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**A PROPOSAL OF AN ENGLISH AS A FOREIGN
LANGUAGE CURRICULUM FOR A PRIVATE
SCHOOL.**

TRABAJO MONOGRÁFICO

**Para obtener el Grado de
*LICENCIADA EN LENGUA INGLESA***

PRESENTA

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LICENCIADA EN LENGUA INGLESA

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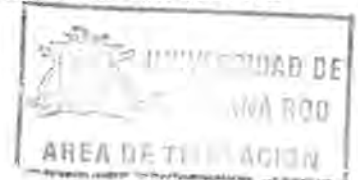

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To:

*The kindest and strongest man I ever
met, my guardian angel: My father,
My lovely and understanding mother,
My endless source of love and strength:
My husband, and to my beloved and
little sunshine: Valerie my daughter.*

I want to thank:

God for the precious gift of life He gave me and for the loving family He allowed me to live with.

My father for the love and strength he sends me wherever he is, for his honesty and values he left me as an invaluable treasure.

My mother for her love and endless fight for educating and supporting me when my father became our angel.

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My brother Pedro for his advice and support as well as his strong desires of seeing me become a better person.

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My daughter Valerie for making each day of my life shine in every instant I see her smile and for all the happiness she is able to transmit us without even notice it.

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BACKGROUND

I have worked as a kindergarten teacher for five years. In 1997 I started working as a teacher of English as a Foreign Language in the private school Centro Pedagógico Infantil and I am still working there now. When I started working there the number of students was very small and it has increased in the last years to some extent , but it still has a small number of students .In 2003, for example the students registered were 45.

This school offers three kindergarten levels. The first level is called Prejardín and it is for children among 2 and 4 years. The second level is Iniciación and it is for 4 year olds. And the third level is Preprimaria and it is for 5 year olds. Within the general curriculum the school offers English lessons to the children, but it is not a bilingual school. So children take English lessons according to the kindergarten level they are. The group of Prejardín has three hours of English a week. Iniciación takes 4 hours a week and Preprimaria 5 hours a week. There is an English instructor for each group and there is a Department of English which supervises all the teachers in the school.

Working as an English teacher there I have experienced some problems. The main problem I observed is that there is neither a syllabus nor a curriculum for the English courses, so instructors work basing their teaching on the course books only. Another problem that has drawn my attention is that the course books are based on methods that are not communicative and focus more on reading and writing skills which are more difficult to achieve by children who are just starting their literacy process.

Two course books are used in each level. They use the books from Surprise program in Iniciación and Preprimaria. And as the method from Surprise is difficult for small children or babies they have used different books in the past years for the group of Prejardín such as Jig

Saw, Animal Crackers, and this year they are using Finger Prints. In Iniciación they use the Pupil's, Numbers and Activity Book 1 from Surprise and in Preprimaria the Pupil's, Numbers and Activity Book from Surprise 2.

As I mentioned before there is a school Department of English and there is a kind of English principal who is the person that makes all the decisions related to English courses so the decisions are not discussed nor analyze by all the instructors. This year I was given the responsibility of heading this department and I decided to start working on the design of the curriculum and syllabi of the English courses. I will work in academy with all the teachers involved in kindergarten, even the teachers of Spanish. All the teachers agreed that there is a huge need of creating the curriculum and syllabi and also to change the course books of Iniciación and Preprimaria.

METHOD

In order to design this curriculum research work from different sources will be done. To integrate the theoretical framework and to obtain the necessary terms, sources such as dictionaries, encyclopedia, web sites and articles and books from the Internet will be consulted. In order to obtain examples on how to design a curriculum and to select the best approach for this particular case, curricula from other schools and papers related to this topic will be revised. There will also be a revision of other schools syllabi. The children's parents and school teachers will be interviewed in order to set and analyze the students and school needs.

Once the documentary and field research are done the results will be analyzed and suggestions for this curriculum and its implementation at our school will be evaluated. A curriculum design approach will be proposed and finally a curriculum according to the students and school needs will be designed.

GENERAL OBJECTIVE

Design a proposal of a well structured and sequenced pre school English Language curriculum. From an eclectic approach that combines different approaches within constructivism learning theory, such as whole learning, project based and activity based curricula.

JUSTIFICATION

Children have the right to receive an education that allows them to be prepared for the modern world demands. They have the right to receive an integrative education that provides them all the tools they need to be successful adults and good citizens.

In these days English is one of the most important languages around the world for business, trading and communication. So English has become a requirement for international business, scientific and technologic developments and education around the world.

Here in Quintana Roo, there are many factors that made of English a requirement for modern world demands.

- Our geographic situation places us in a location where English is necessary for communication. Quintana Roo shares frontier with Belize, an English spoken country located an hour from Chetumal. Many Belize citizens come to Chetumal to make their shopping, to the doctor and to visit the entertainment places such as the movies or the discos. So we are in contact with these people even in places such as the supermarket.
- Many citizens from Quintana Roo do their shopping in the free zone, located between Chetumal and Belize, at only 15 minutes from Chetumal. Most of the employees in the free zone speak just a little Spanish, and most of the products they sell are from English spoken countries and have all the labels and instructions in English. So as consumers of these products we need to speak and understand English to make a good purchase.
- The beautiful beaches and the warm weather conditions we have almost the all year made of Quintana Roo the ideal place for vacations of many tourists from all the

world, who even when English is not their first language have acquired it and use it as a Lingua Franca.

- In terms of education English has gained a very important role in this field because it is used and required in most of the education institutes, and is compulsory in the three years of secondary school and in at least two years of the pre-university course; and is a requirement to get your degree in most of universities and colleges.
- All the factors listed above that deal with science and technologic steps forward.

For all the reasons listed above I consider children can get many benefits starting their education, since kindergarten, learning a foreign language and specially a foreign language as important as English.

In the Centro Pegagógico Infantil educators and administrators are aware of the modern world demands and of the children's needs and have decided to prepare them since kindergarten, teaching them English as a Foreign Language. So that when they graduate, they could be prepared to face the next steps in their education.

This curriculum I will develop is a result of the needs I discovered; according to my experience and the problems I and other teachers have faced working as English teachers in this institution. And will provide educators of the Centro Pedagógico Infantil a curriculum they can use to give structure and sequence to their courses, so that they can offer better lessons. For these reasons this curriculum could be really helpful for educators in this school but also for the school itself and mainly for the students and their parents who will receive better courses of English.

With a well structured curriculum the school could obtain many benefits, because the educators will be able to organize and prepare better their lessons and to cover their

educational goals in the time and form they planned them. This will also facilitate administrative processes for the school such as, the registration of new students and the placement of them according to the age and level of English they have, the acquisition of books and materials students and educators will use, the setting of schedules for the English courses.

This curriculum could also be used as a guide for other schools to design their kindergarten curricula on English courses.

THEORETICAL FRAMEWORK

I. Theories of Language and Second Language Acquisition

Eight different views of Language Acquisition will be discussed in this paper. The theories presented will be considered in both mother tongue (L1) and Second or Foreign Language Acquisition (L2) because some of them have resulted forms Second Language Acquisition theories. Some of the explanations on the theories below have been taken from the article "Language Acquisition Theories"

1.1 Vygotsky's Zone of Proximal Development.

Vygotsky was a psychologist but his studies on conscious human behavior led him to investigate the role that language plays in human behavior. According to Vygotsky (1962:10), two developmental levels determine the learning process: egocentricity and interaction. For example when the children are alone they prefer to remain silent or speak least (less egocentric speech) but when they are playing with other children they speak more (more egocentric speech). The difference between these two types of development forms has been called "Zone of Proximal Development". Vygotsky claims that the children first need to be exposed to social interaction that will eventually enable them to build their inner sources. He suggests that egocentric speech is social and helps children to interact with others; consequently the speech is influenced by the presence of other people.

In conclusion he contends that language is the key to all development and words play a central part not only in the development of thought but in the growth of cognition as a whole. Within

this framework, child language development, thus acquisition, can be viewed as the result of social interaction.

1.2. Skinner's Verbal Behavior

The behavioristic view of language acquisition claims that language development is the result of a set of habits. According to Watson (1923) knowledge is the product of interaction with the environment through stimulus-response conditioning. The risky part of this view is the idea that all learning whether verbal language or non-verbal (general learning) takes place via forming habits.

In 1957, the psychologist B. F. Skinner produced a behavioristic account of language acquisition in which linguistic utterances served as the association of the response to the stimulus with the reinforcement (CST) and the conditioned response (CRE).

Taking in consideration language acquisition this theory claims that both L1 and L2 acquirers receive linguistic input from speakers in their environment, and positive reinforcement for their correct repetitions and imitations and when it happens learners acquire the language relatively easily.

According to the behaviorists errors are first language habits interfering with the acquisition of a second language habits. In other words if the languages are similar, the language learners will acquire the target structures easily. If the languages are different in structures, the acquisition will be more difficult. This approach is known as the contrastive analysis hypothesis (CAH). According to the hypothesis, the differences between languages can be used to reveal and predict all errors and the data obtained can be used in foreign and second language teaching to promote a better acquisition environment.

Behaviorism was accepted by the Bloomfieldian structuralist school of linguistics and produced some well-known applications in the field of foreign and second language teaching for example, the Audiolingual Method or the Army Method. This theory sees language learners as a *tabula rasa* with no built-in knowledge. The theory itself and the teaching methods resulting from it failed imitation and simple connections among stimulus (S) and response (R) cannot explain acquisition and provide a sound basis for language teaching methodology.

1.3. Piaget's View of Language Acquisition

Piaget was one of those psychologists who view language acquisition as a case of general human learning. He never suggested that the development was not innate, but only that there was no specific language module. Piaget's view was then that the development (i.e., language acquisition) results mainly from external factors or social interactions. Piaget (cited in Brown, 1987:47, Eysenck, and 1990:51) outlined the course of intellectual development as follows:

- The sensorimotor stage from ages 0 to 2 (understanding the environment)
- The preoperational stage from ages 2 to 7 (understanding the symbols)
- The concrete operational stage from ages 7 to 11 (mental tasks and language use)
- The formal operational stage from the age 11 onwards (dealing with abstraction)

Piaget observes, for instance that the pre-linguistic stage (0 to 1 year) is a determining period in the development of sensory-motor intelligence, when children are forming a sense of their physical identity in relation to the environment. Piaget, unlike Vygotsky, believes that egocentric speech on its own has no function in language development.

1.4. Cognitive Theory

Cognitive theory is based on the work of psychologists. According to cognitive psychologists meaning plays an important role in human learning. "Learning is a meaningful process of relating new events or items to already existing cognitive concepts." (Brown, H.D. 1987:47); and it is thought to involve internal representations that guide performance, for instance in language learning the procedures of selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use.

Cognitive psychologists see second language acquisition as the "building up of knowledge systems that can eventually be called automatically for speaking and understanding" (Lightbown and Spada, 1993:25). Language learners pay attention to any aspect of the language that they are attempting to understand and produce, in this way step by step, they become able to use certain parts of their knowledge through experience and practice.

In conclusion cognitivists claim that language acquisition can be automatically attained. However is not clear how it will be automatized. And what L1 structures can be automatized through practice in L2 and what structures can be transferred to L2 are not clearly accounted for.

1.5. The Discourse Theory

This theory claims that language development should be viewed according on how the learner discover the meaning capacity of language by taking part in communication. Del Hymes' description of communicative competence (Brown 1987:200,201; Ellis, 1986:259), for instance, reflects the principles of the Discourse Theory. Communicative competence includes knowledge of the grammar and vocabulary, knowledge of rules of speaking, knowledge of

how to use and respond to different types of speech acts and social conventions, and knowledge of how to use language appropriately.

Discourse theorists believed that language acquisition will be successfully be achieved when the learners know how and when to use the language in various settings and when they have successfully acquire various forms of competence such as grammatical competence (lexis, morphology, syntax and phonology) and pragmatic competence (e.g., speech acts) . A language learner needs to know conversational strategies to acquire the language.

The first language acquisition notion of the theory is that children accomplish actions in the world and developed rules of language structure and usage. Accordingly, in the case of L2 acquisition, language learners are encouraged to deal with accomplishing actions, which are thought to help them acquire the target language. The Communicative Language Teaching (CLT) is the best example of this theory. In this method students are expected to learn by doing (discovering learning) and through the presentation, practice and production (PPP) principle.

This theory overstates the role of knowledge of competence and functions in acquiring a language, and fails to notice universal principles that guide language acquisition.

1.6. The Speech Act theory

This theory claims that saying something is a way of doing something. This led into two kinds of meaning seen in utterances. The first is the propositional meaning; it means the basic literal meaning of the utterance conveyed by the particular words or structures. And the second refers to the effect the spoken or written text has on the listener or reader. The problem is how prepositions and implicatures are acquired in first and second language. But this theory can

probably not be labeled acquisition, because it has not been proved that learners acquire them through formal instruction or just know about them.

1.7. The Universal Grammar Theory

Among theories Universal Grammar (UG) has recently gained wider acceptance. However, UG is more of an L1 acquisition theory than L2. It attempts to clarify the relatively quick acquisition of L1 on based on the hypothesis of minimum exposure to external input. According to UG the language learning would be impossible without 'universal language-specific knowledge (Cook, 1991:153; Bloor & Bloor: 244). The main reason behind this argument is the input data:

"...Language input is the evidence out of which the learner constructs knowledge of language – what goes into the brain. Such evidence can be either positive or negative. ...The positive evidence of the position of words in a few sentences the learner hears is sufficient to show him the rules of a language." (Cook, 1991:154)

The views support the idea that the external input per se may not account for language acquisition. According to the Chomskyan view the input is poor and deficient in two ways. First, the input is claimed to be 'degenerate' because it is damaged by performance features such as slips, hesitations or false starts, in consequence the input is not an adequate base for language learning. Second, the input does not normally contain 'negative evidence', the knowledge from which the learner could exercise what is 'not' possible in a given language.

Proponents of UG believe that both children and adults utilize similar universal principles when learning a language and Language Acquisition Device is still involved in the acquisition process. This view can be better understood in the following quote.

“Advocates of UG approach working on second language learning... argue that there is no reason to assume that language faculty atrophies with age. Most second-language researchers who adopt the UG perspective assume that the principles and parameters of UG are still accessible to the adult learner. (McLaughlin, 1987:96)”

This theory has faced many problems, UG proponents had to deal with the problem that in this theory ‘acquisition part’ is thus of secondary importance. A second drawback is that Chomsky studied only the core grammar of the English language and investigate a number of linguistic universals seems to be the major problem. And he neglected the peripheral grammar, that is, language specific rules (i.e., rules of specific languages which cannot be generalized. Thirdly, the main function of language is communication, but it is discarded. The final and the most significant problem is that as Chomsky was only concerned with describing and explaining ‘competence’, there can be little likelihood of SLA researches carrying out empirical research.

1.8. The Monitor Model

Krashen’s Monitor Model is an example of the nativist theories. The Model consists of five hypotheses and forms the basis of The Natural Approach, which is a comprehension-based approach to foreign and second language teaching. The explanations of the hypothesis below have been taken from an article titled “A promising Approach to Second Language Acquisition” (Kiymazarlan, 2000:72-82).

(1) The Acquisition-Learning Hypothesis

In this hypothesis Krashen suggested that adults have two different ways of developing competence in second languages: Acquisition and learning. Acquisition is a subconscious process identical to the processes children utilize in acquiring their first language... and

learning which is a conscious process that results in 'knowing about' the rules of language.
(Krashen, 1985:1)

Krashen (1983) believes that the result of learning, learned competence (LC) functions as a monitor or editor. That is, while AC is responsible for our fluent production of sentences, LC makes corrections on these sentences even before or after their production.

(2) The Natural Order Hypothesis

According to this hypothesis, the acquisition of grammatical structures proceeds in a predicted progression. Certain grammatical structures or morphemes are acquired before others in first language acquisition and there is a similar order in SLA. The implication of this hypothesis is that acquisition is subconscious and free from conscious intervention.

(3) The Input Hypothesis

This hypothesis relates to acquisition, not to learning. Krashen claims that people acquire language best by understanding input that is a little beyond their present level of competence. Consequently, he believes that 'comprehensible input' (that is, $i + 1$) should be provided. The 'input' should be relevant and 'not grammatically sequenced'. The foreign/second language teacher should always send meaningful messages and must create opportunities for students to access $i + 1$ structure to understand and express meaning.

(4) The Monitor Hypothesis

As mentioned before, adult second language learners have to means to internalize the target language. The first is 'acquisition' which is a subconscious and intuitive process of constructing the system of a language. The second mean is a conscious learning process in which learners attend to form, figure out rules and aware of their own process. The 'monitor' is an aspect of this second process. It edits and makes alterations or corrections as they are consciously perceived.

(5) The Affective Filter Hypothesis

According to Krashen (1985:5) the emotional state of the learner is just as an adjustable filter which freely passes or hinders input necessary to acquisition. In other words input must be achieved in low- anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence. The filter is affective because there are some factors which regulate its strength. These factors are self-confidence, motivation and anxiety state. The pedagogical goal in a foreign/second language class should not only be including comprehensible input, but creating an atmosphere that fosters a low affective filter.

Eight theories of language acquisition have been discussed and although they need more development each of them is very important for their implication and provides invaluable information about how languages are acquired and how they should be taught.

II Curriculum Definitions

The word curriculum comes from the Latin curro that means 'race' and makes reference to circular athleticism track and sometimes in the classic Latin it is used as curriculum vitae or curriculum vivendi, and it refers to a life race. According to Segun H. Aebi (1991:241) the expression 'curriculum' means that students go towards their goal.

By the end of the XVI century the term curriculum adopted a sense of structure and sequence, so that when you mix them you get the notion of a total or complete cycle and an ordered studies sequence.

Under these circumstances we have to take into account that curriculum is changing subject and it will be in progress and have to be adapted according to the social transformations and innovations in each culture.

The curriculum has been defined through the years with different connotations that allow us to see how complex is it to define. Some definitions will be presented below.

“The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils, both in and out of the school and community, through classroom instruction and related programs.” (Robertson, 1971:566)

According to Dubin and Olstain (1986) a curriculum contains a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning with respect to the subject matter at hand. A curriculum is often reflective of national and political trends as well.

“A curriculum, like the recipe for a dish, is first imagine like a possibility, then the subject of an experiment. The recipe offered publicity and is in a sense a report on an experiment “. (Stenhouse, 1975:4)

“Curriculum is the group of planned experiences given by the school in order to help students to get, in the best way, the learning goals projected according to their capabilities”. (Neagley and Evans, 1967:2)

“Curriculum is the joint and planned effort of all school, destined to guide the students learning towards predetermined learning results”. (Inlow, 1996:130)

Kansas (1958) claims that curriculum is mainly, everything that happens to children in the school as a result of the teachers work. And it includes all the children’s experiences whose responsibility is taken by the school.

The curriculum term applied to kindergarten education is considered as a relatively new concept, because when the curriculum in general started to widespread (in the 50’s) only a few countries adopted and apply it. It was until the 60’s when its use and application became

stronger, but it was only used in higher levels of education. With these precedents it is important to define this term according to the level related to this paper.

When we talk about kindergarten there are many aspects that have to be considered in order to define and design a curriculum.

According to Peralta (1996) a curriculum is all the experiences and significant learning that has been experienced by infants and adults as a result of the consistent selection and organization of a group of human, material, and technical factors, generated by a community of educators as a systematic educational institution beginning on the onset of kindergarten.

III Different approaches of curriculum design.

A theory does not dictate a particular set of teaching techniques and activities. What links theory and practice is the design. There are many theories of curriculum design and many principles have been researched and implemented in different contexts. In this paper some approaches that are relevant to this particular case of study will be presented.

The Notional-Functional syllabus

This syllabus was theoretically based on a learner – centered, communication – oriented approach to language instruction and it was claimed to be an analytic rather than a synthetic syllabus (Wilkins 1976)

This means that the content of instruction will not consist of the target language's lexis, syntax, morphology and so on. The content of this kind of syllabus will be pre selected and taught incrementally until the whole language is covered. In this type of syllabus the learner's

task is to re-synthesize the language that has been broken down into a large number of small pieces with the aim of making this learning task easier. (Wilkins, 1976:2)

The process syllabus

The process syllabus is an innovative approach of curriculum design. According to Numa Markee (1997) it is a radically analytic syllabus, in that there is not a pre selection of the linguistic content of instruction. Instead it uses problem-solving tasks.

This process syllabus is situated within a curricular approach to organizing language instruction. In this kind of syllabus things such as the content, materials, methodology and types of assessment used in a course are not pre determined, they are negotiated between the instructor and the learners through the course, but the teachers decisions are not on negotiation.

The Natural Approach

The Natural Approach described by Terrel (1997, 1982) as an approach based on Second Language Acquisition theory, and the syllabus is assumed to be a natural one, based on the learner.

Because many of its proposals deal so neatly with the SLA theory proposed by Krashen, it is now put forward as an approach that exemplifies the pedagogical application of its theory named, monitor theory (Krashen, 1981, 1985).

In this approach the students learn the language through using it rather than analyzing it.

The procedural syllabus

This syllabus emerged out from the Bangalore project in India that lasted from 1979 to 1984. This project was initiated because of the dissatisfaction they had with the syllabus they were using (a mix of structural syllabus with audiolingual method). It was created by Prahbu and his colleagues and they tried to create a curriculum with a content that was not linguistically based. Instead of organizing instruction in terms of pre selected language items, they adopted the idea of using tasks as the principal carrier of language content. So they created a meaning – focused methodology in which students learn language by communicating. According to Allbright this syllabus type predates the beginning of using games to promote communicative language.

The task – based syllabus

This kind of syllabus is a mixture of the process syllabus, the procedural syllabus and pedagogical applications of more recent theoretical and empirical work in SLA studies, classroom research and action research (see Crookers, 1986; Doughty and Pica, 1986; Loschky and Bley-Vroman, 1993, among others) This Kind of syllabus central hypothesis is that “structure” can be best learned when attention is focused on meaning. Small group tasks are common in SLA inspired versions of task -based language teaching. Most tasks display the basic characteristics of posing a problem, the solution of which entails learners communicating in the target language.

There is a wide range of principles and approaches to design a curriculum and each kind is good in different contexts and situations, but working with children, and specially with low literacy children as in this particular case of study in which children are in preschool settings implies a very careful selection. The approaches listed above are the ones I found more

suitable when working with children and appropriated in the context the students in the Centro Pedagógico Infantil are.

The Whole Learning Approach.

According to Vale and Feunteun (1995) in this approach languages, in both written and oral forms, are seen as powerful tools for learning about the world, shaping a personal response to it and communicating with others. Additionally, the development of high – level bilingual skills is seen as a desirable educational outcome for all children. The curriculum is delivered through themes, often interdisciplinary, employing instructional strategies effective for all the children.

The activity – based approach

According to Vale and Feunteun (1995) in this approach children are able to learn language whole, as a part of whole learning experience. It is responsibility of teachers to provide this whole learning / whole language experience. Therefore, rather than impose a language - based course of study where children are exposed only to small and predetermined chunks of language, it would be of more value to encourage children to acquire language through an activity - based curriculum. Such a curriculum can provide a language – rich input for the child, while at the same time reflecting the actual interests and needs of the young learner.

According to them with this approach the development of the children in general terms is supported, especially in terms such as:

- Supporting cognitive development in terms of subject matter (e.g. science, mathematics, geography, etc);
- developing observational and recording skills;

- promoting awareness of the environment;
- focusing on co – operative work and socialization;
- Supporting emotional needs, for example; in terms of providing a situation in which children will proudly display their work.

An activity – based approach does not, however, prevent the teacher from establishing clear language objectives. The relationship between the topics being studied and the language to be focused upon can be clearly demonstrated. For example, where the topic is measuring (personal height, weight, ability to jump, hop, etc ;) the following table illustrates the relationship between the main activity (measuring) and the language.

Table 1 Relationship between the main activity and the language.

Main activity or Topic	Skills practiced include	Physical response language	Language input from the teacher	Potential language output from the children
Measuring and personal measurements	Measuring distance, height, etc; recording results	stand up reach up stretch higher wider relax sit down	Registration language; instructions, questions, comments and descriptions related to measuring activities and to	Numbers 0 – 9 eye hair foot hand centimeters me her him

			classroom management	yes / no verb to be: I'm (142 centimeters) tall
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In this approach not only the language needs of a traditional EFL curriculum are covered, but at the same time the children are being exposed to, in terms of relevant input, a wide range of language as part of a whole learning experience in English.

An activity- based approach can be successfully used with children of all ages and nationalities. The activity content can be chosen from activities which are common throughout the primary school years, and the content can be adapted to the country and the culture of the children, if necessary. The teacher's role is to make sure the activity content is exploited to suit developmental age of the children in the class.

The project approach

According to Katz (1994) although project approach is not new to early and elementary education (Sharan & Sharan, 1992), interest in involving children in group projects has been growing for several years. This renewed interest is based on recent research on children's learning (Kandel & Hawkins, 1992), a trend toward integrating the curriculum, and the impressive reports of group projects conducted by children in the pre primary schools of Reggio Emilia (Edwards et al., 1993)

This approach consists of getting students involved and active participants of their learning processes through the in- depth investigation of topics. Katz claims that this investigation is usually undertaken by a small group of children within a class, sometimes by the whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort focused on finding answers to questions about a topic posed either by the children, the teacher, or the children working with the teacher. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.

The project approach can be useful with groups of children from diverse ability and cultural backgrounds because topics can be chosen from the children immediate environment. (Greenwald & Hand, 1997; Gutwith, 1997)

According to Katz (1994) the project approach do not suggest that project work should constitute the whole curriculum, because it is not a separated subject; it provides a context for applying concepts and skills from different subjects.

According to him systematic instruction: (1) helps children acquire skills; (2) addresses deficiencies in children's learning; (3) stresses extrinsic motivation; and (4) allows teachers to direct the children's work, use their expertise, and specify the tasks that the children perform. Project work, in contrast: (1) provides children with opportunities to apply skills; (2) addressses children's proficiencies; (3) stresses intrinsic motivation; and (4) encourages children to determine what to work on and accepts them as experts about their needs. And both systematic instruction and project work have an important place in the curriculum.

According to Chard (2001) projects enrich young children's dramatic play, construction, painting and drawing by relating these activities to life outside the school.

According to her the description of a project can be like a good story with a beginning, middle and an end. Teachers and children can tell this story with reference to the following phases in the life of the project.

Phase 1

Initial starting point. In this phase takes place the opening event which stimulates interest initially for the whole class. This may consist of a story, a video, and the presentation of an unusual object for the children to pass around, examine and wonder about. It will also be interesting to collect ideas from the whole class on the basis of brainstorming and map out what they already know about the topic. It would also be helpful to list the questions the children would want to know about the topic and discuss them at the end of this phase. During preliminary discussions the children and the teacher propose the questions they will seek to answer through the investigation.

Phase 2

Field work. This phase consists of the direct investigation, which often includes field trips to investigate sites, objects, or events. In phase 2, which is the heart of the project work, children are investigating, drawing from observation, constructing models, observing closely and recording findings, exploring, predicting and discussing and dramatizing their new understandings (Chard, 1992).

Phase 3

Culminating and debriefing events. This final phase includes preparing and presenting reports of results in the form of displays and artifacts, talks, dramatic presentations, or guided tours of their constructions. In this stage it is also time of evaluating the project and this can be done by preparing a portfolio or a rubric.

IV. Children Stages of Development.

A curriculum is an organized framework that sets out what, where and how students are to learn and outlines ways of learning and teaching best suited to meet those learning goals.

Children have different needs at different stages of their development and the curriculum must change their techniques every time it is necessary to meet the changing needs of the children.

Here will be presented the developmental stages of children, how do they learn, what do they learn and what should be the key program elements to teach them.

Table 2 Developmental stages of children.

Factor	Sensorimotor (0 to 2.5 years)	Preoperational (2.5 to 6 years)
How children learn	Direct experience, active learning; interaction with adult caregivers	Direct experience, active learning; verbal reflection; making decisions
What children learn	Explore physical reality; develop trust, autonomy, initiative, empathy	Language; explore classification, conservation, number, space, time, measurement; develop curiosity, initiative, interests, friendship
Key program element	Interactive play based on child's interest	Plan-do-review; represent (tell, draw, invented writing)

But through the stages illustrated in the last chart children have different needs that are necessary to consider when creating a curriculum. According to The World Bank Organization of Children (2001) the children face the following needs through different stages of development.

Table 3 What children need at different stages of development

Age(years)	Basic needs	inputs
<i>Birth to 1</i>	Protection from physical	Safe shelter
danger	Food and micronutrients	
Adequate nutrition	Basic Health care (immunization,	
Adequate health care	oral rehydration therapy, hygiene)	
Attachment to adult	Age-appropriate developmental	
Motor and sensory	curriculum	
Stimulation	Supportive parents	
Appropriate language		
Stimulation		
<i>1 to 3</i>	All of the above, plus	safe shelter
Support in:	Food and micronutrients	
Acquiring motor, language	Basic health care (all of the above,	
And thinking skills	plus dewonming)	
Developing independence	Age-appropriate developmental	
Learning self-control	curriculum	

Play (to achieve all of the above) Supportive parents

3 to 6	All of the above, plus	safe shelter
The opportunity to:	Food and micronutrients	
Develop fine motor skills	Basic health care (including	
By manipulating the	dewonming)	
Environment	Age-appropriate developmental	
Expand language skills by	curriculum	
Talking, reading and	Supportive parents	
Singing		
Learn cooperation by		
Helping and sharing		
Experiment with preventing		
And prereading skills		

As children grow and have different needs they also achieve the developmental of symbolic thought as illustrated in the following table.

Table 4 Development of Symbolic Thought

<p>18 Months Through</p> <p>2 Years of Age</p>	<p>Young children's conceptualization of their world is based on their <i>actions</i> upon their world; Movement is the primary symbolic mode.</p>
<p>3 Years of Age</p>	<p>Children's conceptualization comes to include <i>spatial</i> Relationships -size, shape, and orientation- and <i>visual imagery</i> becomes a dominant symbolic mode. Whereas younger children's drawings of themselves, for example, are a mass of Scribbler, now, at age three, they are likely to draw two circles; they'll call the top one the "head" and the bottom one the "body" (Gardner, 1991).</p>
<p>4 Years of Age</p>	<p>Children's conceptualizations are powerfully influenced by the emergence of <i>number</i> . This influence helps them attend more specifically to feature and characteristics of their world and the correspondence between these characteristics . They will, for example, make <i>very</i> sure that each stuffed animal at "lunch" has the <i>same</i> number of dishes and cups.</p>

5 Through

Most children are attracted toward notational

7 Years Age

symbolization (Gardner & Wolfe, 1983) : they can

encode one type of information in another form. It is important to note that the relationship between the notational system and what is “noted” or encoded is *arbitrary*. There is no obvious relationship between the symbol and what is symbolized. For example, the symbol **4** represents four objects; the letter **m** represents a sound in speech.

* Adapted from Templeton, 1997, “Teaching the integrated Language Arts,” p.32

As with thought the development of language in children is an amazing phenomenon. It results marvelous to explore and discover how complex could be for an adult who suffered brain damage to develop and acquire written and oral language again but for a child this process seem to be magical and takes part in a natural way.

In this section I will focus on oral language and communication.

Birth to 2 years

According to Templeton (1997) the babbling that babies make through the first year of life, trying different sounds and intonation patterns is critically important and leads them to the first recognizable words of the native language at the age of twelve months. These first words represent things and people that are important and interesting to babies: words such as juice,

doggie, and keys will appear sooner than chair, table, or diaper, objects that are simply there but represent no interest for babies.

Eventually the child understands at a tacit level that things have labels -names- and then they can pair up a word with what the word refers to. According to her as children grasp, kick, suck, crawl, and eventually toddle about, their actions and the consequences of their actions represent relationships – location, causality, recurrence - and these various relationships come to define the early language structure of the child (Brown, 1973).

Another important fact is the role of other people in the child's life. The child's active explorations occur in a social context. Early in the child's development, the adult caretaker and the child focus on the same object, and in this way the child picks up the following idea "You (the adult) and I (the baby) are talking about it (whatever they are jointly focusing their attention on)". This is an important communication that lays the foundation for language development within social context.

Templeton (1992) also claims that around eighteen months, children begin to put words together. They say things such as "hat on... wear what... all gone..." This phase is named the "two-word utterance" phase. It is an exciting time, and it lays the ground work for an "explosion" in language growth.

Two years to 5

As Templeton (1997) claims at around 2 years of age, children begin to put 3 or more words together. Over the course of their third year, their utterances will grow dramatically in length and in complexity. At first, they are simply putting more content words together ("give doggie paper. Big doggie"). And leaving out function words and grammatical marks.

Function words “glue” the content words together and express relationships among the words (for instance, the, and and of). Grammatical markers include inflectional endings such as -ed, -ing and the plural -s.

In a short time children start including function words and grammatical markers.

Expressions of relations that would have stood by themselves earlier, such as “I play” and “My game” now are combined: “I play my game”. Children learn how to phrase questions and express negative relationships. Instead of asking questions with a rising intonation, they construct the appropriate syntactic transformations: “The man is here?” becomes “Is the man here?” (Pinker, 1994).

Asking and answering questions can be very complex because questions serve different functions, and children must tacitly learn the distinctions among these functions.

As children during these early years are testing their hypothesis about how language works, they make errors. Such errors are evidence of growth, they can correctly say one week “I watched TV today”, but the next week they pronounce the verb as “watchded”. According to her, language development continues at a phenomenal pace at the age of 4 and 5. Children’s sentences grow in length and in syntactic complexity. But at four and a half to five years, children have acquired most of the sentence structures and sounds patterns of their language. By the time they begin first grade they have learned approximately 5,000 to 6,000 words. While many of these words are learned through the “name game”, most are learned during the day-to-day interaction with the environment and with others.

At this point language will allow children act upon their world and reflect upon those actions, and this is also when children start formal schooling. Such a social environment will guarantee that meaningful language use is going on – and that children are free to communicate.

CONTEXTUAL FRAMEWORK

In 1989 the educator María Martha Rincón Gallardo Andrade started the Centro Pedagógico Infantil, a private kindergarten with only 7 children in a building located on 115 Revolución Avenue. By September of 1990 the school already had 30 students registered, so they had to move to a new building located on 377 Adolfo López Mateos Avenue, only a few months later the number of students had increased and they already had 50 students registered and the three levels of kindergarten education. There was a need to have a bigger building so they moved to a house on San Salvador Avenue #558.

In 1994 they started to offer also elementary school courses by that year they already had 3 groups of kindergarten and the first group of elementary school. In this year they started to offer English courses in both kindergarten and elementary school. And an agreement was signed with the University of Quintana Roo so that students from Lengua Inglesa could do their social work as English teachers of kindergarten and elementary school.

Now the Centro Pedagógico Infantil has an elementary school section and a kindergarten one, so they have two buildings and around 120 students, 22 teachers and the three levels of kindergarten and the sixth levels of elementary school. The elementary school is located on 426 Adolfo López Mateos Avenue and the kindergarten is located on San Salvador Avenue #558.

NEEDS ANALYSIS RESULTS

In this part of this paper the results of the needs analysis will be presented and analyzed. In order to decide the contents of the curriculum and according to the children need the 3 questions that received the highest store will be considered.

FOR THE GROUP OF PREJARDÍN

For the first question in which they had to order the English skills. They numbered as 1 Listening, Speaking as number 2, Reading as number 3 and Writing as number 4.

When the parents were asked in what situations they thought their children will use the English

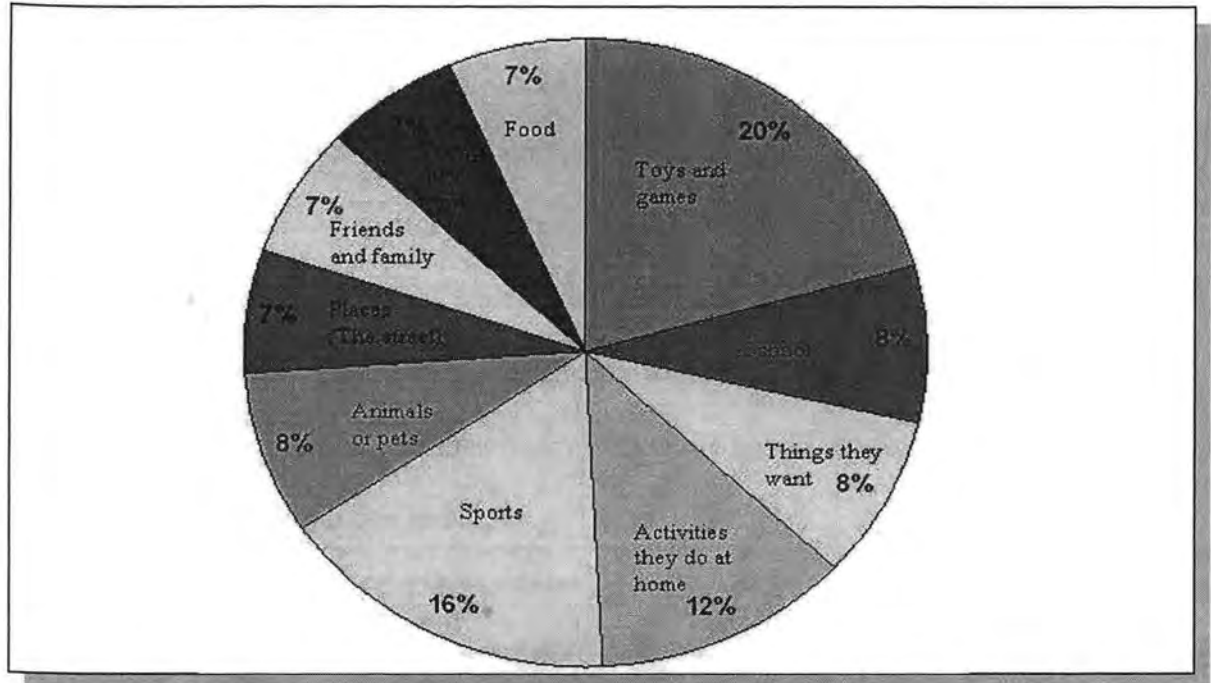
- Most of them answered that in school activities.
- Some answered that when the children were in contact with communication or entertainment means such as radio, television, video games, movies, etc;
- And a few answered that the children will use that language on vacations abroad or in home activities.

Then the parents were asked what the children will use the language for.

- Most of them answered that the children will use English to do school homework.
- Some of them answered the children will use it to communicate with other children in the school. To ask for services in public places (movies, park, market, etc;) To use and understand communication and entertainment means such as radio, TV, DVD's movies, songs, etc;
- Only a few said children will use English to communicate with their teachers or with other family members.

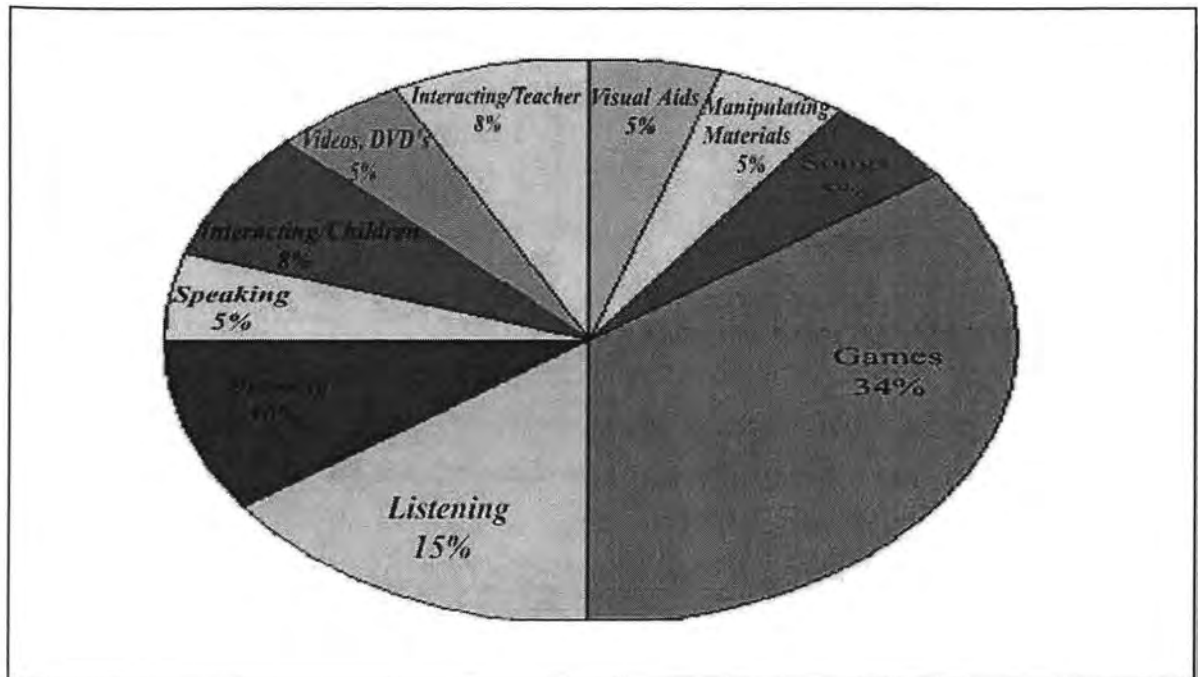
The parents were also asked to mention which topics they thought their children will talk about in English and the chart illustrate the preferences.

Chart 1.1 Children's speaking preferences.



The parents were finally asked the ways their children learn better and the results are illustrated in the following chart.

Chart 1.2 Children's better ways of learning.



FOR THE GROUP OF INICIACIÓN

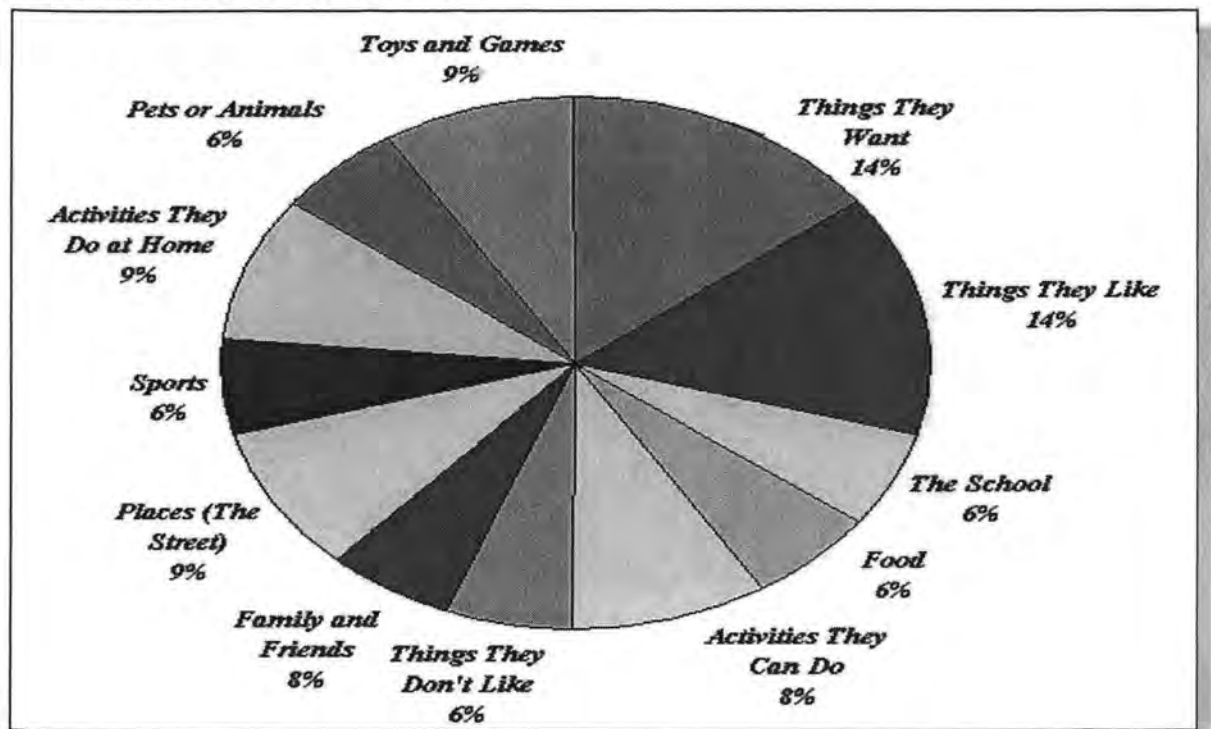
The parents said the importance order of the English language skills is, 1 Speaking, 2 Listening, 3 Reading, 4 Writing.

When the parents were asked in which situations their children use or will use English

- The most answered their children will use English when they were in contact with communication and entertainment means such as radio, TV, DVD, etc.
- Some of them answered the children will use it for school activities.
- A few said that their children will use English in home activities.

The parents were also asked to say what their children use or will use for.

Chart 1.3 Children's language in use.

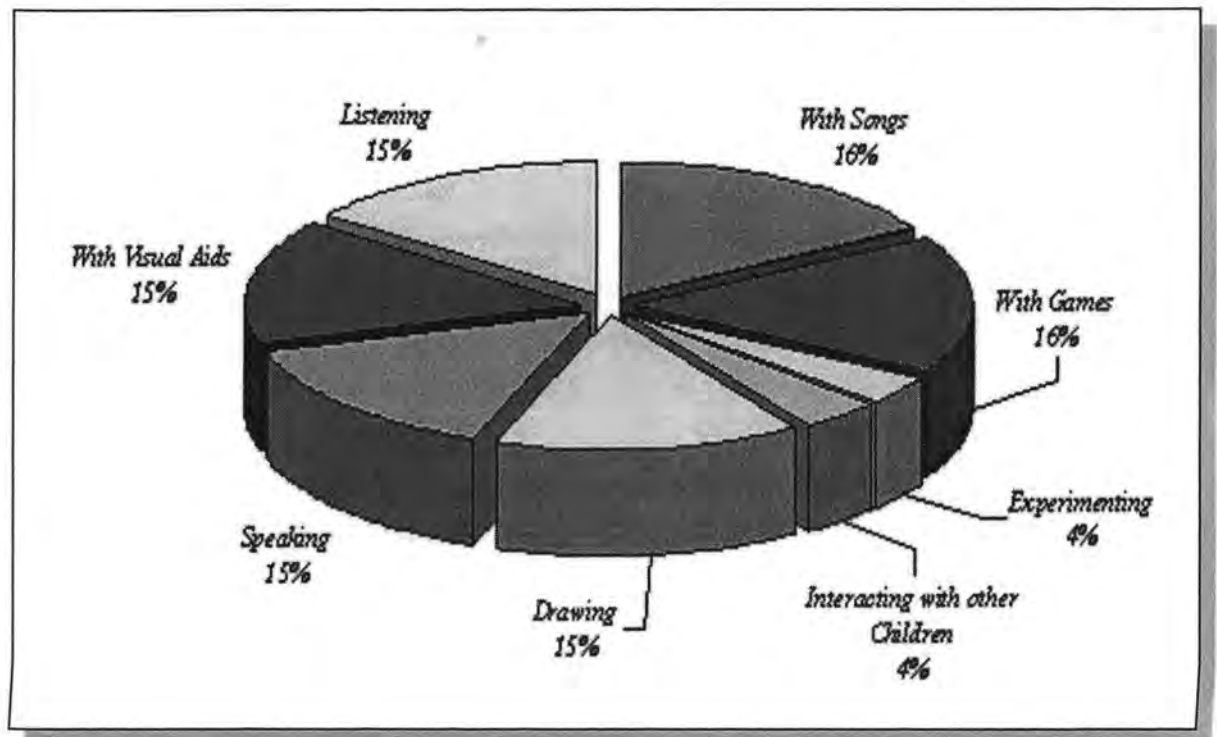


- The most of them said that the children will use English to do school homework.

- Some of them answered the children will use it to communicate with other children in different places to the school such as on vacation, at the movies, the supermarket, etc; And to use and understand communication and entertainment means such as radio, DVD's , TV, songs, etc;
- A few said their children will use English to communicate with their teachers or to ask for services in places such as the park, supermarket, movies;

The following chart illustrates the topics the parents think their children will talk about in English

Chart 1.4 Children's speaking preferences.



The parents said their children learn better in the ways illustrated on the chart.

FOR THE GROUP OF PREPRIMARIA

The parents think the skills order of English language is Speaking, Reading, Listening and Writing.

The parents think their children use or will use English in the following situations. The situations are in order of importance

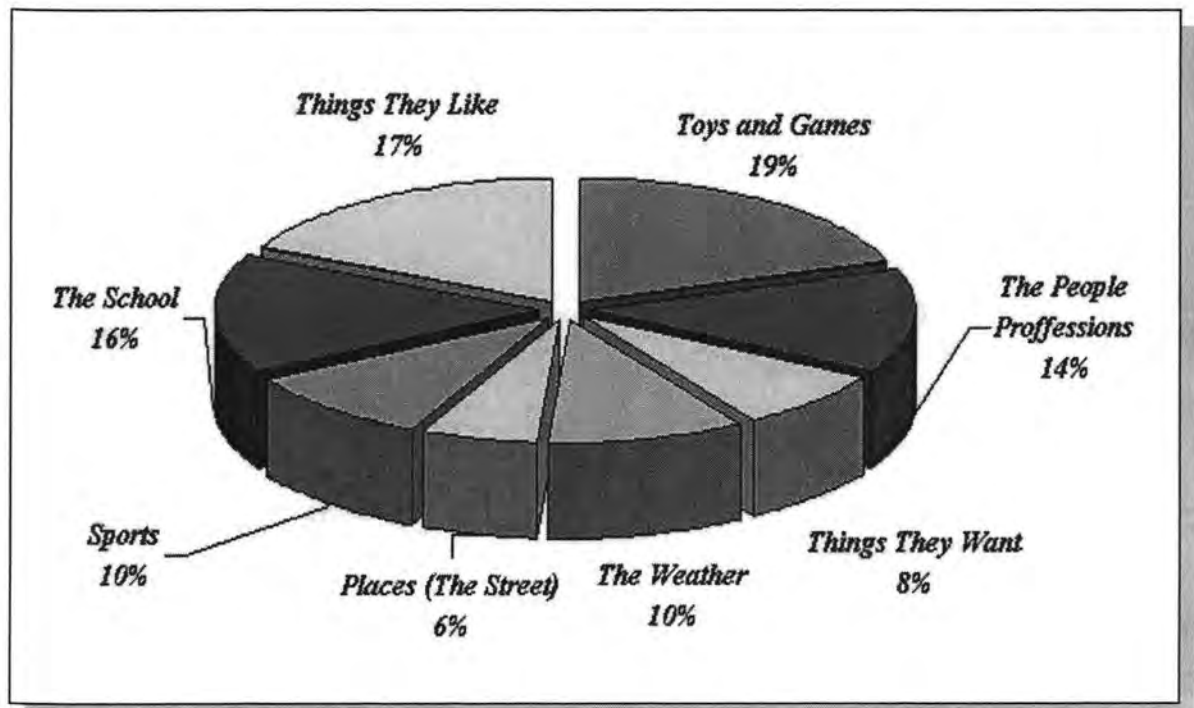
- 1) For school activities
- 2) When the children get in contact with communication or entertainment means such as radio, TV, DVD's, etc.
- 3) On vacation abroad.
- 4)

The parents were asked to mention in what situations their children use or will use English for.

- Most of them said the children will use English to use and understand communication and entertainment means such as radio, TV, DVD, songs, video games, etc.
- Some of them said the children will use English to communicate with other children in different places than the school (movies, on vacation, park, etc.) and to communicate with their teachers at school.

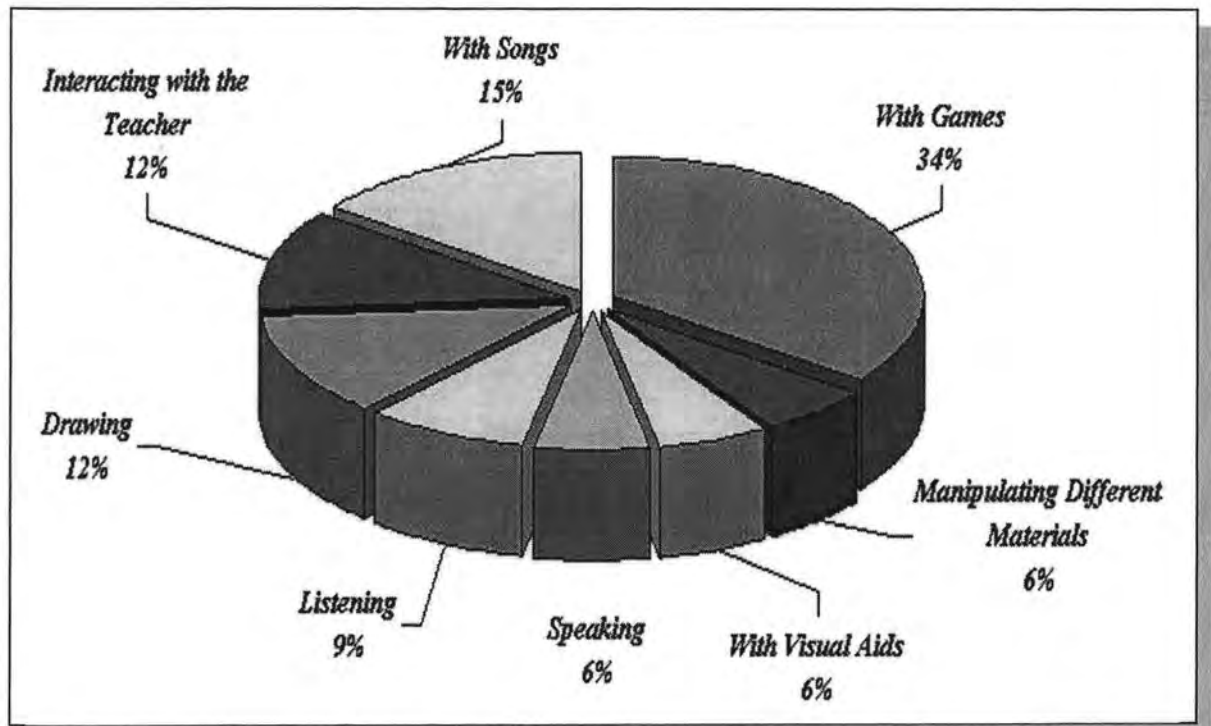
According to their parents survey the children will talk in English about the topics illustrated in the following chart.

Chart 1.5 Children's speaking preferences.



According to their parents the children learn better in the ways illustrated in the following graph.

Chart 1.6 Children's better ways of learning.



THE CURRICULUM FOR A PRIVATE KINDERGARTEN

As we thought the development of a curriculum for kindergarten should include diverse elements. I am now going to describe the curriculum proposal designed for this particular school.

CURRICULUM PROPOSAL

INDEX

- I. JUSTIFICATION
- II. CURRICULUM OBJECTIVE
- III. FUNCTIONS TO ACHIEVE
- IV. GRADUATE PROFILE
- V. CURRICULAR MAP
- VI. SUBJECTS CONTENTS AND DESCRIPTION
- VII. AN EXAMPLE OF A PROJECT

I. JUSTIFICATION

Modern world demands prepared citizens. The world and society is changing fast and we have to be aware and prepared for these changes. Aspects such as globalization, the huge influence of technology in human relationships, the role that education plays in the development of people and countries and the way social groups and nations grow “unequally” demands schools and educational centers to adapt and create educational systems able to “form” integral humans beings. Learning English as a foreign language is an excellent tool for children and for people in general and it is away to adapt ourselves to the demands of the modern world. Children have the right to receive an integrate education that allow them acquire all the tools they need to succeed. This integrative education should be based not only on cognitive development but also with human values and procedures.

Children should be able to acquire and develop “skills” and functions that allow them to act efficiently in different and complex situations with the support of the knowledge, skills and attitudes needed for personal and social performance.

This curriculum aims to provide CEPI a guide to develop an integrate education ON English as a foreign language that could later be useful for other schools an to society in general.

II. CURRICULUM OBJECTIVES

This curriculum aims to:

- ❖ Achieve the motivation of knowings and procedures, and develop competences.
- ❖ Discover new learnings into the project in development.
- ❖ Learn, understand and appropriate the concepts they are learning.
- ❖ Develop mathematical notions.
- ❖ Understand the basic functions of written language such as reading and writing in English.
- ❖ Plan and “do” activities efficiently with a good organization.
- ❖ Develop abilities of fine and gross motor skills.
- ❖ Develop the ability of observation.
- ❖ Recognize similarities and differences among things.
- ❖ Develop skills such as describe and explain things, events and people.
- ❖ Analyze objects in order to compare and contrast them.
- ❖ Develop the abilities of expressing, judging and criticizing.
- ❖ Develop the abilities of prediction and estimation.
- ❖ Develop the ability of classifying objects.
- ❖ Make the student an active participant in his/her learning processes.
- ❖ Discover the sequence and cause-effect relationships.
- ❖ Develop fluency and vocabulary strategies.
- ❖ Develop the ability of gather and use information through the projects.

III. FUNCTIONS TO ACHIEVE

Through this curriculum the children will be able to:

- ❖ Ask and give information.
- ❖ Complain.
- ❖ Demand their rights.
- ❖ Pose and solve problems.
- ❖ Seek and give praise.
- ❖ Socialize.
- ❖ Explain their intentions.
- ❖ Respect his/her self and others.
- ❖ Recognize and name numbers from 1 to 20.
- ❖ Excuse his/her self and others.
- ❖ Tell tales.
- ❖ Establish position in society and social relations.
- ❖ Create, show and explain what is created.
- ❖ Express their feelings.
- ❖ Observe, analyse and predict.
- ❖ Gather and use information.
- ❖ Classify objects, people and events.
- ❖ Do gross motor activities with precision.
- ❖ Do fine motor activities in the correct way.
- ❖ Recall and share information about a topic.
- ❖ Imagine and discover new learnings through play.
- ❖ Entertain his/her self and others.

IV. GRADUATED PROFILE

By the end of the kindergarten education the child will have started his process of reading and writing in English. He will also have established contact with written text and discovered its parts and how to use and produce a new one, and through this he will have developed love for reading. He will have discovered and known his body and how to use it to develop gross and fine motor skills activities. He will have discovered the power of oral language and learned how to communicate efficiently with others and express his feelings and ideas. So he will have developed the ability of socialization knowing how to interact with his family, friends and community in a polite way, showing respect for others and adapting himself to the rules in all the fields of his life. He will have learned how to solve problems by himself but also how to cooperate with others, expressing his points of view and showing respect and tolerance for the opinions of others. He will have learned different topics through play. He will have learned how to use different media and technology to look for information. And the child in general will have achieved an integrative development in social, affective and cognitive aspects.

V. CURRICULAR MAP

Subjects	Linguistic skills	Early literacy	Early mathematics	Sessions per week	Total time
ENGLISH 1	90 minutes	60 minutes	30 minutes	3	3 hours
ENGLISH 2	90 minutes	90 minutes	60 minutes	4	4 hours
ENGLISH 3	120 minutes	120 minutes	60 minutes	5	5 hours

VI. SUBJECT DESCRIPTION AND CONTENTS

English 1

At this level children are most 2 and 3 year-olds. As they are very small this subject won't be focused on literacy or writing, it will be focused on the development of gross and fine motor skills and on the development of linguistic skills such as grammar and vocabulary. It will also cover aspects such as oral communication and the development of social and affective relationships. The subject will be divided in 9 units and through them the children will also work on early math abilities. So the topics proposed are:

- My school
- My home
- My town
- My family
- Pets
- Playtime
- This is my head
- I love bananas
- I want to play soccer

Numbers from 1 to 5

English 2

At this level children are 4 year-olds. And they start their literacy process in a formal way. So this subject is focused on the development of early literacy and linguistic skills. They will continue with the development of gross and fine motor skills and they will learn numbers from 1 to 10. By this age children should be able to communicate orally in an efficient way, so they will use this skill to express their feelings and points of view and share their experiences with others. The interaction with family, friends and community will be reinforced. The topics proposed are:

- Family fun
- My toys
- At the zoo
- My body
- My town
- Friends and school
- Talent show
- I love soccer
- I want a pear
- Lets go to the park

Numbers from 1 to 10

English 3

In this subject children will develop and consolidate more advanced processes in his literacy but he will also learn and increase his English vocabulary and grammatical structures. They will learn numbers from 1 to 20 through the contents of the units proposed. The program will be a little more balanced on reading and writing in English because they will have to know how to write and read in order to go to the elementary school though English is not compulsory at this level in the Mexican Education System. Children will have acquired this important tool. The proposed topics are:

- Let's go to the store
- I love ice cream
- Rain go away
- My school and friends
- I want to be a dancer
- Sports and games
- My street
- People in my town
- My body and senses
- I want to play more!

Numbers from 1 to 20

VII. AN EXAMPLE OF A PROJECT.

This is the planning for a project for the group of Preprimaria the project is going to take place when the children cover the suggested topic of My body and Senses. The following format was adapted from Proyecto de Innovación de Preescolar ICIF (2006)

Phase 1 Initial Starting Point		
Origin of the project: The Project comes from the interests of the children and from questions posed by the teacher.		
Activities proposed for children to search the information they need:	What is the hypothesis? What would happen if we could only see things in a huge size?	What is it going to be done? Investigate through interviews to family, friends and community members asking them: What would happen if we could only see things in a huge size or very small size? Experimenting about the eyes and the way to take care about them.
Project Name:	I see, and see, what do you see?	
Competences:	Knows about his eyes and how to take care about them. Uses his eyes in the right form. Respects people who can't see well.	
Contents	Procedural: That the student organizes his ideas in order to make and interview.	

	<p>Attitudinal: That the student respects people with visual limitations</p> <p>Conceptual: That the student defines the terms sense of sight and interview.</p>		
Resources	<p>Human: Family, friends and community.</p> <p>Material: Pencils, notebooks and colors.</p>	<p>Spaces</p> <p>Classroom and community.</p>	<p>Time: The Project will be done in a week.</p>
<p>Phase 2 Field work</p>			
Purpose:	<p>Develop in the children the curiosity to investigate how different people see and how to take care about their eyes.</p>		
Class objective:	<p>The children will write down an interview.</p> <p>The children will obtain information about the sense of sight.</p> <p>The children will discover different ways of taking care about their eyes.</p>		

Contents	<p>Procedural: The student writes down an interview with the guide of the teacher. The student discovers and experiment different ways of taking care about his eyes in different situations.</p> <p>Attitudinal: Que se relacionen con respeto con las personas que van a entrevistar. The student worries about taking careo f his eyes and appreciates the wonders of the sense of sight.</p> <p>Conceptual: That the student defines the terms sense of sight and interview.</p>
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Activities

Starting	Develop	Closure
<ol style="list-style-type: none"> 1. A conceptual map about the sense of sight and its characteristics will be done. 2. The teacher will show students a video o fan interview. A brainstorm will be done in order to select the questions to 	<ol style="list-style-type: none"> 1. According to the brainstorm questions the questions for the students' interview will be selected. Each student will interview at least 2 people. . 2. The students will take notes about the mental map 	<ol style="list-style-type: none"> 1. The results from the students' interviews will be discussed and analysed in teams. 2. The students will share with the class how did they feel through the activities and how each activity did affected

<p>include in the interview.</p> <p>3. Different ways of taking care about the sight will be presented with a mental map on the board.</p>	<p>information.</p> <p>* The students will go to the playground and try to see the sun for a moment, they will go back to the classroom and see how does it affected their vision, now they see dark.</p> <p>*The children will see a small letters text with a magnifying glass.</p> <p>*The students will observe objects from the classroom with binoculars upside down to discover how objects look far and small.</p>	<p>their vision.</p> <p>3. The students will reflect about the importance of the sense of sight and they will appreciate the benefits of having good eye care habits such as not watching tv very close or for long periods of time, Project their eyes from the sunlight, eat healthy food, etc;</p>
<p>Resources:</p> <p>Human: family and community.</p>	<p>Spaces:</p> <p>Playground, classroom and community.</p>	<p>Time:</p> <p>3 classes of one hour.</p>

Materiales: lupa, binoculares, video, libro, cuaderno, lápices, colores y pizarrón.		
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Phase 3 Evaluation

Rubric

	Indicators	Yes	No	Why?	Improving suggestions
Students	1. The planned activities in phase 1 were done.				
	2. The interviews results were shared				
	3. The ideas and comments from the classmates were listened with attention				
	4. Solutions to the problems emerged through the investigation were proposed.				
	5. Enthusiasm in outside and inside activities was shown.				
	6. The work was done in order.				
	7. Every student was respected.				

	8. Curiosity for the experiments results was shown.				
	9. Group and pair work was done correctly.				
Teacher	1. Monitors all the children activities.				
	2. Promotes participation.				
	3. Motivates students to express their questions about the topic.				
	4. Promotes investigation.				
	5. Promotes collaboration and generosity.				
	6. Coordinates the ideas exchange.				
	7. Coordinates the activities in general.				
	8. Listen to each student carefully.				
	9. Helps children to solve their problems.				
Activities	1. All the planned activities were done.				

	2. The Project was done in form and time				
	3. The proposed spaces were adequate for the realization of the activities.				
	4. The materials used were efficient for the development of the activities.				

PEDAGOGICAL IMPLICATIONS

- A well-design curriculum should take into account the context and subjects involved.
- A well-design curriculum should consider children interests and likes in order to develop their personal and natural skills.
- A well- design curriculum should be supported by an extensive revision of the literature
- A well design curriculum should be flexible and must change its techniques when necessary.

CONCLUSIONS

In conclusion there are many factors to consider when creating a curriculum. Aspects such as the beliefs and values to achieve through the curriculum, the subject matter it should contain, the activities and methods that should be used, are of a huge relevance, but from my particular point of view the most important features to be considered are: 1) *Targeting*(who is it for?) it is very important to study the characteristics of the students you are creating the curriculum for, such as age, stages of development, development of thought, language, etc, 2) *knowing the students needs* when creating a curriculum you have to be aware of the students general needs according to their age and stages of development, and 3) *knowing the students interests* it is fundamental to know the students are the students likes and dislikes in order to meet their needs since the beginning of the courses. And it is also very important to help students develop as human beings, in an integrative way that helps them to be happy and succeed in life in general. So it is really necessary to cover not only cognitive but affective and social aspects through the curriculum.

And finally another important feature I think a good curriculum should include is activities that:

- Integrate topic studies rather than whole group instruction in isolated skills.
- Create opportunities for children to learn by observing but especially by manipulating different materials and experimenting.
- Be a balanced of child-and- teacher- initiated activities.
- Allow children to work in groups and collaborate in the learning processes of their classmates.
- Require the use of large and small muscles (gross and fine motor skills).
- Expose children to good literature to develop in them the love for reading.
- Include time for groups and individuals to meet with the teacher for specific help when needed.
- Include authentic assessment of each child's developmental progress.

- Include techniques to help children gather information from different sources and apply it in different situations.
- Develop in children the awareness that they are unique and special and can do all the things they aim to.

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APPENDIX**NEEDS ANÁLISIS (ENCUESTA)**

Este cuestionario fue diseñado, como parte de una investigación, para conocer las áreas de mayor interés de su hijo(a) así como para determinar sus necesidades de aprendizaje en el idioma inglés. Por favor conteste TODAS las preguntas. Muchas gracias por su colaboración.

I. Subraye el nivel de pre escolar que está cursando su hijo(a).

a) PRE JARDIN b) INICIACIÓN c) PRE PRIMARIA

II. Numere (del 1 al 4) en orden de importancia las habilidades del idioma inglés que su hijo(a) necesita dominar.

_____ Hablar _____ Leer _____ Escribir _____ Escuchar

III. Marque (x) en qué situaciones considera que su hijo(a) usa / usará el idioma inglés.

- _____ En actividades escolares.
 _____ En actividades en casa.
 _____ En vacaciones en nuestro país.
 _____ En vacaciones fuera del país.
 _____ En sus juegos con otros niños.
 _____ Cuando está en contacto con medios de comunicación o entretenimiento (radio, televisión, juegos de video, películas, etc;)
 _____ En lugares públicos (cine, parque, mercado, etc;)
 _____ Otros. Diga cuales _____

IV. Marque (x) para qué considera usted que su hijo(a) usa / usará el idioma inglés.

- _____ Para realizar tareas escolares.
 _____ Para comunicarse con sus padres.
 _____ Para comunicarse con otros miembros de la familia.
 _____ Para comunicarse con sus maestros.
 _____ Para comunicarse con otros niños en la escuela.
 _____ Para comunicarse con otros niños en lugares distintos a la escuela. (cine, parque, en vacaciones, mercado, etc;)
 _____ Para solicitar servicios en lugares públicos. (cine, parque, mercado, etc;)
 _____ Para comprender medios de comunicación y de entretenimiento(videos, DVDs, películas, radio, televisión, canciones, juegos de video, VCDs, MP3,etc;)
 _____ Para usar medios de comunicación y de entretenimiento(videos, DVDs, películas, radio, televisión, canciones, juegos de video, VCDs, MP3,etc;)
 _____ Otros. Diga cuales _____

V. Marque (x) qué temas cree que expresará su hijo(a) en inglés.

- | | |
|--|--|
| <input type="checkbox"/> Las cosas que le gustan. | <input type="checkbox"/> Las cosas que no le gustan. |
| <input type="checkbox"/> La escuela. | <input type="checkbox"/> La familia y los amigos. |
| <input type="checkbox"/> La comida. | <input type="checkbox"/> Los animales o mascotas. |
| <input type="checkbox"/> La gente (profesiones) | <input type="checkbox"/> El clima. |
| <input type="checkbox"/> Las cosas que quiere. | <input type="checkbox"/> Las cosas que no quiere. |
| <input type="checkbox"/> Los juguetes y juegos. | <input type="checkbox"/> La calle (lugares) |
| <input type="checkbox"/> Las cosas que puede hacer. | <input type="checkbox"/> Las cosas que no puede hacer. |
| <input type="checkbox"/> Las enfermedades. | <input type="checkbox"/> Los deportes. |
| <input type="checkbox"/> Las actividades que hace en casa. | |
| <input type="checkbox"/> Otros. Diga cuales _____ | |
| | _____ |

VI. Marque (x) cómo cree que aprende mejor su hijo(a).

- Con juegos.
- Con canciones.
- Manipulando materiales.
- Experimentando.
- Con material visual(dibujos, gráficas, posters, etc;).
- Siguiendo un libro de texto.
- Interactuando con el maestro(a).
- Interactuando con otros niños.
- Con películas, DVDs, videos, etc;
- Escribiendo.
- Hablando.
- Escuchando.
- Leyendo.
- Dibujando.
- Otros. Diga cuales _____
- _____