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CURRICULAR PROPOSAL FOR THE SUBJECT ENGLISH IN
DAYCARE CENTRE “MUNDO DE JUGUETE”

THESIS RESEARCH PRIOR TO OBTAINING THE BACHELOR
DEGREE IN EDUCATIONAL SCIENCE WITH A MAJOR IN
ENGLISH

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DEDICATION

I dedicate this thesis to my parents, who have always supported me in everything I set my mind to.

A special thank you to my husband Xavier and my children Danique and Nicolas.

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RESUMEN

Mi trabajo de tesis consistió, en realizar una propuesta curricular con una metodología correcta para enseñar inglés a niños en edad pre- escolar en la guardería “Mundo de Juguete”.

Durante el periodo de tres semanas se probó la validación del método escogido para este proyecto con la ayuda de 10 niños de la guardería “Mundo de juguete”.

Las teorías que se consideraron para el correcto desarrollo de este método fueron: La teoría “ stress-free Total Physical Response”, la cual es también conocida como TPR (Respuesta Física Total), la cual fue desarrollada por el Dr. James Asher, La teoría “ Second Language Learning “ del lingüista Americano Stephen Krashen, la teoría de la Inteligencia Múltiple del autor Howard Gardner y la teoría de “ Entertainment Inmersión” de Julia Levine Pimsleur y de la neurocientífica April Benasich.

Todas las teorías antes mencionadas concuerdan que es necesario utilizar varios métodos para hacer interesante el aprendizaje de un Segundo idioma en los niños.

Los niños aprenden a través del juego, es por esto que es tan importante hacerlo divertido con dinámicas y sin estrés. Considerando las teorías descritas, se decidió utilizar un libro didáctico que tiene figuras, juegos, rimas, canciones, manualidades e historias de Disney, todo esto usando TPR(Respuesta Física Total), la teoría de Inteligencia Múltiple y la teoría de Inmersión, además se usó el video de “Little Pim” para practicar el vocabulario.

La meta fue crear un curriculum para enseñar a niños a través de palabras y acciones sin utilizar su idioma materno evidenciando que los niños aprenden mientras se logra mantener su atención e interés.

ABSTRACT

My work consisted of making a curricular proposal with a proper methodology for teaching English to preschoolers in the daycare centre “Mundo de Juguete”. During a period of three weeks I tested the validation of the methodology chosen for this project with 10 children of the daycare centre “Mundo de Juguete”.

The theories that I considered for developing a correct methodology are the stress-free Total Physical Response theory also known as TPR, which was developed by DR. James Asher, The theory of Second Language Learning of American Linguist Stephen Krashen, the Multiple Intelligence Theory of Howard Gardner and the Entertainment Immersion theory of Julia Levine Pimsleur and neuroscientist Dr. April Benasich. What all these theories agree on is that you need several approaches to make it interesting for children to learn a second language. Children learn through play so it's important to make it fun, dynamic and stress-free. Considering the theories above I decided to use a Didactical textbook, that uses Disney figures, games, rhymes, songs, crafts and stories, all with the use of TPR, Multiple Intelligence and Immersion. I also used the Little Pim video to practice vocabulary. My goal is to create a curriculum that teaches children through speech and action, without using their native language. The results were surprising. It proves that children learn just as long as you are able to keep their attention and interest.

INTRODUCTION

I chose to make a curricular proposal for the subject English in a daycare centre because I think it's important that children learn another language at a young age.

Children normally are introduced to English in elementary school but by introducing them to English in Kindergarten they have a much better chance of becoming near native speakers. I decided to make a curricular proposal for the subject English in a daycare centre to help create a proper methodology that is fun, dynamic and most importantly stress-free.

The Total Physical Response (TPR) developed by James Asher is one of the theories that influences this project, that's why in Chapter II I make a summary of this theory, including the most important aspects of it, such as the learning process, how children learn their native language and how this applies to second language learning. The second theory that I mention in Chapter II is the Theory of Second Language Learning of Linguist Stephen Krashen, who divides language into acquisition and learning.

There are five main hypothesis of Krashen's theory. Each of the hypotheses relates to a different aspect of the language learning process. The third theory in this chapter is the Multiple Intelligence Theory of Howard Gardner. Gardner states that we are born with seven different types of Intelligence, and that each person has one intelligence more developed than the others. The theory implies however that for a person to be able to function well in society all seven types of intelligence are needed. The next theory to be mentioned is the Entertainment Immersion Theory of Julia Levine Pimsleur that uses an animated panda bear as a teacher. In the DVD children learn vocabulary in sessions of 5 min, which is the attention span of young children.

In Chapter III, I develop the Curriculum and address the background, justification, general and specific objectives, goals, methodology and evaluation. I also created an annual plan which features the textbook and other material used.

Chapter IV addresses the material and how it should be used. It includes the application of the four skills and how young children learn. Chapter V presents the field research in which I describe how the investigation has been conducted and

what the results are. Finally in Chapter VI I make some conclusions and recommendations.

CHAPTER 1

ANALYSIS OF CURRENT SITUATION

As we live in a globalized world today, where technology brings us closer together, the necessity to learn another language to be able to communicate with the rest of the world has become a reality.

English is undoubtedly the most widely accepted, best known, and most commonly used language in the world, that being the reason it is believed that the teaching of this language can not be solely offered as an alternative, but must be a part of education in this country. Most schools introduce children to another language in elementary school, but it is becoming clear that we should introduce children to another language at a much earlier age, for they have a better chance of becoming near native speakers.

EF (Education First) states in their research that even in full- immersion environments, children need 4-7 years to gain native-level English skills, and three to five years to be as fluent orally. Therefore, it is important to determine the mechanisms that motivate children to have the English language as something rutinary in their education. However, the discussion is about at what stage a child should learn a second language. Some people are not sure whether it is right for their children to start learning a foreign language at such an early age (3-6) and some believe that we as parents and teachers are imposing too much on them by asking them to do so. In my experience as a mother of a trilingual household and as an English language teacher I have experienced that if you teach children a language at a very young age they learn a language much easier and much faster and natural than children learning a second language at a later age. That is why it's so important for children to be introduced to other languages at a very early age.

It is already scientifically proven that children at this age actually have a strong potential to acquire almost an infinite number of new information especially when foreign languages are concerned. Moreover, it has been proven that children who learn a second/foreign language at a very early age compared to those who don't, have more activated brain spheres and later usually have less difficulty in school subjects other than English.

The phenomenon of children seeming to have the edge over adults when it comes to language learning has led to the hypothesis that there is an *optimal age* (Penfield); (Asher and R) a *sensitive period* (S.) or a *critical period* (Lenneberg); (Scovel) for second or foreign language acquisition. According to the *Critical Period Hypothesis*, which is usually associated with the name Lenneberg, there is a biologically- or more specifically a neurologically-based period, ending around age 12, at the onset of puberty, beyond which complete mastery of a second language is no longer possible. In *Biological Foundations of Language*, published in 1967, Lenneberg placed much emphasis on the relationship between language acquisition and the progressive specialization of the cerebral hemispheres from birth until puberty. During this period, his argument goes, the dominant hemisphere becomes more and more specialized for language, until, at puberty, all language functions are concentrated in that part of the brain. This process of *inter hemispheric specialization*, and the concomitant loss of cerebral plasticity, is held responsible for the alleged fact that after the onset of puberty 'languages have to be taught and learned through a conscious and labored effort' and that 'foreign accents cannot be overcome easily' (Lenneberg)

Therefore, the importance of this proposal is that teaching a foreign/second language must be aimed at children since the age 3 to 5 so that they have a bigger chance of becoming near native speakers by the time they graduate from high school.

According to a research investigation held by EF (Education First) in association with the University of Cambridge Research Centre of English and Applied Linguistics, on English proficiency around the world, Latin America scores the lowest of all regions in the English language due to the fact that we are a Spanish speaking continent and do not feel as much pressure since a shared language already allows for some international trade, diplomacy, and travel, lessening the motivation to learn English. Another reason is that Latin America's quality of education has been low. Many children do not go to school or do not finish primary school and one out of three eligible students enter high school, but even if he/she enters high school they often get low quality education and are not prepared for the globalized world we live in. The educational system in Ecuador has changed a lot over the past few years but we are still behind when it comes to learning a foreign/second language.

Most schools (day care centers) in Ecuador still do not see the benefits that learning a foreign/second language can cause to them, because it is not only the introduction of a new language, but its effects also collaborate with other subjects; Students learn that the names of objects are common which helps them manage abstraction more easily. Bilingual children tend to be exceptionally good at ignoring misleading information; they develop a better ear for listening. It improves the child's understanding of his or her native language. It also gives the child the ability to communicate with people she or he would otherwise not have the chance to know. Furthermore, learning a foreign/second language opens the door to other cultures and helps a child understand and appreciate people from other countries.

When children learn a language in early life, their brain treats all languages alike –it uses the same neurons, different to when one tries to learn a language at an older age because the brain has to work longer to accommodate the sounds.

The implementation of an education program for a foreign/second language not only benefits the institution, from standing out in the crowd by giving parents the possibility that their children are prepared for the future, but it also promotes better educated people who will contribute to our future society.

In order to find out what the situation with the educational system of the English language is in young children, a daycare which allowed me to deepen this research was chosen. "Mundo de Juguete", is a private daycare centre in Cuenca Ecuador, in which an investigation was held on how the teaching of a second language was being conducted. After conducting an interview with the principal the following criteria came up when asked why they are not teaching English as a primary subject **a)** Some children have problems with their native language **b)** they don't have a curriculum for the subject English **c)** they give more importance to other subjects **d)** insufficient hours of English **e)** there is a lack of interest in the students **f)** the daycare centre has a low budget **g)** there's a lack of qualified English teachers **h)** there's a lack of didactic material **I)** there's a certain shyness with the language.

To determine which of these aspects is the most important reason for not teaching English a pair wise- comparison- matrix study was conducted. Pair wise comparison

is a kind of divide-and-conquer problem-solving method. It allows one to determine the relative order (ranking) of a number of points.

The pair wise comparison matrix has four steps.

Step 1 is to define the criteria to be ranked.

- 1) Problems in language acquisition in maternal language.
- 2) Absence of Curriculum for English
- 3) Give more importance to other subjects
- 4) Insufficient hours of English
- 5) Lack of interest in students
- 6) Low budget
- 7) Unqualified English teachers
- 8) Lack of didactic material
- 9) Language shyness

Step 2 Arrange the criteria in a Matrix.

Setting up the pair wise comparison

		A	B	C	D	E	F	G	H	I
Problems in language acquisition in maternal language	A									
Absence of Curriculum for English	B									
Give more importance to other subjects	C									
Insufficient hours of English	D									
Lack of interest in Students	E									
Low budget	F									
Unqualified English teachers	G									
Lack of didactic material	H									
Language shyness	I									

Obviously, we need only one triangle of the matrix. That is, since the rows and columns contain exactly the same aspects in the same order, one triangle of the

matrix will contain exactly the same cells as the other triangle.

Furthermore, the diagonal itself does not matter - it simply doesn't make sense to consider how important one criterion is with respect to itself! So now we have:

Identifying the useful part of the matrix

		A	B	C	D	E	F	G	H	I
Problems in language acquisition in maternal language	A	-								
Absence of Curriculum for subject English	B	-	-							
Give more importance to other subjects	C	-	-	-						
Insufficient hours of English	D	-	-	-	-					
Lack of interest in Students	E	-	-	-	-	-				
Low budget	F	-	-	-	-	-	-			
Unqualified English teachers	G	-	-	-	-	-	-	-		
Lack of didactic material	H	-	-	-	-	-	-	-	-	
Language shyness	I	-	-	-	-	-	-	-	-	-

Step 3 Compare pairs of items.

For each row, consider the item in the row with respect to each item in the rest of the row. In the example, we begin with *Problems in language acquisition in maternal language* versus *Absence of Curriculum for subject English*. Which is more important?

In the corresponding cell of the matrix, we put the letter that we consider **most important** in each pair wise comparison. If we really think the two criteria are equally important, we put both letters in the cell. There are of course other ways to fill the cells. The point is that whatever way is chosen, it must represent which of the items is more important.

Note that the comparison is *pair wise* - we completely ignore all other criteria.

Say we determine that *Absence of Curriculum for subject English* is more important than Problems in language acquisition in maternal language. We put a *B* in cell (2,4) of the matrix. We continue doing this till the entire first row is complete. We then proceed to the second row and repeat until the upper triangle of the matrix is filled. We could end up with the following.

Filling the useful part of the matrix.

		A	B	C	D	E	F	G	H	I
Problems in language acquisition in maternal language	A	-	B	C	D	E	F	G	H	A
Absence of Curriculum for subject English	B	-	-	B	B	B	B	B/G	B	B
Give more importance to other subjects	C	-	-	-	D	C	C	G	H	C
Insufficient hours of English	D	-	-	-	-	D	F	G	H	D
Lack of interest in Students	E	-	-	-	-	-	F	G	H	I
Low budget	F	-	-	-	-	-	-	F	H	F
Unqualified English teachers	G	-	-	-	-	-	-	-	G	G
Lack of didactic material	H	-	-	-	-	-	-	-	-	H
Language shyness	I	-	-	-	-	-	-	-	-	-

Step 4 Create the ranking of items.

Now we simply create an ordered list of criteria, ranked by the number of cells containing their flag letter. This leads to:

- 1) Problems in language acquisition in maternal language (0)
- 2) **Absence of Curriculum for subject English (8)**

- 3) Give more importance to other subjects (4)
- 4) Insufficient hours of English (4)
- 5) Lack of interest in students (1)
- 6) Low budget (5)
- 7) Unqualified English teachers (7)

The results demonstrate that the major weakness/problem related to the English subject is the absence of a Curriculum for this subject.

Therefore the purpose of this project is to generate a curricular proposal for teaching English to establish a methodology that will be active, motivating, and fun for children.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Curricular Design

According to the UNESCO, the curriculum is an educational process, an outline of management of the practice of teaching, a significant symbolic object of action for teachers and students formed in words, images, sounds, games, movement, a sequence of procedures that can be understood in a particular learning session.

The quality of education today is not an exception by chance, not a unique achievement of minorities; on the contrary, it is the result of strong programs, based on clear principles and guided by an institutional vision consistent with the needs and interests of society (in this case of children and their family). (TAMAYO)

The curriculum as a national, local, or classroom proposal contains philosophical conceptions of social and psychological nature that guide the formation of educational paradigms, which, in turn, gestate curriculum models to follow and print features to their instruments. Therefore, it is absolutely necessary that their developers keep in mind these epistemological, psychological, and sociological aspects to visualize the educational paradigm and the curricular model, which will be the thread to follow in the design process. (TAMAYO)

The sociological foundations (individual, global, and systematic) refer to the study of classes, strata, sectors, or groups that make up our society as well as the institutions and constituents of a culture and their methods and techniques used for analysis; the sociological foundations decisively determine the curriculum and this reflects into society, which serves as the base; education in general and the curriculum in particular have an intimate relationship with social development, because it is found that the indicator of development and progress of a community has been or is marked with the results and current educational attainment. (TAMAYO)

On the other hand, the psychological foundations (psychology, connectionism, behaviorism, Shape theory, theory of Ausubel, Genetic Epistemology and Theory of Lev Vygotsky, and others) refer to concepts, which provide a relation to processes of teaching and learning. This knowledge guides these processes and allows the teacher to adopt science-based decisions with regard to the nature of methods and their applications. (TAMAYO)

Agreements between theorists emerge due to the combination of the philosophical, sociological, and psychological fundamentals. According to Thomas Khun, these consensuses are called “paradigms”. A paradigm is the combination of broader and more general concepts about the reality of education and the curriculum. Without a paradigm there is no science and, therefore, education and the curriculum are modified and developed with the sway of its birth and consolidation; in Ecuador, education has developed under three educational paradigms, the behavioral paradigm, the cognitive paradigm, and the ecological context paradigm. The closed curriculum emerges from the behavioral paradigm, which has a positivist and individualistic behavioral base, while the open curriculum emerges from the cognitive and ecological context paradigm of which its base is relativistic, cognitive, and ecological context because it includes a variety of positions that start from a clear and radical criticism of the closed curriculum. (TAMAYO)

It is said that there is quality in education when the curriculum used in an institution is open and flexible to the point that it allows adjustments, changes, and updates to the process, and it permits that students, educators, administrators, and parents can re-orientate their actions at any time. (AUTHORS)

2.2 Reformed Curriculum

According to the reformed curriculum adopted in Ecuador, which is open and re-conceptualist, children are conceived as free, educable, one- of- a- kind individuals, capable to dynamically self-regulate and process the retrieved and received information from its environment. They are social subjects and actors with rights and obligations. The curriculum considers a person as never finished, always open for improvement. (AUTHORS)

The reformed curriculum, implemented since 2002, was built around a three dimensional relationship: of one- self to one-self, of one-self with other socio-cultural actors, and of one- self with nature, an inter relationship while respecting the specificity of the child. These dimensions are built around a central alignment made of enriching affective links and creative and scientific thinking. The learning experiences are organized around an artistic sensibility as a central focus. The

reformed curriculum proposes playing and art as the fundamental methodological lines. (AUTHORS)

In order to get a better view interviews were conducted to people that have a lot of experience in the field.

Cathy Vicente, who has Bachelor degree of Arts and International Studies and Education, is an experienced bilingual teacher who has developed several curriculums for schools, states that a proper curriculum should be designed in a flexible and adaptable model due to the fact that you do not know what kind of students you will have. Some may have learning disabilities or physical disabilities, in which you will need to adapt your curriculum. What is important is to have the four skills incorporated in your curriculum. On the matter of methodology she says that the aspect that you need to consider is to make sure that you have activities that will motivate your students, for example, songs, chants, games, movies... these aspects will keep your students entertained, active and learning. Also, appropriate material may be designed discovering the needs of your students. If you are using a book maybe the activities are either too hard or too easy therefore you modify the material that you have by adjusting it. Using the Internet as a source.

Catalina Jaramillo, who has a Masters degree in University teaching and is also a TEFL teacher, states that in order to generate a curriculum it's important to understand what a curriculum involves. According to Catalina a curriculum refers to the whole body of knowledge that children acquire in schools. A curricular proposal should be designed taking into account the educational purposes that the school seeks to attain. In other words, consider the student's needs and set up the aims and objectives. Second, plan the strategies to reach these needs, Third, implementation, look for the right methods and techniques, Fourth, evaluation. About choosing a proper methodology she says that the teacher should take in account some important aspects to determine the use of one method over another. You need to take in account a) the goals and the role of the teacher and students. b) characteristics of the teaching/learning process c) Teacher-student interaction, student-student interaction d) the student's feelings e) Emphasis of language area and language skills f) Role of the student's native language g) and finally the evaluation. About how proper training material should be designed and applied she answers that the teaching material must be related to your aims and objectives. When designing teaching material, the teacher must keep his/her students needs in mind. Also, the Teacher must be aware of what language is for and select teaching

materials which will help equip his students to use language effectively for their own purposes. Finally, the Teacher needs to consider the relationship between language, the learning process and the learner.

Over the years that I have been a language teacher my experience is that you have to use an approach that makes learning another language fun and interesting for small children. Teaching grammar structures at this age is irrelevant. Another factor that a teacher needs to take in account is that it's important not to evaluate through grades, as this becomes a stress factor that interferes with the learning process. Small children learn through play, art, stories and combining speech with physical motion for better understanding. This way the learning process is also less stressful and children learn while having fun. Why is having fun important?

We have four brains in one: the reptile brain, the emotional brain, the "little brain", and the thinking brain (E.); (Dryden); (MACLEAN) The brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions such as breathing. The mammalian or emotional brain is located in the center of the brain and stores memory. Therefore, learning is easier if it is made emotional or fun. In fact, the door to learning is emotion (E.); (MACLEAN); (Dryden).

2.3 TPR

Dr. James J. Asher originated the stress-free Total Physical Response approach to second language acquisition, which is known internationally as TPR.

According to Asher (2003) you obtain better results in teaching children a second language if you teach it through physical activity (play, art, dancing, illustrative stories). Total Physical Response is a teaching method that combines speech with action. The method is related to the theory of memory in psychology.

A connection with memory can be stronger if set by the verbal repetition or association with a physical activity. Asher studies the coordination of speech and action in the acquisition of the native language and tries to accommodate the characteristics of that process to the learning process of a second language. In the acquisition of the first language, the child is imprinting a linguistic map through the

orders that he receives of his parents and to which he responds by means of physical answers before he starts to produce linguistic answers. (Asher ,2003)

For example: the process is a unique conversation between the child and the parents.

PARENT: Look at daddy. Look at daddy.

CHILD: Looks in the direction of the voice.

PARENT: She is looking at me! She is looking at me!

Dr. James Asher, names this —a language – body conversation because the parent speaks and the child answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth. (ASHER)

This conversation continues for many months before the child utters anything more intelligible than mommy and daddy. Even though the child does not speak yet, he or she is imprinting a linguistic map of how language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of this language he or she starts to speak spontaneously, at the beginning not perfectly, but little by little the child's utterances will approximate more and more that of a native speaker. (ASHER)

In second language learning, Asher points out that in many occasions the meaning of the second language can be transmitted through actions and that in their learning process adults and children can respond to mandates through actions, observe others in their responses, and internalize the new language code. Imitating the process of how a child learns its first language. (ASHER)

Teachers who use the TPR method believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourages students to persist in their study beyond a beginning level of proficiency. (ASHER)

The objective of the total physical response is to develop oral competence in the second language at beginner level. It places particular emphasis on the development

of the skills of understanding before speaking, it accentuates the meaning more than the technique and it tries to minimize the stress of the learning process through physical actions and games. Asher proposes to use this method in combination with others. (ASHER)

2.4 Second Language Learning

The American applied linguist researcher Stephen Krashen makes similar suggestions about language learning in his book “Principles and Practice in Second Language Learning” though by dividing language “ learning” into acquisition and learning.

What this theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages happen, and when the acquirer is not 'on the defensive'... Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. Students do not simply “soak up” language. Learners must understand the communication that is conveyed by their classmates and teachers. Krashen suggests that English language learners acquire language by hearing and understanding messages that are slightly above their current English level. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. The learned system relates to formal instruction where students engage in formal study to gain knowledge of the target language. For example, studying the rules of syntax is a part of the learned system.

There are five main hypothesis of Krashen’s theory. Each of the hypotheses relates to a different aspect of the language learning process. The five hypotheses are the following:

- The Acquisition Learning Hypothesis
- The Monitor Hypothesis

- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

The Acquisition-Learning Hypothesis

This hypothesis actually combines two fundamental theories of how individuals learn a language. Krashen has concluded that there are two types of systems in language acquisition that are independent but related: the acquired system and the learned system.

- The acquired system relates to the unconscious aspect of language acquisition. When people learn their first language by speaking the language naturally in daily interaction with others who speak their native language, this acquired system is at work. In this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning. Krashen prefers the acquired system over the learned system.

The learned system relates to formal instruction where students engage in formal study to acquire knowledge of the target language. For example, studying the rules of syntax is a part of the learned system. (S. D. KRASHEN, Principles and Practice in Second Language Acquisition)

The Monitor Hypothesis

The monitor hypothesis seeks to expose how the acquired system is affected by the learned system. When second language learners monitor their speech, they are applying their understanding of learned grammar to edit, plan, and initiate their communication. This action can only occur when speakers have plenty of time to think about the form and structure of their sentences.

The amount of monitoring occurs on a scale. Some language learners over-monitor and some use very little of their learned knowledge and are said to under-monitor. Ideally, speakers strike a balance and monitor at a level where they use their

knowledge but are not overly inhibited by it. (S. D. KRASHEN, Principles and Practice in Second Language Acquisition)

The Natural Order Hypothesis

This hypothesis argues that there is a natural order to the way second language learners acquire their target language. Research suggests that this natural order seems to go beyond age, the learner's native language, the target language, and the conditions under which the second language is being learned. The order in which the learner learns is as following:

1. They produce single words.
2. They string words together based on meaning and not syntax.
3. They begin to identify elements that begin and end sentences.
4. They begin to identify different elements within sentences and can rearrange them to produce questions. (S. D. KRASHEN, Principles and Practice in Second Language Acquisition)

The Input Hypothesis

This hypothesis seeks to explain how second languages are acquired. In its most basic form, the input hypothesis argues that learners' progress along the natural order only when they encounter second language input that is one step ahead of where they are in the natural order. Therefore, if a learner is at step one from the list above, they will only proceed along the natural order when they encounter input that is at the second step. (S. D. KRASHEN, Principles and Practice in Second Language Acquisition)

The Affective Filter Hypothesis

This hypothesis describes external factors that can act as a filter that obstructs acquisition. These factors include motivation, self-confidence, and anxiety. For example, if a learner has very low motivation, very low self-confidence, and a high level of anxiety, the affective filter comes into place and inhibits the learner from

acquiring the new language. Students who are motivated, confident, and relaxed about learning the target language have much more success acquiring a second language than those who are trying to learn with the affective filter in place. (S. D. KRASHEN, Principles and Practice in Second Language Acquisition)

2.5 Multiple Intelligence Theory

Now another way of lowering this level of anxiety is by using Howard Gardner's theory of multiple intelligences. For within a class you can have multiple differences, like; different language levels, skills, ways of learning, attitudes and types of motivation. The theory of multiple intelligences by Howard Gardner helps a teacher to reach every student's potential by tapping into the student's specific learning style. However, The theory states that all seven intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. Everyone is born with the seven intelligences but each student will have different set of intelligences developed, meaning that each person has its own sets of strengths and weaknesses. Therefore it is important that the teacher varies his learning styles in class and helps the student to use its more developed intelligence to assist in a subject that normally would imply using the students less developed intelligence. There are 7 different intelligences:

Visual-Spatial – These learners think in terms of physical space, like an architect. They are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, collages, projects and picture cards. Tools include models, picture cards, charts, photographs, drawings, 3-D modeling, video, television, multimedia, and texts with pictures/charts/graphs. (LANE)

Bodily kinesthetic –These learners use the body effectively. They have a keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, acting out, role-playing, rhymes with movement. Tools include equipment and real objects. (LANE)

Musical –These learners show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with

music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia. (LANE)

Interpersonal –These learners are understanding and like interacting with others. They learn through interaction, have many friends, empathy for others, street smarts. They can be taught through pair work, group activities, role-play, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, and computer conferencing, E-mail. (LANE)

Intrapersonal - These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners. (LANE)

Linguistic – These learners use words effectively. They have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. (LANE)

Logical-Mathematical – These learners like reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and work with numbers and patterns. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details. (LANE)

At first, it may seem impossible to teach to all learning styles. However, by using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may represent or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to each learning style.

Visuals: Visual media help students acquire concrete concepts, such as object identification, spatial relationship, or motor skills where words alone are inefficient.

Printed words: There is disagreement about audio's superiority to print for affective objectives; several models do not recommend verbal sound if it is not part of the task to be learned.

Sound: A distinction is drawn between verbal sound and non-verbal sound such as music. Sound and media are necessary to present a stimulus for recall or sound recognition. Audio narration is recommended for poor readers.

Motion: Models force decisions among still, limited movement, and full movement visuals. Motion is used to depict human performance so that learners can copy the movement. Several models assert that motion may be unnecessary and provides decision aid questions based upon objectives. Visual media, which portray motion, are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.

Color: Decisions on color display are required if an object's color is relevant to what is being learned.

Realia: Realia are tangible, real objects, which are not models and are useful to teach motor and cognitive skills involving unfamiliar objects. Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to present information realistically but it may be equally important that the presentation corresponds with the way learners represent information internally.

Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. (LANE)

2.6 Entertainment Immersion Method

The Entertainment Immersion Method created by Julia Levine Pimsleur and neuroscientist Dr. April Benasich combines the three theories addressed above in a DVD for children in which a little cartoon, Panda bear, functions as “the teacher.”

He invites young viewers to join him in his playful actions as they learn the language along real children enjoying everyday activities, such as playing, eating, waking, and napping. Native speakers speak the entire DVD, and words are presented and repeated at regular intervals. Each Little Pim DVD focuses on sixty words and phrases typically acquired in a toddler’s primary language, providing the essential building blocks for language acquisition.

After analyzing the theoretical framework above I decided to base my project on the work of several theorists: a) Asher, who states that you obtain better results in teaching children a second language if you teach a language through physical activity (play, art, dancing, illustrative stories); b) Krashen, who divides language “learning” in acquisition and learning. c) Gardner, who emphasizes that each person is born with 7 different types of intelligence and that each person has one more developed than the other. d) Pimsleur, creator of the Entertainment Immersion Method, that applies original language immersion method where animations and real children help to teach a child words and phrases for activities they do every day.

This project also takes in account the reformed curriculum of the Ministry of Education and interviews held with professionals on the topic. In summary, this project takes in consideration environment, culture, curricular development, language, methodology and the learning process to create a curricular proposal with a methodology that will be active, motivating, and fun for children.

CHAPTER 3.
CURRICULAR PROPOSAL
FOR DAYCARE CENTRE “MUNDO DE JUGUETE”

3.1 GENERAL INFORMATION:

- a. Name of Institution: Centro Educativo Bilingüe “Mundo de Juguete”
- b. Project title: Curricular proposal
- c. Starting date: September 2011 End date: 2015

3.2 BACKGROUND AND JUSTIFICATION

Background.

The world is becoming a smaller place because of so many common global interests that learning a second language has become almost a necessity.

English is undoubtedly the most widely accepted best known and most commonly used language in the world; that being the reason, it is believed that the teaching of this language can not be solely offered as an alternative, but must be a part of education in our country. Therefore, it is important to determine the mechanisms that motivate children to learn the English language as something routine in their education.

This global affirmation is supported and approved in the private daycare “Mundo de Juguete,” in Cuenca where after making a pair wise- comparison-matrix study, (appendix 2) it was demonstrated that the major weakness related to the subject English is the absence of a correct methodology to complete this task.

The absence of English language teaching for children undoubtedly allows us to affirm that the consequence of this problem is that it takes children away from opportunities that arise in various areas, such as academic, business, professional growth and development, etc.

On this basis, it becomes necessary to generate a curriculum proposal to establish a methodology that will be active, motivating, and fun for children.

Justification.

With so many different languages globally, knowing a second language can give a person an edge in a multilingual world.

Learning a second language at an early age has a positive effect on academic growth and definitely enriches and enhances a child's mental development. In other words, it provides students with more flexibility in their thinking, sensitivity to the language, and by far a better ear for listening. It also improves the child's understanding of their native language. The advantages are so powerful and it imparts cultural stimulation and assists the child to understand and appreciate people from other countries and become increasingly aware of other cultures and traditions. Basically, it gives a child the ability to communicate with people whom they would otherwise not have the chance to know.

It also provides the base or a foundation for the language requirements in college, and last of all, it increases their chances in the global job markets, where knowing another language is a real asset. They would be able to communicate with more people and it could get them a better higher paid job.

Therefore, the importance of this proposal is that teaching a second language must be aimed at children since the age 4 to 5 so that they have a bigger chance of becoming near native speakers by the time they graduate from high school.

3.3 OBJECTIVES:

General Objectives

- To promote an atmosphere of positive learning, respect and responsibility inside and outside the classroom.
- To integrate children to an English-speaking environment.
- To build a step-by-step process of cooperative learning.
- To motivate children to speak and use the language learnt in a natural way.

- To lead students to a learning process in which they have fun learning the language.

Specific Objectives

- To develop communicative skills through the use of various resources, for example, games, songs, videos and projects.
- To provide basic skills of English, so that students can communicate in a simple and natural manner and are prepared to continue their study with a solid foundation into elementary school.
- To develop listening skills through different types of fun exercises, designed to encourage the challenge to consolidate their skills in important aspects.
- To increase vocabulary through different types of exercises, games and readings, providing the incorporation of these in their personal vocabulary.
- To take on texts, support materials, dates and activities that are significant for the learning process.
- To develop confidence and self-value in students.

3.4 GOALS:

To initiate this proposal, I recommend starting with Maternal 3. It is crucial at this point since they are at the founding stage of learning. Their mind works like a little sponge, which absorbs a great deal of information, of which we should take advantage of for the teaching- learning process of English.

3.5 NECESITIES

Necesities of teacher training.

In order to be able to implement bilingualism you need profesional teachers with experience. Teaching a second language implicates constant preparation. Textbooks and supporting material should be renewed every year, which means that a teacher needs to renew his/her skills every year. Teachers need to change their view by putting themselves in a learning position. We need to set our goals, where we're going, which road to take, which means we need teacher training. These evaluations and trainings help us to reach our objectives and goals. The teacher

should only teach English, this way the student will be able to differentiate between the two languages seeing different teachers.

3.6 METHODOLOGY:

Inside the classroom there will be an environment of 100% immersion in the English language, throughout the different skills such as Listening and Speaking, which will be evaluated on a daily basis. The goal is to achieve that the students are able to listen and speak words, short sentences, short dialogues and songs according to the level of proficiency. The teaching methodology will be with the book "My first English Adventure" that uses multiple intelligences, so that all children can tap into their different talents through games, songs, picture cards; and the Little Pim DVD's with The Entertainment Immersion method that utilizes an animated Panda bear as a teacher. The classroom teacher should only speak English. The guide teacher should not be present during English class; the reason for this is that the student is able to concentrate on the language that is being taught.

We must take advantage of the fact that when a child learns a different language at an early age, the brain treats that language the same as it does with the child's mother language. The brain uses the same neurons as opposed to when a child learns a second language at a later age. The brain has to work more to find different spaces to accommodate the different sounds of each language. (LA TIMES)

3.7 EXECUTION:

For the development of this project the following action will be taken:

- With the students of maternal and Pre-Kinder, 5 hours of 35 min of class during the week.
- Planning of teacher training.
- Acquirement of supporting material.

3.8 RESOURCES:

Human.

- There will be an English teacher who has experience in this area.
- The teacher will teach to Maternal 3 and Pre-Kinder.

Material.

A text book will be used together with supporting material, videos, audio, flashcards and puppets. This material will help the teacher to prepare the class in an active, fun and dynamic way.

3.9 FINAL EVALUATION AND LEVEL OF IMPACT

The evaluation system with young children is different. In Pre- Kinder we do not grade the children but measure their accomplishments.

The evaluation of the learning process will be constant. There are different ways of evaluating, for example, playing games, projects, theatre... This way it is possible to measure the impact of the project, considering that it's a process, that will reflect its global impact within a period of 2 years.

SKILLS	A	PA	NA	OBSERVATION
Recognizes and names colors.				
Recognizes instructions				
Identifies vocabulary: colors, body parts, family, animals, toys...				
Shows enthusiasm for learning				
Follows rules and routines in class				
Uses English effectively (speaking)				
Shows understanding of the language				
Hears and identifies sounds and words (listening)				

(A: accomplished, PA; in process of accomplishing, NA; not accomplished)

3.10 ANNUAL PLAN

Day care centre 'Mundo de Jugnete' works with competencies, I have chosen a Textbook for English that also works with competencies and includes the four skills through different activities. This textbook works on a cross curricular basis which means that it touches the same themes that are taught by the other teachers but not at the same time, this is to prevent the students from getting confused.

INFORMATION DATA:

LEVEL:	Grade/YEAR KINDER: FIRST BASIC	AREA: ENGLISH
SUBJECT: ENGLISH		PRE-SCHOOL, ELEMENTARY

- **TIME FRAME:**

SCHEDULE	NUMBER OF WEEKS	UNFORESEEN	TOTAL OF WEEKS OF CLASS	TOTAL ANNUALLY
5 HOURS (35 MIN)	47 WEEKS	7 WEEKS	40	

- **MACROCOMPETENCY:** *Apply the bases of oral and written communication of English as a second language with responsibility, perseverance, and solidarity.*
- **SPECIFIC CLASS COMPETENCE:** To use English as a tool for students to express daily activities according to the student's interest and level of proficiency.
- **OBJECTIVE OF ICP:** To listen and speak words, short sentences, short dialogues and songs according to the level of proficiency

3.11 UNITS OF COMPETENCE:

UC1. –Recognize and name three colors, use and comprehend simple greetings, use *I'm*, develops gross motor skills, develop fine motor skills, develop observation skills, and develop listening comprehension skills.

Values of this Unit are honesty, kindness and respect.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC 1.1. –Learn a rhyme. -Learn simple greetings (Hello, Bye). -Develop motor skills through kinesthetic activities. - Develop listening comprehension skills.	DC1.1 -Goal vocabulary; Hello, Good-bye. -Receptive language; This is Mickey, Stand up, Sit down. -Values: honesty, kindness and respect. -This will be applied with songs, chants, games, and activities.
EC1.2. –Recognize and name color <i>yellow</i> . -Develop fine motor skills. -Develop motor skills through kinesthetic activities. - Develop observation skills.	DC1.2 -Goal vocabulary; yellow, Hello -Receptive language; Touch yellow -This will be applied through songs, chants, games and activities.
EC1.3. -Learn song of the Unit (Look, Red!). -Recognize and name the colors <i>red</i> and <i>yellow</i> . -Develop fine motor skills. -Develop observation skills.	DC1.3 -Goal vocabulary; red, yellow -Receptive language: This is Minnie, Touch (red), Hello, Stand up, Sit down. -Values: kindness and respect -This will be applied through songs, chants, games and activities.
EC1.4. -Recognize and name colors -Develop fine motor skills - Develop observation skills	DC1.4 -Goal vocabulary; blue, red, yellow Hello, Bye-bye -Receptive language; Touch (blue), Stand up, Sit down, Open your book. Close your book.

	-This will be applied through songs, chants, games and activities.
EC1.5. -Recognize and name some colors -Present himself and practice simple greetings -Develop motor skills - Develop listening skills	DC1.5 -Goal Vocabulary; blue, red, yellow, I'm (Mickey), Hello, Bye-bye -This will be applied through songs, chants, games and activities.
EC1.6 - Color an image Practice vocabulary of the Unit Practice simple greetings Develop fine motor skills	DC1.6 -Goal vocabulary; Blue, red, yellow, Hello I'm (Mickey), Bye-bye -Receptive language; Touch (red), Show me (blue) -This will be applied through songs, chants, games and activities.
EC1.7 –Make sculptures with color dough Practice vocabulary of the unit Develop fine motor skills Develop observation skills	DC1.7 -Goal vocabulary; Blue, red, yellow, -Receptive language; Let's (sing), Pick up (crayons), Show me (blue), Touch (yellow). -This will be applied through songs, chants, games and activities.
EC1.8 –Evaluate vocabulary of Unit 1	DC1.8 -Goal vocabulary; blue, red, yellow, Hello I'm (blue) -Receptive language; Stand up, Sit down, Circle, Show me (red) -This will be applied through songs, chants, games and activities.
EC1.9 –Play with cards - Practice vocabulary of Unit 1	DC1.9 – Goal language; blue, red, yellow Hello I'm (Joe). -Receptive language; Touch (red), Show me (red).

UC2. –Recognize and name parts of the body, use *my*, practice colors, develop fine and gross motor skills, develop observation skills and develop listening skills.

Values of this Unit are compassion, goodness and respect.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC2.1 -Learn a rhyme. -Recognize and name parts of the body. -Develop motor skills through kinesthetic activities. -Develop listening skills. To gree	DC2.1. -Goal vocabulary; arms, head, legs -Recycled language; colors -Receptive language; Who's this? Rub. Point to the (head) -Values; compassion, goodness and respect -This will be applied through songs, games and other activities
EC2.2. -Color an image. - Practice vocabulary of the Unit. -Develop fine motor skills. - Develop motor skills through kinesthetic activities.	DC2.2. –Goal vocabulary; arms, head, legs Recycled Language; blue Receptive language; Rub, Touch (the legs) This will be applied through songs, games and other activities.
EC2.3 - Learn song of the Unit. Practice vocabulary. Develop fine motor skills. Develop listening skills.	DC 2.3 –Goal Vocabulary; arms, head, legs Recycled language; blue, Hello, I'm (Mickey) Receptive language; Touch (blue), My arms are blue, Your (head) -This will be applied through songs, chants, games and activities.
EC2.4 - Complete figure. -Practice vocabulary. -Develop fine motor skills. - Develop observation skills.	DC2.4 – Goal Vocabulary; arms, head, legs Recycled language; colors Receptive language; Look at the board/ book/ teacher. -This will be applied through songs, chants, games and activities.
EC2.5 Recognize and name parts of the body. Use and understand <i>my</i> . Develop listening skills. Develop fine and gross motor skills.	DC2.5- Goal vocabulary; arms, head, legs, My (head). -Recycled language; colors - Receptive language; Rub (your head), I can touch (my head). -This will be applied through songs, chants, games and activities.

<p>EC2.6 - Color the image of the body.</p> <p>Practice vocabulary of the Unit.</p> <p>Develop fine motor skills.</p> <p>-Develop motor skills through kinesthetic activities.</p>	<p>DC2.6 –Goal vocabulary; arms, legs, head. My (head).</p> <p>-Recycled language; colors</p> <p>- Receptive language; Touch (yellow).</p> <p>-This will be applied through songs, chants, games and activities.</p>
<p>EC2.7 –Make a stick puppet.</p> <p>Practice vocabulary of the Unit.</p> <p>Develop fine motor skills.</p>	<p>DC2.7 – Goal vocabulary; arms, head, legs. My (head).</p> <p>-Recycled language; Hello. I'm (Maria). Bye-bye.</p> <p>-Receptive language; Let's (sing), Pick up (crayons), Point to (the head).</p> <p>-This will be applied through songs, chants, games and activities.</p>
<p>EC2.8 –Evaluate vocabulary of the Unit.</p>	<p>DC2.8 – Goal vocabulary; arms, head, legs. My (arms).</p> <p>-Receptive language; Circle, Show me (legs).</p> <p>-This will be evaluated through songs, chants, games and listening activities.</p>
<p>EC2.9 – Play with flashcards.</p> <p>- Practice vocabulary of the Unit.</p>	<p>DC2.9 – Goal vocabulary; arms, head, legs.</p> <p>-Recycled language; colors</p> <p>-Receptive language; Touch (arms), Show me (arms).</p> <p>-This will be applied through songs, games, theatre and audio activities.</p>
<p>Playtime 1</p> <p>EC1.1 –Practice vocabulary of Unit 1 and 2.</p> <p>-Develop observation skills.</p> <p>-Develop fine motor skills.</p> <p>-Develop motor skills through kinesthetic activities.</p>	<p>DC1.1 – Goal Vocabulary; blue, red, yellow. Arms, head, legs.</p> <p>-Receptive language; Stand up, sit down, point, touch, Rub (your head), dance.</p> <p>-This will be applied through songs, games and activities.</p>

Playtime 1 EC1.2 – play bingo and other games. Practice vocabulary of Unit 1 and 2. Sing a song. Develop listening skills.	DC1.2 – Goal vocabulary; blue, red, yellow. Arms, head, legs, My (head), too. -Receptive language; I love colors. It's my body. -This will be applied through songs, games and activities.
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UC3. Recognize and name family members, Use I see, Recognize certain actions, Develop fine and gross motor skills, develop observation skills and listening skills.
The values of this Unit are compassion, goodness and respect for others.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC3.1. - Learn a rhyme. - Recognize and name <i>mom</i> and <i>baby</i> . -Develop motor skills. -Develop listening skills.	DC3.1 Goal vocabulary; baby, mom. -Recycled language; blue, red, parts of the body, Look. -Receptive language; Who's this? Point to (mom). -Values of this Unit are, compassion, kindness and respect for others and Earth. -This will be applied through songs, chants, games and activities.
EC3.3- Learn song of the Unit. - Practice vocabulary of the Unit. - Develop fine motor skills. - Develop listening skills.	DC3.3 – Goal vocabulary; baby, dad, mom. -Recycled language; colors. -Receptive language; Touch (blue), Turn around, One, two, three. It's my (mom). -This will be applied through songs, games.
EC3.4 – Complete a family. Recognize and name family members. Develop fine and gross motor skills. Develop observation skills.	DC3.4 – Goal vocabulary; baby, dad, mom. Recycled language; I'm (mom). Class indications; Go, Stop. -This will be applied through songs, games and activities.

EC3.5 –Recognize and name family members. Use I see. Develop motor skills through kinesthetic activities. Develop listening skill.	DC3.5 – Goal vocabulary; family members. I see (mom). -Recycled language; my (mom). -Receptive language; Show me (mom). -This will be applied through pictures, songs, games and activities.
EC3.6 – Draw a family. Practice vocabulary of the Unit. Develop fine motor skills. Develop observation skills.	DC3.5 – Goal vocabulary; words related to family. I see (mom). -Recycled language; colors, My (mom). -Receptive language; Who's this? -This will be applied through songs, drawings and other activities.
EC3.7 – Make paper dolls. Practice vocabulary of the Unit. Practice some actions. Develop fine motor skills.	DC3.7 – Goal vocabulary; baby, dad, mom. -Recycled language; colors, parts of the body, my (mom), Hello, Bye-bye, I'm (Maria). -Receptive language; Let's (sing), Pick up (crayons), Sit down, Stand up, Point to (the mom). -This will be applied through songs, theatre and other activities.
EC3.8 – Evaluate vocabulary of the Unit.	DC3.8 – Goal vocabulary; baby, dad, mom. I see (the mom). -Receptive language; Circle, Show me (the mom). -This will be evaluated through songs, games and activities.
EC3.9 – Play with Flashcards. -Practice vocabulary of the Unit.	DC3.9 – Goal vocabulary; baby, mom, dad. -Receptive language; Touch (the mom), Show me (the mom). -This will be applied through songs, games and activities.

UC4. – Recognize and name animals, count until 2, use *It's a*, develop fine and gross motor skills, Develop observation skills, Develop listening skills and develop fluency. The values of this Unit are kindness, justice and friendliness.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC4.1. –Learn a Rhyme. - Recognize and name animals. - Develop motor skills through kinesthetic activities. -Develop listening skills.	DC4.1 – Goal vocabulary; bird, dog, mouse. Animal sounds. Recycled language; mom, dad, baby. Hello. Receptive language; my friends, Point to (the dog). Values of the unit are kindness, justice and friendliness. This will be applied through song, story and other activities.
EC4.2. -Relate two animals with their food. - Practice vocabulary of the Unit. - Develop fine motor skills. -Develop motor skills through kinesthetic activities.	DC4.2 – Goal vocabulary; green, bird, dog, mouse. -Recycled language; colors. -Receptive language; Show me (dog). Touch (the dog). -This will be applied through songs, games and other activities.
EC4.3. - Learn song of the Unit. - Practice vocabulary of the Unit. - Develop listening skills. - Develop motor skills.	DC4.3- Goal vocabulary; bird, dog, mouse. -Recycled language; colors -Receptive language; Stand up, Sit down, Turn around, Touch (green), Help me, please. Yes. -The Value is courtesy. -This will be applied through songs, games and other activities.
EC4.4 –Form groups of two elements. -Count until two. -Practice vocabulary of the Unit. -Develop fine motor skills.	DC4.4 –Goal vocabulary; one, two, bird, dog, mouse. (two) (dogs). -Recycled language; arms, legs. Classroom vocabulary; Please. Thank you. -This will be applied through songs, games and other activities.
EC4.5 –Recognize and name animals. -Use <i>It's</i> . - Develop listening skills.	DC4.5- Goal vocabulary; bird, dog, mouse. It's (a dog). -Recycled language; I see (a dog). Hello. -Receptive language; I'm (dog).

-Develop fluency.	-This will be applied through songs, games and other activities.
EC4.6 – Draw an animal. Practice vocabulary of the Unit. Develop fine motor skills. Develop motor skills through kinesthetic activities.	DC4.6 – Goal vocabulary; bird, dog, mouse. It's (a dog). -Recycled language; words related to family, colors. -Receptive language; Stand up, Sit down, Point to (the bird). Touch (red), Turn around. -This will be applied through songs, games and other activities.
EC4.7- Make little birds out of dough. Practice vocabulary of the Unit. Count until two. Develop fine motor skills.	DC4.7 – Goal Vocabulary; bird, dog, mouse, egg, nest, one, two, (one) (bird). It's (a dog). -Recycled language; colors, I see (two dogs). Look. -Receptive language; What do you see? Let's (sing). Pick up (crayons). -This will be applied through songs and activities.
EC4.8 – Evaluate vocabulary of the Unit.	DC4.8 – Goal Vocabulary; bird, dog, mouse, one, two. It's (a dog). (two) (dogs). -Receptive language; Circle. Show me (the bird). -This will be evaluated through songs, games and other activities.
EC4.9 – Play with flashcards. -Practice vocabulary of the Unit	DC4.9 – Goal vocabulary; bird, dog, mouse. It's (a dog). (two) (dogs). -Receptive language; Touch (the mouse). Show me (the mouse). Go. -This will be applied though songs, games and other activities.
Playtime 2 EC2.1 –Practice vocabulary of Units 3 and 4. Develop fine and gross motor skills. Develop observation skills.	DC2.1 – Goal vocabulary; baby, dad, mom. Bird, dog, mouse. One, two. -Recycled language; colors. -Receptive language; Look. I see (two birds). This will be applied through songs, games and other activities.

Identify sets.	
Playtime2 EC2.2 –Play bingo and other games. -Practice vocabulary of units 3 and 4. -Sing a song. Develop listening skills.	DC2.2 – Goal vocabulary; baby, dad, mom. Bird, dog, mouse. -Receptive language; I see them all. -This will be applied through songs, games and other activities.

UC5. - Recognize and name three toys, count to three, Use *Yes* and *No*, develop fine and gross motor skills, observation skills, listening skills and fluency. The values of this Unit are responsibility and kindness.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC5.1. –Learn a rhyme. Recognize and name toys. Develop observation skills. Develop listening skills.	DC5.1- Goal vocabulary; ball, teddy bear, train - Recycled language; my (teddy bear), Bye-bye. -Receptive language; on the train, Point to (the train). One, two. -Values of the Unit are responsibility and kindness. -This will be applied through songs, games and other activities.
EC5.2. –Count to three. Practice vocabulary of the Unit. Develop fine motor skills. Develop observation skills.	DC5.2. – Goal vocabulary; three, ball, teddy bear, train. Recycled language; one, two, yellow, (three) (teddy bears). Receptive language; Touch (the ball). -This will be applied through songs, games and other activities.
EC5.3. – Learn the song of the Unit. - Practice vocabulary of the Unit. - Develop Listening Skills - Develop fine and gross motor skills.	DC5.3 – Goal vocabulary; ball, teddy bear, train, three. -Recycled language; one, two and colors. -Receptive language; Touch (red), (red) ball, up, down. -This will be applied through songs, games and

	other activities.
EC5.4 – Form groups of three toys. -Practice vocabulary of the Unit and count. -Develop fine motor skills. -Develop observation skills.	DC5.4 – Goal vocabulary; ball, teddy bear, train, three. Recycled language; one, two, colors, (three) (green) (balls), I see (two teddy bears). Receptive language; Point to (the train), <i>How do you say ____?</i> <i>Come here, please.</i> -This will be applied through songs, games and other activities.
EC5.5 – Recognize and name some toys. -Use Yes and No. -Develop listening skills. -Develop fluency	DC5.5 –Goal vocabulary; ball, teddy bear, train. Yes. No. -Recycled language; It's a (teddy bear). -This will be applied through songs, games and other activities.
EC5.6 – Color a teddy bear. -Practice vocabulary of the Unit. -Count to three - Develop fine motor skills.	DC5.6 – Goal vocabulary; ball, teddy bear, train. Three, brown. Yes. No. -Recycled language; one, two, colors. It's a (ball). My (train). I see (David). -This will be applied through songs, games and other activities
EC5.7- Make toy trains. Practice vocabulary of the Unit. Develop fine motor skills. Develop motor skills through kinesthetic activities.	DC5.7 – Goal vocabulary; ball, teddy bear, train, three. -Recycled language; colors, one, two. It's a (train). I see (two) trains. Receptive language; parts of the body, Let's (sing). Pick up (crayons). This will be applied through songs, games and other activities.
EC5.8 –Evaluate vocabulary of Unit.	DC5.8 – Goal vocabulary; ball, teddy bear, train, three. Yes. No. -Recycled language; one, two. (two) (trains). -Receptive language; Circle. Stand up. Show me (the train). -This will be evaluated through songs, listening

	and other activities.
EC5.9 – Play with picture cards. - Practice vocabulary of the Unit.	DC5.9 – Goal vocabulary; ball, teddy bear, train. Receptive language; Touch (the teddy bear). Show me (the teddy bear). This will be applied through songs, games and theatre.

UC6. –Recognize and name different foods, Use *it's (red)*, count to three, develop fine and gross motor skills, develop observation skills, develop listening skills, develop fluency. The values of this Unit are kindness, courtesy and honesty.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC6.1 – Learn rhyme of the Unit. Recognize and name some foods. Develop motor skills. Develop listening skills.	DC6.1- Goal vocabulary; apple, cookie. -Recycled language; colors, parts of the body, animals and numbers. -Receptive language; Point to (the apple). Give me (apples). -The values of this Unit are kindness, courtesy and honesty. -This will be applied through songs, games and other activities.
EC6.2. – Color bananas. Recognize and name some foods. Count to three. Develop fine motor skills.	DC6.2- Goal vocabulary; apple, banana, cookie. Recycled language; colors, one, two, three. Yes. No. (three) (bananas), I see (one banana). Receptive language; Give me (the apple), please. Touch (the cookie). This will be applied through songs, games and other activities.
EC6.3 – Learn the song of the Unit. Practice vocabulary of the Unit. Develop fine motor skills. Develop motor skills through	DC6.3 – Goal vocabulary; apple, banana, cookie. -Recycled language; colors, one, two, three. -Receptive language; Stand up. Sit down. Turn around. Dance (with me). Touch (blue).

kinesthetic activities.	-This will be applied through songs, games and other activities.
EC6.4 – Count to three. -Practice vocabulary of the Unit. - Develop fine motor skills. - Develop motor skills through kinesthetic activities.	DC6.4- Goal vocabulary; apple, banana, cookie. -Recycled language; one, two, three, colors. I see (blue). (one) (cookie). Yes. No. -Receptive language; Repeat, please. Raise your hand. Put your hand down. -This will be applied through songs, games and other activities.
EC6.5- Recognize and name some foods. Say the color of some objects. Develop listening skills. Develop fluency.	DC6.5- Goal vocabulary; apple, banana, cookie. It's (red). Yum. Yuck. -Recycled language; colors. It's (a cookie). A (red) (apple). -Receptive language; <i>What color?</i> -This will be applied through songs, games and other activities.
EC6.6 – Draw some foods. Practice vocabulary of the Unit. Develop fine motor skills. Develop observation skills.	DC6.6 – Goal vocabulary; apple, banana, cookie. It's (red). Recycled language; one, two, three. It's (an apple). Yes. No. (two) (cookies). Receptive language; <i>What color?</i> This will be applied through songs, games and other activities.
EC6.7 – Make prints with apples. -Practice vocabulary of the Unit and count. -Develop fine motor skills. - Develop motor skills through kinesthetic activities.	DC6.7 – Goal vocabulary; apple. It's (red). -Recycled language; colors, one, two, three. -Receptive language; Let's (sing). Pick up (crayons). What color? Touch (red). -This will be applied through songs, games and other activities.
EC6.8 – Evaluate vocabulary of the Unit.	DC6.8- Goal vocabulary; apple, banana, cookie. It's (red). -Recycled language; one, two, three. Yes. No. (two) (bananas). -Receptive language; Circle. What color? Show me (apple). -This will be evaluated through songs, games

	and other activities.
EC6.9 – Play with picture cards. - Practice vocabulary of the Unit.	DC6.9 – Goal vocabulary; apple, banana, cookie. -Recycled language; colors. - Receptive language; Touch (the apple). Show me (the apple). - This will be applied through songs, games and theatre.
PLAYTIME 3 EC3.1 -Practice vocabulary of Units 5 and 6. Develop observation skills. -Develop fine motor skills. Develop motor skills through kinesthetic activities.	DC3.1 – Goal vocabulary; train, teddy bear, ball, apple, banana, cookie. Yes. No. -Recycled language; colors. I see (a teddy bear). -Receptive language; parts of the body. What color? Kinesthetic language. -This will be applied through songs, games and other activities.
EC3.2 – Play bingo and other games. Practice vocabulary of Units 5 and 6. Sing a song. Develop listening skills.	DC3.2 – Goal vocabulary; ball, teddy bear, train, apple, banana, cookie. -Receptive language; Show me (the train). Kinesthetic language. - This will be applied through songs, games and other activities.

UC7. – Recognize and name some art materials. Use Please and Thank you. Count to three, develop fine and gross motor skills, observation skills, listening skills and fluency. The values of this Unit are compassion, goodness and respect.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC7.1 - Learn a rhyme. -Recognize and name some art materials. -Develop motor skills. - Develop listening skills.	DC7.1- Goal vocabulary; crayon, glue, paper. -Recycled vocabulary; vocabulary of units 1 to 6. Yes. No. I see (glue). -Receptive language; Point to (the glue). Show me (the crayon). - The values of this Unit are; compassion,

	<p>goodness and respect.</p> <p>-This will be applied through songs, games and other activities.</p>
<p>EC7.2. –Color some images.</p> <p>-Recognize and name some art materials.</p> <p>-Count to three.</p> <p>- Develop fine motor skills.</p>	<p>DC7.2- Goal vocabulary; crayon, glue, paper.</p> <p>-Recycled language; colors, one, two, three.</p> <p>Yes. No.</p> <p>Receptive language; Touch (the yellow crayon).</p> <p>What color? Show me (two crayons).</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC7.3- Learn the song of the Unit.</p> <p>- Recognize and name some school articles.</p> <p>- Develop fine motor skills.</p> <p>- Develop observation skills.</p> <p>- To list</p> <p>I</p>	<p>DC7.3- Goal vocabulary; crayon, glue, paper, costume.</p> <p>-Recycled language; colors, I see (Pedro).</p> <p>- Receptive language; Touch (green). Let's make a costume. What fun! Let's use crayons, paper, and glue.</p> <p>- This will be applied through songs, games and other activities.</p>
<p>EC7.4 -Recognize and name some art materials.</p> <p>-Count to three.</p> <p>- Develop fine motor skills.</p> <p>- Develop listening skills.</p>	<p>DC7.4 – Goal vocabulary; crayon, glue, paper.</p> <p>-Recycled language; apple, one, two, three,.</p> <p>It's an apple. Yes. No.</p> <p>Receptive language; Can I borrow the _____ please? Make a line.</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC7.5 –Recognize and name some art materials.</p> <p>-Use please and thank you.</p> <p>- Develop listening skills.</p> <p>- Develop fluency.</p>	<p>DC 7.5 - Goal vocabulary; crayon, glue, paper.</p> <p>Give me (a crayon), please.</p> <p>Thank you.</p> <p>Receptive language; one, two, three.</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC7.6 –Draw some art materials.</p> <p>Practice vocabulary of the Unit.</p> <p>Count to three</p> <p>Develop fine motor skills.</p>	<p>DC7.6 – Goal vocabulary; crayon, glue, paper.</p> <p>Give me (red), please.</p> <p>Thank you.</p> <p>Recycled language; colors, I see (glue).</p> <p>One, two, three.</p>

	- Receptive language; Show me (three red crayons).
EC7.7 -Make a snake with art materials. Recognize and name some art materials. Count to three. Develop fine motor skills.	DC7.7 – Goal vocabulary; crayon, glue paper. Give me (the paper), please. Thank you. Recycled language; one, two, three, colors. Receptive language; Let's (sing). Pick up (crayons). What color? Show me (red and blue). This will be applied through songs, games and other activities.
EC7.8 –Evaluate vocabulary of the Unit.	DC7.8 – Goal vocabulary; crayon, glue, paper. Please. Thank you. Recycled language; Yes. No. one, two, three. (two) (glues). Receptive language; Circle. Show me (the crayon). This will be evaluated through songs, games and other activities.
EC7.9 – Play with flashcards. -Practice vocabulary of the Unit.	DC7.9 –Goal vocabulary; crayon, glue, paper. Give me (a crayon). Please. Thank you. -Recycled language; colors. -Receptive language; Touch (the crayon). Show me (the crayon). - This will be applied through songs, games and other activities.

UC8. – Recognize and name words related to parties. Count to four. Say their age. Develop fine and gross motor skills, observation skills, listening skills and fluency. The values of this Unit are honesty, kindness and respect.

ELEMENT OF COMPETENCE	CLASS DINAMIC
EC8.1 - Learn a rhyme of the Unit. - Recognize and name <i>present</i> . - Develop motor skills. - Develop listening skills.	DC8.1- Goal vocabulary; present, Happy birthday. - Recycled language; vocabulary of Units 1-7. One, two, three. Thank you. Receptive language; Look at the presents just

	<p>for me/you.</p> <p>Point to (the present).</p> <p>Values are honesty, kindness and respect.</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC8.2- Relate by colors.</p> <p>Recognize and name <i>balloon</i> and <i>present</i>.</p> <p>Develop observation skills.</p> <p>Develop fine motor skills.</p>	<p>DC8.2- Goal vocabulary; balloon, present.</p> <p>-Recycled language; vocabulary units 1-7 (yellow) balloon. Yes. No.</p> <p>-Receptive language; Touch (the yellow balloon).</p> <p>-This will be applied through songs, games and other activities.</p>
<p>EC8.3- Learn the song of the Unit.</p> <p>Recognize and name some words related to parties.</p> <p>Develop fine motor skills.</p> <p>Develop observation skills.</p>	<p>DC8.3- Goal vocabulary; balloon, cake, present.</p> <p>Recycled language; colors, one, two, three. (two) (green) balloon(s). I see (a cake). It's (Maria)! Happy birthday, Mickey!</p> <p>Receptive language; Touch (yellow).</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC8.4 - Complete a page with stickers.</p> <p>Recognize and name words related to parties.</p> <p>Develop fine motor skills.</p> <p>Develop motor skills through kinesthetic activities.</p>	<p>DC8.4 – Goal vocabulary; balloon, cake, present.</p> <p>-Recycled language; colors, Yes. No.</p> <p>- Receptive language; please, What color? Is it (the cake)?</p> <p>-This will be applied through songs, games and other activities.</p>
<p>EC8.5 - Recognize and name some words related to parties.</p> <p>Say their age.</p> <p>Count to four.</p> <p>Develop listening and fluency skills.</p>	<p>DC8.5 – Goal vocabulary; balloon, cake, present, four. I'm (four). Happy birthday (to you)!</p> <p>Recycled language; Thank you. One, two, three.</p> <p>Receptive language; Surprise. You're welcome.</p> <p>How old are you?</p> <p>This will be applied through songs, games and other activities.</p>
<p>EC8.6 – Draw things for a birthday party.</p> <p>-Practice vocabulary of the Unit.</p>	<p>DC8.6 – Goal vocabulary; balloon, cake, present. I'm (four).</p> <p>-Recycled language; colors, one, two, three.</p>

<ul style="list-style-type: none"> - Practice conversation. - develop fine motor skills. 	<p>Yes. No. It's (a present). (four) (balloons), (red) (present). I'm (Mickey). Give me (cake), please. Thank you.</p> <p>-Receptive language; Is it (a present)? How old are you?</p> <p>- This will be applied through songs, games and other activities.</p>
<p>EC8.7 – Make treasure chests.</p> <ul style="list-style-type: none"> -Practice vocabulary of the Unit. - Count to four. - Develop fine motor skills. 	<p>DC8.7- Goal vocabulary; balloon, cake, present, four.</p> <p>-Recycled language; colors, one, two, three. Thank you. I see (one present).</p> <p>- Receptive language; Let's (sing). Pick up (crayons). What color?</p> <p>- This will be applied through songs, games and other activities.</p>
<p>EC8.8 – Evaluate vocabulary of the Unit.</p>	<p>DC8.8 – Goal vocabulary; balloon, cake, present, four. I'm (four).</p> <p>Recycled language; one, two, three. (two) (cakes). Yes. No.</p> <p>Receptive language; Circle. How old are you? Show me (cake).</p> <p>This will be evaluated through songs, games and other activities.</p>
<p>EC8.9 –Play with flashcards.</p> <p>Practice vocabulary of the Unit.</p>	<p>DC8.9 – Goal vocabulary; balloon, cake, present.</p> <p>-Recycled language; colors. Give me (the cake), please. Thank you.</p> <p>- Receptive language; Touch (the cake). Show me (the cake).</p> <p>- This will be applied through songs, games and other activities.</p>
<p>PLAYTIME 4</p> <p>EC4.1 – Practice vocabulary of Units 7 and 8.</p> <ul style="list-style-type: none"> -Develop observation skills. -Develop fine motor skills. 	<p>DC4.1 – Goal vocabulary; crayon, glue, paper, balloon, cake, present.</p> <p>Recycled language; colors. Yes. No.</p> <p>Receptive language; Is it (the cake)?</p> <p>This will be applied through songs, games and</p>

	other activities.
PLAYTIME 4 EC4.2 – Play bingo and other games. -Practice vocabulary of Units 7 and 8. - Sing a song. -Develop listening skills.	DC4.2 – Goal vocabulary; crayon, glue, present, balloon, cake, present. Recycled language; colors. Receptive language; Stand up. Sit down. Touch the ground. Show me (cake). This will be applied through songs, games and other activities.

3.12 SKILLS SYSTEM

CONCEPTUAL CONTENT
COGNITIVE SKILLS
KNOWLEDGE
Dominion of subject
COMPREHENSION
Classify
Group
Compare
Form
Formulate
APPLICATION
Meaning of words
Analize
Interpret
Logical Secuence
EVALUATION
Use of charts

3.13 SYSTEM OF ABILITIES

PRACTICAL CONTENT
SKILLS
Recognize and name colors
Use and understand simple greetings
Use <i>I'm</i>
Recognize and name parts of the body
Use <i>my</i>
Recognize and name family members
Use <i>I see</i>
Recognize and name animals

Use <i>It's a</i>
Count to two
Recognize and name toys
Count to three
Use <i>Yes</i> and <i>No</i>
Recognize and name food
Use <i>It's (red)</i>
Recognize and name art materials
Use <i>please</i> and <i>thank you</i> .
Recognize and name words related to parties
Count to 4
Say age
Responds to receptive language
It well integrated into the group
Participates actively in class

In each Unit you have curriculum integration: art, math, music and science.

3.14 VALUE SYSTEM:

ATTITUDES AND VALUES
Honesty
Kindness
Respect
Compassion
Goodness
Justice
Responsibility

CHAPTER 4

TEACHING MATERIALS

When it comes to most kids, having fun is their first priority. That's why it is important to incorporate fun into the learning process no matter what the subject is. When learning a second language, there are many barriers to overcome. While some children find the process of learning a fun concept, other children need a more creative process to encourage them to retain a second language. Thus in English as in other subjects it's important to promote confidence and success in children. In order to achieve that, you have to take some details in account;

- Pre-school students depend enormously on the teacher as a guide; therefore, his/her instructions need to be clear and simple. The teacher should always show first what he/she wants the students to do before telling them to do the activity. A good way to do this with little children is using a puppet. It gets their attention and works as a role model.
- Pre- school students are inquisitive and receptive, easy to motivate and participative in-group activities.
- Their interests are based on the here and now. They focus on the concrete not the abstract.
- Their concentration span is short and therefore they need frequent changes of activities, duration and contents.
- Their learning process is more intuitive than analytical, for that reason repetition, frequent recycling of the language, and constructing new skills with the ones previously learned are key.
- Pre-school students need activities that include physical movement and coordination.
- They need praise and recognition, and they will remain motivated if the positive feedback comes from real achievement and is not given automatically.
- Taking the above stated details in account it is important to implement the four skills within the curriculum.

DEVELOPING THE FOUR SKILLS

Listening

Listening skills are vital for learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. There are a lot of different listening activities;

TPR is an extremely useful adaptable teaching technique. With TPR the children listen to their teacher telling them what to do, and then do it. Children, especially young ones, are able to understand much more than they can produce, and this technique builds on that capacity.

Songs, chants and rhymes help children's language development. One of the linguistic advantages of songs, rhymes and chants is that children will happily repeat the same structure or words over and over again without getting bored.

Story telling from memory and picture books are a good way to get children interested in pre-reading. Videos are an excellent resource and have the advantage of combining stories with animation. They give a lot of language input.

Art and craft activities are a very valuable way of giving children 'comprehensible language input' as they have to listen to the instructions in order to complete the activity.

Instructions are given in the target language supported by a lot of demonstration.

Games help children to acquire the language in the natural way that native speakers do. Games also teach social skills like co-operating and obeying the rules.

Speaking

This skill is a lot harder to achieve in young beginner learners; taking the silent period in account, they should be able to learn songs, short sentences and vocabulary words so that students can communicate in a simple and natural manner and are prepared to continue their study with a solid foundation into elementary school.

Reading

Although pre-school children are not able to read yet, they can be familiarized with words and sounds, like recognizing and pronouncing the letters of the alphabet and the phonetical sounds of the letters. Another way to familiarize them with words is to read them stories aloud from a picture book. If you show them the words and pictures as you read they will begin to associate sounds and meaning with written symbols.

Research has shown that alphabet knowledge, phonological awareness, and print awareness are early literacy skills that contribute significantly to later reading achievement (National Early Literacy Panel, 2008). English language learners can begin to develop these essential foundational skills in preschool, even before they have developed strong English language skills.

Writing

This skill goes hand in hand with the reading skill since little children are just learning the basics in writing, like expressing ideas and stories through drawings, copy, and draw lines and circles and symbols like “x” and “+”. Learn that writing and drawing helps us communicate and function in everyday life.

The textbook “My first English Adventure” is designed for pre-school ESL/EFL students.

The four skills are integrated in each chapter of the textbook, through songs, chants, story telling, arts and crafts and video.

CHAPTER 5

VALIDATION

5.1 Introduction

The present project describes a curricular proposal for the subject English, designed to be used as an instructional guide for the institution and teachers to teach English to young children in a fun way. The audience for this curriculum is made up of the English teacher and the students in day care centre “Mundo de Juguete”. The curricular proposal has as its goal to provide the day care centre with a correct methodology to teach English to young children in a fun, active, dynamic, and stress-free way.

5.2 Target population and setting.

Target population

This project will involve Hispanic English learner pre-schoolers that attend a private day care. They have the following characteristics; a) they all come from middle to high class families, b) they are all Hispanic English Learners between the ages of 3 - 5 years old, and c) they have had little contact with the English language.

In my role as a pre-school teacher my goal is to support my students in their learning process. When children are learning English as a second or foreign language importance should be given to a rich language environment.

In my experience as an English language teacher in High school, I have become witness to the difficulties that students have when learning English at a later age. First of all the students are much more aware of their mistakes and often feel ashamed; this adds a lot of stress to the learning process. Another factor is that in high school students are under a lot more pressure because of the grading system; also problems arise because of the different methods that are used in high school. In high school the books are much more grammar based; therefore, it is much more difficult for students that do not have the basic skills to learn the language. Most of these problems would not occur if English would be taught since kindergarten, where children learn through play and the environment is stress free.

Both my own experience, as a multi-lingual parent teaching my children, and the motivation of language theorists such as Asher and Krashen that suggest that learning a second language should be approached in a similar way as learning your native language; through speech and action(TPR)...served as the impulse for the development of this curricular proposal.

The curricular proposal contains a methodology that makes learning English fun, active, dynamic, and stress-free.

The materials that are used during class are familiar to the child such as, crayons, short story books, picture books, flashcards, paper to draw on, crafts etc.

5.3 Role of researcher

Developing and conducting classes.

These classes were conducted to a class of ten children (7 of 4 years old,3 of 5 years old) during a period of three months at daycare centre “Mundo de Juguete” in Cuenca. During these three months they had class 5 times a week for 35 min. I taught them Basic English(colors, body parts, family members)with the help of a textbook that included Disney figures, puppet, songs, TPR, games, drawing and painting, picture cards and video. The following vocabulary, structure and kinesthetic language was taught.

PRODUCTIVE LANGUAGE		NEW RECEPTIVE LANGUAGE	
Vocabulary (goal, recycled)	Structure (goal,recycled)	Songs, rhymes, and teacher language	Class language and kinesthetic language
- blue,red,yellow	-Hello. -Bye-bye. - I'm (Mickey). -Look.	-This is Mickey. -Let's (sing/play/dance). -Pick up (crayons/glue).	- Show me (blue). - Touch (yellow). -Stand up. -Sit down. -Circle. -Open your book. - Close your book.
-arms,head,legs	-my (head)	-Who's this?	-Rub(your head).

-colors -(body,face,hair)	-Hello. Bye-bye. -I'm (Mickey).	-My arms are blue. - I can touch (my head). -your (head)	-Point to (the arms). -Dance. - Look at the (board/book/teacher) .
-baby,dad,mom -colors -body parts -(family, grandma, grandpa)	-I see(the mom). -Hello. Bye-bye. -I'm (Mickey). -my (mom)	-One,two,three -It's (my mom).	-Turn around -Go. Stop.

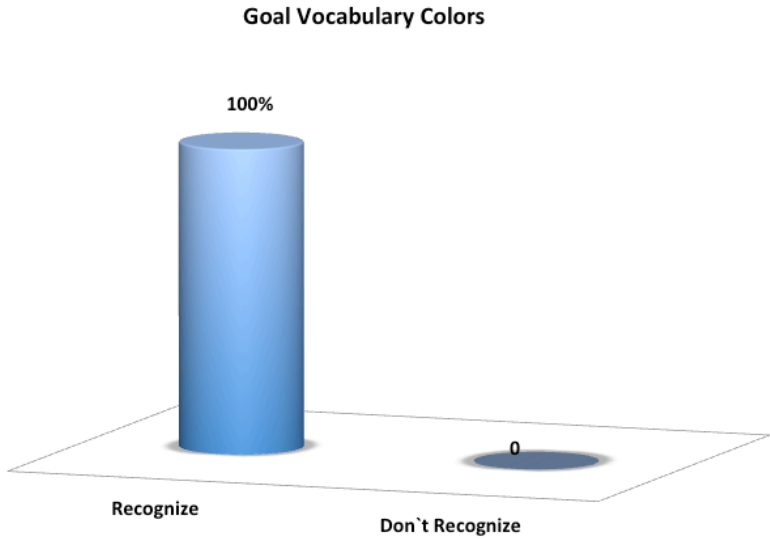
The collection of data was done on a daily basis by the teacher, writing down the important learning aspects of each class, which are presented in graphics in the appendix. It was not a numerous group and I was able to write down the information while the children responded to my commands. The material was divided in 3 Units, approximately a unit a month using the book "My First English Adventure" (MORALES, MUSIOL y VILLARROEL): using the goal vocabulary; colors, body parts, families and introducing kinesthetic (TPR) language like: Show me(blue),Touch(yellow),Stand up, Sit down, Circle. Gradually making the commands more difficult with; Rub (your head), Point to (the arms), Dance, Turn around.

In order to develop a routine each lesson started with a review of about 10 minutes of the language learned in the previous lesson, by the teacher or through a song, rhyme or activity. After the review I introduced the new vocabulary and commands. The goal vocabulary and receptive language were never more than three words/commands and repeated several times before filling in the evaluation chart. After each lesson I repeated the vocabulary and receptive language in small groups to make sure everyone understood.

The objective while developing the curriculum with this methodology was that the students would comprehend the language taught by recognizing, pointing out and showing, respecting their silent period.

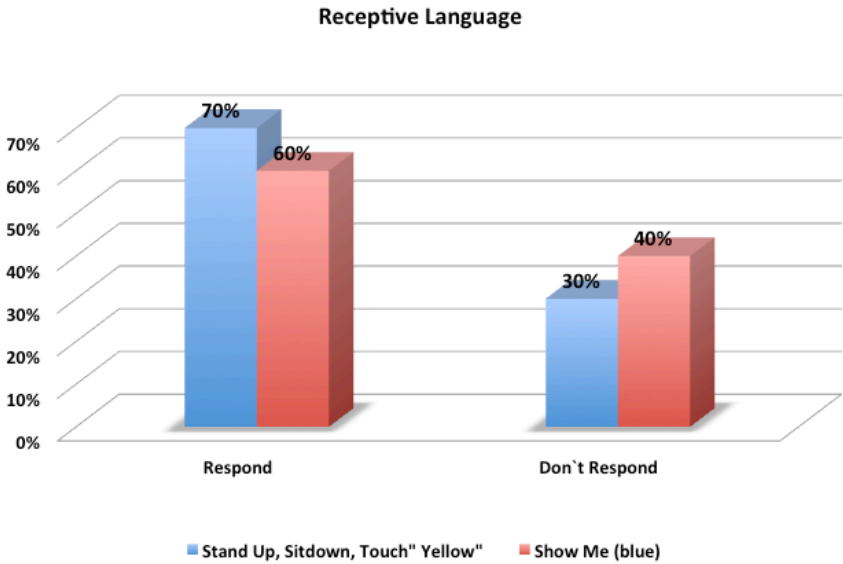
The obtained results are positive; the majorities of the children comprehend and are able to respond in a satisfactory manner to many of the studied language. In unit 1

all children recognize the Disney figures and all recognize the goal vocabulary (colors) by showing or pointing.



Source and Elaboration: Michelle Solinger

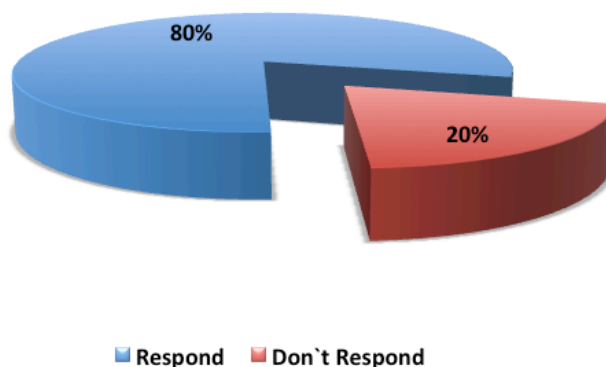
While 7 out of 10 are able to respond to the receptive language like; **Stand up, Sit down, Touch (yellow)**, 6 out 10 respond to **Show me (blue)**.



Source and Elaboration: Michelle Solinger

As far as the second unit (body parts) 8 out of 10 children were able to respond favorable to the goal vocabulary by pointing or showing, while the other two were just able to identify a few.

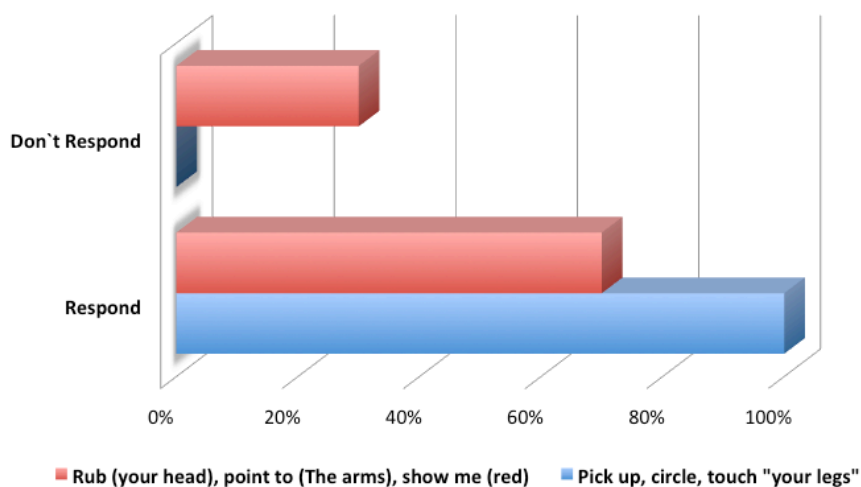
Goal Vocabulary Body Parts



Source and Elaboration: Michelle Solinger

To the receptive language; **Pick up (crayons), Circle and Touch (your legs)** everyone responded well, while to **Rub (your head), Point to (the arms) and Show me (red)** 7 respond well and 3 have difficulty.

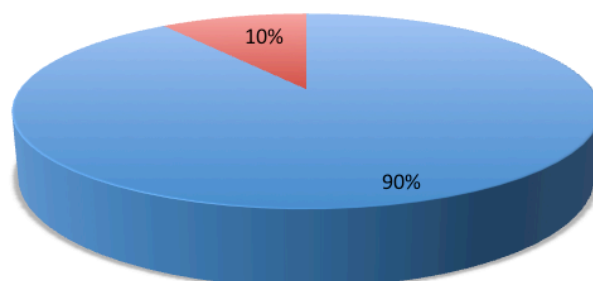
Receptive Language



Source and Elaboration: Michelle Solinger

The final unit (family) was centered around recognizing family members, 9 out of 10 students were able to recognize, point them out or touch them.

Goal Vocabulary Family

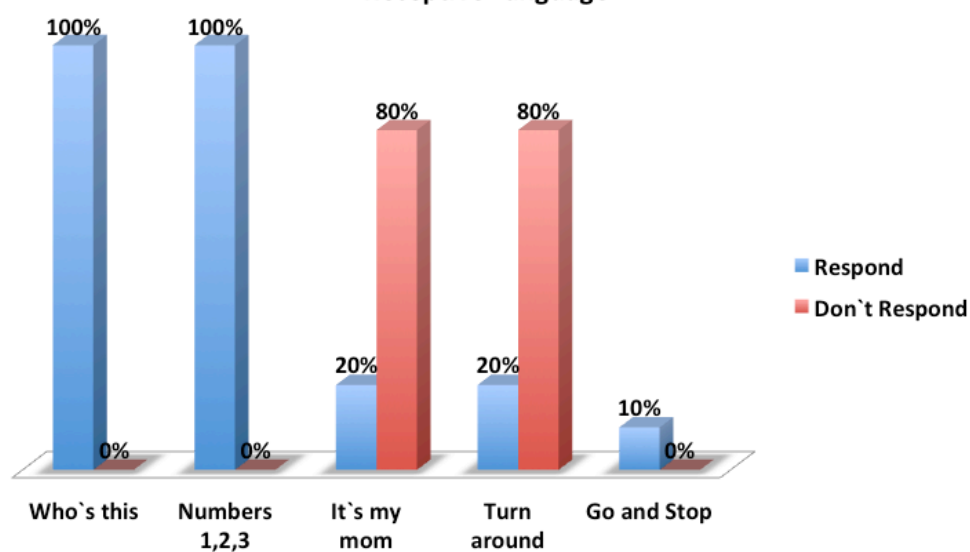


■ Respond ■ Don't Respond

Source and Elaboration: Michelle Solinger

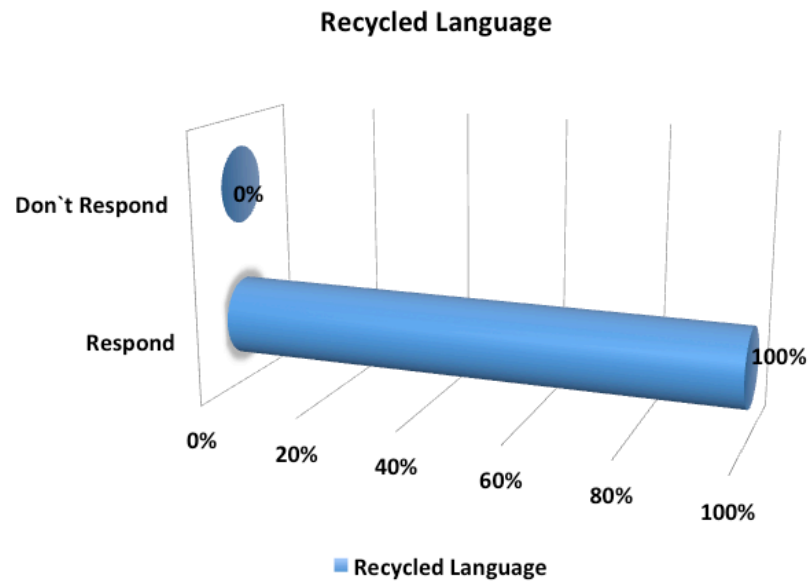
The tenth student confuses brother and sister. In this Unit the new receptive language was; **Who's this?**, numbers **one, two, three** and **It's my mom**. All ten students responded successfully to the question **Who's this?**, to the sentence it's my mom only two corresponded well. Everybody did well on the numbers. The command **Turn around** gives problems to 8 students, while two get it right. The commands **Go** and **Stop** are understood by everyone.

Receptive Language



Source and Elaboration: Michelle Solinger

To the recycled language, **Point to (the mom)**, **Show me (red)**, **Touch (the mom)** ,
Stand up, **Sit down**, **Pick up (crayons)** and **Circle**, 10 out of 10 did it right.



Source and Elaboration: Michelle Solinger

At this point some students are showing more confidence and oral response is growing. After reviewing the results, it is safe to say that the applied methodology works for children of this age.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

After a long period of research and work I have come to the following conclusions and recommendations:

- Children should be introduced to English at an early age (Kinder garden) so that they can become near native speakers.
- Children who learn a second language at a very early age compared to those who do not, have more activated brain spheres and later usually have less difficulty in school subjects other than English.
- In order to make a curriculum you need to take in account the environment, culture, curricular development, language, methodology and the learning process.
- A correct methodology is a methodology that is stress-free, active, fun and dynamic for children. TPR has proved to be a very effective tool to teach children through speech and action. Teaching a second language should be approached the same way as how children learn their native language. The emphasis is put on that the child understanding the language first, speech comes at a much later stage, when the child feels ready.
- In order for this project to work, the teacher must be a good model to imitate, not only in what refers to pronunciation, but also hard-working, prepared and patient as children imitate adults.
- I recommend the use of the Textbook “My first English Adventure” for it is a very helpful book that uses a lot of TPR.
- The immersion method is a good method to teach children as long as you use a lot of demonstration and patience. More importantly you have to make it fun.

GLOSSARY

BILINGUAL: Refers to the use of two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may be distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker, 1995). People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

ENGLISH LANGUAGE LEARNERS (ELLS): Children whose first language is not English and who are in the process of learning English.

ENGLISH AS A SECOND LANGUAGE (ESL): An educational approach in which English language learners are instructed in the use of the English language.

EARLY LITERACY: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing; the concept that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.

EARLY READING SKILLS: The term is often used to describe the skills that are learned in preschool and that precede formal reading instruction. These include phonological awareness, letter recognition, print awareness, interest in engaging with stories and books, and vocabulary development.

IMMERSION: An approach to teaching language using the target language as the only means of instruction.

LANGUAGE ACQUISITION: The process of acquiring a first or second language. Some linguists refer to acquisition as the informal development of a person's second language and learning as the process of formal study of a second language.

PHONEMIC AWARENESS: The ability to notice, think about, and work with the individual sounds in spoken words (e.g., combining or blending the separate sounds /c/ /a/ /t/ to say the word cat).

PHONOLOGICAL AWARENESS: A range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onset and rime. It also includes phonemic awareness as well.

PRESCHOOL (PRE-KINDERGARTEN OR NURSERY SCHOOL): Programs designed for children who are 3 to 5 years old with early education experiences to prepare them for school.

PRINT AWARENESS (CONCEPTS OF PRINT OR CONVENTIONS OF PRINT): Basic knowledge about print, how it is typically organized on a page, and how it is used. (For example, print conveys meaning, print is read left to right, words are separated by spaces, and reading and writing are ways to get ideas and information.)

RECYCLED LANGUAGE: Language that is already taught and is repeated.

RHYME: Two or more corresponding sounds usually at the end of a word, such as play, weigh, say; also a verse which is composed of lines that end in a rhyme (e.g., *"Twinkle, twinkle, little star, how I wonder what you are"*).

SECOND LANGUAGE: This term is used in several ways and can refer to 1) the second language learned chronologically, 2) a language other than the native language, 3) the weaker language, or 4) the less frequently used language.

SECOND LANGUAGE ACQUISITION: The learning of a second language, often English.

SILENT PERIOD: 'silent period' during which children acquiring a new language in natural settings are silent and concentrate on comprehension.

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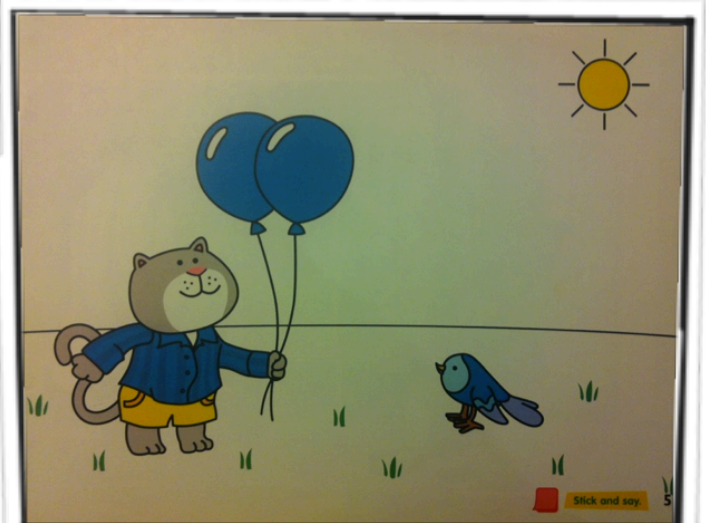
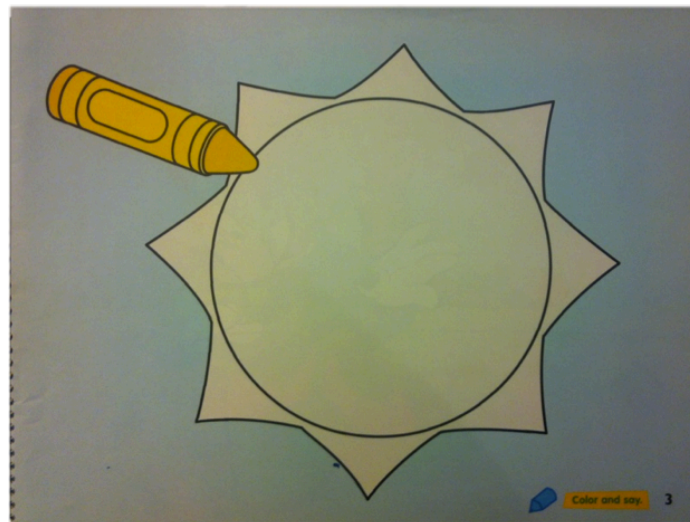
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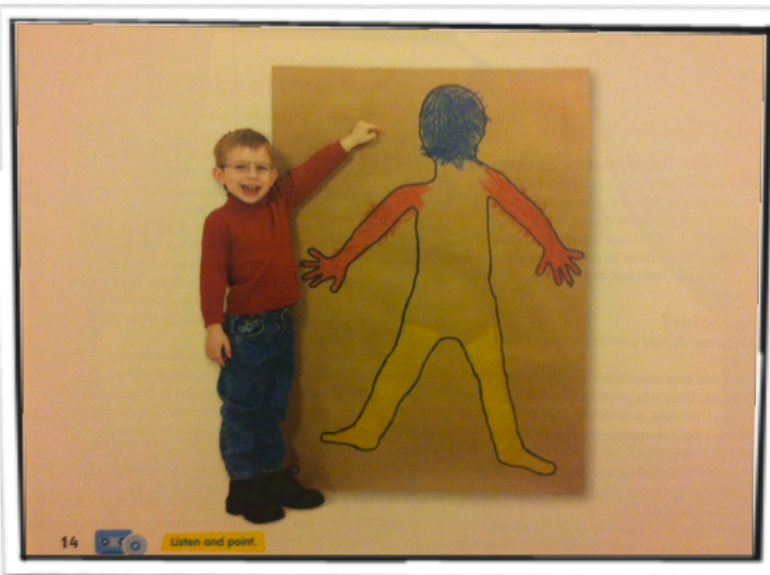
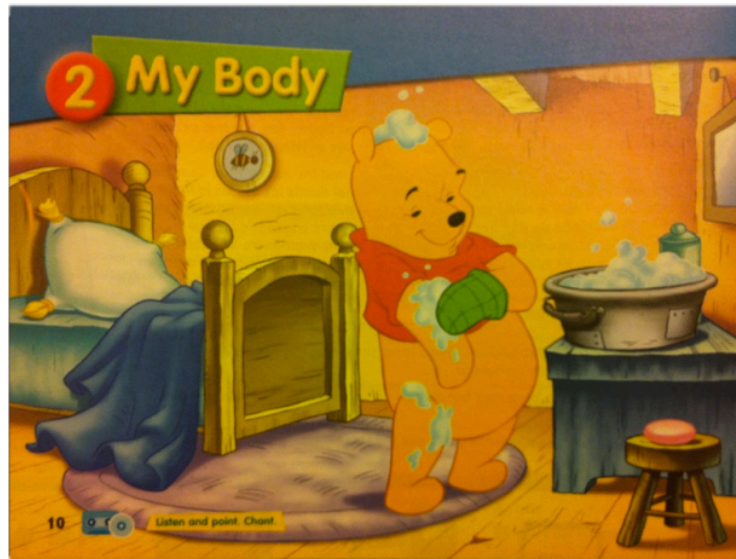
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Appendix

TEXT BOOK





FLASH CARDS

The Alphabet

This poster
belongs to:

A



alligator

B



bear

C



cookie

D



duck

E



elephant

F



frog

G



gorilla

H



horse

I



igloo

J



jump

K



koala

L



lion

M



monkey

N



nurse

O



octopus

P



pig

Q



queen

R



rabbit

S



snake

T



tiger

U



umbrella

V



vampire

W



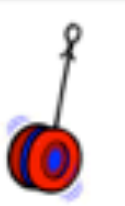
whale

X



fox

Y



yo-yo

Z



zebra


Sing the
alphabet song
and point as you
go along.

The Alphabet

This poster
belongs to:



Sing the
alphabet song
and point as you
go along.

A  apple

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B  ball

©2009 Advanced Teacher Training Inc. All Rights Reserved.
www.advancedteachertraining.com

C  cat

©2009 Advanced Teacher Training Inc. All Rights Reserved.
www.advancedteachertraining.com

D  drums

©2009 Advanced Teacher Training Inc. All Rights Reserved.
www.advancedteachertraining.com

A  apple

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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B  ball


©2009 Advanced Teacher Training Inc. All Rights Reserved.
www.advancedteachertraining.com

C  cat


©2009 Advanced Teacher Training Inc. All Rights Reserved.
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D  drums

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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E  elephant


©2009 Advanced Teacher Training Inc. All Rights Reserved.
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F  fish

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G  goat

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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H  hat


©2009 Advanced Teacher Training Inc. All Rights Reserved.
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I  iron

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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J  jar

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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K  key

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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L  lamp

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M  mushroom


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N  net

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O  ostrich


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P  pencil

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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Q  queen

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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R  rose

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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S  spider

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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T  turtle

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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U  unicorn

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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V  violin

©2009 Advanced Teacher Training Inc. All Rights Reserved.
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W  whale

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X  xylophone

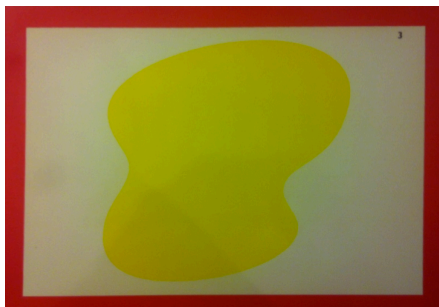
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Y  yak

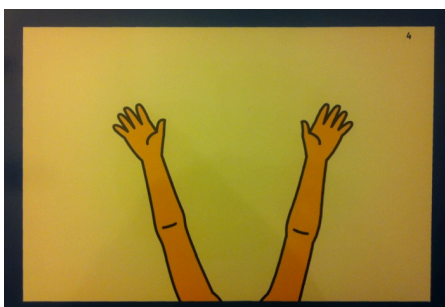
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Z  zebra

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BODY PARTS





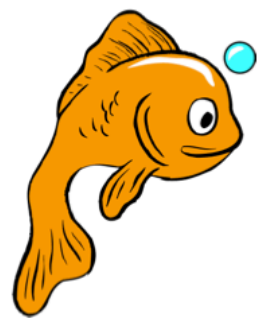
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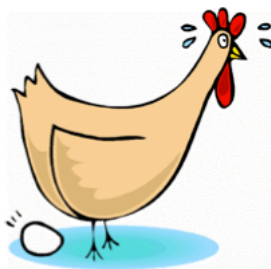
cat



duck



fish



chicken



dog



frog



cow



dog



duck



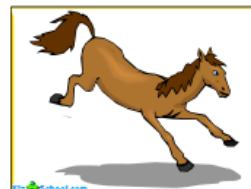
cat



goat

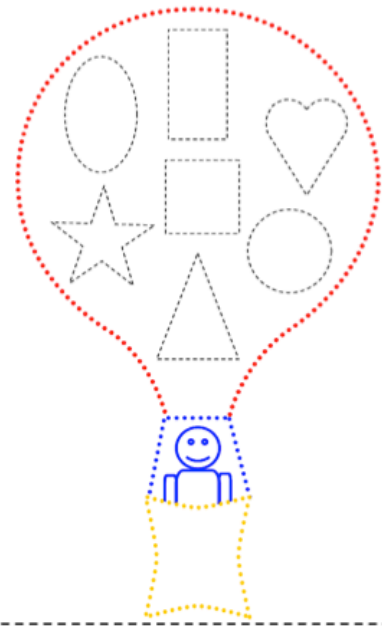
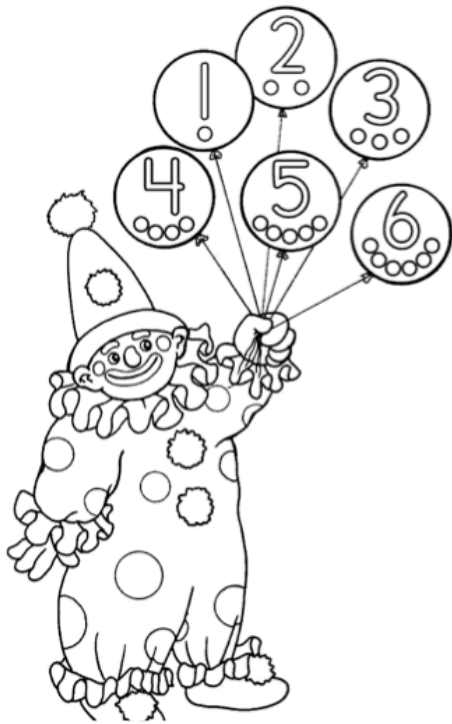


sheep

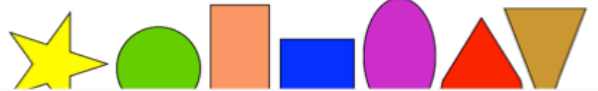


horse

ACTIVITIES

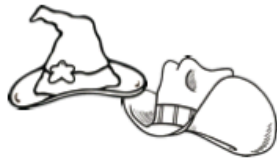
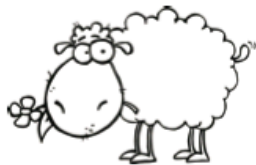


Trace dotted lines in the balloon in the designated colors. Identify shapes and colors. Cut out shapes and paste in the dotted areas. Idea: Cut out the balloon, glue to blue paper and make clouds with cotton balls.



Name: _____

Draw a line from the number to the corresponding number of items

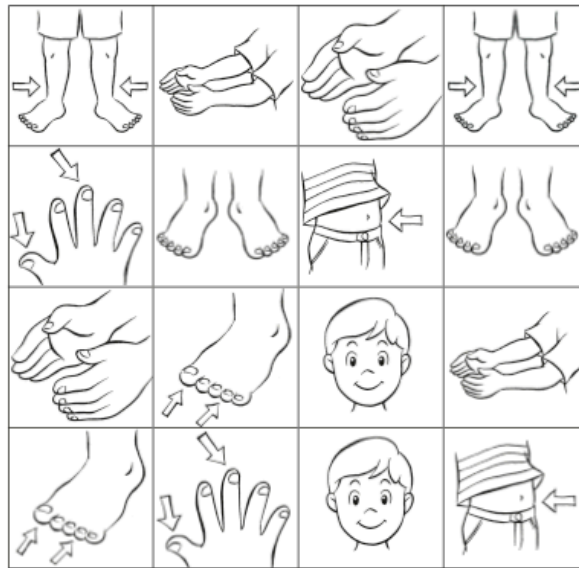


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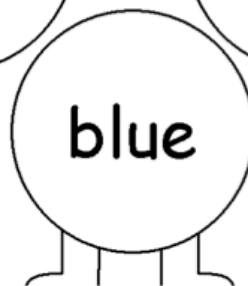
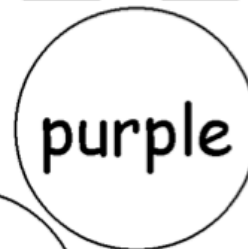
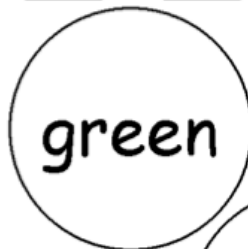
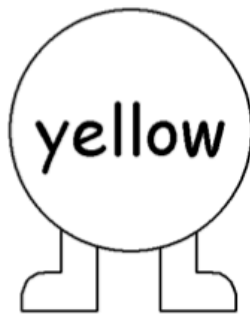
3

1

Activity Sheet 1 **Hide and Find**



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CRAFTS

DLTK's Crafts for Kids

Paper Plate Pirate Craft

This pirate craft uses a printable template and a paper plate to make a project suitable for a any pirate or halloween theme.

If you cut out a hole instead of using the template eye, you can convert your pirate craft to a pirate mask. Attach a paint stir stick or tongue depressor to allow your child to hold it up to their face.

Materials:

- pink or flesh colored paint and paintbrush (or you can keep his face white if you don't feel like painting)
- paper plate
- something to color with (or color printer)
- scissors,
- glue,
- paper,
- printer.
- OPTIONAL: You can substitute a large wiggly eye for the template eye.
- OPTIONAL FOR MASK: paint stir stick, thin strip of wood or tongue depressor.



Instructions:

- Paint the bottom of the paper plate light pink or flesh colored (or you can leave it white if you prefer).

DLTK's Holiday Crafts for Kids

Ladybug Crown

A simple construction paper 'hat' the kids have fun making, decorating and wearing!
Great for birthday parties.

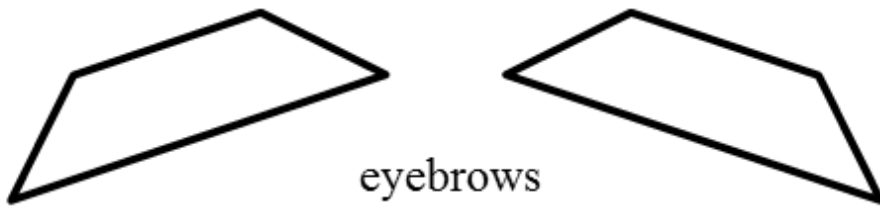
Materials:

- red and black construction paper
- 2 pipe cleaners (we used black)
- pencil
- scissors
- tape
- glue

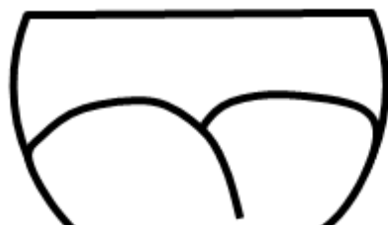
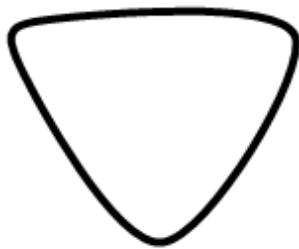
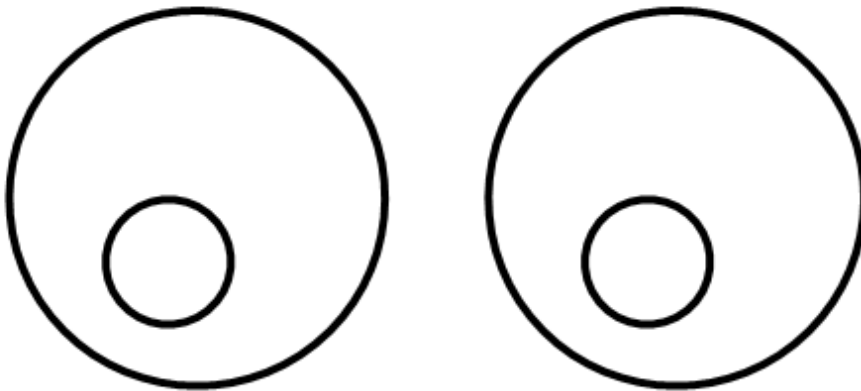


Instructions:

- Cut 4 hearts from black or red construction paper (that's what we'll put at the top of the pipecleaners). This is a good opportunity to show the children how to fold paper in half to make a perfect heart.
- Cut 2 or 3 strips of red construction paper about 4" wide and as long as you can make them
- Tape the pieces end to end to make a really long piece.
- Wrap around the child's head to measure how long you need and trim off the excess (don't tape into a circle yet).
- Cut circles out of black construction paper. Children can use a white pencil crayon and round object (baby food jar lids work well) to trace circles onto the paper and then cut them out, or you can just cut your circles freehand.
- Wrap the pipecleaner around a pencil to make a 'spring' with it. An adult can wrap the first couple loops and then hand it over to the child to finish.
- Straighten about 1/2 inch of the top and bottom of the spring (so it's easier to do the taping).
- Repeat with the other pipecleaner.
- Tape a heart onto the top of each pipecleaner. Flip over and glue or tape the 3rd and 4th heart onto the back of the 1st and 2nd (to sandwich the pipecleaner in between the hearts)
- Tape both pipecleaners to the long piece of construction paper so they either sit at the front of the head or the sides of the head
- Tape the construction paper ends together to form a crown and put it on!



eyebrows



How it looks when finished





Footprints

"Walk a little slower daddy," said a child so small.
'I'm following in your footsteps and I don't want to fall.

Sometimes your steps are very fast,
Sometimes they're hard to see;
So walk a little slower, Daddy,
For you are leading me.

Someday when I'm all grown up,
You're what I want to be;
Then I will have a little child
Who'll want to follow me.

And I would want to lead just right,
And know that I was true;
So, walk a little slower, Daddy,
For I must follow you."



Egg Carton School Bus

This is a simple craft for preschool children about to begin school or for young siblings of school age kids.



Materials:

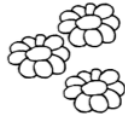
- lid (TOP) of an egg carton
- yellow paint or markers
- black construction paper or 2 lids from milk jugs (for wheels)
- black marker
- OPTIONAL: small cutouts of people from magazines, coloring books or hand drawn

Instructions:

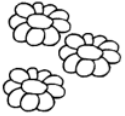
- cut the lid off an egg carton
- Paint (or color with marker) the lid yellow. We only used one coat, but you could do two.
- While the paint is drying, cut 2 circles out of black construction paper
 - (you can have the children trace the lid from a baby food jar or orange juice container -- preschool kids enjoy tracing). Use white crayon, chalk or pencil crayon for tracing.
 - Allow the children to cut out their circles with safety scissors (or supervise them closely while they use regular scissors).
 - The wheels don't have to be perfectly round -- let them have fun.
- OR
 - use the lids from milk jugs as an alternative to construction paper wheels
- OPTIONAL: Also while the paint is drying, have the children cut small images of people from magazines or coloring books or let them draw their own.
 - once again, let the children roughly cut out the images with safety scissors.
- Once the paint is dry, glue on the wheels.
- OPTIONAL: Glue the images of people onto the bus. The carton we used had holes down the center, so we glued the people into the holes.
 - If yours doesn't have holes, just glue the people onto the bus... you can draw "windows" around them with a black marker.
- Write SCHOOL along the top of the bus (or if your child is beginning to write on their own, let them write it out).

SONGS

Head and Shoulders



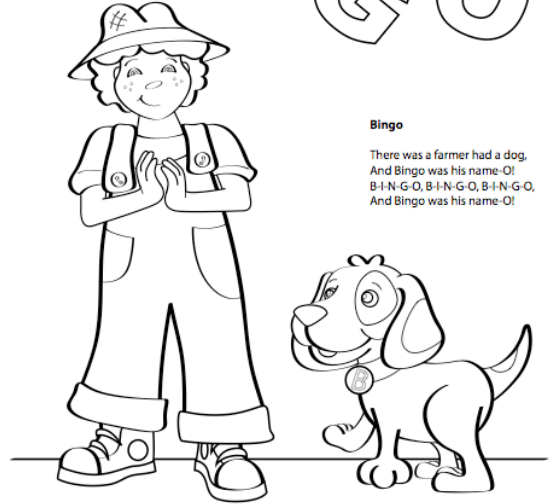
Head and shoulders
Knees and toes
Knees and toes
Head and shoulders
Knees and toes
Knees and toes
My eyes and ears
And mouth
And nose
Head and shoulders
Knees and toes
Knees and toes



BINGO

Bingo

There was a farmer had a dog,
And Bingo was his name-O!
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-O!



If You're Happy and You Know It



1. If you're happy and you know it
Clap your hands.
If you're happy and you know it
Clap your hands.
If you're happy and you know it
And you really want to show it.
If you're happy and you know it
Clap your hands.



We are!



2. If you're happy and you know it
Stomp your feet.
If you're happy and you know it
Stomp your feet.
If you're happy and you know it
And you really want to show it.
If you're happy and you know it
Stomp your feet.

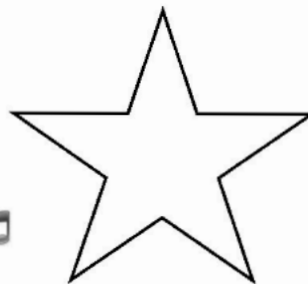
3. If you're happy and you know it
Say "We are!"
If you're happy and you know it
Say "We are!"
If you're happy and you know it
And you really want to show it
If you're happy and you know it
Say "We are!"



Twinkle, Twinkle, Little Star



Twinkle, twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky.



Twinkle, twinkle little star
How I wonder what you are.

Song

Unit 4



Old Macdonald

Old Macdonald has 4 ducks

oo ar oo ar ow

1 duck, 2 ducks, 3 ducks, 4

oo ar oo ar ow

Quack, quack, quack. Quack, quack, quack

Old Macdonald has 4 ducks

oo ar oo ar ow

Old Macdonald has 4 cows

oo ar oo ar ow

1 cow, 2 cows, 3 cows, 4

oo ar oo ar ow

Moo, moo, moo

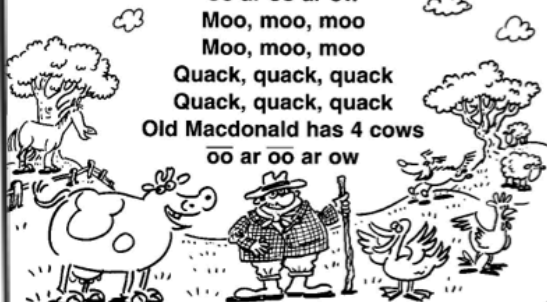
Moo, moo, moo

Quack, quack, quack

Quack, quack, quack

Old Macdonald has 4 cows

oo ar oo ar ow



VIDEOS



GAMES

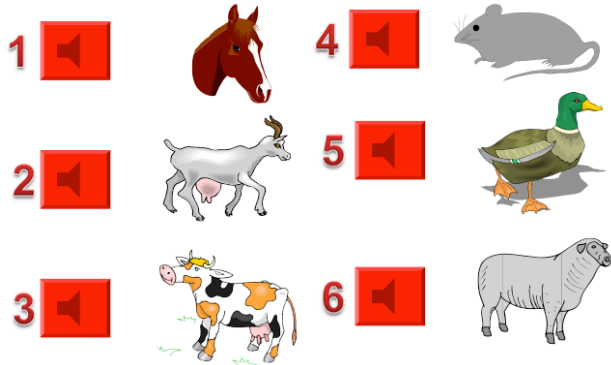
Farm Animal Sound Game

Listen to the sound and guess what animal picture will appear

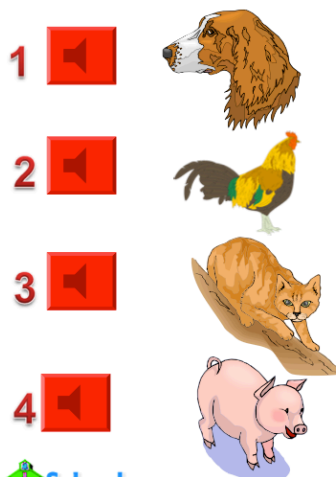
Teachers' Note:

First click on the audio button for students to guess animal from sound.
Then click once to fly in the picture of the animal. Do same for others.

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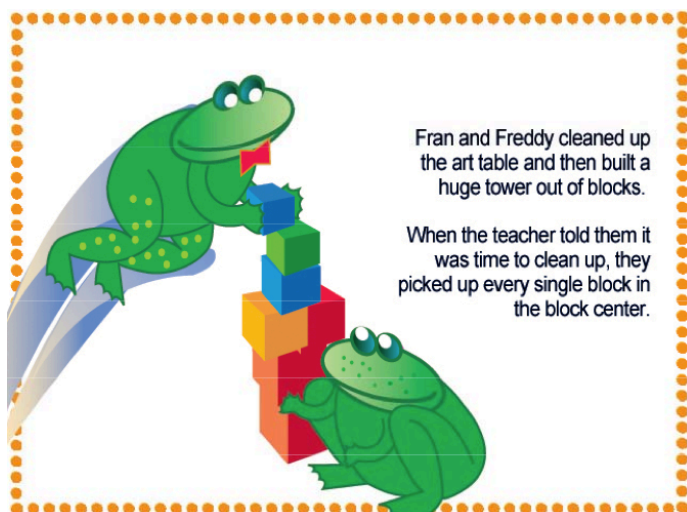
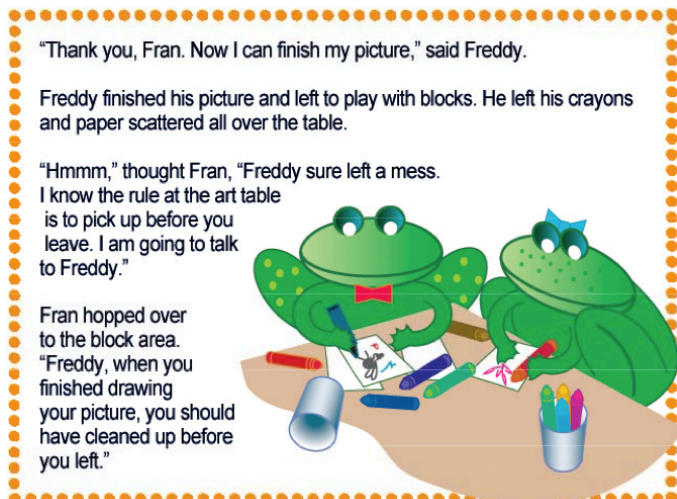
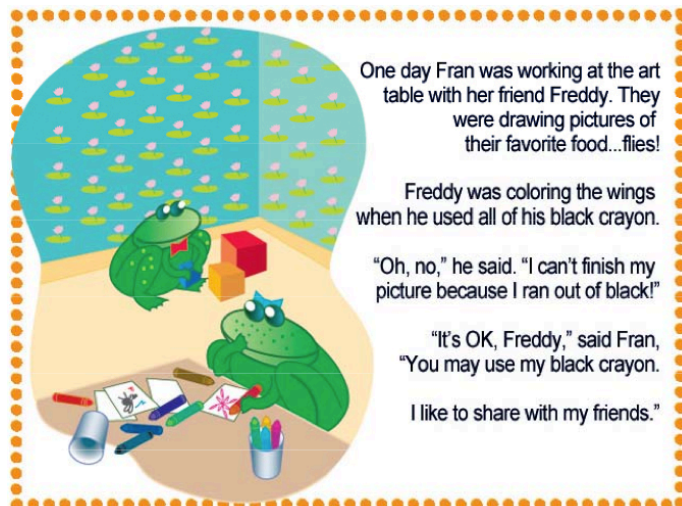


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STORY BOOKS



Rusty & Rita Play Together



It was Saturday, and Rusty was building a spaceship in his room when his mother came in with his younger sister, Rita.

"Rusty, I am going outside to work in the garden. Would you please let Rita come and play with you?"

"Yes, Mom, I will. But I am worried that Rita will break my spaceship."

"I understand, Rusty. Could you put your spaceship away for now and play with different toys?"

"Well, I guess so."

"OK then," said Mom, "I'll be outside if you need me."

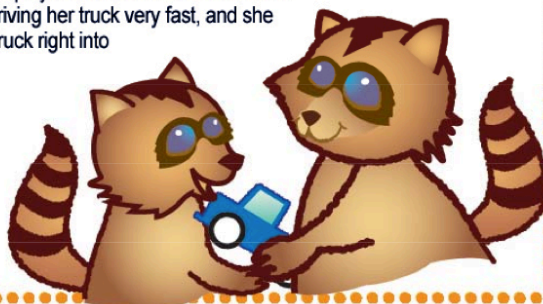


"OK, Rita," said Rusty, "What do you want to play with?"

"Trucks," said Rita.

"All right, you can have the blue truck, and I'll have the yellow truck."

Rusty and Rita played with the trucks for a while. Rita started driving her truck very fast, and she rammed the truck right into Rusty's leg.



"Ow, that hurt," said Rusty. Rusty wanted to hit Rita back, but he decided not to. Instead, he said, "Rita, please don't hit me with the truck."

"Sorry, Rusty," said Rita. "I'll try not to." They played a little longer, and then BAM! Rita banged her truck into Rusty's leg again.

"Rita" said Rusty, "I asked you not to hit me with the truck and you did it anyway. Let's go see Mom." Rusty and Rita walked outside to see their mom.



"Mom," said Rusty. "Rita hit me with the truck. I asked her to stop, and she did it again. I don't want to play with her." "Rusty, that must have hurt," said Mom. "Rita, you cannot hit or hurt your brother. You made his leg hurt."

"Rusty, I am glad you told me what happened instead of hitting your sister back. Why don't you go back inside and work on your spaceship? I'll let Rita garden with me."

"Thanks, Mom," said Rusty.



Rusty the Respectful Raccoon

Meet Rusty.
He likes to be respectful.
Every day he tries to:

- Be kind to his friends and family.
- Use good manners.
- Not hit or hurt.
- Talk about his problems.



MATRIZ DE RELACIÓN POR PARES

	Timidez al Idioma	Ausencia de Material Didactico	Personal No Calificado	Bajo Presupuesto	Desinterés por Parte del Alumno	Insuficiencia de Horas de Ingles	Dar más Importancia a Otros Materiales	Metodología Equivocada	Problema en la Adquisición de la Lengua Materna
Problema en la Adquisición de la Lengua Materna	Problema en la adquiciión de la lengua materna	Ausencia de material didactico	Personal no calificado	Bajo presupuesto	Desinterés por Parte del Alumno	Insuficiencia de Horas de Ingles	Dar más Importancia a Otros Materiales	Metodología Equivocada	XXXX
Metodología Equivocada	Metodología Equivocada	Metodología Equivocada	Personal no calificado	Metodología Equivocada	Metodología Equivocada	Metodología Equivocada	Metodología Equivocada	XXXX	
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Insuficiencia de Horas de Ingles	Insuficiencia de Horas de Ingles	Ausencia de material didactico	Personal no calificado	Bajo presupuesto	Insuficiencia de Horas de Ingles	XXXX			
Desinterés por Parte del Alumno	Timidez al Idioma	Ausencia de material didactico	Personal no calificado	Bajo presupuesto	XXXX				
Bajo Presupuesto	Bajo Presupuesto	Ausencia de material didactico	Personal no calificado	XXXX					
Personal No Calificado	Personal No Calificado	Personal No Calificado	XXXX						
Ausencia de Material Didactico	Ausencia de Material Didactico	XXXX							
Timidez al Idioma	XXXX								