred when developing English micro curricular planning?

- Which elements are indicated when sequencing a micro curricular planning?
- When determining methodology in Micro curricular planning, which aspects are considered?

1.2.6 Analysis Unit Limit

AREA OF RESEARCH:	Applied Linguistics /Psycholinguistics?
LINE OF RESEACH:	ESL Teaching
ASPECT OF ANALYSIS:	Micro Curriculum

1.2.6.1 Spatial Limitation:

The present research project, will be carried out in Ambato and more specifically at the Language Center of the Universidad Técnica de Ambato

1.2.6.2 Time Limitation:

This research will be developed in the academic year 2015 – 2016

1.2.6.3 Observation units:

The subjects under observation will be**:**

- Students at the Language Center of the UTA.
- Language Teachers at the Language Center of the UTA.
- The Language Center Director.

1.3 Justification.

For a long time, planning a lesson has been considered one of the most important phases of the learning process. The formats and methodologies used for it have varied along the years. Although the lesson plan is the ultimate expression of teaching organization as it tailors the path to walk through for a student and teacher, all these formats have all fell into a very traditional way of planning.

Unfortunately, none of the lesson plan formats and sequence used at the Universidad Técnica de Ambato promote autonomy from the teacher. At present it is imperative to try to find ways for the students to become independent from the teacher and a lesson plan should incorporate this aspect of learning. Looking for teaching sequence for independence is not an easy task but thinking of how students learn best or at least having them reflect on how they learn best is the first step towards achieving this goal.

Likewise, it becomes of great relevance to analyze the results that the use of the present lesson planning used at this university have had on the students learning level. The impact of such model must have influenced on the way teachers plan their lessons and on the way students perceive and develop the object o be learnt. So, this research work pretends to determine to what level the present lesson planning formats have matched students' expectation for learning the English language.

It is fundamental to think of new ways of organizing the knowledge that students will require for their future careers. These new proposals must comprise the latest methodologies which may serve to decrease the number of students who every semester fail their English studies at the language center.

Fortunately, in the last ten years new trends and perspectives have arisen providing more proven and effective ways of conducting the teaching process. One of this process is known as the Backwards Design Model. This research places a lot of interest on developing this model as an option for moving towards successful teaching at the Language Center in the Technical University of Ambato.

The importance of this research study lies on the idea that teachers need a new perspective on how to plan taking into account the students as the main

beneficiaries. By the implementation of this language teaching planning model teachers would be giving great steps ahead towards achieving success.

This project is innovative in this teaching context because it will integrate the new trends which are currently being adopted around the leading and most important countries where English and other languages are spoken and taught.

Society urges to have more effective results in their educative systems so it is the educative institutions´ responsibility to provide diligent solutions to those problems. This is one of the reasons why the impact generated through this research will be very important as it addresses the analysis and intervention in a very critical area of teaching.

1.4 Objectives.

1.4.1 General Objective.

- ✓ To analyze the Backwards design model in English micro curricular planning.

1.4.2 Specific Objectives.

- ✓ To redesign the components of a learning plan in the Educational Curriculum of The Language Center at the Universidad Técnica de Ambato.
- ✓ To identify the evidences and results proposed when using the Backwards design model.
- ✓ To state the learning principle under which a micro curricular planning process is designed.
- ✓ To determine the Lesson elements Sequence and the methodology used in a micro curricular planning.

CHAPTER II

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Background Research.

A lot of attention has lately been given to trying to empower micro curricular planning. Many alternatives to it have been developed and experimented in order to determine effective organization of the elements that are incorporated into a sequencing of a lesson plan. Among many approaches on this regard, there is the Backwards design model which seems to conjugate important aspects of effective teaching and learning processes.

It is important to mention that planning is now stipulated as one of the language instructor´s most important activities when teaching. This attempt to trying to normalize this aspect denotes the great interest that the government has given to education, especially at university level.

A very interesting study was carried out by Jack C Richards in 2013 in which he highlights that many of the traditional planning processes follow a pre-structured format which he call them Forward design and this starts with syllabus planning to latter move to methodology and followed by assessment of learning outcomes; Likewise he denotes another process which were relevant in the 80s and 90s to which he called them Central Design. This model begins with classroom processes, but syllabus and learning outcomes are not specified. Finally, he concludes with Backwards design which starts from specifications of learning outcomes to later consider methodology and syllabus which are designed from the learning outcomes.

A very important thing he stands out is that the Common European Framework of reference is an example of Backwards design.

The Language Center has given important steps in terms of providing permanent training to the teachers on different areas, and in September 2014 was the last time when a training program on how to plan a lesson was given. The results from this was the standardization of a lesson plan format which every teacher should use to plan their lessons. Unfortunately, this lesson plan format and the methodology it develops, denotes a linear and traditional model as it heavily focuses on input rather than output.

Besides what was stated above, it was necessary to look up a number of sources of information and after having carried out a deep analysis in the different Virtual Platforms Libraries, it can be assured that there are no other research project similar to this one that addresses the present research. That is why the present study is totally sustainable and feasible.

2.2 Philosophical Basis.

The present research study is framed within a constructivism philosophy, and paradigm as it focuses the analysis of the problem of effective planning by defining its features and proposing a feasible alternative towards solving the problem stated by Jean Piaget and Lev Vygotsky (1985).

The learning process is a unique the central point is that learning is always a unique product "constructed" as each individual learner combines new information with existing knowledge and experiences (Kaufman, Strategic planning plus: An organizational guide, 1991).

The understanding of a problem from a critical point of view, enables the researcher to question and analyze all the possible reasons and origins from a scientific basis in order to determine more accurately the logics underlying it. At the same time this paradigm lets the researcher look for the most appropriate

formula, or process or strategy which would allow to propose a possible solution to the problem.

2.3 Sociological Basis.

At present, professional at any field are increasingly under pressure because today society is not conformist anymore and every day it demands more and more from its members. The main talk topic today is "the power of knowledge" and anyone who has it will rule the world. Society today bases its development on competency, effectiveness and productivity. This is why students should be equipped with the necessary tools to success in their future as professional; and it is the teacher's responsibility to think of ways of getting the students gain knowledge in the most effective way possible. Improvisation of instruction will always lead to failure. No teacher should handle this issue as something with no importance. Instead, teachers should think that the result of their actions as teachers will directly influence on the future of their students. From this perspective the teacher teaching process should be well planned and implemented in order to get the most out of the students to become more competitive in society.

2.4 Psycho-pedagogic Basis.

According to Reid, J (1987), teachers should be aware of the importance of the students learning styles. It is important to differentiate the type of planning and teaching that should be offered to a child, adolescent or adult, because for no reason these three groups will learn in the same way or at the same pace. However, there is something that these groups share in common and that is maximum language exposure. Chomsky (1975), in his theories stated that the teacher should not speak in his mother tongue when teaching but rather in the target language. The planning

process should state this aspect of teaching. Other aspects like multiple intelligences, learning styles should also be addressed in the planning process.

In addition, the social-cognitive factor bases the success of teaching on the interaction and communication of students through debates and argumentative discussions in order to achieve collective cognitive and ethical results and solutions through the interaction theory practice. This theory takes the name of Social Constructivism, which highlights feedback and assessment processes (Palincsar**, A. S,** 1998). This aspects of teaching and learning should also be taken into account when planning and this has a lot to do with effective and successful lesson plans.

2.5 Legal Grounds.

The legal basis on this regard is supported by the Reglamento de Regimen Academico, in the following articles: Art. 9.- which talks about education at higher level for future professionals. Art 22.- which regards that the research work should contain a research component and or should be descriptive. It claims that the thesis is the only medium for graduation and should be scientific and should demonstrate some level of contribution at theoretical or methodological level which should later be presented and defended before a board committee. Art. 24 which describes that students are free to choose from all the options presented for graduation and Art 25 which supports the idea that the thesis work is the only medium for graduation

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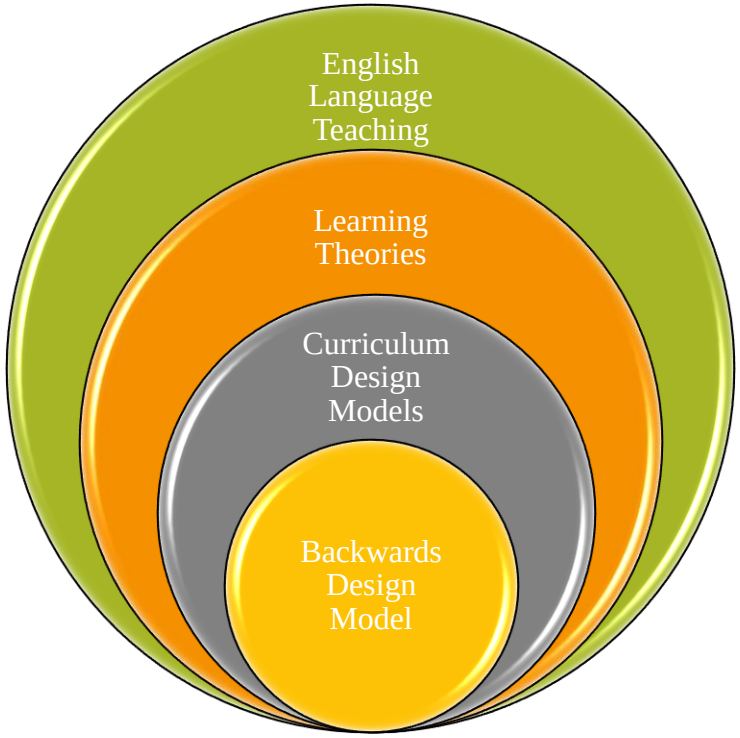
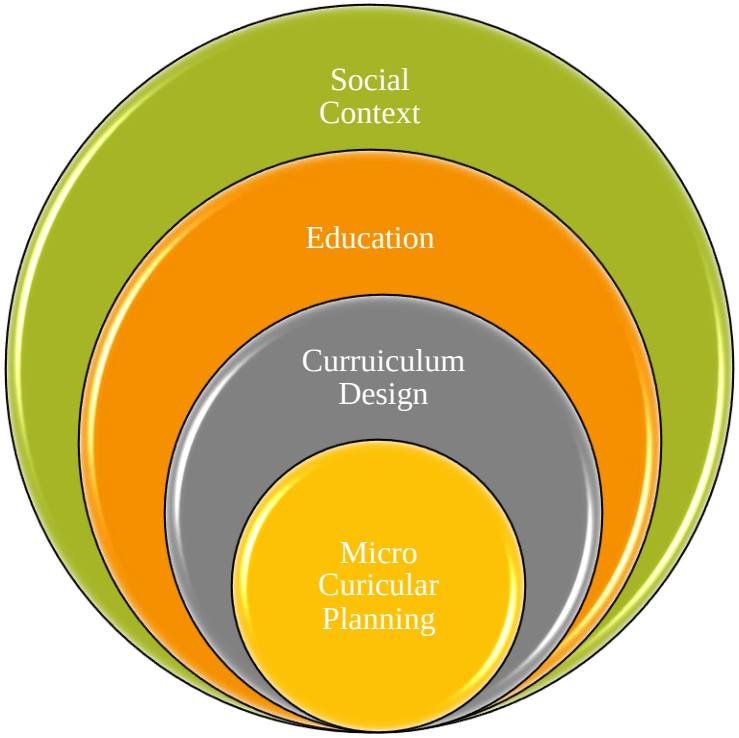
2.6 Conceptual Framework.



Independent Variable



Dependent Variable

Graph 2 Conceptual Framework

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2.6.1 Independent variable theoretical support

Backwards Design Model

It is a well-known fact that currently new and innovative approaches have appeared in the teaching world. These approaches have shifted the way educators conceive education as now the focus lies heavily on how a student might learn best rather than how a teacher should teach best. On this regard, the Backwards Design is a new proposal that is having a lot of attention by educative institutions at all levels. So, therefore it is very convenient to know what the Backwards Design Model is.

McTighe & Wiggins, Understanding by Design (2013), claim that Backwards Design is a method of designing curriculum by setting goals before choosing instructional methods and forms of assessment.

This process typically involves three stages:

1. Identify the results desired (big ideas and skills)

- What should the students know, understand, and be able to do?
- Consider the goals and curriculum expectations
- Focus on the "big ideas" (principles, theories, concepts, point of views, or themes)

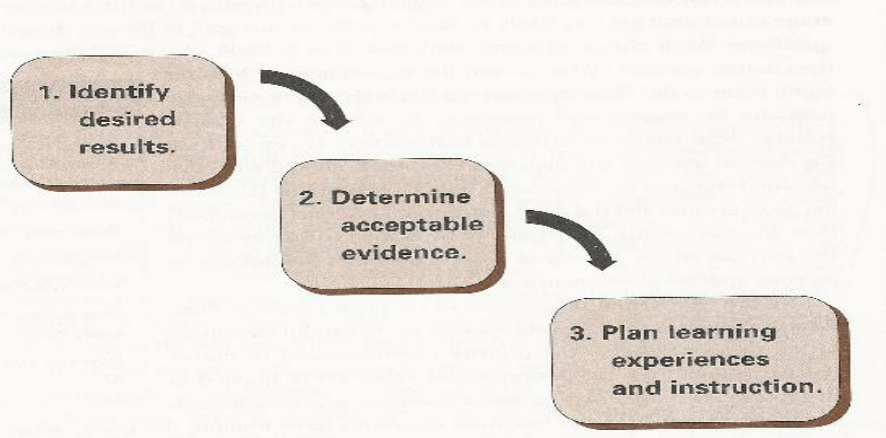
2. Determine acceptable levels of evidence that support that the desired results have occurred (culminating assessment tasks)

- What will teachers accept as evidence that student understanding took place?
- Consider culminating assessment tasks and a range of assessment methods (observations, tests, projects, etc.)

3. Design activities that will make desired results happen (learning events)

- What knowledge and skills will students need to achieve the desired results?
- Consider teaching methods, sequence of lessons, and resource materials

Illustration 1 The Backwards Design Model



Wiggins and McTighe (2013), advocate the strategy of Backward Design as a means for teaching for deeper understanding of key curriculum concepts and ideas. Curriculum planning using Backward Design involves determining the unit assessments before deciding on instructional activities.

This model seems to have a lot of acceptance by the language teaching community. Teachers perceive this approach as valid as the advantages found are soon evidenced by students. One of the advantages of it is that students have the chance to demonstrate what they have learnt. Another advantage is that assessment is designed before planning the lesson.

Curriculum Design Models

According to Seel, N. M., & Dijkstra, S. (2004). Curriculum Design Model consists of interacting parts (approaches, methods, procedures) that targets the

needs and characteristics of particular groups of students and that serve as a guide or procedure for teaching and learning.

This definition is eminently traditional as it describes curriculum from a very scholarly view. Although it attempts to define the field in which a student develops, it does not mention the environment and the beliefs that the students bring to class with. These extra elements are also relevant when designing curriculum and probably the one of the most relevant to take into account.

The Curriculum Models are grouped according to different perspectives like: Focus, Approach, Content, and Structure among others.

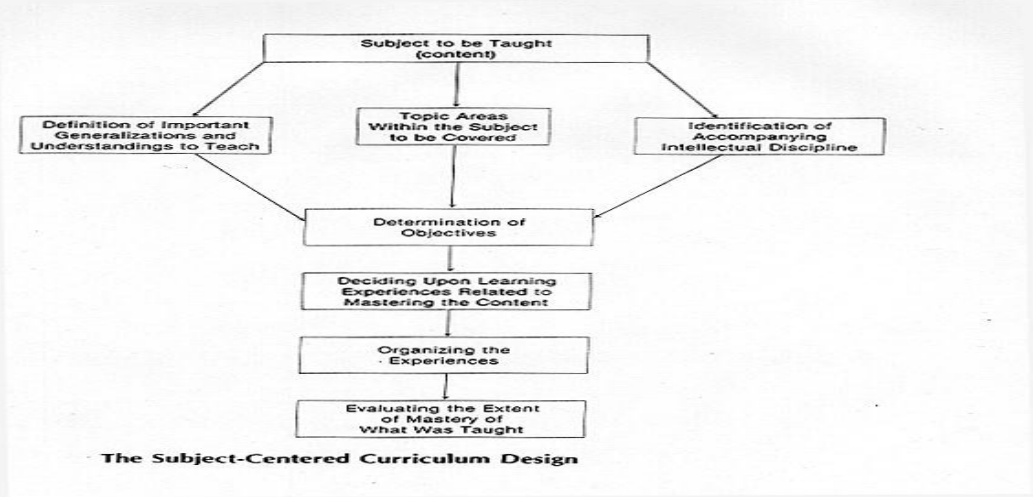
Another important point is that his idea highlights the conjugation of teaching elements which interrelate so that knowledge takes place. A model takes into account the different types of students as well as their needs. However, these authors do not address aspects like independent learning and assessment types which are important within this process. The focus given in their definition emphasizes a somewhat traditional view of education.

The Curriculum Models are grouped according to different perspectives like: Focus, Approach, Content, and Structure among others.

According to Focus: These can be either, Subject centered, or Learner centered.

- **The Subject-Centered Curriculum Model.-** It focuses heavily on the content of the curriculum where textbooks are designed to be used for teaching. This type of curriculum is built around a subject and focuses on strategies and processes or life skills such as team work, problem solving or decision-making activities.

Illustration 2 The Subject Centered Curriculum Model



Taken from: Curriculum issues and the school library media specialist.

- **The Learner Centered Curriculum. -** Also known as Child- centered Design and Experience Centered design**.** In this model, the learner is the center of the educative process. It has a very strong base on identifying the needs and interest of the learner. The learner engages with the environment and learns better by doing. (John Dewey, Rousseau, Pestalozzi and Froebel, 1983)
-

Illustration 3 The Learner Centered Curriculum

Taken from: Curriculum issues and the school library media specialist

This model is probably one of the bests as it creates a direct relationship between what the students do in the class and transfer it into the environment. So, students can see that what they learn has an impact in their surroundings making them more responsible of their own learning and the environment. However, a big disadvantage for the teacher is that at some point it may become difficult to choose appropriate material according to the needs of the students and establish acceptable evidence of outcomes.

According to Approach. - This includes the Traditional or innovative Model

- **The traditional Curriculum Model**. - The elements and processes of the curriculum are pre-stablished. It organizes the content or information presentation in blocks and then by units. It has a very strong component on "teach to the test" format for the students to prepare for passing tests. The teachers is the one who controls everything in the learning process.

According to Content. - This includes Topic-Base or Competency Based

- **Topic base Model of Curriculum**. - This type of organization links curriculum strands and focuses on children´s interest and experiences. It creates a sense of purpose in the classroom. It places a lot of attention to the students asking questions and develop communicative skills. It develops attitudes, skills and knowledge (Diana Mumford, 1995).

- **Competency based Model of Curriculum. -** In this type of model, instruction developed around observable and measured stated objectives. Learning is measured in relation to performance standards which are stablished in competences (objectives). In other words, it measures learning rather than time. Students are supposed to demonstrate their acquired competency of a particular topic. It focuses greatly on three areas: the cognitive, the affective, and the procedural all together.

According to Structure. - This can be System, Linear or Cyclic (Kolb´s Cycle of Experiential Learning.)

Apart from the ones mentioned there are other Curriculum Models like:

- **The Tyler Model (2013)**.- Lies a strong emphasis on educational experiences and how they can be organized. This model is based on needs. He starts by identifying the nature and structure of knowledge, the needs of the society and the needs of the learner.

- **The Taba Model (1971).-** She believed that teachers should practice or participate in developing curriculum rather than handed down by the schools authorities. She called this practice as grass-roots approach which consisted of 7 steps: Diagnosis of Needs, Formulation of Objectives, Selection of Contents, Organization of Content, Selection of Learning Activities, Organization of Learning Activities and Evaluation.

- **The Saylor and Alexander Model (1974). -** According to them curriculum "is a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school center", The curriculum was organized into four steps: Determining Goals, Objectives and Domains, Curriculum design, Curriculum implementation, Curriculum Evaluation.

Language Learning Theories

It refers to how a learner learns best. These theories are grouped into four different perspectives:

1. **Behaviorism. -** It focuses on observable behavior. Its supporter John B. Watson (2012), believed that the inner experience had to be studied through laboratory experimentation which led to the appearance of his model called

"the stimulus – response". He claimed the control of behavior was possible by providing a certain type of stimuli for a response to be generated. His experimentation tried to prove that learning was the result of a conditioned-result process.

Researchers like Edward L. Thorndike (1932), build upon these foundations and, in particular, developed a S-R (stimulus-response) theory of learning. He noted that that responses (or behaviors) were strengthened or weakened by the consequences of behavior. This notion was refined by Skinner and is perhaps better known as operant conditioning – reinforcing what you want people to do again; ignoring or punish what you want people to stop doing.

This model is probably one of the least recommended nowadays as it set the origin of the traditional approach for teaching and learning. It targeted the shaping of a human behavior by a process of reinforcement and praising. I personally do not agree quite much with this model since it has some disadvantages. One on these disadvantages has to do with the idea that this model was first done or applied on animals, and the animal condition lies strongly on instincts, but humans are much more complex.

Cognitivism. - Conceives learning as a mental / neurological process (Siegelbaum, S. A., & Hudspeth, A. J. 2000). Its focus is primarily on cognition known as the process of knowing or using thinking process to learn. This theory has been prominent and contrasts with behaviorism as cognitivism focuses on mental processes like thinking, remembering, learning, solving problems.

Its main representing figure Jean Piaget (1969), claims that Children have higher and more profound ways of processing learning. He says that

concepts like justice, numbers, time cannot be simple looked through behaviors because they are abstracts concepts. One of the disadvantages of this theory is that it refers to processes that cannot be observable to the human eye making it a strongly subjective process.

2. **Humanistic. -** Based on emotions. It is a pedagogical approach that views learning as a personal act to fulfill one´s potential. Its main proponents: Abraham Maslow, Carl Rogers, Malcolm Knowles. In humanism the learning process is organized around the student with hits of personalization. (Maslow, 2013).

   The teacher´s role is that of a facilitator. Its goal is to develop self-actualized people in a cooperative, supportive environment
   According to Mills (2011), people act with intentionally and values and it is necessary to study the person as a whole, especially as an individual grow and develops over the lifespan.

   Maslow´s theory (2013), on this regard claims that experience is the primary phenomenon in the study of human learning and behavior. He put emphasis on choice, creativity, values, self-realization and believed the development of human dignity, potential and worth are ultimate concerns.

3. **Social. -** States that students learn best in group activities. This orientation of learning claims that the learners attain structures or models to understand the world. Learning demands the learner to take part in a community of practice.
   An important aspect of this theory is the fact that it says that people learn from observing other people interacting with the environment.

"Learning is in the relations between people" (Murphy, 2005). Logically, there is a coherent idea behind these lines. It implies that learning is derived from a negotiation of meaning during the relationships that people maintain. Then if this is the case, it can be said that learning happens at all times. So learning does not belong to one individual but to everybody.

Other Theories about Language Learning.

Universal Grammar (1980 – 1990).- This theory was developed by Chomsky (1965), Ellis (1985), McLaughlin (1987), Larsen-Freeman (1991). It argues that every human being is born with an innate grammar system in their brain which enables them to organize language naturally. The capacity to construct language and communicate is natural which is called LAD (Language Acquisition Device). It allows a child to identify actions (verbs) and this is part of the innate grammar, however the rules of grammar are learned as they are not preprogramed in their brains.

A very important aspect in this theory is the fact that its supporters claim that after a certain age acquisition of a L2 the Universal Grammar is not possible. This ability to learn a language in a natural way decreases as time passes by. (This is still under discussion).

Regarding a student learning a second language, it may be highly beneficial that students develop language awareness processes so that they can be transferred to the second language. This could lead them to success in learning.

Krashen´s Monitor Theory (1995).- Krashen supports his ideas into five hypotheses.

1.- The Acquisition-Learning Hypothesis: This implies that there are two ways to learn a second language: Acquisition (also called unconscious

learning or natural learning) and Learning (also called conscious or instructional learning produced by a process of study and attention). He states that from these two, Acquisition is more important than Learning.

2.- The Monitor Hypotheses: Acquisition is responsible for fluency whilst learning is the monitor of the outcomes.
3.- The Input Hypothesis. - Acquisition of language will occur through exposure and comprehensible input that language that is beyond the learner´s current level.

4.- The Natural Order Hypothesis. - L2 Grammar structures are acquired in a predictable sequence as in L1.

5.- The Affective Filter Hypothesis. - It refers to an imaginary emotional factor are also called filter that may impede acquisition. If L2 learners are under stress or emotionally unstable this may prevent them from learning, but if there is no stress then learners may feel motivated towards learning more easily.

This theory places a great deal of importance to input which according to the author should be comprehensible, interesting, not sequenced in a grammatical way and beyond the learners' language competence. Interestingly, learners should not be pushed to speak until they are ready.

Certainly, this has been a well-accepted theory lately however a lot of criticism has been given to it. One of the objections for this theory is that it does not take into account individual differences, and that there is not clear definitions about what is "comprehensible input".

Conversation Theories. - Its basic principle is that learning a second language is only possible by conversational interactions or participating I conversations. This theory places a lot of importance to providing scaffolding strategies. This means that a L2 learner should participate in conversations with more knowledgeable speakers. This will provide challenges for the learner to make connections and improve their present language competence. One of the main strategies for this theory is the use of paraphrasing techniques but does not require production of correct full sentences but speaking is encouraged over all.

Schumann´s Acculturation Theory (Social Distance Hypothesis) (1975).- This theory bases its concept on Learning a language to function in the target culture. It gives a lot of importance to motivation. Students need to be flexible learners with little or no culture shock and need to become comfortable in the L2 community. Social practice is necessary to improve L2. This theory requires the learner to be in direct contact to the culture where the language is spoken. This can break up barriers of social distance as it is easier for them to pick up the language leading them to a process of acculturation.

Language Teaching

According to Aleidine J. Moeller and Theresa Catalano, (2015), a foreign Language Teaching refers to the teaching of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between Foreign and Second language learning and teaching. A second language implies that the learner resides in an environment where the acquired language is spoken. On the other hand, a language is considered foreign if it is learned in the classroom and it is not spoken in the society where the teaching occurs.

According to the Concise Oxford Companion to the English Language. *Encyclopedia.com,* "LANGUAGE TEACHING." Refers to instruction in any language within an educative system. It takes place under any conditions, formal or informal in order to teach a mother tongue.

Some Language Teaching Methods.

The Grammar translation Method. - Appeared as a method for teaching Greek and Latin. This method appeared in the late 18th century and it mainly focused on written form of languages as it was firstly intended to learn old languages. This method consisted of translating words, and sentences using the mother tongue and vocabulary was learnt through lists of words with their definitions in the mother tongue. Reading accurately was the main aim. Translation exercises were done from the target language to the mother tongue language and vice versa.it received a lot of criticism because it did not develop students critical thinking but rather it taught about language not to communicate.

The Direct Method. - Developed in the 1900´s and stablished in Germany and France. The intention of this method was to have students learn a second or foreign language in the most natural way possible. Immersion and exposure to the language was necessary. The instruction or teaching is done through the target language. Grammar was taught in English and in an inductive way. It also received a lot of criticism as critics thought that the learner context plays an important role.

The Audio-Lingual Method. - Developed during the Second world war. This method emerged from Skinner's idea that a human being could be trained to develop correct behavior through association and reinforcement. It focused on the learning of sentence patterns. This was done through lots of drilling and repetitions. Reading and listened were first taught. Its proponents looked for

accurate grammar and pronunciation. It had much similarity with the direct method.

The Situational Approach. - Also known as the oral approach. It was developed by British linguists in the 1930´s. and 1960´s. It focused on the development of speech and sentence structure. It largely used situation to develop language. This meant that all the vocabulary and sentence patters resulted from the analysis of real situations or imagined ones. Language is considered a habit formation where any type of mistake should be not learnt and avoided at all times. The meaning of the new vocabulary can only be learnt from context.

The notional Functional Approach. - Appeared in the earlies 1970's. It is meant to help learners to use real and appropriate language in order to communicate ideas. It bases its theory on the idea that people should learn to express and recognize communicative functions like apologizing, ordering, inviting, greeting, promising etc. It addressed the students' needs to communicate creatively and constructed around functions. A function is considered as an act with a purpose where two people interact.

The Communicative Approach. – It strongly supports the idea that language learning occurs when communicating real meaning. In other words, it needs real interaction. Learners become self-oriented in achieving their own goals and become more independent. Language is considered a social tool that is intended to promote interaction. Teacher should promote negotiation of meaning at all times. Learners are expected to develop some sense of responsibility for their own learning. Cooperative and individual work is promoted.

Independent variable theoretical support

Micro-Curriculum Planning

A distinctive characteristic of teaching is organizing the planning process. This is probably one of the most important stages when preparing for teaching. For Fullan (1998)-micro curriculum consists of a process of putting into practice an idea, program, or a set of activities and new structures to people attempting or expected to change.

This definition states the idea that the planning process is not an isolated activity done by the teacher. It implies a lot of thinking and knitting a coherent idea or concept with a pre-stablished process in order to make a change on people who in this case are the students. It necessitates of a basis of a biggest picture from which to tailor a certain aspect of learning.

A great proportion of time is usually devoted to planning. This time demands deciding on the what, the how and what to teach with. There are also other aspects to consider like how much material the teacher should cover in one period. From this considerations it can be said that the process of planning although seems to be an easy one, it also becomes a reflective experience practice. Teachers should develop a sharp sense of observation because it would let them get the necessary skills for successful instruction

Parts of a Micro Planning.

Traditionally a micro plan consists of the following parts:

1. **Subject or Topic**. - It refers to the theme under study. All the lesson is developed around it. From it, some concepts and subtopics may derive.

2. **Rationale**. - Here the teacher explains why he/she is teaching the lesson. Should explain why it is important and how it will contribute to the students' education.
3. **Instructional Objectives**. - Here the teacher list the goals or objectives previously agreed on the syllabus.
4. **Content. -** It refers to the
5. **Procedure. -** It refers to a list of instructional activities that the teacher might use for the lesson. It describes how the lesson will be carried out.
6. **Resources. -** In this part the teacher should list any equipment, audiovisual or any other type of material or didactic resources needed for the lesson.
7. **Learning Activities. -** A set of specific activities which will lead the students towards achieving the general goal of the lesson.
8. **Evaluation/assessment**. - This part includes different form of accreditation. The teacher will determine how the students show the have reached the learning goal or outcomes through: tests, quizzes, informal, performance assessment etc.

Curriculum Design

A definition of Curriculum Tanner (2007), It refers to "the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences, under the auspices of the school, for the learners´ continuous and willful growth in personal competence". This definition emphasizes the idea that the curriculum is the organization of experiences for the students which are expected to generate results.

Typically, this has been the structure for the design of the curricula in educative institutions in this country where content and the assessment methodology are organized and planned beforehand at the expense of developing an individual competent to solve his/her problems.

According to Landman (2014), curriculum design is a scientific accountability designed document that include selected, ordered and evaluated content as well as didactic considerations that are instrumental to attain its stated aims in the school´s didactic pedagogical situation (p.49).

These approaches to curriculum design certainly aim and embrace a limited area of action. Ideas like competences and learning outcomes are mentioned. However, they do not mention anything related to a curriculum being in continuous development and evaluation which is an important characteristic of today's education, and more specifically in the area of planning where every single feature from students are taken into account when carrying out a lesson.

Education.

F. Action and effect of educating. Teaching and training children and young people are given. Courtesy, good manners. It is a socialization process which is aimed at developing a person intellectually and ethically (www.definicion.org/educacion).

This process of human formation aims to integrate cognitive knowledge, affective knowledge, and coexistence that will allow a student to be able of knowing how to act, know-how, know how to live in a specific scenario. Within this area all forms of educational organizations such as public and private institutions are integrated.

A more interesting definition given by Dewey J. (2014), states the idea that education is a social process of living and not a preparation for the future living. Clearly the author tries to clarify that the act of education is directly related to experiencing life at present and trying to get the best out of people right while interacting with his or her environment. This definition destroys the assumption that education should be preparing the learners for a future that has not come yet or that the learner has not known yet.

Social context

The social context is determined as a much broader field that is composed of very important elements as population, its culture, means of production, social phenomena that occur in it; the needs that arise as life unfolds, interpersonal, social and legal relationships, its affectations and future projections are crucial elements in determining the direction and existence of human life.

There is a very close relationship between school education and its social context. The role of the first one may determine the successfulness or failure of the second one. The purpose of education is that learners may be able to interact adequately in any specific context where the characteristics of that place culture or people may be respected and empowered. So with this in mind the social context in which an individual may develop is directly the result of other individuals´ context formation.

The study of social context is imperative, as it is intended to contribute significantly to its development through the provision of the necessary tools for its development and in this case the implementation of a new design will permit teachers and students improve their teaching and learning pertinently.

2.5 Hypothesis.

Backwards design model empowers English micro curricular planning.

2.6 Variables Determination.

- **Independent Variable:** Backwards design Model
- **Dependent Variable:** English micro curricular planning

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Approach.

The present research study is based on a Socio Educational Model as it meets cuali-quantitative features. These characteristics are important because most of the work of research is theory which later became into data for its analysis and interpretation.

3.2 Research Type or Modality.

3.3.1 Field Research.

To carry out this research work, everyone involved in this case was taken into account. This included going to the place where the unit of analysis is, as well as collect the opinions from the teachers and authorities in the language Center of the Technical University of Ambato.

3.2.2 Bibliographical - Documentary Research.

Another important aspect under which this research study was based upon is the Bibliographical-documentary support. Through this work it was expected to take a closer look about the different theories and models from a number a authors about the research topic. This meant that primary and secondary resources were used to support the theoretical framework.

3.2.3 Synchronic or transversal.

Because it studied the research problem in a specific year and at the time it occurs.

3.3 Level of Research.

This research study is especially descriptive because it is important to describe the characteristics of each variable. Essentially it consists in characterizing the situation or unit of study indicating its most unique or distinguishing features.

It is also a Variables-correlational study because it is necessary to relate between two variables (cause IV and effect DV). It also aims at determining the degree of relationship between the two variables and the proposal was generated from this analysis.

3.4 Population & Sampling.

Due to a limited number of involved people in the sampling, this research work made use of the total sample, which reached to 48 English teachers at Language Center of the Universidad Técnica de Ambato. This represented the total number of teachers working only at the Regular Teaching-Learning modality of this academic unit.

n = 48 (English language teachers)

3.5 Operationalization of Variables.

Chart 1 Operationalization of Independent Variable

INDEPENDENT VARIABLE	DIMENTIONS	INDICATORS	ITEMS	TECH.	INST.
BACKWARDS DESIGN MODEL *Characterization* An academic process of designing educational curriculum by which the learning objectives are set before choosing the instructional method and forms of assessment which are typically sequenced in: Desired Results, (describing what Students will be able to do, understand and know), Evidence (describing what students will do to demonstrate learning) and Learning Plan (summary of learning activities, timing and procedures).	Educational Curriculum	- Learning Objectives - Techniques - Methodology - Resources - Assessment	Does your lesson plan include: learning objectives, techniques, methodology, resources, assessment in the format?	Survey	Questionnaire
	Results	- Knowledge - Understandings - Skills - Performance - Outcomes	Does your lesson plan target / address long-term transfer goals? Does your lesson plan state essential questions for the students to explore? Does your lesson plan describe the knowledge and skill students will acquire? Does your lesson plan target goals and standards established at your school?		

	Evidences	- Observable Performance Tasks - Evaluation Instruments - Assessment Criteria	Does your lesson plan determine clear performances and products that reveal evidence of meaning making and transfer of learning? Does your lesson plan present the criteria under which performance will be assessed with respect to desired results? Does your lesson plan determine additional evidence (quizzes, tests, observations and work samples) of desired results? Does your lesson plan denote assessment alignment to all stage 1 elements?		
	Learning Plan	- Learning Activities - Timing - Procedures	Does your lesson plan have activities, experiences that lead to achievement of desired results at the assessment? Do the activities in the learning section of your plan promote acquisition, meaning making, and transfer? Does your lesson plan contemplate differentiated instruction to optimize achievement for all learners? Does your lesson plan procedure denote alignment with Stage 1 goals and Stage 2 assessment?		

Made by: Wilber Romero V.

Chart 2 Operationalization on Dependent Variable

DEPENDENT VARIABLE	DIMENTIONS	INDICATORS	ITEMS	TECH.	INST.
ENGLISH MICRO CURRICULAR PLANNING *Characterization* A document outlining detailed description of the learning principles for a lesson based on the understanding of specific learning theories, teaching principles, students´ needs and learning goals which are all logically sequenced involving a warm up activity that introduces the topic or elicits grammar followed by an explanation of the content to be covered, a description of the methodology to be used and the materials needed as well as the assessment approach so that the learning can effectively be achieved.	Learning Principles	- Learning Theory - Teaching principle - Students´ needs - Learning goals - Warm up activities	Does your lesson plan format and content sequence respond to a teaching and learning principle? Does your lesson plan address issues related to your student's needs?	Survey	Questionnaire
	Lesson Elements Sequence	- Warm up - Presentation - Practice - Production - Assessment - Follow-up - Wrap-up	Does your lesson plan follow the traditional: warm up, presentation, practice, production stages of lesson delivery? Does your lesson contemplate follow up and wrap up activities at the end of the lesson?		

	Methodology	- Format - Techniques - Activities	Does your lesson plan evidence teaching techniques and activities that show a communicative approach?		
	Resources	- Teacher/ Students made materials - Audio-Visual - Printed materials - Technological	Does you lesson plan incorporate the use of students ‘made materials?		

Made by: Wilber Romero V.

3.6 Data Collection Plan.

3.6.1 Survey

The survey was applied to the English Language Teachers of Universidad Técnica de Ambato. This survey is composed of closed – ended questions, which let the collection of precise data about the variables under study.

Validity and Reliability of the instruments to collect data.

3.6.2 Validity

The instruments used to collect data were under the opinion of experts in the field who expressed their comments regarding the relevance and applicability of the questions in the survey.

3.6.3 Reliability

This research study was supported on the surveys aimed at the teachers. Reliability of the instruments were determined through the application of a pilot survey given to a representative 5% of the total number of teachers using the Cronbach coefficient method.

Information Processing Plan

The data obtained was subject to revision in order to purify the information and if necessary to repeat the collection so as to correct mistakes. Then the data was tabulated according to the variables.

Regarding the management of information, it is important to say that readjustments were also be made. This led to the data statistical study and development to present the results. On this last point, the representation was described in graphic and written form.

The collected data were transformed by following certain procedures:

- Critical review of the information collected; which means cleaning faulty information (contradictory, incomplete, or irrelevant information)
- Information Management (reset tables with empty cells or as small quantitatively, data that do not significantly affect the analysis).
- Statistical analysis of data or for presentation of results.

3.7.- Analysis and Interpretation of Results

- Conceptualization of indicator
- Written analysis and interpretation of statistical results, highlighting trends or fundamental relations in accordance to the context of the question.
- Making of conclusions and recommendations for each item.

CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1 Analysis and Interpretation of Results.

This chapter presents the tabulation of results gotten from the survey applied to teachers and from the revision made to the teachers' lesson plans. The interpretation methodology shows the analysis of each question followed by a figure representing the frequencies and percentages found in the charts for both, the teachers survey and the lesson plans reviews. Right after this, a contrastive analysis containing the most relevant results from both sources of information will be found.

The analysis of the statistical results was based considering the general and specific objectives as well as the hypotheses. This correlation analysis stood out the major trends and the fundamental connections linked to the problem under study.

Likewise, the interpretations were made considering the theoretical framework to sustain more scientifically the in the aspects that were relevant.

1. Does your lesson plan include: learning objectives, techniques, methodology, resources, assessment in the format?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>Chart 3

<table>
<tr><th>ALTERNATIVES</th><th>FREQUENCIES</th><th>PERCENTAGES</th></tr>
<tr><td>Totally</td><td>25</td><td>52%</td></tr>
<tr><td>Partially</td><td>21</td><td>44%</td></tr>
<tr><td>Not at all</td><td>2</td><td>4%</td></tr>
<tr><td>Total</td><td>48</td><td>100%</td></tr>
</table>

Source: Survey to English Teachers</td><td>Chart 4

<table>
<tr><th>ALTERNATIVES</th><th>FREQUENCIES</th><th>PERCENTAGES</th></tr>
<tr><td>Totally</td><td>1</td><td>2%</td></tr>
<tr><td>Partially</td><td>45</td><td>94%</td></tr>
<tr><td>Not at all</td><td>2</td><td>4%</td></tr>
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Source: English Teachers´ Lesson Plans</td></tr>
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 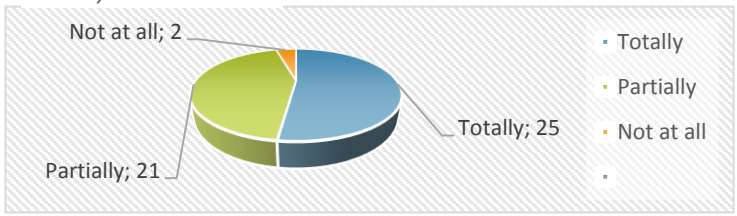

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 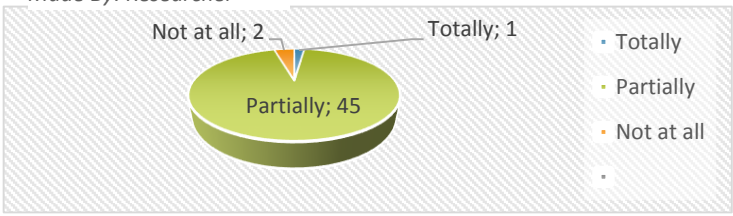

Figure 2</td></tr>
<tr><td>ANALYSIS
Of the 48 teachers surveyed, 25 state that their plans meet the elements in a total way. While 21 teachers say their plans partially meet those requirements.</td><td>ANALYSIS
After having checked the lesson plans, it becomes evident that a 98% of the them do not meet the standards for a proactive lesson plan.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
Form a comparative analysis, it can be seen that based on the teachers' opinion about their lesson plans, these do not meet the necessary elements of a more efficient lesson plan format. It could be seen that most of the weaknesses lie on the lack of teaching techniques and grading criteria. However, these elements are taken for granted at the moment of teaching a lesson, but they are not set in the lesson plan. This evidences improvisation from the teacher.</td></tr>
</table>

2. Does your lesson plan target / address long-term transfer goals?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 5

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	13	27%
Partially	27	56%
Not at all	8	17%
Total	48	100%

Source: Survey to English Teachers

Made By: Researcher

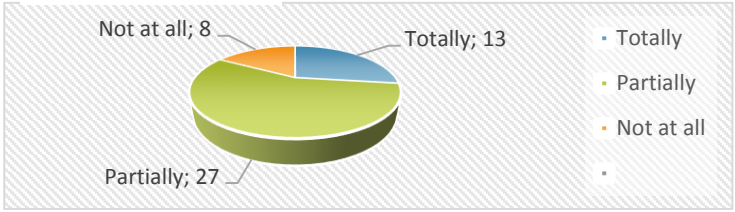

Figure 3

</td><td>

Chart 6

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	1	2%
Partially	24	50%
Not at all	23	48%
Total	48	100%

Source: English Teachers´ Lesson Plans

Made By: Researcher

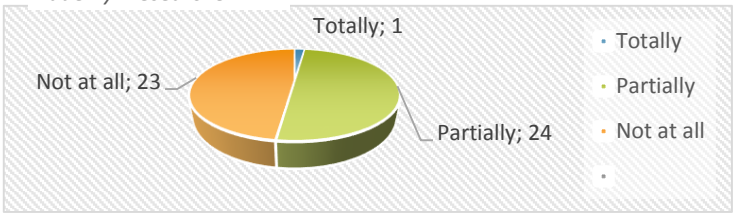

Figure 4

</td></tr>
<tr><td>ANALYSIS
Of the 48 surveyed, 27 that correspond to 56% state that their lesson plans include long-term transfer goals.</td><td>ANALYSIS
The figure shows that from the teacher´s plans review, only one of the teachers addressed long term goals. Most of their goals are content and skills based goals.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION.
From comparing the two sources of information, it can be said that the teacher´s opinion separate from their written lesson plans. An important number of teachers assure their plans target long term goals: (13) totally or partially (27); while in fact their lesson plans show that only one teacher does it totally. The rest of the teachers do it partially (24) or not at all (23). The goals are being thought from a content and skill development way of teaching, and not from a functional long-term view. Unfortunately, this evidences that students are not being prepared for real present or future life communication, rather for a momentary class need of knowing the content to do well on tests.</td></tr>
</table>

3. Does your lesson plan state essential questions for the students to explore?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 7

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	10	21%
Partially	24	50%
Not at all	14	29%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 8

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	0	0%
Partially	16	34%
Not at all	32	66%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

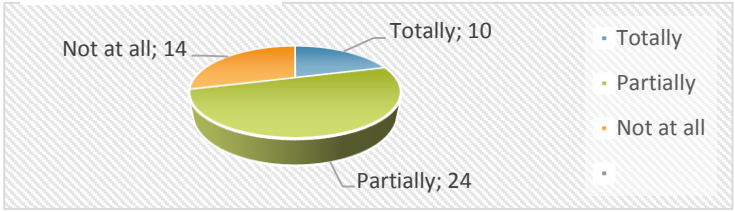

Figure 5

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Made By: Researcher

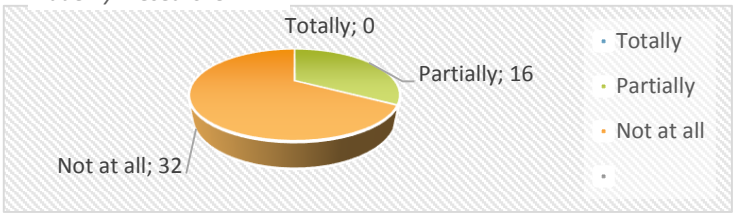

Figure 6

</td></tr>
<tr><td>

ANALYSIS

10 of the 48 surveyed teachers say they state questions in their plans for the students to explore

</td><td>

ANALYSIS

Most of the teachers meaning the 66% do not state questions in their plans for students to explore which is considered a weakness in the development of skills that focuses on real communication.

</td></tr>
<tr><td colspan="2">When analyzing what is reported by teachers and what is evidenced in their plans it is noted that most of them are not developing real strategies to achieve a real autonomous learning mode of learning. Therefore, it is noted that a new format that contemplates this essential process is needed.</td></tr>
</table>

4. Does your lesson plan describe the knowledge and skill students will acquire?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 9

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	38	79%
Partially	7	15%
Not at all	3	6%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 10

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	9	19%
Partially	34	70%
Not at all	5	11%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

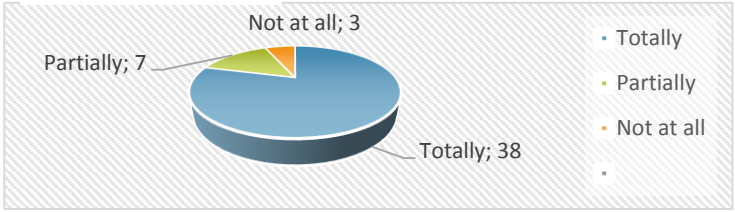

Figure 7

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Made By: Researcher

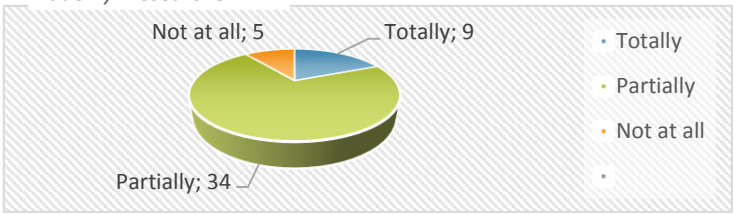

Figure 8

</td></tr>
<tr><td>ANALYSIS
This figure shows that teachers do include the knowledge and skill in their plans.</td><td>ANALYSIS
The lesson plans evidence that teachers confuse the content objectives and skills objectives as a great deal of them do it partially in their plans.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION.
These two figures contrast greatly on what is perceived as knowledge and skills. Very slightly teachers make students develop knowledge and skills as they narrow the content to simply grammar knowledge and skills to development of the 4 skills. Naturally a lesson plan should also empower the development of other thinking skills which should also be described.</td></tr>
</table>

5. Does your lesson plan target goals and standards established at your school?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 11

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	33	69%
Partially	14	29%
Not at all	1	2%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 12

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	25	52%
Partially	21	44%
Not at all	2	4%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

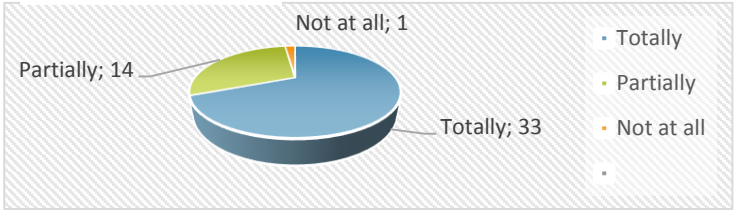

Figure 9

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Made By: Researcher

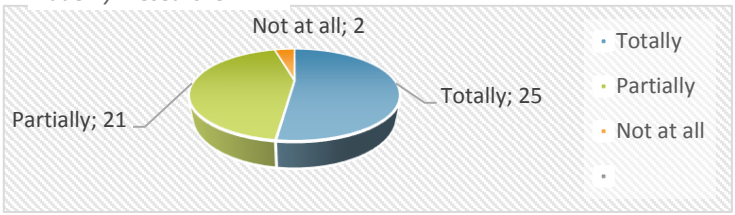

Figure 10

</td></tr>
<tr><td>ANALYSIS
33 Teachers out of the 40 surveyed, assured their lesson plans included school standards.</td><td>ANALYSIS
About 50% of the teachers plans show goals and standards</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
When checking the type of goals stated in the lesson plans, these are the same goals given by the book in each chapter. Almost a 50% of the teachers' plans (23) do not meet with this requirement for a proactive lesson plan.</td></tr>
</table>

6. Does your lesson plan determine clear performances and products that reveal evidence of meaning making and transfer of learning?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 13

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	19	40%
Partially	28	58%
Not at all	1	2%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 14

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	0	0%
Partially	34	70%
Not at all	14	30%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

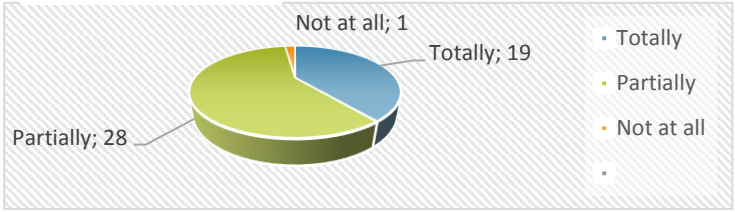

Figure 11

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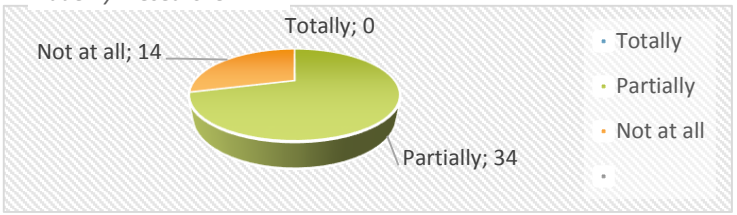

Figure 12

</td></tr>
<tr><td>ANALYSIS
A great deal of teachers (28) say their lesson plan partially include performances and products while 19 teacher say they do it totally.</td><td>ANALYSIS
70 percent of the teachers partially include activities on this regard. No teacher does it in an appropriate way</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION.
None of the teachers show that their plans have products or performance activities where students might context their new learnings in a very clear way. Their lesson plans reveal that sometimes the “products” are confused with the speaking or writing practice activities provided by the book. This result evidences there is a need towards learning how to state clear performance activities which represent transfer of learning</td></tr>
</table>

7. Does your lesson plan present the criteria under which performance will be assessed with respect to desired results?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 15

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	16	34%
Partially	20	41%
Not at all	12	25%
Total	48	100%

Source: Survey to English Teachers

Made By: Researcher

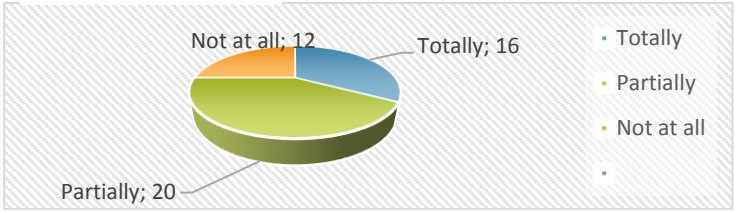

Figure 13

</td><td>

Chart 16

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	0	0%
Partially	2	4%
Not at all	46	96%
Total	48	100%

Source: English Teachers´ Lesson Plans

Made By: Researcher

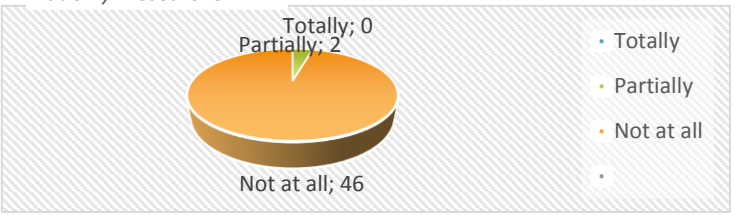

Figure 14

</td></tr>
<tr><td>ANALYSIS
16 out of 48 teachers manifest they include some kind of criteria for assessment of students' outputs. Likewise, 20 of them stated they did it but not totally.</td><td>ANALYSIS
No evidence of assessment criteria was found in any of the lesson plans of the teachers. Only 2 teachers mentioned that some task activity would be graded on a 10/10 score scale.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION.
This question certainly revealed that even when teachers know this is paramount, they do not include it in their plans as it is assumed that it's a mostly teacher's issue. However, students must also be told what and at what extend some performance is expected from them. And this of course should be stated in a proactive lesson planning.</td></tr>
</table>

8. Does your lesson plan have activities, experiences that lead to achievement of desired results at the assessment?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 17

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	24	50%
Partially	23	48%
Not at all	1	2%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 18

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	4	8%
Partially	31	65%
Not at all	13	27%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

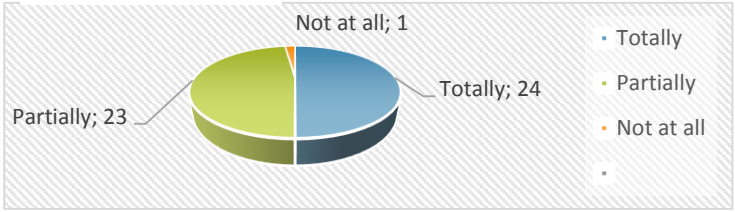

Figure 15

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Made By: Researcher

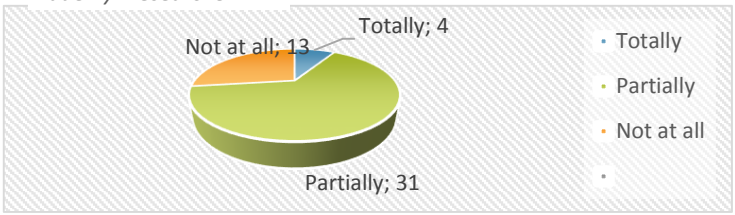

Figure 16

</td></tr>
<tr><td>ANALYSIS
24 teachers claim that their Lps contain activities that lead to desired results. Almost half of the teachers say they partially include them.</td><td>ANALYSIS
The teacher lesson plans show that 31 teachers out of the 48, include some activities that might lead to desired results in the assessment.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
It can be seen that teachers generally do not plan keeping the end in mind. Their plans show activities taken from the book however some of them have been slightly modified towards achieving a small part of the assessment outcome. This proves that a different model for planning is necessary to be implemented.</td></tr>
</table>

9. Does your lesson plan contemplate differentiated instruction to optimize achievement for all learners?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 19

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	10	20%
Partially	31	65%
Not at all	7	15%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 20

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	0	0%
Partially	10	20%
Not at all	38	80%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

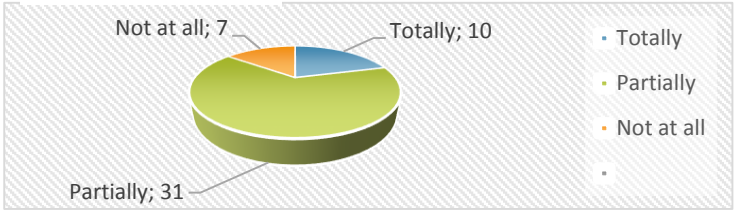

Figure 17

</td><td>

Made By: Researcher

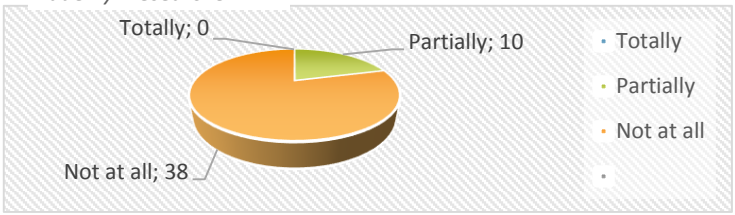

Figure 18

</td></tr>
<tr><td>

ANALYSIS

A 65% of the teachers which represent 31 of them, say they take into account differentiated instruction when planning their lessons.

</td><td>

ANALYSIS

Sadly, the teachers' lesson plans show that no single plan addresses differentiated instruction. 10 of the lesson plans show some characteristics of differentiated instruction but 38 of them does not contemplate this parameter.

</td></tr>
<tr><td colspan="2">

ANALYSIS AND INTERPRETATION

At times teachers seem to confuse between differentiated instruction and individual tutoring activities. Teachers need to be aware that differentiated instruction has to do with thinking of ways to let a student with a special ability to express his understanding in a different and more appropriate way than the other in the class. This misunderstanding does not let students with special needs develop appropriately in their academic and social context.

</td></tr>
</table>

10. Does your lesson plan address issues related to your student's needs?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 21

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	19	40%
Partially	26	54%
Not at all	3	6%
Total	48	100%

Source: Survey to English Teachers

Made By: Researcher

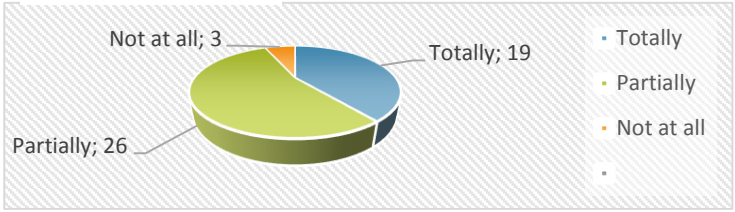

Figure 19

</td><td>

Chart 22

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	4	8%
Partially	34	72%
Not at all	10	20%
Total	48	100%

Source: English Teachers´ Lesson Plans

Made By: Researcher

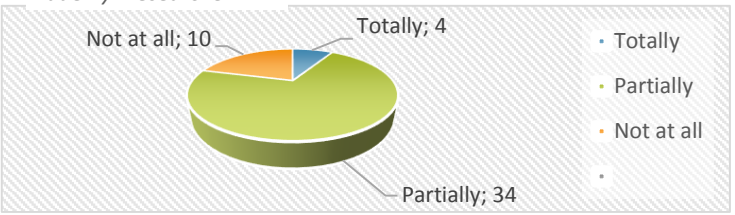

Figure 20

</td></tr>
<tr><td>ANALYSIS
This figure shows that 19 teachers say their lesson plans contain issues related to students needs and 26 of them address this aspect in a partial way in their lesson plans.</td><td>ANALYSIS
On the other hand, teachers plan show that only 4 teachers' plans their lessons taking into account students' needs. Likewise, 34 lesson plans address this aspect in a slightly way or partially.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
These two figures show a contrastive result. Teachers need to consider students interests and perspectives towards learning a language and these should be addresses in the lesson plans. Since a big number of teachers are not considering these aspects in a proper way when planning their lessons, this causes demotivation towards learning and creates boredom in the class and therefore low performance. This is why the implementation of a new lesson format is required.</td></tr>
</table>

11. Does your lesson plan contemplate follow up and wrap up activities at the end of the lesson?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 23

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	14	29%
Partially	31	65%
Not at all	3	6%
Total	48	100%

Source: Survey to English Teachers

</td><td>

Chart 24

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	0	0%
Partially	4	8%
Not at all	44	92%
Total	48	100%

Source: English Teachers´ Lesson Plans

</td></tr>
<tr><td>

Made By: Researcher

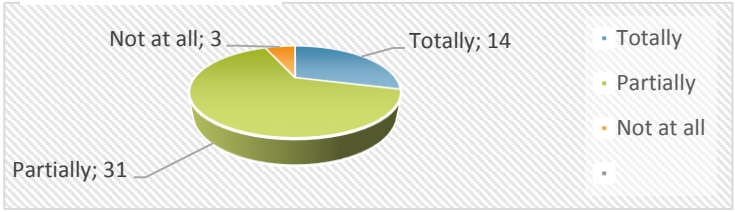

Figure 21

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Made By: Researcher

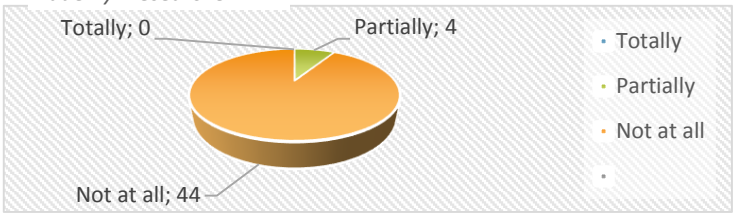


Figure 22

</td></tr>
<tr><td>ANALYSIS
From the survey, 31 teachers state their lesson plans contemplate wrap up activities in a partial way. However, 14 teachers say their plans fully contemplate this aspect</td><td>ANALYSIS
The 92% of the lesson plans reviewed, show no evidence of follow up or wrap up activities. The activities assigned in this part correspond to</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
It’s undeniable that there is a need for the teacher to know how to wrap up a lesson. This is clearly an opportunity for the teacher to have the students consolidate what has been learnt and to reflect on it. Most teachers seem to finish their class at a specific part of the book with the intention of continuing it on the next day, and a very few of them allocate activities for the students to think about how they will implement what they have learned in a real-world task. However, some teachers tend to confuse sending to do the platform activities with wrap up activity. This aspect also reinforces the idea of implementing new elements to the lesson plan as it is stated in the specific objectives.</td></tr>
</table>

12. Does your lesson plan evidence teaching techniques and activities that show a communicative approach?

<table>
<tr><th>SURVEY</th><th>LESSON PLANS</th></tr>
<tr><td>

Chart 25

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	18	38%
Partially	28	58%
Not at all	2	4%
Total	48	100%

Source: Survey to English Teachers

Made By: Researcher

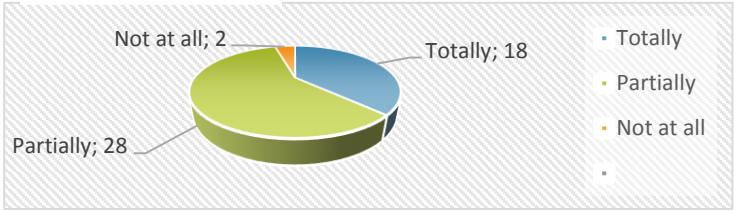


Figure 23

</td><td>

Chart 26

ALTERNATIVES	FREQUENCIES	PERCENTAGES
Totally	5	10%
Partially	35	72%
Not at all	8	18%
Total	48	100%

Source: English Teachers´ Lesson Plans

Made By: Researcher

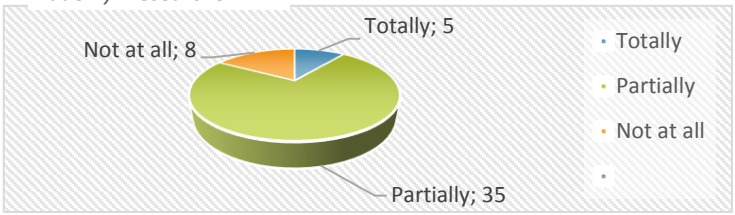


Figure 24

</td></tr>
<tr><td>ANALYSIS
18 teachers say their lesson plans are well designed and have all the activities aimed at having students speak or develop the English language in a communicative way. On a less intensity, 28 teachers support their planned activities partially meet the standard of a fully communicative lesson plan.</td><td>ANALYSIS
Very interestingly, the lesson plans show that only 5 teachers have included activities that fully aim at having the students develop their communicative competence in a great way. While 35 lesson plans do it partially.</td></tr>
<tr><td colspan="2">ANALYSIS AND INTERPRETATION
This part is one of the most important components of a lesson plan. It seems that a big deal of the lesson plans do not contemplate a fully and well-designed teaching technique format and activities. This proves what the fourth objective states in relation to implement the appropriate methodology and its pertaining sequence to micro curricular planning.</td></tr>
</table>

4.2Verification of Hypothesis.

Hypothesis Statement.

Backwards design model empowers English micro curricular planning development.

Once the analysis and interpretation of the results was carried out, it was necessary to verify the hypothesis. As a first step, the survey answer options were identified and categorized as 1= does not meet the standards at all, 2= partially meets the standards, 3 fully meets the standards. This process of categorization is applied to both, the answers for each of the questions in the survey as for the answers in the observation of the teachers' lesson plans. Right after this, it was necessary to get the average per person of all 12 questions, from both, the surveys and from the results gotten from the teacher´s lesson plans review. Finally, a verification of the hypothesis was done through the non-parametric statistical test of Wilcoxon.

a. Logical Model.

- Ho: The Backwards design model DOES NOT empower English micro curricular planning development.
- H1: The Backwards design model DOES empower micro curricular planning development.

b. Mathematical Model.

H0: median 1= median 2
H1: median 1≠ median 2

c. Statistical Model

The Wilcoxon Signed Rank Test is a non-parametric test analysis that statistically compares the average of two dependent samples and assesses for

significant differences. It is based on the different scores, but in addition to analyzing the signs of the differences, it also takes into account the magnitude of the observed differences.

$$z = \frac{W - 0.5}{\sqrt{\frac{n(n+1)(2n+1)}{6}}}$$

$$W = |\sum[\text{sgn}(x_{2} - x_{1}) \cdot R]|$$

For the verification of the hypothesis, the SPSS statistical program was used. Both, the answers from surveys applied to all the teachers and the answers from lesson plans reviews of each of the teachers were averaged. Two variables were identified, one that refers to what teachers say and the other to what is actually observed in the teachers 'lesson plans. Then, the Wilcoxon test was run in the SPSS program and the next table was obtained.

Chart 27

Número	Promedios_Profes	Promedios_Planes
1	2,17	1,67
2	2,42	1,75
3	2,33	1,5
4	2,25	1,67
5	2,33	1,92
6	2,08	1,67
7	2,42	1,58
8	2,25	1,67
9	2,33	1,67
10	2,42	1,75
11	2,17	1,67
12	2,58	1,83
13	2,58	1,58
14	2,25	1,67
15	2,25	1,67
16	2,25	1,83
17	2,25	1,67
18	2,33	1,83
19	2,42	1,58

20	2,17	1,67
21	2,25	1,75
22	2,25	1,75
23	2,58	1,58
24	2,33	1,58
25	2,17	1,75
26	2,5	2,17
27	1,83	1,67
28	2,42	1,67
29	2,5	1,67
30	2,5	1,75
31	2,5	1,33
32	2,17	1,67
33	2	1,75
34	2,17	1,92
35	2,08	1,58
36	2,33	1,67
37	2,33	1,5
38	2,25	1,5
39	2,17	1,75
40	2,17	1,67
41	2,33	1,75
42	2,17	1,5
43	2,33	1,5
44	2,5	1,58
45	2,17	1,5
46	2	1,58
47	2,5	1,92
48	2,42	1,5

Average measures of central Tendency

Made by: Wilber Romero V.

Chart 28

Estadísticos

		Averages (Teachers)	Averages (lesson Plans)
N	Válido	48	48
	Perdidos	0	0
Average		2,2952	1,6742
Median		2,2900	1,6700
Mode		2,17	1,67

Wilcoxon Test Results.

Chart 29

Estadísticos de prueba[a]

	Average Lesson Plans Average Teachers Survey
Z	-6,040[b]
Sig. asintótica (bilateral)	,000

a. Wilcoxon Signed Rank Test
b. It is based on positive ranking.

Made by: Wilber Romero V.

With a 95% confidence level, the Sig. value is 0,000, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted, which states that "The Backwards design model DOES empower micro curricular planning development."

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Having taken into account the results gotten from the survey, the theoretical foundation, the objectives and the hypothesis, this research reached the following conclusions.

CONCLUSIONS:

1. The English Language Teachers survey answers about lesson plans do not match with their lesson plan themselves. This observation comes from a comparative analysis done between the survey results and the revision of the teacher lesson plans to identify the aspects of each of the questions in the survey. This reflected there is an important difference in answers.
2. Teachers´ lesson plans do not contemplate essential questions for the students to explore. These lesson plans show students are not exposed to activities where they can discover knowledge by their own as it is always the teacher who presents everything for the class becoming a teacher centered class.
3. Lesson plans do not determine evidence of clear performances and products that show transfer of learning. Most of the activities show the completion of tasks presents in the book but not real interaction from the students to make learning become meaningful.
4. There is a need of a criteria under which performance will be assessed with respect to the results. The data collected show that there is no evidence of any rubric for the students
5. In general, the teacher´s lesson plans are a transcription of unit activities taken from the textbook into a lesson template.

RECOMMENDATIONS:

1. There should be a lesson plan format that helps the teachers dynamize the practice with the theory of most of the aspects of a proactive lesson plan.
2. The lesson plan should be developed to address students' needs therefore it should denote a student' centered approach.
3. Clear Performances and evaluating criteria in the form of rubrics, should be included in a lesson plan to be proactive.
4. It is imperative to implement a new lesson plan model which promotes active teaching and empowers student' capacities.

CHAPTER VI
ALTERNATIVE PROPOSAL

1.- Information Data.

a.- Topic

Design of a Lesson Plan Format based on the Backwards Design Model of Teaching to improve the micro-curriculum planning of the English Teachers at the Universidad Técnica de Ambato.

b.- INSTITUTION: Universidad Técnica de Ambato.

c.- BENEFICIARIES: English Teachers and students of the Regular Teaching Modality of the T.U.A

d.- LOCATION: Av. de los Chasquis y Río Payamino- Campus in Huachi- Ambato-Ecuador.

e.- ESTIMATED TIME FOR IMPLEMENTATION: 6 months.

f.- TECHNICAL TEAM RESPONSIBLE FOR IMPLEMENTATION: Dr. Elsa Hernandez Ch. (Languages Center Director) and The Academic Board of the Languages Center.

2.- Antecedents of the Proposal.

The act of planning has reached a lot of importance in every aspect of teaching. Planning brings gives a sense of direction and coherence to the learning process. This is the main reason why new and more effective ways of approaching education should be developed. Unfortunately, in the Ecuadorian university level, very little attention has been devoted to innovating and developing new ways of organizing the teaching process. According the literature available, only a few international studies have approached this important field of teaching. At this institution no other studies show any approach to dealing with this issue. On this regard the present work was the result of the analysis of 48 surveyed English language teachers at the Technical University of Ambato, who gave their view to their own present planning

process at this institution. The participants answered a structured survey which was used to measure the level at which their lesson plan meets the standards and components of a proactive teaching model.

3.- Justification.

Among the many reasons that this implementation carries with it, it is important to mention that one of the most relevant one is that the issue of lesson planning has not been attended for many years.

A considerable number of English teachers are aware that something must be done to change the situations of poor language production. The ratios of students' production have remained the same (6/10) in mid-term and final exams.

Even though many teacher training programs have been carried out at the end of every semester in an attempt to improve the teachers' teaching quality, the results seem not to change. No matter how many programs are implemented, if the present lesson plan format remains the same no change will occur. Unfortunately, the present lesson plan format does not address critical points for proactive teaching.

The planning process has been limited to transcribing the text book activities into a pre-established format. By the time of teaching a lesson, the plan is almost never seen, and the teachers ends up doing a set of improvised activities that clearly lead students to nowhere but jus completing the activities set in the book.

Taking into consideration all mentioned above, it's paramount to implement a new lesson plan format that embraces the aspects of teaching that have not been attended before. This will help students to develop their communicative competence in a more successful way. On the other hand, though the implementation of this project work, students will feel motivated to think out of the box and be pushed to constantly reflect on their own teaching.

4.- General Objectives:

- ✓ To propose a new Lesson Plan Format based on the Backwards Design Model in order to improve the micro-curriculum planning process at the Language Center of the UTA.

Specific Objectives.

- ✓ To stablish the theoretical support for the proposal.
- ✓ To design a new comprehensible template for lesson planning integrating new components to make it more proactive for teaching.
- ✓ To socialize the proposal with the teaching staff of the Language Center at the UTA.

5.- Feasibility analysis.

The implementation of the present work is feasible to carry out due to the following favorable aspects.

1.- Operational Feasibility. - The authorities granted all permission to get the information data to state the foundations for this proposal. Likewise, English language teachers seemed attentive when explained about the new components of this lesson plan. So, they wanted to try it out.

The planning department of the Language Center feel interested in the new format of planning. They say that their present planning format has not changed in the last 10 years and they would feel interested in analyzing this new one to pilot its application and see its results.

2.- Economic Feasibility. - This project did not represent a problem for the researcher as all expenses didn't reached big amounts of money and were covered by the author of this proposal.

3.- Technical Feasibility. The proposal offers more advantages rather than disadvantages. Among the many advantages are:

- It does not require of deep knowledge of methodologies from the English teachers
- It does not represent any cost for it implementation on the side of the language center nor the teachers.
- Its impact will cause immediate positive results to develop the language teaching.

4.- Legal feasibility. This project does not violate any educational policies.

6.- Foundation of the Proposal.

The Lesson Plan.

During the last decades the act of planning a lesson has varied due to the different approaches that became into fashion at those times. The principles and templates under which a lesson plan was designed, have shaped the way to teach and learn. It is undeniable that this practice needs to be carried out with very much attention. Even experienced teachers need of a lesson plan to develop their lesson, but What is a lesson Plan?

There are hundreds of definitions for a lesson Plan. The webpage Englishclub.com (2018) gives its definition in a TEFL context as "it is a teacher´s guide for running a particular lesson and it includes the goal, how the goal will be reached, and the way of measuring how the goal was reached". This plan doesn´t necessarily has to be in paper as it could also be in the mind of a teacher or on any nicely formatted type of paper. As it is stated here, a plan has a purpose which always tries to address the student needs. However, the formats can be

preestablished by the institution or many times can simply be the teacher´s own format.

According to Khan (2006) “Lesson Planning is a strategy for teaching a particular unit attempting to save time, energy and give the maximum output in a less time period.” This definition makes its contribution in the aspect of time and focuses on the outcomes that the teacher expects from students. Very interestingly, this idea has lately aroused the attention in today’s teaching as the trends in the teaching process are leaning on observing and first thinking on what is expected from the students in order to start then planning.

Writing a lesson plan in not an easy task It requires a lot of thinking in the sense that a teacher has to design many of the teaching aspects and conjugate them all together into a coherent procedure to make his/her teaching effective.

Why to plan?

If you think about the students and the teacher, they both need a sense of direction towards teaching and learning respectively.

It is a demonstration you are a professional and that you take your job seriously.

It gives both, the teacher and the students a sense of direction from where to start and where to go.

According to the webpage Ascd.org. (2018). Ullman states that “It gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills”. Her view on lesson planning shapes an interesting way of teaching which she calls them as “the three essential components: the objective, the body, and a reflection”. This last component supposes a very interesting phase in the teaching process as not many teachers stop to reflect on their performances. So a good lesson plan will surely contain reflecting phase for both, the teacher and the students.

Another important reason for planning a lesson before hand is because teachers need to know how to get the best out of the students to learn. The teaching process is an opportunity more than a stage for the teacher to show off his language abilities. Unfortunately, nowadays this is still the case. When it comes to teaching many teachers do not consider their students' needs nor their learning styles but just their own ego. However, if we see the teaching process as an opportunity we can see that it should be planed. And this planning should now consider all aspects from the student. Knowing the students will provoke a balanced process of the learning inside the class.

The Lesson Plan Formats.

There is no right or wrong formats for planning a lesson. Many of the models for planning show the model of teaching used at a particular institution. There are different formats of lesson plans. But, the following aspects are commonly found in most lesson planning technique. Title and subtitle of the lesson, Time given for the lesson, List of Learning resources, List of Specific objectives (Based on Bloom´s Taxonomy), Methodology (teaching and learning activities), strategies applied, recapitulation, self-study exercises (Khan,2016). It is undeniable that the quality of a lesson will largely determine the success of a class.

Elements of a Lesson Plan.

There is no agreement regarding the number and the type of elements a plan should contain. Haynes (2010), claims that the opinions differ when it comes to planning elements, however he states "I can now reveal the definitive answer to how many elements a plan should contain. The answer is 20" (p.65).

1.- Aims

2.- Objectives.

3.- Assessment Data.

4.- Scope and Content.

5.- Pedagogical Methods.
6.- Teacher´s Expectations.
7.- Learning Activities.
8.- Homework.
9.- Differentiation of Learning.
10.- Progression of Learning.
11.- Other Curricular Links.
12.- Time
13.- Space.
14.- Resources.
15.- Language.
16.- Ancillary staff.
17.- Risks.
18.- Assessment.
19.- Evaluation Method(s)
20.- Review procedures(s).

Each of these elements state specific information for the readers to understand and conceptualize its field.

Aims. - Should denote your approach to teaching and should be formulated in medium and short term.
Objectives. - Are narrower than aims in terms of time. They help to clarify what students should be able to do. They should be structured considering SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
Assessment Data. - Corresponds to getting data related to what students know at the beginning of a lesson or school year.
Scope and Content. - It refers to the sequence and the type of academic content of the lesson.
Pedagogical Methods. - Determined by the type of procedures or how the content and use of material are going to be presented along the lesson.

Teacher´s Expectations. - This refers to the level of outcome, quality of work and behavior the teacher has regarding his/her students.

Learning Activities. - It is concerned with the type of activities students have to do in the lesson.

Homework. - Used to extend knowledge in students. Tasks should be challenging and achievable. This type of activity should promote quality of learning experience.

Differentiation of Learning. - This refers to the type of instruction students get taking into account their background (academically, socially, culturally).

Progression of Learning. - This refer to how one lesson is connected to the next one**.**

Other Curricular Links. - This means to find cross curricular links along the other subjects students are students in the school. The teacher should think of work as a collaborative activity carried out with other teachers.

Time. - Considers the allotted time within lessons or number of week for a school academic period.

Space. - Thought in terms of space in rooms or facilities available at the institution.

Resources.- Regarded as the teaching or learning materials that a teacher may use in order to deliver instruction. The main role of resources is to engage students into the learning process making the experience of learning more real. Examples of these involve, pictures, realia, technological media information, textbooks, downloaded worksheets, CDs, extra books textbooks etc.

Ancillary staff. It is regarded as the non- teaching personnel. These group of people are also considered important inside the institution as the are in charge of other services as the administrative or the staff in charge of the laboratories or technicians.

Risks. This refers to all the unexpected situations that may arise before, during or after the learning process. This is an aspect that no so many teachers take into account but they play a decisive role during the instruction.

Assessment. The term refers to an ongoing process that embraces a wider and broader area than testing. It addresses areas that are not only under the quantitative methods but the qualitative ones as well.

Evaluation Method(s). It refers to the procedures used for collecting data related to a learning situation, diagnostic, formative, summative,

Good planning responds to contexts. This delicate but at the sample time simple process embraces so many aspects of teaching which should be carefully treated and incorporated so as to empower students' language abilities.

The Backwards Design Model of Teaching.

Between 1998 and 1999, Grant Wiggins and Jay McTighe launched their book "Understanding by Design" and they first came up with the idea of "Backwards design". This approach to planning challenge all the traditional approaches to curriculum design. The main point of this type of framework in to let the teacher teach with the end in mind in order to promote better understandings. Here the teacher has the opportunity to align three aspects which are mostly distant from one another, Objectives, Assessment, and Methodology.

Understanding By Design is a proposal of a planning framework. It was not conceived as an approach to teaching. This framework was developed by Grant Wiggins and Jay McTighe as a guide for curriculum design and organization. This idea first came out from the two authors mentioned above who viewed that generally lessons were mostly designed in a "forward manner". This "forward design" considered the learning activities first; then assessment was structured based on the activities and finally a connection with the learning goals was made.

Opposite to this, the backwards design starts y thinking of the learning goals first. Then, the assessment method is considered. The teacher thinks of what performances will serve as evidence of learning. And finally, the activities based on the objectives and assessment are designed.

Very interestingly, this view of planning fosters autonomous, proactive and thoughtful students. The implication or elements in each of the three stages for planning a lesson, aim at empowering the students and develop their own critical view of how they learn best.

According to Wiggins G. cited by Bowen, Ryan S, (2017) learning is not a process, learning is a result or derivation of a process. This idea usually comes from a misconception that teachers tend to think that learning is the activity in the lesson. So often teachers focus more on teaching rather than their students learning.

In the same way Wiggins thinks that teaching is not only engaging students in the content, it is also about ensuring students have the resources necessary to understand than content.

Buehl, D. (2000). States that this method of planning design has important advantages which are considered in the following lines:

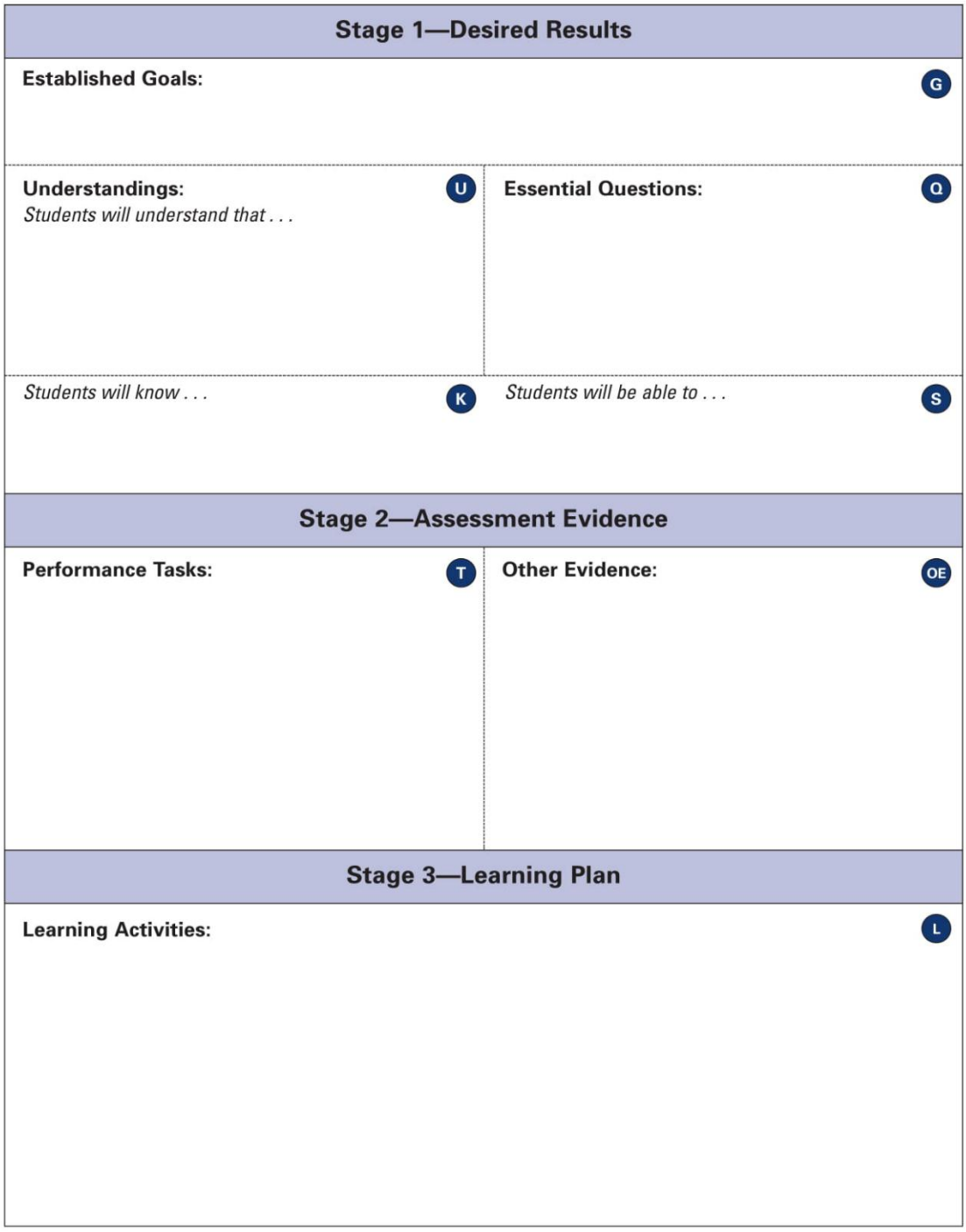
- Students are not as likely to become so lost in the factual detail of a unit that they miss the point of studying the original topic.
- Instruction looks toward global understandings and not just daily activities; daily lessons are constructed with a focus on what the overall "gain" from the unit is to be.
- Assessment is designed before lesson planning, so that instruction drives students toward exactly what they need to know.

Finally, this framework was designed to keep and reach long term goals, get the blend of content and performance and students, and try to engage students in a more direct way into the process. This means to get students become more responsible of their own learning.

The Backwards Design Model into a Template.

Chart 30

1-Page Template



Source: Understanding By Design (Grant Wiggins and Jay McTighe) (2004)

1-Page Template with Design Questions

Chart 31

Stage 1—Desired Results

Established Goals: G

- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings: U

Students will understand that . . .

- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Questions: Q

- What provocative questions will foster inquiry, understanding, and transfer of learning?

Students will know . . . K

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

Students will be able to . . . S

Stage 2—Assessment Evidence

Performance Tasks: T

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other Evidence: OE

- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Stage 3—Learning Plan

Learning Activities: L

What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know **W**here the unit is going and **W**hat is expected? Help the teacher know **W**here the students are coming from (prior knowledge, interests)?

H = **H**ook all students and **H**old their interest?

E = **E**quip students, help them **E**xperience the key ideas and **E**xplore the issues?

R = Provide opportunities to **R**ethink and **R**evise their understandings and work?

E = Allow students to **E**valuate their work and its implications?

T = Be **T**ailored (personalized) to the different needs, interests and abilities of learners?

O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?

Source: Understanding By Design (Grant Wiggins and Jay McTighe) (2004)

Chart 32

Alignment: The Logic of Backward Design Template

(What Do the Desired Results Imply?)

Stage 1	Stage 2	Stage 3
If the desired result is for learners to . . . ⇨	*Then, you need evidence of the students' ability to . . .* ⇨	*Then, the learning activities need to . . .*
Understand that . . . U		L
And thoughtfully consider the questions . . . Q	**Then, the tasks to be assessed need to include some things like . . .** T	
	OE	

Source: Understanding By Design (Grant Wiggins and Jay McTighe) (2004)

Chart 33

Alignment: The Logic of Backward Design

Westward Expansion and Pioneer Life

(What Do the Desired Results Imply?)

Stage 1	Stage 2	Stage 3
If the desired result is for learners to . . .	***Then, you need evidence of the students' ability to . . .***	***Then, the learning activities need to . . .***
Understand that . . . (U) • Many lives were sacrificed and hardships endured to settle the West. • Many pioneers had naive ideas about the opportunities and difficulties of moving west. • All pioneers display great ingenuity, courage, and collaboration in overcoming obstacles. **And thoughtfully consider the questions . . .** (Q) • Why do people move? Why did pioneers leave their homes to head west? • What is a pioneer? • Why did some pioneers survive and prosper while others did not?	• Infer from examining primary and secondary accounts why the migrants left home to travel west and what pioneers' lives were *really* like. • Find and select appropriate information sources about westward movement and pioneer life (e.g., in the library and on the Internet). • Use pioneer terms and historical facts accurately in various contexts. **Then, the tasks to be assessed need to include some things like . . .** (T) • Create a museum display, including artifacts, pictures, and diary entries, depicting a week in the life of a family of settlers living on the prairie. (What common misunderstandings do folks today have about prairie life?) • Write one letter a day (each representing a month of travel) to a friend "back east" describing life on the wagon train and the prairie. • Pass a test on basic facts about westward expansion and prairie life. (OE) • Respond orally or in writing to one of the Essential Questions. • Create drawings showing hardships of pioneer life.	*Help students* (L) 1. Learn about westward movement and prairie life, 2. Empathize with the pioneers and their challenges and 3. Show what they have learned by: • Reading, viewing, and discussing primary and secondary information sources. • Reading and discussing relevant literature, such as *Little House on the Prairie*. • Using computer simulations, such as *Oregon Trail 2*. • Making the big ideas real through experiential activities (e.g., Prairie Day) near the outset of the unit and discussing and reflecting on the meaning of the experiences. • Gathering additional information through research. • Showing what an interesting and effective museum display is like. • Offering models and providing guided practice in writing letters and journals. • Providing feedback on the performance and product work under construction.

Source: Understanding By Design (Grant Wiggins and Jay McTighe) (2004)

Peer and Self - Assessment methods.

Peer and Self-assessment have lately become into fashion at all educative levels. Higher education system has also embraced the strategy as it has served as a way to get their students become more conscious of the role that learners have when, in this case, are learning a foreign language. Hanrahan and Isaacs (2001) state that self-assessment is defined as students assessing their own work, and peer-assessment as students assessing the work of others within a group. Sadler (1998) states a distinction between feedback and self-monitoring and this can be regarded to the source of the information under evaluation. This means that if the learner generates the relevant information (by him/herself), the procedure mas be seen as part of self-monitoring, but if the source of the information under evaluation is external to the learner (for example the teacher), then it may be associated with feedback.

This approach to assessment methods clearly state the necessity and responsibility the learners have towards monitoring their own work and progress. An important component under observation is that the information under analysis should be relevant to both, the learner and his/her peers. The process of self-monitoring might bring important changes in learners as it may foster learners become more responsible of their own learning.

Self-assessment and self-monitoring are regarded as ways of awakening students learners ‘awareness to learning. When learners are trained to do so, they become more autonomous and clearly find their part in the learning process. If this happens learners can easily understand and see the purpose of learning. The can notice that their involvement is crucial for success. This can lead them find out what is expected from them to know in order to succeed.

It is important for the learner to know the assessment type and criteria for evaluating his/her work (Black, P. 1998, pp 7-77). If the criteria is clear and similar to the one that the teacher uses for grading or scoring, then the learner´s peers are more able to judge the performance or outcomes expected from the learner.

Self-Assessment Methods.

The concept of self-assessment is not a new one for humans. This is an on-going procedure in human behavior. We are constantly assessing everything we do in a conscious or unconscious way. The increasement of humanistic approaches originated this strategy as an opportunity for learners to take greater responsibility of their own learnings. It is a powerful meta-cognitive tool.

The Self-assessment method, also conceived as a assessment strategy, can be highly beneficial in the learning process. For example, Oscarsson (1997) notes six benefits of it. 1.- Self-assessment promotes learning as it gives learners training in evaluation. 2.- It fosters awareness as it encourages learners to look at course content in a more judicious form. 3.- It helps learners to direct their own goals towards learning. 4.- It provides a new experience of learning to learners in the area of evaluation. 5.- Learners participate in their own assessment (Dickinson 1987), 6.- By involving learners in this course, the effects in future classes will be evident.

- **Learner Diaries and Dialog Journals. -** Oscarsson and Dickinson (1984), propose this method where students are asked to describe everything they learned in the lesson. Also, they must describe their perception regarding the level of language achievement as well as their intentions with what they are going to do with what they have learned.
- **Students' Progress Cards. -** Referred as a tool in which students mark or tick the skills achieved on a card (Oscarsson, 1984).

- **Rating Scales, Check lists and Questionnaires. -** Used to rate learners´ language proficiency level (Coombe 1992; Oscarsson 1984). It structures what is called as "ability statements" or also called "Can do statements"

Peer -Assessment Methods.

Also conceived as a technique used for learning collaboratively. It is grounded under the theories of "Active Learning" of Piaget and Social Constructivism of Vygotsky. Peer assessment and the learning that emerges from it fit into social constructivism models of education (Carlile & Jordan, 2005). This approach to learning aims at letting a learner assess their classmates outcomes and having their classmates evaluate their individual work (sometimes referred to as peer review). Usually this evaluation is based on pre-stablished criteria where a learner takes different roles. Sometimes the role is of an advisor as he/she might have to provide with valuable ideas on how to improve the work and thus increase motivation and engagement.
Other times the learner might take the role of assessor as he/she might have to assist peers with relevant feedback or as a source of support for building up knowledge. In doing so, learners might feel more appealing to learning and construct their own understanding of their own approach towards what works best for them. This strategy also helps learners in building up judgmental and self-awareness abilities.

It engages learners in the process and develops even greater abilities like the ability to value other learner´s work and reflect critically on their own process. This insight gives them the opportunity to reflect on their own and that of their peers' efforts. It is mostly seen as contributions for enhancing understanding and working collaboratively.

There are many benefits from implementing self and peer assessment in the learning process. For example, Sadler & Good (2006), state that when these strategies are implanted, students can come to see tests not as a punishment but as useful

feedback. In the same way Spiller (2012) states that moving to peer assessment practices is an important change from a teacher centered to a student-centered mode of education which emphasizes engagement from the learners in their learning, learning responsibility and metacognitive skills.

- **Exchanging Notes. -** This strategy invites the students to exchange their notes in the final part of their lesson or class, so they can discuss possible differences or gaps. This can be done on a regular basis. According to Spiller (2012), the benefits are great since students get used to it and it can help to build a collaborative environment and it helps to improve and enhance their understanding.

- **Peer Editing and Feedback. -** This strategy of peer-assessment encourages students to prepare a draft of a section of an assessment and then they should bring it to class. They make copies of those drafts which circulate in small groups. Beforehand, the criteria is set and agreed. Students read the mistakes and provide feedback and sometimes a written comment is asked which should be according to the criteria.

Having analyzed the benefits of using peer and self – assessment. It is necessary to integrate it as part of the plan procedure.

Designing and implementing the Self and Peer-assessment Tool

As a learning Strategy.

New Lesson Date

Class Aim or Lesson Topic.

Ss. describe how they felt during the lesson, and the percentage in a 1 – 100 scale of how much they spoke the English language

Ss. describe how much they learned at the end of the lesson

Chart 34

DATE	CLASS TOPIC/OBJECTIVE	MY PARTICIPATION	ENGLISH LEARNING	
		I used …….% of English Today. I felt …. I tried ……	Today I think I learned..	
			A lot of English _____ Some English _____	Little English _____ No English _____
Something that I learned today was…		Something that I didn´t understand and have a question about is …	Assessing my peers.	

Ss. describe everything the learned during that lesson. (Vocabulary words, language expressions, grammar structures etc)

Ss. write everything they did not understand along the lesson.

Ss. are asked to test their peers based on what they individually wrote in the "something that I learned" box. It is advisable to have them write Application questions. This section can be used as a warm up activity for the next lesson. This activity

Made by: Wilber Romero V.

Self and Peer-Assessment Tool.

An important component of this tool is that it let the students reflect on their own responsibility involvement towards the lesson, measure their achievements, and identify learning gaps. It also encourages them to make judgements or assessment about their peers 'work. When doing the peer activity, learners have the opportunity to learn from explaining their understandings to their classmates which might lead to peer-teaching/coaching. The benefits of the "feedback" are great as it turns into a "feedforward" activity where they support each other on possible future formal evaluation situations.

It is the teacher´s responsibility to train students to design or structure questions like the ones in the real test/exam. In this way learners become constantly familiar with the exam format.

It is advisable that the teacher implements this activity for a considerable period of time, this activity be carried out at the end of the daily lesson (for 2 months). Then, if it is necessary, it should be done at the end of a Unit or every end of the week in order to avoid it becomes a tedious activity.

So, with this in mind, the present proposal contemplates the implementation of this process into the new planning format or template.

Learning Styles. -

The term refers to understanding that every learner´s approach to learning is different from other learners. In other words, this means that every student has a particular and most preferred way of doing things which differs from his peers. For example, for learning how to prepare a sandwich, some students might prefer to listen to instructions given by the teacher. However, some other students might

prefer to read and follow written instruction; In the same way other students might prefer to make the sandwich by manipulating the ingredients. This notion of managing the teaching and learning process has lately became into fashion and many studies have been regarded to finding out it effects.

The implementation of this notion is of great importance. Teacher may have the opportunity to understand their learner´s differences and thus implement and or tailor appropriate activities for effective leaning.

In the book, "Learning Styles and Pedagogy in post-16 learning" Coffield (2004) presents the most influential and potentially influential models and instruments of learning styles (p,18). The main models are:

1. Allinson and Hayes' Cognitive Styles Index (CSI)
2. Apter's Motivational Style Profile (MSP)
3. Dunn and Dunn model and instruments of learning styles
4. Entwistle's Approaches and Study Skills Inventory for Students (ASSIST)
5. Gregorc's Mind Styles Model and Style Delineator (GSD)
6. Herrmann's Brain Dominance Instrument (HBDI)
7. Honey and Mumford's Learning Styles Questionnaire (LSQ)
8. Jackson's Learning Styles Profiler (LSP)
9. Kolb's Learning Style Inventory (LSI)
10. Myers-Briggs Type Indicator (MBTI)
11. Riding's Cognitive Styles Analysis (CSA)
12. Sternberg's Thinking Styles Inventory (TSI)
13. Vermunt's Inventory of Learning Styles (ILS)

The point here is to identify the student´s learning style so the teacher can select more beneficial learning experiences.

David Kolb´s Inventory. - This model is based on experiential learning. David Kolb in his book "Experiential Learning" he states that people learn best through experience. He proposed a cycle of 4 stages. Both cycles and stages could be used by teacher to evaluate their learning. (Kolb, 1984).

1.- The Concrete Experience Stage. - In this stage learners are exposed to an activity in order to create experience. Learners are asked to do something in order to have an experience of it. The aim here is to let the learner to watch a video, read a text, or listen to a new situation so he/she could create or interpret that new experience.

2.- The Reflecting Observation Stage. - The learners are asked to find out if there is / was any particular information which sounded new to them. This implies reflection on the side of the learner of the new information and understanding.

3.-The Conceptualization Stage. - Once the learners went through this reflecting process, this leads them to create new ideas or in some other cases the modification of old ideas also take place. This happens as a result of the previous stage which is this stage is known as the creation of new concepts. This stage highly emphasizes thinking.

4.- The Activation Stage. - This stage refers to the practical application of the new knowledge resulted from the previous stages. Now the focus is on doing things to see its expected results.

Teachers and educators at all levels must ensure that their learning process should be carefully planned in order to provide opportunities for the learner to actively engage in the generation of his or her own knowledge.

Philosophical Basis

The present proposal is based on the Constructivist Pedagogy since the Universidad Técnica de Ambato intends to offer competent professionals engaged for the development and social change of the country.

Chart 35

7.- Operational Model. "Proposal of a Lesson Plan Format based on the Backwards Design Model"

Chart 34

<table>
<tr><td colspan="4">TECHNICAL UNIVERSITY OF AMBATO
ENGLISH LANGUAGE CENTER</td></tr>
<tr><td colspan="2">Teacher´s Name:
Unit Title: Lesson Title:</td><td>English Level:</td><td>Date:</td></tr>
<tr><td colspan="2">Stage 1 – Desired Results</td><td colspan="2" rowspan="2">Stage 3 – Learning Plan</td></tr>
<tr><td colspan="2">Established Goals:</td></tr>
<tr><td>Understandings:</td><td>Essential Questions:</td><td>Time</td><td>Learning Activities.</td><td>Resources</td></tr>
<tr><td>Students will know…</td><td>Students will be able to…</td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td></tr>
<tr><td colspan="2">Stage 2 – Assessment Evidence</td></tr>
<tr><td rowspan="3">Performance Tasks:</td><td>Other Evidence: (Homework – Rubrics)
Homework / Assignment</td></tr>
<tr><td>Rubric.</td></tr>
<tr><td>Due Date:</td></tr>
<tr><td colspan="2">POST LESSON REFLECTION.
Analysis of Student Learning:
Analysis of Teaching:</td><td colspan="3">Stage 4 - STUDENTS SELF- PEER ASSESSMENT STAGE.</td></tr>
</table>

Source: Adapted from Understanding By Design (Grant Wiggins and Jay McTighe) (2004)

DATE:	CLASS TOPIC:	ENGLISH LEARNING	MY PARTICIPATION
		Today I think I learned… A lot of English ___ Some English ___ Little English ___ No English ___	I used ……..% of English today. I tried….
Something that I learned today was….		Something that I didn't understand and have a question about is….	Assessing my peers.

DATE:	CLASS TOPIC:	ENGLISH LEARNING	MY PARTICIPATION
		Today I think I learned… A lot of English ___ Some English ___ Little English ___ No English ___	I used ……..% of English today. I tried….
Something that I learned today was….		Something that I didn't understand and have a question about is….	Assessing my peers.

DATE:	CLASS TOPIC:	ENGLISH LEARNING	MY PARTICIPATION
		Today I think I learned… A lot of English ___ Some English ___ Little English ___ No English ___	I used ……..% of English today. I tried….
Something that I learned today was….		Something that I didn't understand and have a question about is….	Assessing my peers.

DATE:	CLASS TOPIC:	ENGLISH LEARNING	MY PARTICIPATION
		Today I think I learned… A lot of English ___ Some English ___ Little English ___ No English ___	I used ……..% of English today. I tried….
Something that I learned today was….		Something that I didn't understand and have a question about is….	Assessing my peers.

Made by: Wilber Romero V.

Chart 36

TECHNICAL UNIVERSITY OF AMBATO
ENGLISH LANGUAGE CENTER

Teacher´s Name: **Unit Title: UNIT 1 LESSON 1.3 Lesson Title: Can I have a Coffee?**	**English Level: Elementary A2**	**Date:**

Stage 1 – Desired Results

- **Established Goals:** The students will learn how to make requests in any context.

Understandings: *Students will understand that…*

- There are different ways to make a request
- Requests are mostly polite. You need to be polite in order to avoid sounding rude.

Essential Questions:

- What is a request? (petición)
- How do I make a request polite?

Students will know…

- Vocabulary words related to three categories /tourist shop/ snack bar/ train station.
- What a request is.
- The difference when using polite ways in requesting.
- Recognize quantities

Students will be able to…

- Identify a request given to them
- Make and use level of formality adequately when making a request.

Stage 2 – Assessment Evidence

Performance Tasks: Performance Indicators: Projects, Unit Tests, Academic Prompts etc.

- Students role play a conversation looking at a menu where they have to choose and order food and drink using requests. The other student have to say the Price.

Other Evidence: Formative Assessment (Homework/Assignements)

Students write down 10 requests they commonly ask during the day.

Rubric.

Correct grammar use	4 points
New Vocabulary use	3 points
Creativity	3 points

Due Date:

Stage 3 – Learning Plan

Time	Learning Activities.	Resources
20 min	- Warm Up. Collect 1 item different from every student in the class. Every pair of students stand up and ask A: Is that ….´s pen? B: Yes, it is ….´s pen.	Ss. own objects
10 min	- Students match some photos with the places in the book.	Ss´textbook
10 min	- Write down words from the box in the word web and add an extra word to each.	
30 min	- Teacher presents ways to make REQUESTS. Explain that there are different ways of asking to sound polite or rude http://www.myenglishpages.com/site_php_files/communication-lesson-request.php https://www.ecenglish.com/learnenglish/lessons/polite-requests	Board Markers Internet conection
10 min	- Students listen and complete some requests.	Audio speakers
10 min	- Students read a conversation and underline the key words	
10 min	- Listen to the correct prices.	
20 min	SPEAKING PRACTICE ROLE PLAY.	

POST LESSON REFLECTION.
Analysis of Student Learning:
Analysis of Teaching:

Stage 4 - STUDENTS SELF- PEER ASSESSMENT STAGE.

Adapted From — **Wiggins & McTighe, *Understanding by Design***

PROPOSAL EVALUATION

EVALUATION PLAN

MAIN QUESTIONS	OBSERVATIONS
Who is asking the evaluation?	The proposal writer
Why?	To verify feasibility
What for?	To implement proposal in this institution
What?	Internal consistency
Who evaluates?	2 experts on EFL teaching
When?	First term
How?	Observing and examining
With what?	rubrics

Gant Chart.

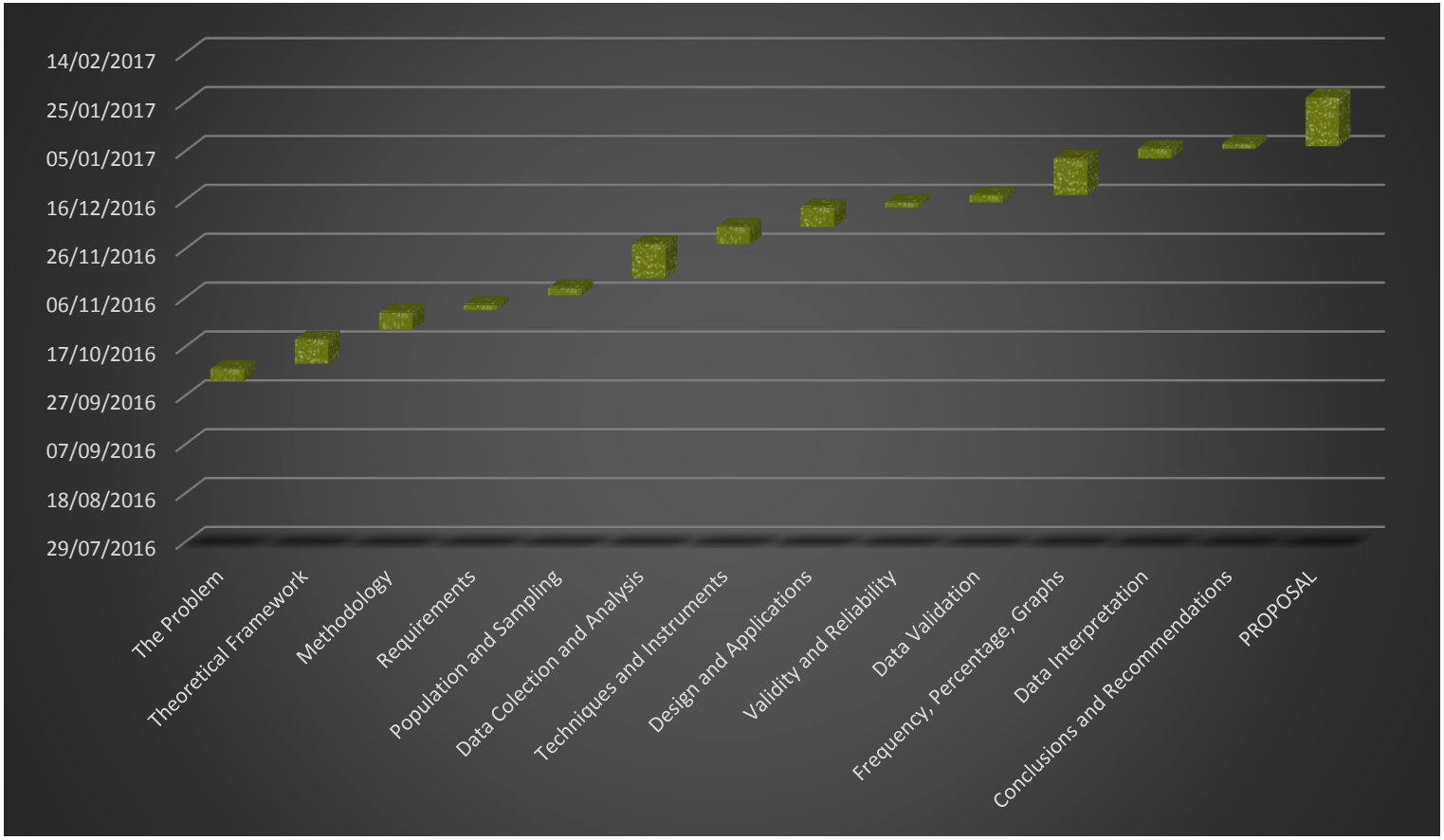


Chart 38 Gant Chart

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ANEXES

UNIVERSIDAD TECNICA DE AMBATO.

MASTER´S PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE.

SURVEY AIMED AT REGULAR MODALITY ENGLISH TEACHERS OF THE LANGUAGE CENTER AT THE UNIVERSIDAD TÉCNICA DE AMBATO

Objective:
To determine the level at which your lesson plan meets the standards and components of a proactive teaching model.

Please read the questions carefully and tick the option that you feel represents your answer.

13. *Does your lesson plan include: learning objectives, techniques, methodology, resources, assessment in the format?*
    - ____ *totally*
    - ____ *partially*
    - ____ *not at all.*

14. *Does your lesson plan target / address long-term transfer goals?*
    - ____ *totally*
    - ____ *partially*
    - ____ *not at all.*

15. *Does your lesson plan state essential questions for the students to explore?*
    - ____ *totally*
    - ____ *partially*
    - ____ *not at all.*

16. *Does your lesson plan describe the knowledge and skill students will acquire?*
    - ____ *totally*
    - ____ *partially*
    - ____ *not at all.*

17. *Does your lesson plan target goals and standards established at your school?*
    - ____ *totally*
    - ____ *partially*
    - ____ *not at all.*

18. *Does your lesson plan determine clear performances and products that reveal evidence of meaning making and transfer of learning?*
    - ____ *totally*
    - ____ *partially*

____ *not at all.*

19. *Does your lesson plan present the criteria under which performance will be assessed with respect to desired results?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

20. *Does your lesson plan have activities, experiences that lead to achievement of desired results at the assessment?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

21. *Does your lesson plan contemplate differentiated instruction to optimize achievement for all learners?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

22. *Does your lesson plan address issues related to your student's needs?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

23. *Does your lesson plan contemplate follow up and wrap up activities at the end of the lesson?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

24. *Does your lesson plan evidence teaching techniques and activities that show a communicative approach?*
    ____ *totally*
    ____ *partially*
    ____ *not at all.*

THANKS FOR YOUR COLLABORATION.