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**ENGLISH SYLLABUS PROPOSAL FOR TEACHING ENGLISH AS A
FOREIGN LANGUAGE IN THE “SAN JERÓNIMO AND ANTISANA”
PRIVATE KINDERGARTEN, PÍNTAG**

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APPROVAL SHEET

Master Lilian Avalos and Lic. Daniel Herrera certify that the student Víctor Hugo Matute Anagumbra has concluded his thesis project titled “ENGLISH SYLLABUS PROPOSAL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE SAN JERÓNIMO AND ANTISANA PRIVATE KINDERGARTEN, PÍNTAG” according to the plan approved in the School of Languages of the Army Polytechnic School. Consequently, having reviewed it in all its parts, it is authorized its presentation as a legal document in order to get the graduation degree.

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DEDICATION

To my wife Lucia and my son Victor Hugo Jr. for their love, patience and support, also to my mother Gladys for her constantly encouragement during the studies in my career.

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INTRODUCTION

Since there have been schools, there has been the need to improve teaching. Thousands of people have spent time, energy and money in order to make decisions about how to do our language education more efficient.

Over the past few years, two private schools have been created in Píntag. These schools claim to offer a more effective language education inside the town. However, the experience shows that at the end of the elementary school, children from these kindergartens cannot even use the foreign language in informal situations.

Many reasons to explain this failure could be mentioned; however, that is not the purpose of this paper. The purpose of this work is to propose a kindergarten English syllabus for the teaching of English as a foreign language. This syllabus might be used as a guide for kindergarten teachers of English as a foreign language in the “San Jerónimo and Antisana” private schools in Píntag.

The kindergarten level has been chosen because this is the first step in formal education for most children. Children at the kindergarten age are expected to learn a lot of abilities, skills and psychomotor activities. But mainly, they are expected to acquire and develop useful verbal competence, as well as the ability to produce and use this verbal competence during their whole life. On the other hand, these abilities will facilitate the learning process in the coming years. Therefore, greater emphasis should be given to language programs for children especially for foreign languages. Together with these abilities, the development of the speech in the native language will help to internalize the foreign language skills.

This work does not attempt to support a specific formal syllabus, a syllabus that includes curriculum policies, goals, methods, syllabi or texts. However, an overview on curriculum is presented because it is important for

educators to have a comprehensive view of curriculum in order to perform their tasks intelligently and appropriately.

This project will attempt to propose a kindergarten English syllabus proposal for the teaching of English as a foreign language. This syllabus might be used first to improve the methodology, to avoid the waste of human and economical resources in the “San Jerónimo and Antisana” private kindergarten in Píntag. A syllabus program that is planned to be appropriate for the average children in kindergarten, so that it might help a comprehensive development in most disciplines: physical, emotional, social and cognitive domains through an integrated approach, with emphasis on learning as an interactive process, which might consist by giving children the freedom to interact with their teachers, other children, objects and materials in their environment.

For the purpose of this project, the syllabuses in action of two private schools in Píntag are analyzed: The first, a catholic school Unidad Educativa Católica “San Jerónimo”, and the second an evangelic school Unidad Educativa “Antisana”. These are schools where all of their students speak Spanish as their first language. I have selected these schools because of the relative success they have had in the teaching of the English language.

Because of the nature of the study a “Time-Series Designs”, was the research technique used. One kindergarten class, in each school, was observed for a period of eight weeks.

This project has five chapters. The first one focuses upon the theoretical frame: learning concepts, a general overview on first language acquisition and second language acquisition, a description of the basic principles and procedures of the most recognized methods for teaching a second language, a general outlook on curriculum, and the syllabus design. The second chapter describes the used methodology and a brief description of the “San Jerónimo and Antisana” syllabus. Chapter three provides the analysis and results of data collection. Chapter four mentions my conclusions

and recommendations. Finally chapter five presents English syllabus proposal for teaching English as a foreign language in the “San Jerónimo and Antisana” private kindergarten, Píntag.

It is important to mention the collaboration received at the two schools from the administration and teachers who facilitated the work required for this paper.

The quality of the school syllabus and quality of teaching are the two most important features of any effective education. In order to improve syllabus in our educational system, it will be important to continue with this work and present other projects on syllabus proposal for subsequent grade levels in the “San Jerónimo and Antisana” private schools in Píntag.

CHAPTER 1

THEORETICAL FRAME

LEARNING CONCEPTS

For Hammonds and Lammar (1972), learning is the process by which everyone modifies his or her behavior through his or her own practice (experience). The person who learns does it only through the practice and experiences he or she has during the process.

There are two basic implications that Hammonds and Lammar believe of great importance in this affirmation:

1. A person learns through his or her own practice. This means that a person learns from what he or she does. Practice is essential in learning because learning is a process of absorption. The practice is not only external acts. It is everything a person does: feelings, thoughts, imagination, and perception.
2. Learning modifies a person's behavior. The best proof that a person has learned something is in the changes in his or her behavior. For instance, if a person experiences certain feelings towards something, his or her attitude towards that thing will be different from what it was before.

Hammonds and Lammar also mention that every person has ability for learning. This ability is the capacity an individual has to learn in a determined moment if he or she has the opportunity to do so. This ability for learning increases with age until a person reaches the age of 20 and, in some cases, more than that. Although the majority of people reach their peak of learning

around the age of 20, it is important to mention that every person possesses his or her own learning evolution. Every person then differentiates among each other in his or her ability for learning.

This personal ability for learning depends mainly on what a person has already learned. For example, the ability of learning how to divide will depend on whether or not a person had learned how to add, subtract and multiply.

It should also be mentioned that this ability for learning could be obstructed by physical defects or a poor environment that can retard intellectual growth in a person.

William Morse and Max Wingo (1965) define learning as the change in our own potential to see, think, feel and perform through experiences that are partly perceptive, partly intellectual, partly emotional and partly motor. This means that an individual learns through experiences that include determined perceptions, certain ideas, some feelings and specific motor activity. Supposedly, this process of learning includes changes in the nervous system that, up to now, have not been identified. This is one of the reasons why there are so many learning theories.

TYPES OF LEARNING

Understanding a concept, learning a principle, memorizing the lines of a song, picking up Chinese words, remembering people's names, mastering the piano, and solving math problems represent, according to Clifford (1981), five different types of learning: verbal learning, concept learning, principle learning, problem solving learning and motor skill learning.

Verbal Learning

For Clifford “Verbal learning is the act of learning to respond appropriately to verbal messages”. It requires a spoken or other behavioral response to verbal material (1981: 274)¹.

Verbal learning is thought to be easy to be mastered by any, person who can speak or read fluently. However, learning to respond to verbal messages in a foreign language or learning a skill from a do it your book can challenge even the most literate person.

Psychologists, who have been trying to explain how we come to know the meaning of what we hear, read and write, have pointed out the importance of meaningfulness. There is evidence that people learn meaningful verbal material, from which they can generate mental images, much more quickly than they learn material that is meaningless and low in imagery value.

Concept Learning

“A concept is an idea consisting of characteristics that are common across objects or events. Concept learning involves the identification of characteristics common to a group of stimuli (object or events)” (Clifford 1981: 279).

When a child picks his or her favorite blanket, his or her teddy bear and a storybook at bedtime, it could be said that the child has acquired the concept of bedtime. This is a concept that will change its quality with experience and time. An adult’s concept of bedtime probably does not include a teddy, bear or a storybook, but characteristics such as exhaustion, relaxation, and alarm setting, among others.

¹ CLIFFORD, Margaret M. Practicing Educational Psychology

For Clifford, a discussion of concept learning research is essential when trying to understand the complex process of learning that involves the understanding of abstract concepts such as democracy, society, cooperation, nation or gross national product, and many more.

Clifford points out that research on concept learning has provided some ideas about how to teach concepts. There are two basic learning approaches: inductive and deductive.

In the inductive concept learning approach, an individual could be presented with several examples of a concept and later presented with the concept name and definition. This way, individuals discover concepts by comparing and contrasting stimuli. This approach shows individuals how to teach themselves to discover concepts.

In the deductive concept learning approach, individuals learn concepts by having them labeled, defined or even exemplified. In other words, individuals are presented first with the definition of a concept and then they are presented or asked for examples. The advantage of this approach is that it takes less time than the inductive approach.

Principle Learning

Clifford (1981) defines a principle as a statement of a relationship between two or more variables or concepts. Warm air rises, or friction reduces speed of movement, are two examples of principles.

The learning of concepts and the relationship between concepts are a prerequisite of learning principles, and will also influence an individual's use of principles. Therefore, for an individual to learn principles, it is important that he or she know in advance relevant vocabulary, concepts and their relationship. Clifford states that it is also important to give individuals the opportunity to observe and demonstrate principles, because experimentation

and verification ensure principia learning. Since principles imply relationships, these relationships should be learned in a meaningful context.

Learning principles is a prerequisite for a more complex type of learning called problem solving.

Problem Solving Learning

Clifford defines Problem Solving Learning, as “The process of searching for and applying an appropriate principle or set of principles to arrive at a solution to a problem” (Clifford 1981: 286)².

Knowing relevant concepts and principles are the raw materials individuals use to find a solution to a problem. For example, producing the sound of words like “rough” and “through” will be hard for any individual who does not know the principle that “gh” sometimes is silent, and sometimes sounds like “f”.

Motor Skill Learning

“Motor Skill Learning is the learning that calls for a sequence of body movements” (Clifford 1981: 288). Motor skill learning involves a coordination of perception and physical movement. This is why it is sometimes referred to as perceptual-motor learning.

Clifford mentions that there are three basic phases of learning that psychologists believe are involved in the acquisition of motor skills: a cognitive phase, an associative phase, and an autonomous phase.

² CLIFFORD, Margaret M. Practicing Educational Psychology

THEORIES OF LEARNING

A teacher's knowledge of a learning theory can inform the teacher's practice, and may also affect the teacher views students. For the purpose of this paper three major approaches that represent different points of views and are the most accessible have been chosen from the many theories on how individuals learn: the Behavioral Approach, Humanistic Approach, and the Cognitive Approach.

Behavioral Approach

Behaviorists view learning as a sequence of stimulus and response actions in the learner. They reasoned that teachers could link together responses involving lower skills and create a learning chain to teach higher level skills. The teacher would determine all the skills needed to lead up to the desired behavior and make sure students learned them all.

Clifford (1981) mentions that some behaviorists who studied this view developed the stimulus-response theory, which explains human learning or lack of learning in terms of a person's reactions or responses to stimuli.

Humanistic Approach

“Humanistic learning emphasizes the effective social and personal development of individuals. It includes an acceptance of the uniqueness of each individual, and stresses human feelings, values, and self-worth. To tire humanist, learning is the personal discovery of the meaning of information, not simply a change in behavior or thinking. A central concept in humanistic learning is the development of self-concept and self-esteem through self perception” (Linder and Macmillan 1987: 74)³.

³ LINDER, Frederic and James H. McMillan, eds. Educational Psychology 87/88

According to Combs (1987), humanistic psychologists point out that learning always has two parts: exposure to new information or experience, and the personal discovery of meaning in the other. Discovering the personal meaning of information is the source of most of an individual's failure. A person does not quit doing something because he or she was exposed to new information, but because he or she never discovered the personal meaning of the new information.

Any information will affect an individual's behavior only if he or she discovers the personal meaning of that information. The most important the personal meaning, the greater the effect on behavior. This explains why so much of what is learned in school has so little effect. Students never discovered its personal meaning.

Combs also mentions that for the humanistic psychologists, effective learning is also affective. Individuals experience feeling or emotion when events are important to them. Affect or feeling is an indicator of the degree of personal meaning.

Humanists point out that Learning is also deeply influenced by individual self-concepts, values, personal needs, experience of challenge and threat, and the individual's feeling of belonging or identification.

Cognitive Approach

"In cognitive learning, new knowledge is obtained as existing knowledge is reorganized and changed. This process involves thinking and mental activities. It is often stimulated when individuals are presented with discrepant or incongruous information when considered in relation to past experience" (Linder (1987: 74)⁴.

⁴ LINDER, Frederic and James H. McMillan, eds. Educational Psychology 87/88

According to Linder, cognitive theories explain behavior in terms of an individual's experiences, information, impressions, attitudes, ideas, and perceptions, and the way they are integrated, organized and reorganized by the individual.

Cognitive theorists see learning as a more or less permanent change in knowledge or understanding, due to the reorganization of past experiences and information. These theorists do not deny that the learner responds to stimuli; however, they maintain that learning is more than stimulus-response associations, established through reinforcement.

FIRST LANGUAGE ACQUISITION VS. SECOND LANGUAGE ACQUISITION

This section aims to brief kindergarten teachers on certain aspects of theoretical linguistics. These theoretical considerations about language (first and second or foreign) and its acquisition should be taken into consideration when making decisions on syllabus plan.

FIRST LANGUAGE ACQUISITION

Every normal child acquires his or her first language in the first few years of life. There are physiological and social exceptions, but normally, children can communicate well by the time they start school.

Many Theories of child development address the question of how the first language is acquired. These theories will not be treated here: however, three issues mentioned in these theories as important and which, according to Klein, are also important for second language acquisition will be discussed.

Cognitive, Social, and Linguistic Development

Klein asserts that most theories agree that first language acquisition is intimately related with the child's cognitive and social development.

There are crucial elements of language mastery that are interrelated with the child's development. Cognitive categories that emphasize the expressive means of language (time, space, modality, deistic terms, etc.) are only mastered when learning the first language, and are then available for second language acquisition (SLA). This does not mean that a second language learner will not have to develop new concepts, or modify some acquired cognitive concepts, in order to master the second language.

It is not easy for a child to master cognitive categories when learning the first language, but once acquired, these concepts are available for the rest of his or her life. A child must acquire, for instance, the principle of deixis plus the respective words of the native language. A second language learner has only to learn the respective words of the target language. Cognitive prerequisites of language mastery are then, according to Lambert (in Elliot 1981:56)⁵, more available in second language acquisition than in first language acquisition.

Thus, the cognitive prerequisites of language mastery that are interrelated with the child's development are more available in second language acquisition than in first language acquisition. This makes first and second language acquisition different, at least in this aspect.

According to Klein, psychologists and linguists agree that learning the first language is only one part of the child's development, but it is the means through which children acquire the cultural, moral, religious, and other values of society. Language enables children to express feelings, ideas, and wishes in a socially accepted manner. Through language, the child acquires the

⁵ ELLIOT, Alison J. Child Language

social values that will guide him to develop a personal identity and acquire a social identity.

Klein also points out that adult second language learners have a more or less fixed social identity which, in some cases, does not enable them to master a second language. He also suggests that this could be a reason why children, who do not have to fear the loss of their social identity, learn a second language more easily than adults.

Thus, according to Klein, one difference between first and second language acquisition is that first language acquisition is an intrinsic component of a child's overall cognitive and social development, whereas in second language acquisition, this development has been more or less completed.

Language Acquisition Device

Chomsky (in Freeman 1994: 67-68)⁶ claims that humans are genetically equipped with a language-specific knowledge called Universal Grammar. According to Chomsky, human beings are born with what he calls a language acquisition device (LAD), or an innate ability to acquire languages.

For Chomsky, as cited in Freeman, people develop grammatical competence because of this innate ability to acquire language. Grammatical competence is the knowledge that allows a person to put words in the right sequence (syntax), pronounce and comprehend words (phonology), and derive meaning from what others say (semantics).

Klein suggests that each newborn baby is capable of acquiring any human language because of the language data available to the child, which serve to activate hidden components of grammar upon external stimulation.

⁶ FREEMAN, David and Yvonne Freeman. Between Words

One can conclude that the innate structures of language are common to all languages, and that these are what Chomsky calls Universal Grammar.

Klein then tries to explain why Universal Grammar does not benefit an adult learning a second language; in the same way, it benefits children acquiring a first language. He suggests that one reason could be that learning capacities are reduced with age, for biological reasons. However, he says this could not eliminate Universal Grammar completely, since it is omnipresent in every language, and does not even need to be activated in second language learning. He also says that if we were to accept the contention that due to the presence of Universal Grammar in first language acquisition, "some open parameters are fixed" (Chomsky in Klein 1986: 68)⁷ and need to be weakened in order to acquire a second language. Until this happens, these parameters impede learning. We would also have to accept that second language acquisition is as difficult for a child as it is for an adult. However this is not true because Klein claims evidence shows that children learn a second language with less difficulty than the first.

This may be due to the child's ability to "re-label" his or her world, due to a significantly lower level of fossilization or cross language interference present in most adult learners of a second language.

Therefore, Klein concludes that the reason why children acquire the first language effortlessly is the result of something other than the presence of Universal Grammar.

Critical Period

According to Klein, it is generally assumed that a first language is easily, and quickly acquired in childhood, and that little progress is made after puberty. It is also assumed that second language acquisition is hard and

⁷ KLEIN, Wolfgang. Second Language Acquisition

slow, especially after puberty. However, there seems to be no clear answer as to how long the learning of the first language lasts.

The view that first language is easily and quickly acquired is reasonable, if it is considered that children are fluent in their first language by the time they enter school. However, if it is regarded that there are many language structures that are only acquired at a later age, and that some people will not even master some language structure in their lifetime, it could be stated that first language acquisition is neither easy nor quick, as it is generally assumed.

Let us assume that a child is exposed to language at least five hours a day. In the child's first five years, he or she will spend 9.100 hours of active language learning, and, in spite of this enormous time, the child is still a long way from mastering the language because, as mentioned before, there are many structures that are acquired at a later age. On the other hand, if a second language learner spends as little as 500 hours in a six week course and yet reaches a reasonable command of a language, then when one compares the two time scales, learning a second language is not even as difficult and slow as first language acquisition is.

According to Klein, Lenneberg, who developed the theory of the critical period for language acquisition, suggested that the human brain shows a unique capacity to acquire a language between the age of two and puberty. After puberty, this capacity disappears, and even though acquisition of another language is possible, this only happens in a more difficult and less effective way.

Klein agrees that the critical period theory is of great importance for second language learning, but he also believes that the biological explanation that second language acquisition is more difficult and less effective after puberty can be refuted. According to Klein, investigations carried out have proved that well motivated adults can master even the pronunciation of the most difficult languages to perfection. This shows that

second language acquisition is feasible even after the onset of puberty, known as the end of the critical period. However, nothing is said about being easy or difficult.

In conclusion, the cognitive, social, and linguistic development, the language acquisition device, and the critical period are important for the reasons mentioned above in first language as well as in second language acquisition. A definitive explanation as to their relative importance and individual variants remains elusive even to experts in the field.

At this point, it is important to mention that according to Klein, the distinction between first and second language acquisition is neat if acquisition of the second language begins when acquisition of the first is over, that is after puberty. If a second language is learned before the acquisition of the first is completed, this distinction becomes blurred.

SECOND LANGUAGE ACQUISITION

As pointed out earlier, a teacher's knowledge of a learning theory may strongly affect that teacher's practice. Both the theory of learning in general and the theory of second language acquisition that teachers operate on, will help shape the image teachers have of learners and their practice. Therefore, in order to be helpful to second language learners, teachers should have a good understanding of the different theories of second language acquisition. In this section, an overview of four theories or hypotheses which have received considerable attention in second language research will be provided.

Identity Hypothesis

The identity hypothesis claims that first and second language learning is basically one process governed by the same laws. According to this

hypothesis, it is irrelevant for language acquisition whether or not another language has been learned before. According to Klein (1986), this radical claim has not been seriously supported.

There is another less radical claim that talks about an “essential identity” of first and second language acquisition. This is, for Klein, a more acceptable claim, but it depends on what is considered as the essential, as opposed to the non-essential elements of language acquisition.

One difference between first and second language acquisition is that the first is an inherent component of a child's overall cognitive and social development, while in second language acquisition; this development has been more or less completed.

Klein believes that the identity hypothesis could be defended only if the differential aspects regarding an individual's cognitive and social development are regarded as non-essential.

He also believes that the notion of an essential identity of first and second language acquisition is based incorrectly on the findings that in both acquisitions there is parallelism in the acquisition order of structures such as interrogatives, negation, and certain morphemes. This is so, because there are considerable variations between first and second language acquisition in this respect, and even the similarities are debated.

In any case, even if it is demonstrated that there is a parallelism in the order of acquisition of certain elements, this would only prove that the two modes of acquisition have some features in common, but it would also demonstrate that there are substantial differences between first and second language acquisition. So, both forms of acquisition should be explored in detail, rather than approaching acquisition from one perspective.

Contrastive Hypothesis

Klein (1986) mentions that the Contrastive Hypothesis claims that structures of the second language that are similar to structures of the first language are assimilated easily as a result of “positive transfer”. On the other hand, contrastive structures present difficulty as a result of “negative transfer” or “interference”. Therefore, for this hypothesis, the acquisition of a second language is determined by the structure of an earlier acquired language.

According to Klein, unsatisfactory results of contrastive analysis discarded the notion of “transfer” from the first to the second language. A major reason for this failure lies in the fact that structural similarities and dissimilarities between two linguistic systems and the processing of linguistic means in actual production and comprehension are two different things. Contrastive linguistics is concerned with the former, while acquisition has to do with the latter. For this reason, the existence of a structure is not what is important, but the way the learner comprehends and produces it. For a learner with a given first language background, it may be easy to perceive a second language structure, but it could be hard to produce it, or vice versa. Therefore, comparison of structures may totally be useless.

Klein does not deny, however, that the learner's knowledge of his or her first language influences the way he or she approaches and learns a second language. The application of what the learner knows about his or her first language is what is called “transfer”.

Klein also recognizes that transfers are observed on various linguistic levels, mainly in phonology and in the lexicon, but also in syntax, when a learner of a second language tries to comprehend or produce utterances in the second language, because he or she relies on all sorts of knowledge that might help. Therefore, the existence of “transfer” should not be ignored.

Krashen's Monitor Theory

Freeman (1994) states that Krashen's Monitor Theory, based on Chomsky's linguistic theories, is concerned with the relation between spontaneous and guided learning. He begins by making an important distinction between acquisition and learning.

According to Krashen, as cited in Freeman, acquisition occurs naturally only when it is based on meaningful and purposeful communication with speakers of the target language, and when learners receive comprehensible input, messages that they understand. The learner is unaware of the linguistic rules and structures, and he or she is oriented to the content and effect of his or her utterances, rather than to the form.

Krashen argues that children do not learn their first language. They acquire it, since they use language to communicate. He also mentions that adults have the same capacity as children to acquire language because they possess a Language Acquisition Device.

By contrast, learning for Krashen (in Klein 1986: 28-29)⁸ is a conscious process in which various aspects of the language itself are the main focus. In other words, language learning is the internalization of explicit rules under conscious control. It is what happens in certain classrooms when the teacher divides the language into different parts, presents one part at a time, and provides students with feedback to indicate how well they have mastered the part or parts of the language they have been taught.

These learned rules can be used to monitor output when the learner speaks or writes, and to self-correct the language, whenever necessary. The monitor (learned rules) then is what controls the learner's language knowledge. The monitor can be operated only when there is time to operate it, when the learner is concerned with the form, and when the learner knows the rules.

⁸ KLEIN, Wolfgang, Second Language Acquisition

Krashen points out that the problem with using the monitor during speaking is that the learner must sacrifice meaning for accuracy. Learners cannot concentrate on the form and the meaning at the same time. However, he believes that the monitor is useful in the editing stage of writing.

According to Krashen's theory, error correction affects learning, not acquisition, because when errors are corrected, learners modify their knowledge of learned rules, and not their acquired language. Since a monitor can be operated under certain conditions, error correction has limited value.

Krashen's theory does not attempt to give rules governing the process of second language acquisition, but it contains important implications for language instruction and sends important messages to teachers such as the use of a variety of visuals and gestures to make the new language comprehensible. At the same time, teachers should reduce their expectations for student production, and allow students to show comprehension through gestures and one word answers. In other words, teachers should include comprehensible input and emphasize interaction rather than control of vocabulary and structures.

Schumann's Acculturation Model

According to Freeman (1994), Schumann's model is the main environmental theory of second language acquisition. He claims that acquisition is the result of external factors acting on the learner. Schumann believes that social and psychological distance from speakers of the target language may, determine the progress of a learner's second language acquisition.

Social distance refers to the relationships between two social groups. Schumann's hypothesis is that the greater the social distance between two cultures, the harder the learning of the second language is. In addition to social distance, Schumann identifies psychological distance, is a

characteristic of individuals. In situations where relationships among social groups do not promote nor inhibit language acquisition, psychological distance may be crucial. A person undergoing culture shock will experience psychological distance, while a person with high motivation to learn the target language would not like suffer from it. According to Schumann, these affective psychological and social factors will determine the progress of a learner's second language acquisition.

Schumann, as cited in Freeman, also says that a learner must be acculturated in order to acquire full proficiency in a second language. For him, second language acquisition is just one aspect of the process of acculturation. A learner who is socially distant from members of the target language may develop referential functions of language (basic communication), but will not develop expressive functions (what speakers use to show their attitude toward what they are saying), or integrative functions (what speakers use to mark their social identity).

Freeman believes that despite the limitations, Schumann's theory provides useful ideas about the effects of external factors on learning. Social and psychological distances are useful concepts that help understanding why learners succeed or fail in learning a second language.

This theory suggests the importance of focusing on social factors in learning and on creating a classroom atmosphere in which students can develop positive attitudes toward the culture and speakers of the target language.

SECOND LANGUAGE TEACHING METHODS

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second language⁹.

The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation.

⁹ <http://coe.sdsu.edu/people/jmora/ALMMMethods.htm>

The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audio-lingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

Total Physical Response

James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate

information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

Community Language Learning

According to Curran (1976), this methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

The Silent Way

According to Caleb Gattegno (1972), this method begins by using a set of colored rods and verbal commands in order to achieve the following:

To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on

to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

Communicative Approach¹⁰

The communicative approach was developed by Robert Langs MD, in the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events--with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). The approach gives full credence to the unconscious side of emotional life and has rendered it highly sensible and incontrovertible by discovering a new, validated, and deeply meaningful way of decoding unconscious messages. This procedure-called trigger decoding--has brought forth new and highly illuminating revisions of our understanding of both emotional life

¹⁰ <http://www.escp.org/approach.html>

and psychotherapy, and it calls for significant changes in presently accepted psychoanalytic thinking and practice.

The communicative approach has exposed and offered correctives for much of what's wrong with our current picture of the emotional mind and today's psychotherapies-critical errors in thinking and practice that have cause untold suffering throughout the world. In essence, the approach has shown that emotional problems do not arise first and foremost from disturbing inner memories and fantasies or daydreams; nor do they arise primarily from consciously known thoughts and patterns of behavior. Instead, emotional disturbances arise primarily from failed efforts at coping with current emotionally-charged traumas. The present-day focus by mainstream psychoanalysts (MP) on the past and on inner fantasies and memories has been replaced in this CA with a focus on the present, as experienced and reacted to consciously and unconsciously-in brief, the primacy afforded by MP to fantasy and imagination has been replaced by the primacy afforded by the CA to reality, trauma, and perception (especially unconscious perception).

This section¹¹ refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in communicative English as a Second Language class. This section also gives some examples of communicative activities that can be developed in a class from the communicative point of view.

This section takes a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Examples of exercises that can be

¹¹ <http://www.monografias.com>

used with a communicative approach are described, and sources of appropriate materials are provided.

The origins of communicative approach are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

David Nunan (1991:279)¹² lists five basic characteristics of Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

¹² http://www.englishraven.com/method_communicative.html

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Brown (1994:78-80) warns that there are certain caveats in the field of language teaching when it comes to discussing CLT and one's support of the approach, saying that that support or belief needs to be "qualified". He warns against:

1. Giving "lip service" to the principles of CLT (because "no one these days would admit to a disbelief in principles of CLT; they would be marked as a heretic") without actually grounding one's teaching techniques in those principles, or making sure one indeed understands and practices according to the characteristics that make CLT what it is.
2. Overdoing certain CLT features, for example engaging in real-life authentic language to the exclusion of helpful devices such as controlled practice, or vice versa. Moderation is needed in combination with common sense and a balanced approach.
3. The numerous interpretations of what CLT actually "is". CLT is often a catch call term, and does not reflect the fact that not everyone agrees on its interpretation or application.

Teachers need to be aware that there are many possible versions, and it is intended as an "umbrella" term covering a variety of methods.

Functional-notional Approach

According to Finocchiaro, M. & Brumfit, C. (1983), this method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

Functional Categories of Language

Mary Finocchiaro (1983, p. 65-66)¹³ has placed the functional categories under five headings as noted below: personal, interpersonal, directive, referential, and imaginative.

Personal = clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.

Interpersonal = enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships.

¹³ MARY, Finocchiaro. The Functional-Notional Approach

Directive = attempting to influence the actions of others; accepting or refusing direction.

Referential = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking about language (what is termed the metalinguistic function: = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking about language (what is termed the metalinguistic function).

Imaginative = discussions involving elements of creativity and artistic expression.

CURRICULUM

The term curriculum has been defined in a wide variety of ways. For some people, curriculum is what is taught; how it is taught; the materials for teachers; the materials for students; the students' school experiences; and all the students' experiences in school and out. For the more sophisticated, curriculum "consists of modes of thinking and inquiring about the phenomena of our world" (Doll 1992: 4)¹⁴. For a few people, curriculum is a document distributed and mandated by the government.

It seems that since curricularists do not agree on what curriculum is; varied definitions of curriculum exist. From this variety, a few more common definitions will be presented in this section.

According to Ornstein and Hunkins, definition such as Galen Saylor's that curriculum "is a plan for providing sets of learning opportunities for persons to be educated", and David Pratt's that curriculum "is an organized set of formal education and/or training intentions", are good examples of a linear view of curriculum (1993): 9-10)¹⁵. According to the linear view, the

¹⁴ DOLL, Ronald C. Curriculum Improvement

¹⁵ ORNSTEIN, Allan and Francis Hunkins. Curriculum: Foundations, Principles and Theory

steps of the planner in a curriculum are sequenced in advanced, and the plan has a beginning and end, as well as a process through which the desired end is achieved. Ornstein and Hunkins say that most behavioral people agree with this definition.

For Elliot Eisner “the curriculum of a school, a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students” (1985: 45)¹⁶.

Eisner mentions that when he says a curriculum is a series of planned events, he means that there is more than one event planned, and that curriculum is planned; that somebody must do something that has an aim, a purpose, or an objective. He also mentions that the term “consequences”, in his definition, means that the educational events or activities do much more than what is intended. They influence people in a variety of ways. Furthermore, Eisner says he wants to leave room for teachers to plan activities or events that appear to be educational productive, but whose specific consequences for students might not be known in advance, because the term “consequences” is too wide to allow for such planning.

In other words, curriculum for Eisner is a program that is intentionally designed to engage students in activities or events that will have educational benefits for them. Some of these benefits will be specified in advance; others will be general, and diffused, but will be recognized long after the events have taken place.

A definition commonly used during the thirties and forties was the one given by some progressive educators in the 1920's. They defined curriculum as “all of the experiences the child has under the aegis (guidance) of the school” (Eisner 1985: 40). According to Eisner, this conception was created to emphasize the beliefs these educators considered central to an adequate education. They wanted other educators to realize first that the curriculum that made a difference in a child's life was the curriculum he or she

¹⁶ EISNER, Elliot W. The Educational imagination

experienced. Second that the curriculum was never identical for different children, because children differ from one another in background, aptitudes and interests.

Eisner says that these progressive educators' beliefs, about the experience the child had under the guidance of the school were so strong, that they made a formal distinction between the curriculum, which was the experience, and the course of study, which was the content, topics, and goals the teacher used in planning the curriculum for a class.

This definition has been modified to read "the curriculum of a school is the engagements that pupils have under the auspices of that school" (Doll 1992: 4)¹⁷. According to Doll, the term "experiences" has been substituted by the term "engagements", which is considered more accurate, because observers can see pupils engaging in educational activities. He also says that the term auspices, which substituted guidance, is considered to be more accurate, because it suggests that the school offers general sponsorship of the experiences students have within school, without attempting to plan every experience. Doll also mentions that this definition is the one that survives in much of educational literature nowadays.

Whatever the conception of curriculum, it is important to consider that the conception a person has of curriculum has important consequences in the way that person thinks about educational planning. It is also important to point out that no matter what the curriculum is, this only represents a part of the organism called school, and that it is the people that make both the school and the curriculum what they are.

LEARNING THEORIES AND CURRICULUM

Teaching and learning are interrelated, and it is psychology that assures that relationship, because it provides the theories and principles that

¹⁷ DOLL, Ronald C. Curriculum Improvement

influence teachers and students' behavior within the context of the curriculum. And since psychology helps the understanding of how individuals interact with objects and persons in the environment, it also provides the basis for the methods, materials, and activities of learning, and subsequently it influences curriculum decisions.

The way the three major theories of learning: Behavioristic, Humanistic and Cognitive are applied to curriculum, will be discussed in this section.

Behaviorism and Curriculum

As mentioned earlier, behaviorists emphasize conditioning behavior and altering the environment to elicit selected responses from the learner. The classical conditioning theory of learning emphasizes that learning consists of eliciting a response by means of stimuli.

According to Ornstein and Hunkins (1993), educators who are behaviorists, and who are in charge of curricula, believe the curriculum should be organized in a way that students experience success in mastering the subject matter. A lot of educators share this view. The difference, Ornstein and Hunkins say, those behaviorists are too diagnostic in their approach, and they rely on step by step structured methods for learning. Behaviorists believe that the curriculum and instruction can be broken down into small units with an appropriate sequence of tasks and reinforcement of desired behavior, for students who have difficulty in learning.

Ornstein and Hunkins mention that critics of the behaviorist theories say that human learning is a complex thinking process that goes beyond respondent conditioning (elicited behavior) and operant conditioning (emitted behavior). They consider that learning is not a collection of small bits of behavior, although behavior consists of organized sequences.

Ornstein and Hunkins argue that for the behaviorists, learning includes a careful analysis and sequence of the learners' needs and behaviors, as well as principles of testing, monitoring, drilling, and feedback as characteristics. Behaviorists carefully plan the learning conditions needed for successful outcomes through small instructional sequences of responses that, little by little, will bring about the desired behavior.

According to Ornstein and Hunkins, for teachers who agree with the behavioral approaches to learning when planning a curriculum, the emphasis should be on: 1) skill acquisition, and basic or advanced learning; 2) well-defined, short-term, and long-term objectives; 3) matching instructional materials and media to the learners' abilities; 4) shaping behavior through prescribed tasks, step by step activities, close supervision of activities, and modeling; 5) repetition, practice and drill, and other methods that elicit the correct responses; 6) reinforcement, review, homework, and other retention ensuring methods; and 7) diagnosing, and reassessing the learners' needs, objectives, and tasks.

Even though the behaviorist curriculum is criticized for being too narrow and mechanical, it is the type of model that teachers who deal with intended outcomes in prescribes tasks, numbers, and bottom lines favor.

Humanism and Curriculum

Humanists seek to understand what goes on inside the individuals, their wants, desires, and feelings, and ways of perceiving and understanding. For them, students who are emotionally upset, frustrated or distraught will learn very little; therefore, teachers and schools must first deal with the social and psychological factors of learning. Student needs must be satisfied, and their self-esteem and self-realization must be recognized as important factors related to learning. For humanists, a curriculum should emphasize affective rather than cognitive outcomes. Its goal should be to produce self-actualizing people or total human beings.

Ornstein and Hunkins (1993) suggest that because each individual has specific needs and interests related to his or her self-fulfillment and self-realization, humanists, believe the curriculum should be concerned with process, not product; personal needs, not subject matter; psychological meaning, not cognitive scores; and changing environmental situations, not predetermined environments. Indeed, they believe there must be freedom to learn, not restrictions or pre planned activities. According to them, freedom permits the learners to probe, explore, and discover themselves, and to develop fully as people.

According to Ornstein and Hunkins, in the humanistic curriculum, the school routine and rules are minimal; learners are left alone to do what they want to do, as long as it does not harm anyone. Frequent evaluation, criticism and competition are not considered conducive to learning. The notions of academic time and direct instruction are rejected as narrow and high pressured. The teacher's role is to foster students' independence and self-direction, help learners cope with their psychological needs and problems, facilitate self-understanding among students, and to help them develop fully.

Critics of the humanistic theories argue that there is a lack of attention to cognitive learning in their curriculum. They say humanists rely on testimonial and subjective assessments by students and teachers to prove the effectiveness of their curriculum. Moreover, they express that humanists do not agree about how to teach self-actualization, self-determination, how to determine what subject matter is worthwhile, and how to test or confirm their ideas.

Cognition and Curriculum

It was already mentioned how Piaget describes cognitive development in terms of stages from birth to maturity, and how these cognitive stages presuppose a maturation process in the sense that development is a

continuation which is based on previous growth. Piaget, as cited in Ornstein and Hunkins (1993: 117)¹⁸, mentions three basic processes of thinking as the basis of cognitive development: assimilation, accommodation, and equilibration.

Cognitive curriculum specialists believe that teachers should be concerned with organizing curricula and teaching new experiences so they are compatible with existing experiences (assimilation), moving from concrete experiences to concepts and principles (accommodation), and classifying and understanding new relationships (equilibration).

According to Ornstein and Hunkins, cognitive psychologists consider it important that the teacher determine the appropriate emphasis to be given to each of Piaget's four stages of cognitive development and three processes of thinking. The ability the teacher has to match appropriate learning experiences with Piaget's stages of cognitive development and processes of thinking is critical, especially for elementary school teachers, because it is during the elementary school period when children move from the preoperational stage to the concrete operations stage, and to the formal operations stage.

Problem solving and creative thinking are two methods recognized by cognitivists as methods that enrich the process of thinking and, therefore, the development of cognition.

Therefore, Eisner (1985) suggests that curriculum in the school should generally be problem-solving centered, that is, students would be encouraged to define problems they wish to solve with the teacher's help, appropriate materials and guidance. Some of these problems would be brought by individual students, while others would be the result of deliberations by the class or a small group of students.

¹⁸ ORNSTEIN, Allan and Francis Hunkins. Curriculum: Foundations, Principles and Theory

For Eisner, teaching in this orientation requires not only the ability to generate problematical situations for students, but also the ability to raise the kinds of questions, students, that direct their attention to levels of analysis students would not be likely to use, without the teacher's help. Eisner also mentions that teachers have an important role in cultivating higher mental abilities by using the appropriate tasks, materials, and by raising the correct questions while teaching.

Ornstein and Hunkins feel that most curriculum specialists and teachers tend to be cognitive oriented because: 1) the cognitive approach constitutes a logical method for organizing and interpreting learning, 2) the approach is rooted in the tradition of subject matter, and 3) educators have been trained in cognitive approaches and better understand them. But they also feel that schools that prefer the problem-solving method do not provide the proper environment for the cognitive process because textbooks and workbooks are the main source of instruction, students are rarely permitted to talk to each other, and rarely do students become involved in problem-solving or creative activities.

Thus, according to the cognitive theories, schools should be a place where students are not afraid of asking questions, not afraid of being wrong, not afraid of taking cognitive risks and playing with ideas.

CURRICULUM PLANNING

Curriculum planning, according to Eisner, is "the process of transforming images and aspirations about education into programs that will effectively realize the visions that initiated the process" (1985: 128)¹⁹. Eisner uses the terms "images" and "aspirations" to describe the objectives a curriculum planner has in mind at the beginning of the process. These objectives are seldom clear-cut, specific objectives; they are general visions and aspirations.

¹⁹ EISNER, Elliot W. The Educational Imagination

In the context of education, curriculum planning is then the process that seeks the realization of those images and aspirations through the selection of content, materials, and activities.

According to Tyler (in Doll 1992: 197)²⁰, when considering curriculum planning, it is important to take into account the parts in the curriculum and arrangement of these parts. The parts in the curriculum, also called components or elements, are: 1) aims, goals and objectives; 2) subject matter; 3) learning experiences; and 4) evaluation approaches.

Although most curriculum plans have the four elements within their design, they are often not given equal weight. Frequently, content or subject matter receives more emphasis than the other three. Sometimes, schools create plans that stress objectives and evaluation approaches. There are others that give emphasis to learning experiences or activities.

The choice of design type can be influenced by the planner's curriculum approach and philosophical orientation. A person's philosophical orientation or theoretical issues will affect the selection of objectives, the content selected and how it will be organized, the decisions about how to teach or deliver the curriculum content, and how to evaluate the success of the curriculum. It is also influenced by the objectives of the school.

Basic Curriculum Designs

As mentioned before, the components of a curriculum can be organized in various ways, according to the approaches to curriculum. But Ornstein and Hunkins (1993) say that most curriculum designs are modifications of these three basic design types: 1) subject-centered design; 2) learner-centered design; and 3) problem-centered design.

²⁰ DOLL, Ronald C. Curriculum Improvement

THE TEACHER AND THE CURRICULUM

Whether the teacher works in a school that encourages individualized education or in one where the objectives and content are specified in detail, the role of the teacher in curriculum decision making is always important. It is important because regardless of the curriculum plans the teacher will determine, once the classroom door is closed, the quality of school experiences the learners receive may change. For example, if a teacher believes that students should play a role in development of the curriculum, that they should have opportunities to decide what they study, then it is not likely to be possible to predict where a class will be in a month or two. The main purpose in such a view of educational planning is to encourage the student to develop competence and initiative. According to this view of teaching, the control of student progress and prediction of learning at a specific time are out of the question. But, even so, the teacher plays an important role in curriculum decision making, because it is the teacher who decides to give or not to give students the opportunity to assume curricular responsibility.

According to Doll (1992), teachers perform three major tasks that make them effective improvers of the curriculum. They work and plan with pupils, engage in individual study, and share experiences with other teachers. By working with children, they grow in insight and skill to provide better experiences to their students. To influence curriculum planning in a favorable way, teachers need to agree on their thinking, because only by knowing, accepting and promoting the goals of their schools, can teachers be helpful in curriculum planning. Group thinking can create a willingness to change, determine the quality of the decision making, and the extent of improvement. Therefore, In Doll's view, the teacher should be involved in every phase of curriculum making, including the planning of specific goals, materials, content, and methods.

In Ornstein and Hunkins' view (1993), in order to guarantee continuity, integration, and unification of the curriculum, within and among subjects and

grade levels, teachers must be actively involved in the planning, implementing and evaluating of the curriculum. According to them, it is the teacher who has understanding of teaching and learning, the needs and interests of students, and the content, methods and materials that are realistic. Therefore, it is the teacher who has the best chance of taking curriculum making out of theory and translating it into practice and utility.

The form of the curriculum can be loose or tight. The point is not the form that curriculum planning takes, but the fact that it must occur. Teachers as interpreters of educational policies decide if a curriculum occurs or not.

SYLLABUS DESIGN

When people think about syllabus, they usually think about a paper, tasks, or learning materials organized according to subject matter, goals or objectives, however for young children, syllabus is really everything that goes into their educational environment, plus all of their experiences.

Although the content of the written syllabus is important, what is more important is the planning of that syllabus and that the syllabus be carried out in the classroom.

There are many ways to plan a syllabus. There are variations in objectives, themes, methods, and approaches. There is no single perfect syllabus, which every kindergarten program should aim to be. Every circumstance is different, every group of children is different, and every teacher is different. But there are certain criteria syllabus should meet to be more efficient.

From what was observed, to be more efficient, any kindergarten syllabus should be planned to facilitate educational experiences that will promote spontaneous learning in children, and will enhance the classroom aspects of the syllabus.

When planning a syllabus, teachers should take into consideration the fact that the years from infancy to six are crucial for language development, and that this influences and is influenced by all other areas of development. Social development, for instance, is fostered when children have language skills. Children with language skills make social contacts, lead other children in activities, and organize cooperative play.

Emotional development is also fostered when children can express both good and bad feelings verbally. Mental development is also closely related with language development. Children's ability to express their ideas is related to the ability to understand verbal symbols. Words and names given to objects and actions help children learn, relate, remember, and compare. Therefore, one of the kindergarten teachers' purposes should be to give children extensive experience in speaking and listening. This would also be background for later reading and writing.

Appropriate kindergarten syllabus should be based on teacher observations and recordings of each child's special interests and developmental progress. Realistic syllabus goals and plans should be based, then, on regular assessment of individual needs, strengths, and interests.

When a syllabus is planned, and especially when it is carried out in the classroom, it is important for teachers to keep their eyes open and observe how individual children react to the different activities, and at what level of competence they, are in any given area. Developmentally, children could be at a variety of ages and stages. Even an individual child can have variations; for instance, a child chronologically five years old could be emotionally more like a three year old.

Teachers may want to find out where children are in their development, and what their physical, social, emotional, and language skills are. This information is important to discover about each child so the teacher can plan the environment, goals, and learning activities for a particular group of children. This will facilitate the realization of the syllabus.

Environment

A well-structured environment where children learn both active exploration and interaction with their teachers, other children, and materials, is essential for the development of an effective syllabus.

Much of the young children's learning takes place during play, when children engage in a task and find their way through an obstacle. Arranging the classroom into centers is a key component of syllabus planning, because it not only gives children the opportunity to direct their own play activities, but it also enables the teacher to spend more time with individual children and small groups.

Learning centers also foster social interaction, which according to Piaget, is one of the major forces in cognitive development which influences and is influenced by language development.

Peer interaction is of great value to children because peers can serve as models and/or instructors for skills yet to be acquired. Since children are likely to be at the same cognitive level, their explanations may be more understandable than those of the teacher. If children are at varying cognitive stages, the less advanced students may gain insights and correct inaccuracies in their thinking. Peer interaction also provides a wide range of models of language use, and the need to communicate, which offers the learner a real motivation to use language.

Interactive classrooms not only foster one of the major principles of language development that of language use, but also create opportunities for children to be active in their own learning.

The teacher then should establish a comfortably relaxed atmosphere that stimulates children to talk freely in their native language first, and later in the foreign language. Teachers should encourage children to exchange ideas, share information, and ask questions.

The teacher should use every opportunity to extend the children's vocabulary, to increase their ability to make sentences, and to describe an event. Every learning experience should be considered important for the development of language.

The quality and quantity of personal interactions with the teacher is also crucial in the learning process because the teacher, as the model of language, is the major resource for children's language development. The teacher should speak clearly and correctly using gestures and examples to help children understand.

By giving a healthy and organized environment, developmentally appropriate materials, and attention on part of the teacher, children will learn and develop.

Learning Activities and Materials

Research, in general, has shown that young children learn best by doing, by actively manipulating their environment, and through concrete experience. It is known now that children do not have to be force-fed information as if they were empty vessels ready to be filled. Children are naturally motivated by their own desire to make sense of their world.

Children need to play with real objects and events before they are able to understand the meaning of symbols such as letters and numbers. Children's concepts and language gradually develop to enable them to understand more abstract and symbolic information. Therefore, learning activities and materials need to be concrete and relevant to the lives of young children. Pictures and stories should be used frequently to build upon children's real experiences.

Research into language development, in both first and second language, supports the notion of language use as the main principle for

language development. Being immersed in language and having a good language model is not all in order to develop language competence. Children need to use language in interaction with other children and adults.

Language activities should then provide children with the opportunity to interact with peers, and to develop language skills by using the language purposefully. Activities should include talking and listening experiences. Listening must be done with comprehension, and active thinking should accompany listening.

Games such as “Simon Says” can be played to encourage listening and learning new vocabulary. The common “Simon says stand up” can be changed, and more complex structures can be added to say “Simon says put your hands above your heads.”

Guessing games can be created by the teachers as they describe the characteristics of familiar objects as children are listening and thinking in order to guess. After some experience, children can take turns describing objects.

A box or bag with several objects for children to feel, describe, and name encourages conversation. Children can learn words such as “rough”, “smooth”, “large”, “small”, “hard”, “soft” as they try to identify an object.

It is also important that teachers ask questions because language structures within the questions model the language which children will need to use in different activities. Children should also be given the opportunity to ask questions to each other or to the teacher. At the beginning of a topic or a story, for example, children could ask questions about what they think they would like to find out.

Literature is also a vital part of language development. Reading to children and immersing them in good literature provide children with many

models of language. Making reading an enjoyable experience facilitates early reading and can affect the attitude children bring to reading.

When planning the activities, in general, it should be taken into consideration that children at the kindergarten age use motor skills well, and show ability to pay attention for longer times if the topic is meaningful. At this age, they also display a growing interest in the functional aspects of written language, such as recognizing meanings of words and trying to write their own names.

Activities should also be designed to concentrate on the further development of emerging skills through creative involvement. Children need to learn things that lead them to more complex ideas. Recognizing letters is not as important as the whole idea of communicating.

Therefore, activities designed to teach the alphabet and phonics are not as appropriate as providing a print-rich environment that stimulates the development of language and literacy skills in a meaningful context.

Basic learning materials and activities for an appropriate syllabus should include puzzles with varying numbers of pieces; blocks; different types of games; a variety of manipulative; dramatic play props such as those for housekeeping and transportation; a changing selection of appropriate books; recordings and computer programs; supplies of paper; markers, and other materials for creative expression; field trips; classroom responsibilities, such as helping with routines; and positive interactions with other children and adults.

Objectives

When the syllabus is being planned for the school year, teachers should write down the broad developmental objectives for the children, and plan the learning activities to accomplish those objectives.

These overall objectives should not only foster competence, but also self confidence in the children, by helping them develop a positive self image, and by helping them develop their intellectual, creative, and physical abilities. When setting the objectives, teachers should think of the whole child, and not just intellectual goals.

Long range planning and overall educational objectives are important and together, as mentioned in Chapter 1, are the basic structures of a curriculum. Monthly, weekly, and even daily objectives are essential, however, to fill out the learning plan. Short range planning should be flexible and responsive to the needs and interests of the children.

Teachers may have good long and short syllabus objectives in mind, and even a list of activities and skills related to those objectives, but teachers should also be prepared to take advantage of unplanned opportunities.

Individual, small group and large group activities will all provide opportunities for on-the-spot decision making concerning a particular need. Teachers may have to postpone part or all of an activity they have planned to respond to the ideas of one or more of the children. Teachers may even have to make an on-the-spot decision not to interrupt the work of a child they have planned to work with, in order to allow that child to continue with the learning process he or she is involved in.

Thus, to accomplish syllabus objectives, teachers could plan in two ways:

- First, purposefully designed activities and projects that use materials in a predetermined manner, could be used to introduce new topics to the class. This can be done in the context of a large or small group activity or even for one child at a time.
- Secondly, teachers should plan to take advantage of learning opportunities that arise out of children's spontaneous play. This may

require extra skills and experience on the part of the teacher, but it could also be an efficient method for teaching young children.

The Teacher

As mentioned in a previous chapter, the role of the teacher in syllabus decision making is very important, because it is the teacher who will determine the quality of learners' school experience in the classroom.

To be efficient, kindergarten teachers must respond to the individuality and choices made by children during syllabus activities. Teachers should always keep in mind that every child is an individual, and that children make creative choices when they are encouraged to play, and express themselves; and that exposure to an exciting theme awakens their imagination.

Teachers should act as guides and facilitators in the learning process, and not as dictators, dictating to the children what they have to learn, and how they are to learn. It is the responsibility of the teacher to facilitate children's engagement with materials and activities, and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.

In order to accomplish the syllabus objectives in a spontaneous environment, teachers must begin by having a clear idea of their plans. Then, teachers should study the classroom to determine how each area might be used to accomplish one or more syllabus objectives, what kind of activities and materials to use, and what kind of books to display.

By planning the syllabus carefully, and by being observant, teachers can help children discover many things for themselves, and still help them develop the ideas, concepts, and skills outlined in the syllabus.

Kindergarten teachers should always remember that for young children, syllabus is everything that happens. Even transitions from one activity to another are part of the children's learning experience. Therefore, care should be taken that those transitions are smooth, and that enough time is left aside for the children not to feel rushed.

The successful understanding and use of time is also a key aspect of efficient syllabus planning. If teachers plan realistically, children will have enough available time to work out problems themselves and see things come to a logical conclusion without missing the syllabus objectives. Rushing children through activities is a mistake. It may satisfy a tight schedule the teacher has designed, but it will not benefit the children, for whom the syllabus was set up.

Assessment

Assessment of individual children's development and learning is essential for planning appropriate programs. In early childhood education, accurate evaluation seems to rely heavily on the results of observations and recordings, made by the teachers, of the children's development.

The developmental assessment of children's progress and achievement should be used to evaluate the effectiveness of the syllabus, and to adapt the syllabus to the developmental needs of children, and not the other way around.

Observations, then, should be carefully recorded not only for the teacher to have a record of the children's progress, but also to have realistic bases for future syllabus planning.

CHAPTER 2

METHODOLOGY

As mentioned in Chapter 1, choice of the syllabus design can be influenced by the planner's syllabus approach and philosophical orientation. This will affect the selection of objectives, content, decisions about how to teach, how to evaluate success of tire syllabus, and how these syllabus components are organized. Each school staff will want to develop its own syllabus in terms of the school objectives, background and abilities of the children the syllabus will serve.

For the purpose of this project, the form of the syllabus is not as important as the fact that the syllabus objectives formulated by schools can be fulfilled in actual class activity.

TIME SERIES DESIGNS¹

Simple time series design. - The usual time series design is simply the collection of quantitative observations at regular intervals through repeated surveys, such as unemployment indexes collected by the Bureau of Labor Statistics.

TIME SERIES CONCEPTS

Time series effects. - There are three types of time-series effects, having to do with age, period, and cohort. Disentangling these three types of

¹ <http://www2.chass.ncsu.edu/garson/pa765/time.htm>

effects for one set of time-series data is a major challenge of time series analysis, discussed below.

Age effects are effects related to aging or the life-cycle. For instance, individuals often tend to become more conservative as they age.

Period effects are effects affecting all cohorts in a given historical period. For instance, individuals who experienced the Great Depression became more likely to support social welfare policies.

Cohort effects are effects which reflect the unique reaction of a cohort to an historical event, or which were experienced uniquely by the cohort. For instance, the post-WWII cohort which reached draft age during the Vietnam War experienced unique issues which seem to be associated with increased alienation from government.

Dependence in a time series refers to serial dependence -- that is, the correlation of observations of one variable at one point in time with observations of the same variable at prior time points. It is the object of many forms of time series analysis to identify the type of dependency which exists, then to create mathematical formulae which emulate the dependence, and only then to proceed with forecasting or policy analysis.

Stationarity occurs in a time series when the mean value of the series remains constant over the time series. Frequently, differencing (see below) is needed to achieve stationarity. A stricter definition of stationarity also requires that the variance remain homogenous for the series. Sometimes this can be achieved by taking the logarithm of the data. Because many time series (most economic indicators, for instance) tend to rise, simple application of regression methods to time series encounters spurious correlations and even multicollinearity. A first step in time series analysis is to achieve stationarity in the data to avoid these problems.

Differencing is a data pre-processing step which attempts to de-trend data to control autocorrelation and achieve stationarity by subtracting each datum in a series from its predecessor. Single differencing is used to de-trend linear trends. Double differencing is used to de-trend quadratic trends. Differencing will drive autocorrelation toward 0 or even in a negative direction. As a rule of thumb, if single differencing yields autocorrelation spike in an ACF plot, then there has been over-differencing. Over-differencing is also indicated by a residual plot where there is a change in sign from one time period to the next. As another rule of thumb, the optimal level of differencing will be the one with the lowest standard deviation. Sometimes adding moving average (q) terms (see below) to the model will compensate for moderate over-differencing. Note that with each degree of differencing, the time series is shortened by one.

Specification. - Specification may involve testing for linear vs. nonlinear dependence, followed by specifying either linear models (AR (autoregressive), MA (moving average), ARMA (combined), or ARIMA (combined, integrated)) or nonlinear models (TAR (threshold autoregressive), Bilinear, EXPAR (exponential autoregressive), ARCH (autoregressive conditional heterescedastic), GARCH (generalized ARCH)). The procedures in SPSS that handle autoregressive models are AREG (for AR (1) models) and ARIMA (for more general models), which are found in the SPSS Trends module. ARIMA is also found in SPSS under Analyze, Time Series, and ARIMA.

In order to describe the syllabus of the “San Jerónimo and Antisana” schools, one kindergarten class in each of the two schools was observed for a period of eight weeks. Because of the nature of the study a “Time-Series Design” was the research technique used to determine what and how the application of the syllabus was in each school.

The following is the description of the information obtained from two schools.

DESCRIPTION OF THE “SAN JERÓNIMO AND ANTISANA” SYLLABUS

School 1 – Unidad Educativa Católica “San Jerónimo”

School Background

The Unidad Educativa Católica “San Jerónimo” is a private catholic school that offers basic instruction from playgroup through tenth year of basic education, and from first up to third year of high school instruction. The school was founded in 1995. Its slogan is "technological education of quality to the humanity's service". The main goal of this school is to strengthen the educational development of the community of the Valle de Los Chillos, being demonstrative with the offer of an educational service of quality and with reduced costs, linking his pedagogic practice, education, work and production; contributing to the well-being and improvement of the conditions of life of the community.

With almost 500 students, the school is divided into two sections: the first called “Escuela Particular Católica San Jerónimo”, which includes pre-school and elementary instruction; and the second called “Colegio Técnico San Jerónimo”, which includes middle, and high school instruction. They are seven classroom for the first section, and eleven for the second; no more than twenty-five students per class.

In the kindergarten section, students attend school from 8:00 a.m. to 12:00 p.m. Classes are taught in Spanish. Children receive English as a foreign language as a special subject. The class has a teacher and an aide. The class observed for this paper has thirty-seven students; all of the students speak Spanish as their first language.

School Syllabus

The school has not yet developed a formal syllabus for kindergarten. There is, however, a draft of syllabus containing the general objectives to be achieved at this level. The teacher develops the units to be taught and decides on the activities, materials, and time to be spent on each unit, as well as the specific objectives for the units. The units do not follow a specific order and they are presented according to student needs.

Content. - According to documents facilitated by this school, it could be said that the syllabus is goal oriented. The unit content, activities, and materials seem to aim at achieving the four general objectives listed in the syllabus are presented as follows:

- Objective 1 - To develop in children: listening comprehension, vocabulary, and speech skills in English as a foreign language.
- Objective 2 – To use English to communicate effectively and to facilitate learning and thinking.
- Objective 3 – To develop relationships of mutual trust and respect with adults and peers, understand others' perspectives, and create a sense of community inside and outside the classroom.
- Objective 4 – To use knowledge of language to construct reading and writing skills as well as acquire the basic fine motor skills necessary for writing.

The specific objectives in each teaching unit are to be designed to achieve these four goals through accomplishment of the general objectives.

From what was observed, it seems that the teacher tries to link the specific objectives of each unit to the general objectives when planning the units. However, achievement of the main goals, even though feasible, seems

not to happen; in part, because children speak Spanish as their first language, they are not completely immersed in a foreign language environment in the classroom and, in part, because they are not encouraged to use the foreign language.

Although English is the language of instruction as a special subject (foreign language), Spanish is often used by the teacher to ensure understanding of content, and children freely, use Spanish to communicate with their teachers and peers in social and academic contexts.

In general, children appear to understand the new vocabulary, which is introduced in context, but they rarely, use it, and when they do, they use the corresponding word in Spanish. Thus, the use of English for self expression and to perform social and academic functions does not really happen.

Activities. - The first activity of the class is always to sing a song, “the good morning song”. During this time, students stand up; the teacher greets them, takes attendance, and goes over the activities of the class. This is also the time when new material is introduced or when old material is received or reinforced.

The new material is always introduced in context. The teacher reads a book, tells the children a story, or engages students in a game. Songs related to the content being learned are also taught. Often, Spanish is used by the teacher to ensure understanding of the new material. Each activity is followed by a discussion and questions from the teacher. Children follow the discussion and answer the questions in Spanish. The answers are immediately translated by the teacher into English.

It looks like most of the time; the colors are introduced according to their relationship with the environment. The teacher presents the color and encourages students to think of things that contain that color, in English or Spanish. The words are written by the teacher on the blackboard.

Games, puzzles, and flash cards are used to introduce the new material or reinforce old material. Everything is done in a relaxed environment and in a very informal way.

Once the material has been presented, children are asked to draw, or color the objects described in their books, and which have a relationship with the objective.

Students mainly draw, cut, and paste. Sometimes, students are asked to work on their journals. The journals are mainly for the students to draw about something related to the material being covered. The children later explain their drawings to the teacher in Spanish. The teacher repeats what the students said in English. No writing activity really happens because the students are beginners in the learning process of how to read and write.

The favorite activity among children is free paint, whatever they want. Other times, children work on a task related with the specific objective being covered.

The manipulative activities provide children with the material necessary for the development of motor skills. A great variety of puzzles are used to reinforce knowledge.

At the end of the class, there is a story time activity, during which students follow the story the teacher reads to them attentively. Children are encouraged to listen first and then comment on the story. Most of the comments verbalized by the children are in Spanish.

Time. - As mentioned before, teacher decides on the amount of time to be spent on each unit. The decision is based on the children's needs and abilities and on length and importance of the unit. Some units are done in one week others take up to 4 weeks.

The number of units covered during the school year is not important. However, teachers are encouraged to cover seven or eight units.

Assessment. - The assessment is done in three areas: emotional-social development, motor sensory development, and cognitive and language development. Children are evaluated by observation.

School 2 – Unidad Educativa “Antisana”

School Background

The Unidad Educativa “Antisana” is an evangelic private school that offers instruction from playgroup through 7th year of basic education. The school was founded in 1986. Its slogan is "the principle of the wisdom is the fear to god". It was founded with the purpose (among others) to educate students in a religious environment, who have evangelic values, as the first school, the main goal of this school is that students develop an understanding of the world without losing their identity as Ecuadorians.

With almost 70 students, the school is divided into two sections: pre-school, and elementary. The class size is small; no more than ten students per class.

In the kindergarten section, students attend school from 8:00 a.m. to 12:00 p.m. Classes are taught in Spanish. Children receive English as a foreign language as special subject. Each class has a teacher and an aide. The class observed for this paper has ten students; all of the students speak Spanish as their first language.

School Syllabus

The school, like the first cited, has not yet developed a formal syllabus for kindergarten. There is, however, a draft of syllabus containing the general objectives to be achieved at this level. The teacher develops the units to be taught and decides on the activities, materials, and time to be spent on each unit, as well as the specific objectives for the units, which are presented in a specific order.

Content. - According to documents facilitated by this school, it could be said that the syllabus is goal oriented. The unit content, activities, and materials seem to aim at achieving the four general objectives listed in the syllabus are presented as follows:

- Objective 1 - To develop the listening comprehension, vocabulary, and speech skills in English as a foreign language.
- Objective 2 – To use English to communicate effectively, especially in greetings and orders.
- Objective 3 – To use knowledge of foreign language to read and describe numbers, colors and human body parts.
- Objective 4 – To develop relationships of mutual trust and respect with teachers, classmates, family and community inside the town.

The specific objectives in each teaching unit are to be designed to achieve these four goals through accomplishment of the general objectives.

It is important to mention that most of the children in kindergarten come from the pre-kinder section of the school. Therefore, they come with certain skills that are continued in kindergarten.

At the kindergarten level, teacher is expected to cover eight thematic units. These units are integrated with the content of Speaking, Writing, Spelling, and Listening. The units do not have a specific order of presentation nor have they been assigned to introduce specific skills. The teacher decides the order in which the units will be presented, and the skills each unit will cover. The activities and objectives in a unit are directed to introduce, to continue, or to master the skills listed in the syllabus. There is flexibility in introducing skills. Skills can be introduced earlier or later than indicated in the syllabus. However, any change should be discussed with the elementary school coordinator.

Activities. - The school day starts with the Morning Meeting where teacher and students greet each other, talk about the weather and the day's date. All of this is done with songs and in context, with a lot of oral interaction between the teacher and the children.

After singing the "Good Morning" song, the teacher takes attendance and greets every student who, in turn, greets the teacher. Immediately following this, students are asked the day's date. Whoever answers the question picks up the corresponding number and places it on the calendar. Then teacher and students count the days they have attended school so far in the year on the Days in School chart, and one student writes the new number on the chart.

Every day there is a Story Time when teacher reads a book, chosen by her or by the students. Children are invited to follow the story, and to comment on it. This activity is always followed by comprehension questions.

It is important to note that the teacher always encourages the use of English; however they feel free to do so in Spanish and the teacher then immediately translates. Spanish is mostly used in the classroom to facilitate understanding, especially when children are playing at the centers, and always outside the classroom.

Time. - Each unit is planned to take two to three weeks. This depends on the children's pace. The teacher works on tire same unit at the same time. As mentioned before, teacher is expected to cover eight units during the school year.

Assessment. - Assessment is achieved mainly by observation. There is a written form with a list of skills children need to accomplish. The teacher marks the skills children have accomplished, and uses this information to evaluate them.

CHAPTER 3

ANALYSIS AND RESULTS OF DATA

PRETEST

Vocabulary

Vocabulary San Jerónimo Kindergarten

Vocabulary San Jeronimo Kindergarten					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	9	23,1	23,1	23,1
	fair	15	38,5	38,5	61,5
	good	7	17,9	17,9	79,5
	very good	5	12,8	12,8	92,3
	excellent	3	7,7	7,7	100,0
	Total	39	100,0	100,0	

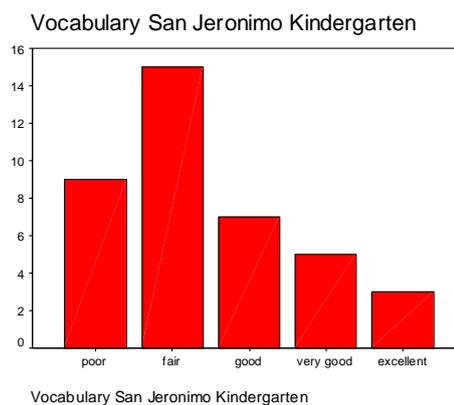


Table 1. Vocabulary San Jerónimo

Figure 1. Vocabulary San Jerónimo

These are the most representative vocabulary knowledge that San Jerónimo students have acquired. Despite the fact that 23% recorded poor, 8% of the observations recorded excellent vocabulary knowledge. There is a high 69% of the observations registered the fair, good, and very good vocabulary knowledge that students have. (Table 1 and Figure 1)

Vocabulary Antisana Kindergarten

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	2	5,1	20,0	20,0
	fair	3	7,7	30,0	50,0
	good	3	7,7	30,0	80,0
	very good	1	2,6	10,0	90,0
	excellent	1	2,6	10,0	100,0
	Total	10	25,6	100,0	
Missing	System	29	74,4		
	Total	39	100,0		

Table 2. Vocabulary Antisana

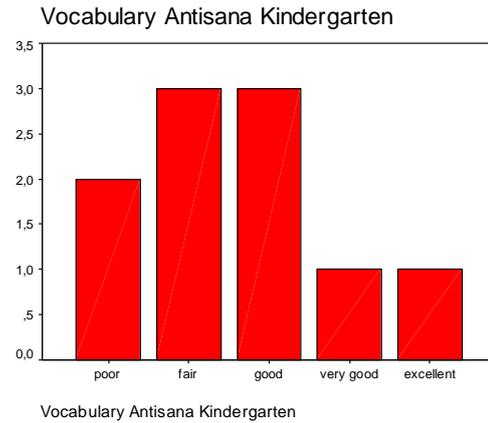


Figure 2. Vocabulary Antisana

These are the most representative vocabulary knowledge that Antisana students have acquired. Despite the fact that 20% recorded poor, 10% of the observations recorded excellent vocabulary knowledge. There is a high 70% of the observations registered the fair, good, and very good vocabulary knowledge that students have. (Table 2 and Figure 2)

Pronunciation

Pronunciation San Jerónimo Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	7	17,9	17,9	17,9
fair	16	41,0	41,0	59,0
good	11	28,2	28,2	87,2
very good	4	10,3	10,3	97,4
excellent	1	2,6	2,6	100,0
Total	39	100,0	100,0	

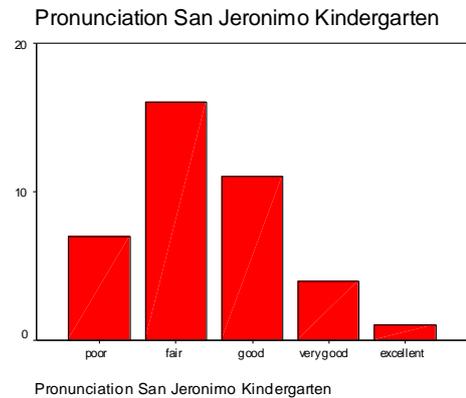


Table 3. Pronunciation San Jerónimo Figure 3. Pronunciation San Jerónimo

About 18% of pronunciation in San Jerónimo recorded poor; just 3% of the observations recorded an excellent pronunciation. There is a higher 80% of the observations registered the fair, good, and very good pronunciation that students have. (Table 3 and Figure 3)

Pronunciation Antisana Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	2	5,1	20,0	20,0
fair	4	10,3	40,0	60,0
good	2	5,1	20,0	80,0
very good	1	2,6	10,0	90,0
excellent	1	2,6	10,0	100,0
Total	10	25,6	100,0	
Missing System	29	74,4		
Total	39	100,0		

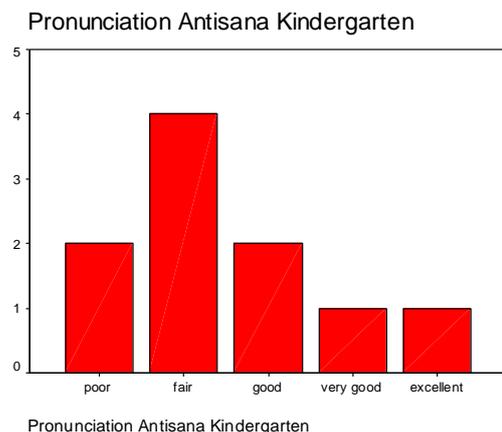


Table 4. Pronunciation Antisana Figure 4. Pronunciation Antisana

About 20% of pronunciation in Antisana recorded poor; just 10% of the observations recorded an excellent pronunciation. There is a high 70% of the observations registered the fair, good, and very good pronunciation that students have. (Table 4 and Figure 4)

Comprehension

Comprehension San Jerónimo Kindergarten

Comprehension San Jeronimo Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	8	20,5	20,5	20,5
fair	11	28,2	28,2	48,7
good	13	33,3	33,3	82,1
very good	5	12,8	12,8	94,9
excellent	2	5,1	5,1	100,0
Total	39	100,0	100,0	

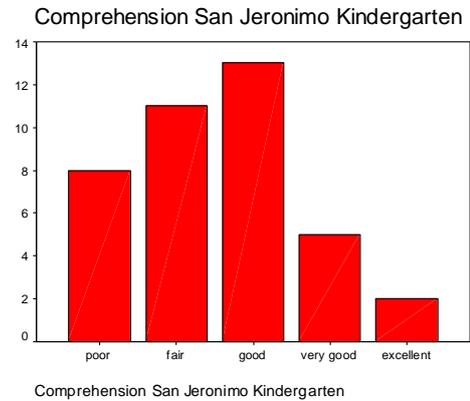


Table 5. Comprehension San Jerónimo

Figure 5. Comprehension San Jerónimo

According to the comprehension of San Jerónimo students we can see that 21% recorded poor, only 5% of the observations recorded an excellent comprehension. There is a higher 74% of the observations registered the fair, good, and very good comprehension. (Table 5 and Figure 5)

Comprehension Antisana Kindergarten

Comprehension Antisana Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	2,6	10,0	10,0
fair	3	7,7	30,0	40,0
good	3	7,7	30,0	70,0
very good	1	2,6	10,0	80,0
excellent	2	5,1	20,0	100,0
Total	10	25,6	100,0	
Missing System	29	74,4		
Total	39	100,0		

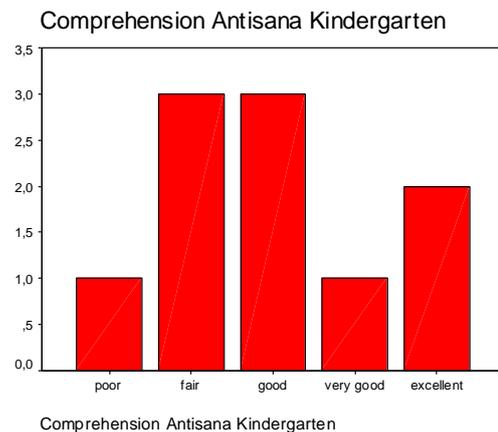


Table 6. Comprehension Antisana

Figure 6. Comprehension Antisana

According to the comprehension of Antisana students we can see that 10% recorded poor, 20% of the observations recorded an excellent comprehension. There is a high 70% of the observations registered the fair, good, and very good comprehension. (Table 6 and Figure 6)

Creativity

Creativity San Jerónimo Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	2	5,1	5,1	5,1
fair	3	7,7	7,7	12,8
good	4	10,3	10,3	23,1
very good	18	46,2	46,2	69,2
excellent	12	30,8	30,8	100,0
Total	39	100,0	100,0	

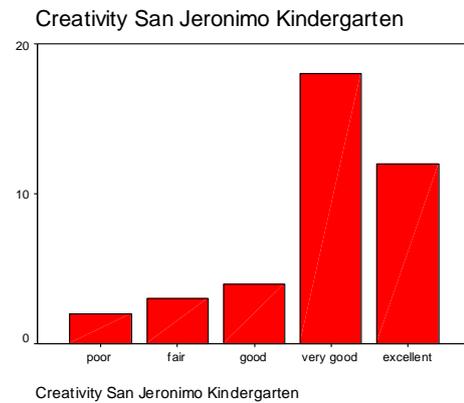


Table 7. Creativity San Jerónimo

Figure 7. Creativity San Jerónimo

The analysis shows that San Jerónimo students' creativity is poor only in a 5% of the recorded, 31% of the observations recorded an excellent creativity. There is a high 64% of the observations registered the fair, good, and very good creativity of the students. These results lead us to say that in general creativity is higher inside the class (Table 7 and Figure 7)

Creativity Antisana Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	2,6	10,0	10,0
fair	2	5,1	20,0	30,0
good	2	5,1	20,0	50,0
very good	4	10,3	40,0	90,0
excellent	1	2,6	10,0	100,0
Total	10	25,6	100,0	
Missing System	29	74,4		
Total	39	100,0		

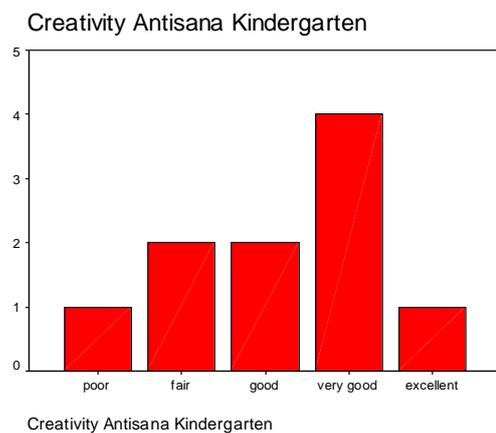


Table 8. Creativity Antisana

Figure 8. Creativity Antisana

The analysis shows that Antisana students' creativity is poor in a 10% of the recorded; on the other hand just 10% of the observations recorded an excellent creativity. There is a higher 80% of the observations registered the fair, good, and very good creativity of the students. These results lead us to say that in general creativity is higher inside the class (Table 8 and Figure 8)

Responsibility

Responsibility San Jerónimo Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	2,6	2,6	2,6
fair	1	2,6	2,6	5,1
good	3	7,7	7,7	12,8
very good	13	33,3	33,3	46,2
excellent	21	53,8	53,8	100,0
Total	39	100,0	100,0	

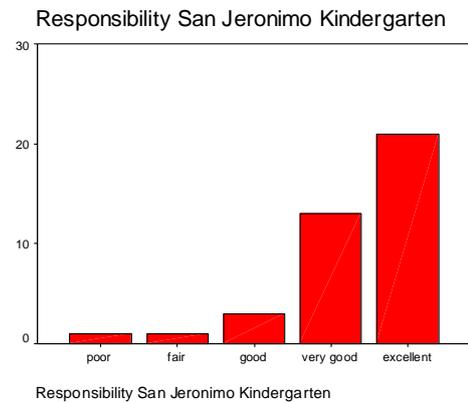


Table 9. Responsibility San Jerónimo Figure 9. Responsibility San Jerónimo
 The majority of the San Jerónimo students showed the same behavior. Despite the fact that only 3% recorded poor, there is a high 54% of the observation recorded an excellent responsibility. There is a 44% of the observations registered the fair, good, and very good responsibility that students have. (Table 9 and Figure 9)

Responsibility Antisana Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	2,6	10,0	10,0
fair	1	2,6	10,0	20,0
good	2	5,1	20,0	40,0
very good	3	7,7	30,0	70,0
excellent	3	7,7	30,0	100,0
Total	10	25,6	100,0	
Missing System	29	74,4		
Total	39	100,0		

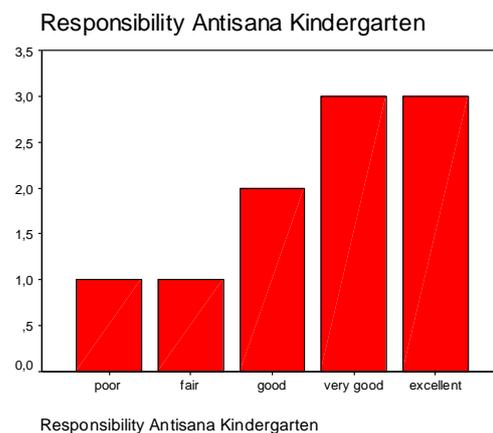


Table 10. Responsibility Antisana Figure 10. Responsibility Antisana
 As the same way that San Jerónimo students, the majority of the Antisana students showed the same behavior. Despite the fact that only 10% recorded poor, there is a 30% of the observation recorded an excellent responsibility. There is a high 60% of the observations registered the fair, good, and very good responsibility that students have. (Table 10 and Figure 10)

Participation

Participation San Jerónimo Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	4	10,3	10,3	10,3
fair	5	12,8	12,8	23,1
good	12	30,8	30,8	53,8
very good	11	28,2	28,2	82,1
excellent	7	17,9	17,9	100,0
Total	39	100,0	100,0	

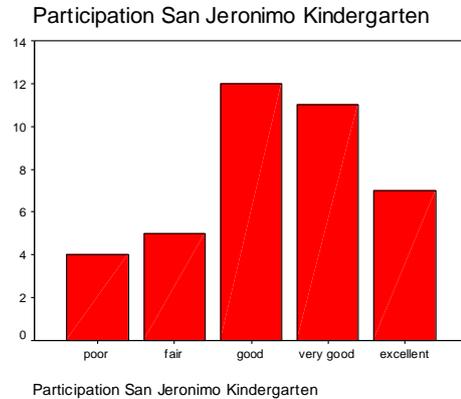


Table 11. Participation San Jerónimo Figure 11. Participation San Jerónimo

The participation of the San Jerónimo students during the classes shows us that 10% recorded poor, 18% of the observations recorded an excellent participation. However, there is a higher 72% of the observations registered the fair, good, and very good participation that students have during their classes. (Table 11 and Figure 11)

Participation Antisana Kindergarten

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	2,6	10,0	10,0
fair	4	10,3	40,0	50,0
good	1	2,6	10,0	60,0
very good	2	5,1	20,0	80,0
excellent	2	5,1	20,0	100,0
Total	10	25,6	100,0	
Missing System	29	74,4		
Total	39	100,0		

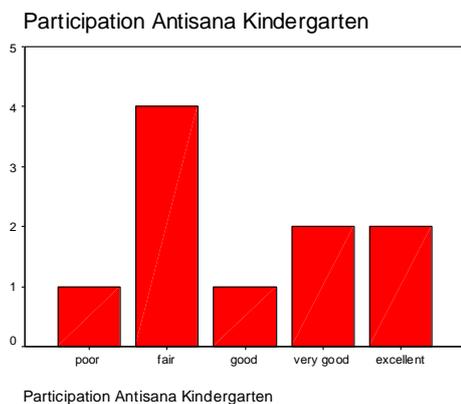


Table 12. Participation Antisana Figure 12. Participation Antisana

The participation of the Antisana students during the classes shows us that 10% recorded poor, 20% of the observations recorded an excellent participation. However, there is a higher 80% of the observations registered the fair, good, and very good participation that students have during their classes. (Table 12 and Figure 12)

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The hypotheses that I proposed at the beginning of this work resulted in the following:

1. The students of the “San Jerónimo and Antisana” private kindergarten in Píntag do not achieve an acceptable level of English due to the lack of a well-established English syllabus.
2. There is a substantial difference between the teaching activities of the former English syllabus and the ones proposed in this study.
3. There is no relationship between first language membership and the methodology proposed by this study.
4. With the help of guidelines, teachers were able to improve their class management.

As conclusions, I can state the following about my students:

- The subjects for this study were 5-6 year old children who were currently enrolled in the kindergarten. They put enough attention to their classmates and to their teacher.

- Furthermore, the learners enjoyed each activity and performed it with authentic enthusiasm.
- The students were motivated to learn new vocabulary items and grammar, thanks to the material created, since the activities contained topics regarding their needs and interests.
- After each of my comments students reflected on the ideas, and they gave their Spanish opinions freely.

On the other hand, the negative aspects I encountered were:

- The lack of an appropriate methodology by teachers does not help to improve effectiveness on teaching.

As a teacher the positive aspects that I see are the following:

- My colleagues stated that my research about creating an English syllabus is very interesting and it will be applicable.
- I learnt more about my students' needs when I listened to them during group work or discussions.

The negative aspect of this work was:

- I realized that education can be conceived of as a profitable business by some school authorities and therefore, teachers do not have enough support when teaching problems arise at school.

RECOMMENDATIONS

After finishing my work, I can recommend the following:

- In order to improve syllabus in our educational system, it will be important to continue with this work and present other projects on syllabus proposal for subsequent grade levels in the “San Jerónimo and Antisana” private schools in Píntag.
- Teachers should be trained in methodological aspects. They should use appropriate methods and resources in the teaching of English.
- We need to guide our students. We should really educate them, and not limit ourselves to just teaching the language skills.
- It is important that we know our students’ needs in order to improve their understanding of English as a foreign language.

CHAPTER 5

ENGLISH SYLLABUS PROPOSAL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE “SAN JERÓNIMO AND ANTISANA” PRIVATE KINDERGARTEN, PÍNTAG

If we acknowledge the value of theories of learning like those of developmental psychologist Jean Piaget, who claimed that cognitive development is not the accumulation of isolated pieces of information and that true cognitive growth takes place when children construct an integrated framework by interacting with their environment, we should then acknowledge the importance of syllabus that fosters the process of cognitive development by giving children the freedom to interact with each other and with objects in their environment.

A well structured environment where problem-solving situations are present and where children can choose any activity with a framework created by the teacher, is essential for cognitive development and thus for the development of kindergarten syllabus proposal.

However, if we agree that the development of self-concept and self-esteem influence learning and that learner respond to stimuli, we can not ignore the humanistic and the behavioral views on learning when planning a syllabus.

Appropriate planning then, should not only be concerned with cognitive scores and predetermined environments, but with personal needs and changing environmental situations. Teachers should provide children with an environment that not only fosters efficient learning, but also efficient learning.

Since the English Language syllabus proposal in this thesis is recommended for five-year-old children who have Spanish as their first language, it is important to consider that according to Klein, the distinction between first and second language acquisition becomes blurred if the second language is learned before the acquisition of the first is completed, that is after puberty. Therefore, some of the points mentioned in Chapter 1 related to first and second language acquisition, should be taken into consideration for the planning of the syllabus.

Thus, if we agree that language development influences and is influenced by other areas of development, cognitive and social development, for example, and that the years from infancy to six are crucial for language acquisition, we would have to also agree that efficient planning of a kindergarten syllabus should not only foster language development, in this case English, but cognitive and social development as well. Language, then, needs to be a part of every routine and planned activity for young children.

OBJECTIVES

GENERAL OBJECTIVE:

- To implement the proposed syllabus in the “San Jerónimo and Antisana” private schools in Píntag.

SPECIFIC OBJECTIVES:

- To socialize with Directors and English teachers.
- To develop the proposed syllabus in the curriculum of the schools.

FEASIBILITY

It is feasible to be developed in the “San Jerónimo and Antisana” private schools due to the compromise of the teachers to implement and apply the proposed syllabus the next school year.

IMPACT

To improve the teaching-learning process in teachers and children in the “San Jerónimo and Antisana” private schools in Píntag.

EVALUATION

The proposed syllabus will be followed and evaluated by the respective English teachers during the school period, to enlarge, to clip, or to modify the syllabus.

PARTICIPANTS AND BENEFICIARIES

- Authorities of the “San Jerónimo and Antisana” schools, area bosses and English teachers.

- The kindergarten students in the “San Jerónimo and Antisana schools”.

RECOMMENDED SYLLABUS FORMAT

As stated in Chapter 1, most syllabuses have within their designs the goals, objectives, subject matter, learning experiences, and the evaluation approaches. These components can be organized in various ways according to the approaches to syllabus, or to the objectives of the school.

The design of tire syllabus, however, is not what is important. The importance is that it meets the needs of the children. Syllabus should be tailored to meet the needs of children, rather than expecting children to adjust to the demands of a specific syllabus.

It has already been mentioned that realistic syllabus goals should be based on regular assessment of the children's needs, strengths, and interests, which can only be made by the teacher in a specific classroom. Therefore, it would be difficult to recommend a syllabus format based on general goals or just on the children's needs.

It would also be difficult to recommend a syllabus format based on school objectives, since the objectives of one school are going to be different from those in another.

Therefore, the English syllabus format recommended in this paper is a skills-centered, which could be adjusted to achieve specific objectives or goals. This format addresses the four basic processes students must develop to learn and communicate. These are listening, reading, writing, and speaking.

The skills listed under each of these four processes have been selected taking into consideration the cognitive and physical development of the children at the kindergarten age, and also based on observations and personal experience.

The sequence in which these skills are presented can be changed to satisfy specific needs, and the interests of the children in the classroom. The way in which these skills are introduced will depend on the syllabus planning which, as mentioned earlier is what really matters, and on the teacher.

I. INFORMATIVE DATA:

Subject:	Foreign language
Course:	Kindergarten
Area:	English
Weekly periods:	5
School period:	2005-2006

II. JUSTIFICATION

The proposed syllabus for the kindergarten education system has a communicative functional focus by means of which is sought the student to develop the receptive skills of the language: Listen, and read; and the productive skills: Speak, and write. The program is centered in receiving and sharing the information by means of these, like primary and complementary secondary focus in the socialization aspects that facilitate the communication of this information.

III. TEMPORIZATION OF THE SCHOOL YEAR

Total of working days a year	200 days	40 weeks
Diagnose	5 days	1 week
Course Meetings and accidental events	20 days	4 weeks
Pedagogic recovery	20 days	4 weeks
TOTAL OF WORKING WEEKS		31 weeks
Number of weekly periods		5 X 31 weeks
Available total time		155 hours class

IV. GENERAL AND SPECIFIC SKILLS

LISTENING:

Attentive Listening: Children will be able to:

- Listen attentively to the teacher
- Follow simple oral instructions
- Listen and respond to step by step oral instructions
- Increase vocabulary through listening activities

- Memorize, short songs, poems, and rhymes

Auditory Perception: Children will be able to:

- Identify and distinguish sounds made by, man, animals, and nature
- Distinguish similar and different sounds
- Identify letter sounds

READING:

Pre-reading: Children will be able to:

- Identify letter sounds
- Associate sounds with vowels in words
- Say the vowels in sequence
- Hold a book correctly
- Turn pages in books

Decoding Skills: Children will be able to:

- Recognize printed vowels
- Match capital and lower case letters
- Recognize color words
- Recognize shape words
- Recognize own first and last name
- Enlarge vocabulary
- Learn new words in context

WRITING:

Pre-writing: Children will be able to:

- Fold
- Paste
- Tear and wrinkle paper
- Use scissors correctly
- Establish directionality
- Copy drawings
- Draw straight and curved lines
- Hold and use a pencil correctly
- Scribble
- Trace letters in correct direction

Beginning Writing: Children will be able to:

- Distinguish between capital and lower case letters
- Print the vowels
- Use capital and lower case letters correctly
- Write first and last name
- Copy vowels and simple words
- Recognize that words are made of letters
- Write short words
- Maintain spaces between words

SPEAKING:

Children will be able to:

- State accurately their complete names, address, telephone number, and parent's names
- Communicate basic needs
- Express feelings
- Show and tell
- Recite poems, songs

V. DISTRIBUTION OF DIDACTIC UNITS

N°	TITLE OF THE DIDACTIC UNIT	TIME IN PERIODS
1	Greetings	17 hours
2	Family	17 hours
3	My body	17 hours
4	Colors	18 hours
5	Numbers	18 hours
6	Vowels	17 hours
7	My school	17 hours
8	Fruits	17 hours
9	Pets	17 hours
	TOTAL	155 hours

CONTENTS OF THE UNITS FOR THE KINDERGARTEN

N°	DIDACTIC UNITS	DETACHED AND INCORPORATED CONTENTS
1	Greetings	Hello, hi
	Objectives:	Good bye
	➤ Internalize greetings	Good morning song
	➤ Use social greetings	Good afternoon
	➤ Use social expressions	Good night
		How are you?
		TOTAL 17h
2	Family	Family members
	Objective:	New vocabulary
	➤ Internalize the family members	Basic SL vocabulary related to family members
		Write first name
		TOTAL 17h
3	My body	Commonly known body parts in SL
	Objective:	Basic SL vocabulary related to body parts
	➤ Internalize body parts	Drawing a person with at least six body parts
		Cut body parts
		TOTAL 17h
4	Colors	Primary colors
	Objectives:	Colors in the classroom
	➤ Internalize colors	Basic vocabulary related to colors
	➤ Label colors	Hold and use a pencil correctly
		TOTAL 18h
5	Numbers	Count from one to ten independently in SL
	Objectives:	Basic SL vocabulary related to numbers
	➤ Internalize numbers	Write numbers from one to ten
	➤ Distinguish between numbers and vowels	
		TOTAL 18h

6	Vowels	Basic SL new words starting with vowels
	Objectives:	Distinguish between vowels and numbers
	➤ Internalize vowels	Cut the vowels
	➤ Write the vowels	Glue and paste the vowels
		TOTAL 17h
7	My school	Basic SL vocabulary related to school supplies
	Objective:	Place books correctly on the book shelf
	➤ Internalize objects from the school	Demonstrate interest in and inquire about classroom materials
		Use writing materials to scribble, and draw
		TOTAL 17h
8	Fruits	Basic SL vocabulary related to fruits
	Objective:	Distinguish between fruits and vegetables
	➤ Internalize fruits	Expand new vocabulary
		Cut fruits
		Put together a twenty piece puzzle
		TOTAL 17h
9	Pets	Recognize domestic animals
	Objective:	Basic SL vocabulary related to animals
	➤ Internalize pets	Endangered animals
		Put together a twenty piece puzzle
		TOTAL 17h

SYLLABUS DESIGN

TOPIC 1	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
GREETINGS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Memorize social greetings <p>WRITING:</p> <ul style="list-style-type: none"> - Write social greetings <p>SPEAKING:</p> <ul style="list-style-type: none"> - Sing the good morning son 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive</p> <p>Telling social greetings</p> <p>Instructive</p> <p>Pronouncing social greetings</p>	<ul style="list-style-type: none"> - Observation - Salute your classmate

TOPIC 2	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
FAMILY	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize family names <p>WRITING:</p> <ul style="list-style-type: none"> - Write first and last name <p>SPEAKING:</p> <ul style="list-style-type: none"> - State parents names 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Identifying the family members</p> <p>Instructive Pronouncing accurately complete names, and own addresses</p>	<ul style="list-style-type: none"> - Observation - Identify family members

TOPIC 3	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
MY BODY	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize and say aloud known human body parts <p>WRITING:</p> <ul style="list-style-type: none"> - Cut the known human body parts with scissors - Glue and paste the known human body parts <p>SPEAKING:</p> <ul style="list-style-type: none"> - Tell known human body parts 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Identifying the parts of the human body</p> <p>Instructive Pronouncing known human body parts</p>	<ul style="list-style-type: none"> - Observation - Complete the drawings

TOPIC 4	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
COLORS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize and memorize colors <p>WRITING:</p> <ul style="list-style-type: none"> - Copy drawings - Hold and use a pencil correctly <p>SPEAKING:</p> <ul style="list-style-type: none"> - Sing the colors song 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Describing colors</p> <p>Instructive Pronouncing the correct colors sounds</p>	<ul style="list-style-type: none"> - Observation - Follow instructions to complete the puzzle

TOPIC 5	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
NUMBERS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize and say aloud the numbers from one to ten <p>WRITING:</p> <ul style="list-style-type: none"> - Cut numbers from one to ten with scissors - Glue and paste - Write numbers from one to ten <p>SPEAKING:</p> <ul style="list-style-type: none"> - Tell their telephone number 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Telling the numbers</p> <p>Instructive Pronouncing numbers from one to ten</p>	<ul style="list-style-type: none"> - Observation - Note down numbers from one to ten

TOPIC 6	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
VOWELS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize and say aloud all vowels <p>WRITING:</p> <ul style="list-style-type: none"> - Cut all vowels with scissors - Glue and paste all vowels - Write all vowels <p>SPEAKING:</p> <ul style="list-style-type: none"> - Tell accurately all vowels 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive</p> <p>Identifying vowels</p> <p>Instructive</p> <p>Pronouncing vowels</p>	<ul style="list-style-type: none"> - Observation - Complete the words, use the vowels

TOPIC 7	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
MY SCHOOL	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize objects from the school <p>WRITING:</p> <ul style="list-style-type: none"> - Turn pages in books <p>SPEAKING:</p> <ul style="list-style-type: none"> - Spell school words 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive</p> <p>Identifying objects from the school</p> <p>Instructive</p> <p>Pronouncing school words</p>	<ul style="list-style-type: none"> - Observation - Follow instructions to complete the puzzle

TOPIC 8	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
FRUITS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize and say aloud the fruits <p>WRITING:</p> <ul style="list-style-type: none"> - Cut fruits with scissors - Glue and paste fruits - Draw fruits <p>SPEAKING:</p> <ul style="list-style-type: none"> - State known fruits 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Identifying fruits</p> <p>Instructive Pronouncing fruit words</p>	<ul style="list-style-type: none"> - Observation - Recognize fruits

TOPIC 9	LANGUAGE SKILLS	MACRO FUNCTIONS	EVALUATION
PETS	<p>LISTENING:</p> <ul style="list-style-type: none"> - Follow simple oral instructions - Listen and respond step by step oral instructions <p>READING:</p> <ul style="list-style-type: none"> - Recognize domestic animals - Enlarge vocabulary <p>WRITING:</p> <ul style="list-style-type: none"> - Hold and use a pencil correctly - Draw straight and curved lines <p>SPEAKING:</p> <ul style="list-style-type: none"> - Recite poems, songs 	<p>INFORMATIVE FUNCTION</p> <p>Descriptive Distinguishing between domestic and wild animals</p> <p>Instructive Pronouncing accurately domestic animals</p>	<ul style="list-style-type: none"> - Observation - Identify domestic animals

SAMPLE UNITS

UNIT 1

GREETINGS



1. OBJECTIVES

Students will:

- Internalize greetings
- Use social greetings. (“Hello”, “hi”, “good bye”, “good morning”, “good night”)
- Use social expressions. (“How are you?”)

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Memorize social greetings

Writing:

- Write social greetings

Speaking:

- Sing the good morning song

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Telling social greetings

Instructive:

- Pronouncing social greetings

4. ACTIVITIES

- Cut words containing the social greetings
- Glue and paste the words: hello, hi, good bye, good morning, good night
- Put together a twenty piece puzzle containing greetings
- Free painting

5. EVALUATION

- Observation
- Salute your classmate

UNIT 2

FAMILY



1. OBJECTIVES

Students will:

- Internalize family members
- Identify the different family members
- Comprehend basic SL vocabulary related to family
- Learn new vocabulary
- Be able to write first name

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize family names

Writing:

- Write first and last name

Speaking:

- State parents names

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Identifying the family members

Instructive:

- Pronouncing accurately complete names, and own addresses

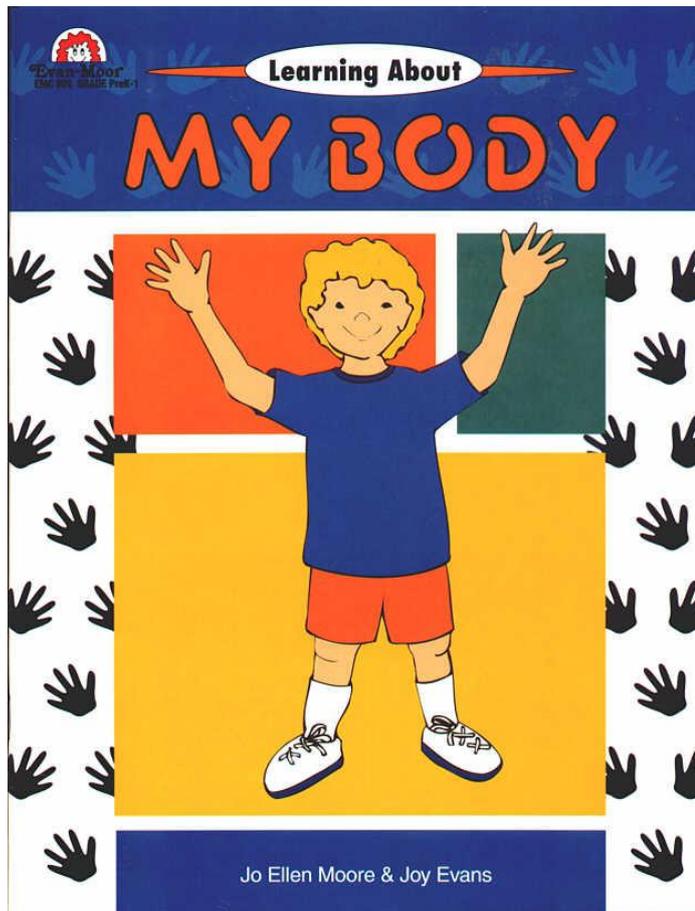
4. ACTIVITIES

- Cut the family members
- Glue and paste the father and mother
- Put together the daughter and the son
- Free painting

5. EVALUATION

- Observation
- Identify the family members

UNIT 3
MY BODY



1. OBJECTIVES

Students will:

- Internalize body parts
- Label commonly known body parts in SL
- Comprehend basic SL vocabulary related to body parts
- Draw a person with at least six body parts

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize and say aloud known human body parts

Writing:

- Cut the known human body parts
- Glue and paste the known human body parts

Speaking:

- Tell known human body parts

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Identifying the parts of the human body

Instructive:

- Pronouncing known human body parts

4. ACTIVITIES

- Cut the human body parts
- Glue and paste the head, face, hands, and legs
- Put together a twenty piece puzzle containing the human body
- Free painting

5. EVALUATION

- Observation
- Complete the drawings

UNIT 4

COLORS



1. OBJECTIVES

Students will:

- Internalize colors
- Label colors in SL
- Comprehend basic SL vocabulary related to colors
- Hold and use a pencil correctly

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize and memorize colors

Writing:

- Copy drawings
- Hold and use a pencil correctly

Speaking:

- Sing the colors son

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Describing colors

Instructive:

- Pronouncing the correct color sounds

4. ACTIVITIES

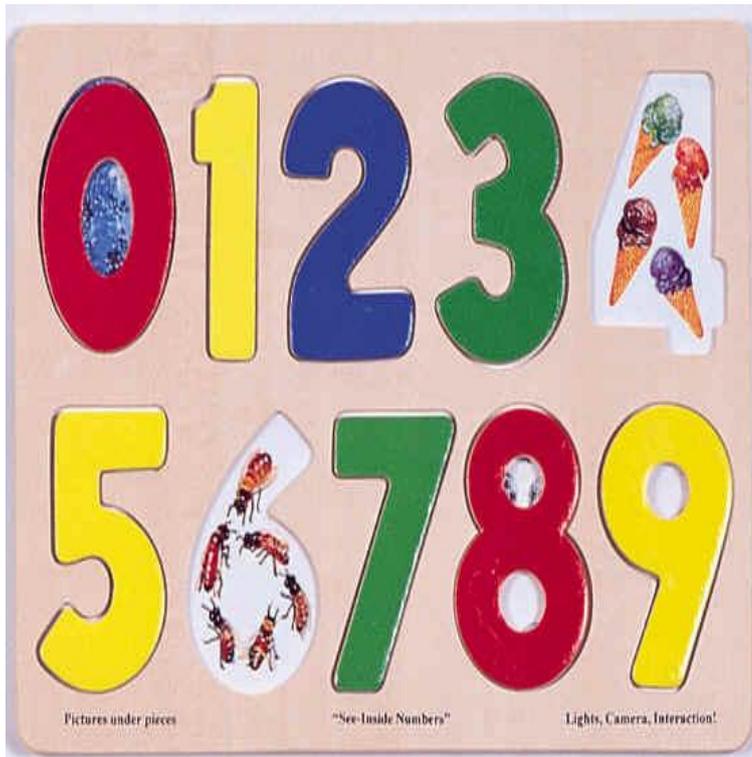
- Cut the blue pencil
- Cut the green paper
- Cut the yellow balloon
- Tear the red paper.
- Put together a twenty piece puzzle containing basic colors
- Color within lines

5. EVALUATION

- Observation
- Follow instructions to complete the puzzle

UNIT 5

NUMBERS



1. OBJECTIVES

Students will:

- Internalize numbers
- Count from one to ten independently in SL
- Comprehend basic SL vocabulary related to numbers
- Distinguish between numbers and vowels
- Write numbers from one to ten

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize and say aloud the numbers from one to ten

Writing:

- Cut numbers from one to ten
- Write numbers from one to ten

Speaking:

- Tell their telephone number

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Telling numbers

Instructive:

- Pronouncing numbers from one to ten

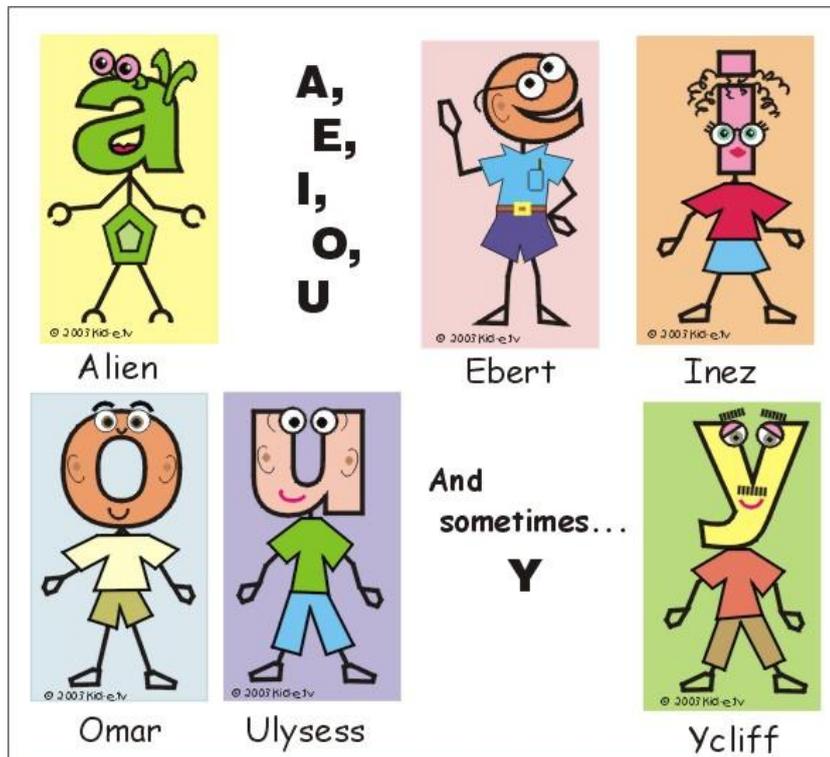
4. ACTIVITIES

- Cut the numbers from one to ten
- Glue and paste the numbers from one to ten
- Tear two papers
- Put together a twenty piece puzzle

5. EVALUATION

- Observation
- Note down numbers from one to ten

UNIT 6
VOWELS



1. OBJECTIVES

Students will:

- Internalize vowels
- Comprehend basic SL new words starting with vowels
- Write the vowels
- Distinguish between vowels and numbers

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize and say aloud the vowels

Writing:

- Cut the vowels
- Glue and paste the vowels
- Write the vowels

Speaking:

- Tell accurately the vowels

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Identifying vowels

Instructive:

- Pronouncing vowels

4. ACTIVITIES

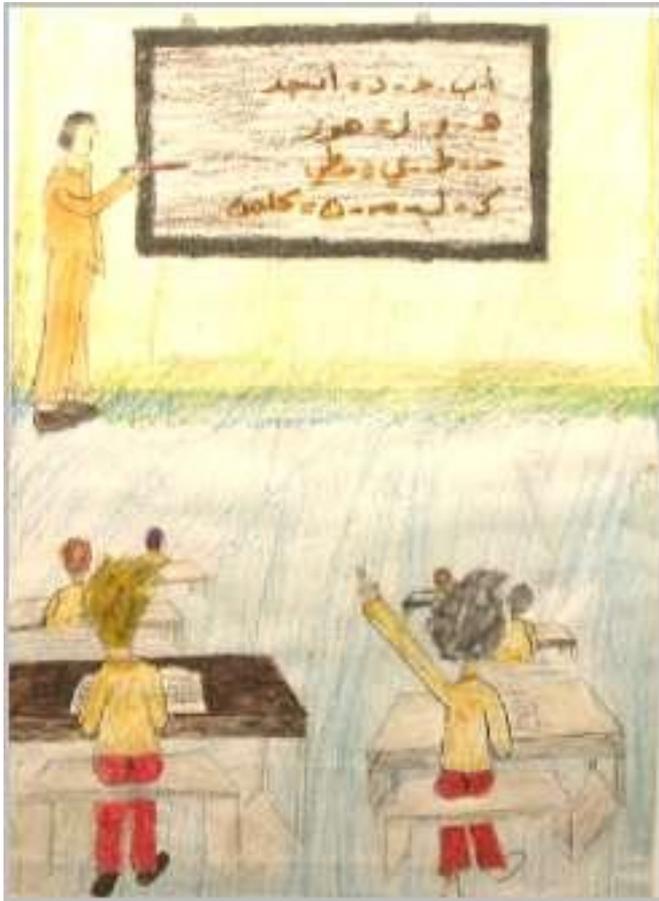
- Cut the vowels
- Glue and paste the vowels
- Put together a twenty piece puzzle containing vowels

5. EVALUATION

- Observation
- Complete the words, use the vowels

UNIT 7

MY SCHOOL



1. OBJECTIVES

Students will:

- Internalize objects from the school
- Comprehend basic SL vocabulary related to school supplies
- Place books correctly on the book shelf
- Demonstrate interest in and inquire about classroom materials

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize objects from the school

Writing:

- Turn pages in books

Speaking:

- Spell school words

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Identifying objects from the school

Instructive:

- Pronouncing school words

4. ACTIVITIES

- Cut objects from the school
- Glue and paste objects from the school
- Put together a twenty piece puzzle containing objects from the school
- Turn pages in books

5. EVALUATION

- Observation
- Follow instructions to complete the puzzle

UNIT 8

FRUITS



1. OBJECTIVES

Students will:

- Internalize fruits
- Comprehend basic SL vocabulary related to fruits
- Distinguish between fruits and vegetables
- Expand new vocabulary

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize and say aloud the fruits

Writing:

- Cut fruits
- Glue and paste fruits
- Draw fruits

Speaking:

- State known fruits

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Identifying fruits

Instructive:

- Pronouncing fruit words

4. ACTIVITIES

- Cut the fruits
- Glue and paste the fruits
- Put together a twenty piece puzzle containing fruits

5. EVALUATION

- Observation
- Recognize fruits

UNIT 9

PETS



1. OBJECTIVES

Students will:

- Recognize domestic animals
- Comprehend basic SL vocabulary related to animals
- Endangered animals
- Protecting wildlife

2. LANGUAGE SKILLS

Listening:

- Follow simple oral instructions
- Listen and respond step by step oral instructions

Reading:

- Recognize domestic animals
- Enlarge vocabulary

Writing:

- Hold and use a pencil correctly
- Draw straight and curved lines

Speaking:

- Recite poems, songs

3. MACRO FUNCTIONS

INFORMATIVE FUNCTION

Descriptive:

- Distinguishing between domestic and wild animals

Instructive:

- Pronouncing accurately domestic animals

4. ACTIVITIES

- Cut the domestic animals
- Glue and paste the domestic animals
- Put together a twenty piece puzzle containing domestic animals

5. EVALUATION

- Observation
- Identify the domestic animals

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ANNEXES

ANNEX 1

PROJECT PLAN PROFILE

ARMY POLYTECHNIC SCHOOL
AT A LONG DISTANCE EDUCATION MODE
SCHOOL OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH PROGRAM

PROJECT PLAN PROFILE

Name: Victor Hugo Matute Anagumbra.

Home address: Píntag, San Isidro #540.

Office address: Portugal E12-72 y Eloy Alfaro.

Telephone number: 2383-327 / 2469-064.
095011780.

Support Center: 50.

City: Quito.

Date of handing over: June 2005.

Title: English syllabus proposal for teaching English as a foreign language in the "San Jerónimo and Antisana" private kindergarten, Píntag.

INTRODUCTION

Since there have been schools, there has been the need to improve teaching. Thousands of people have spent time, energy and money in order to make decisions about how to do our language education more efficient.

The main purpose of this work is to propose a kindergarten English syllabus for the teaching of English as a foreign language. This syllabus might be used as a guide for kindergarten teachers of English as a foreign language in the "San Jerónimo and Antisana" private kindergarten, Píntag.

The kindergarten level has been chosen because this is the first step in formal education for most children. Children at the kindergarten age are expected to learn a lot of abilities, skills and psychomotor activities. But mainly, they are expected to acquire and develop useful verbal competence, as well as the ability to produce and use this verbal competence during their whole life. On the other hand, these abilities will facilitate the learning process in the coming years. Therefore, greater emphasis should be given to language programs for children especially for foreign languages. Together with these abilities, the development of the speech in the native language will help to internalize the foreign language skills.

There are many ways to plan an English syllabus. There are variations in goals, themes, methods, and approaches. There is no single perfect syllabus for teaching English as a foreign language, which every kindergarten program should aim to be. Every circumstance is different, every group of children is different, and every teacher is different. But there are certain criteria English syllabus should meet to be more efficient.

From what was observed, to be more efficient, any kindergarten English syllabus should be planned to facilitate educational experiences that will promote spontaneous learning in children, and will enhance the classroom aspects of the syllabus.

It would also be difficult to recommend an English syllabus formal based on school objectives, since the objectives of one school are going to be different from those in another.

Therefore, the English syllabus formal recommended in this paper is a skills-centered, which could be adjusted to achieve specific objectives or goals. This formal addresses the four basic processes students must develop to learn and communicate. These are listening, reading, writing, and speaking.

PROJECT FEATURES

SITUATIONAL FRAME

- **Problematical Situation:**

In Píntag, we can find mainly public schools; they offer education at an elementary level, the whole plan of instruction is taught in Spanish. English as a foreign language is taught as an optional subject, so it is necessary to implement it or to incorporate English as a foreign language in all the educational institutions.

- **Main Problem:**

How an English syllabus improves the learning of English as a foreign language?

- **Secondary Problems:**

The use of inappropriate resources in the teaching of English

PROJECT JUSTIFICATION

This project will attempt to propose a kindergarten English syllabus proposal for the teaching of English as a foreign language. This syllabus might be used first to improve the methodology, to avoid the waste of human and economical resources in the “San Jerónimo and Antisana” private kindergarten, Píntag. An English syllabus that is planned to be appropriate for the average children in kindergarten, so that it might help a comprehensive development in most disciplines: physical, emotional, social and cognitive domains through an integrated approach, with emphasis on learning as an interactive process, which might consist by giving children the freedom to interact with their teachers, other children, objects and materials in their environment.

A well structured environment where problem-solving situations are present and where children can choose any activity with a framework designed by the teacher, is essential for cognitive development and thus for the development of recommended kindergarten English syllabus.

This work does not attempt to support a specific formal English syllabus, a syllabus that includes curriculum policies, goals, methods, syllabi or texts. However, an overview on curriculum will be presented because it is important for educators to have a comprehensive view of curriculum in order to perform their tasks intelligently and appropriately.

OBJECTIVES

- **General Objective:**
To design an English syllabus that could be used as a useful guide for kindergarten teachers, in the teaching of English as a foreign language in the “San Jerónimo and Antisana” private kindergarten, Píntag.
- **Specific Objectives:**
 - To identify the need of a syllabus.
 - To determine the methods used by the teachers.

THEORETICAL FRAME

- **Content Profile:**

INTRODUCTION

CHAPTER 1

Theoretical frame

Learning concepts

First language acquisition vs. second language acquisition

Second language-teaching methods

Curriculum

Syllabus design

CHAPTER 2

Methodology

Time series designs

Description of the “San Jerónimo and Antisana” syllabus

CHAPTER 3

Analysis and results of data

Pretest

CHAPTER 4

Conclusions and Recommendations

Conclusions

Recommendations

CHAPTER 5

English syllabus proposal for teaching English as a foreign language in the “San Jerónimo and Antisana” private kindergarten, Píntag

Recommended syllabus format

Objectives

Feasibility
Impact
Evaluation
Participants and beneficiaries
Bibliography
Internet resources

ANNEXES

Annex 1. Project plan profile

Annex 2. Instruments: worksheet pre-test, evaluation sheet

- **Hypothesis Formulation:**

- **General Hypothesis:**

- The students of “San Jerónimo and Antisana” private kindergarten, Píntag do not achieve an acceptable level of English due to the lack of a well-established English syllabus.

- **Particular Hypothesis:**

- There is a substantial difference between the teaching activities of the former English syllabus and the ones proposed in this study.

- There is no relationship between first language membership and the methodology proposed by this study.

- **Methodological Design:**

- For the purpose of this project, the English syllabus in action of two private schools in Píntag will be analyzed: The first, a catholic school Unidad Educativa Católica “San Jerónimo”, and the second, an evangelic school Unidad Educativa “Antisana”.

- These are schools where all of their students speak Spanish as their first language. I have selected these schools because of the relative success they have had in the teaching of the English language.

- The subjects for this study were 5-6 year old children who were currently enrolled in the kindergarten. They were randomly selected regardless of their level of English. The kindergarten level has been chosen because this is the first step in formal education for most children.

- Because of the nature of the study a “Time-Series Designs” was the research technique used. One kindergarten class, in each school, was observed for a period of eight weeks.

- For the classification of information, I used the following worksheet and evaluation sheet:

- **Project Evaluation Criteria:**
Preliminary data was collected through informal interviews and conversations with students.

Pretests and posttests were administered. They consisted on observation records, and answer to questionnaires.

Using graphic designs will represent all the results, for this purpose Statistic Package for Social Sciences (SPSS) will be used.

RESOURCES

- **Human:**
The Administration and teachers of the two schools who provided the infrastructure and the permission for using the school resources:
Unidad Educativa Católica “San Jerónimo”
Unidad Educativa “Antisana”

The kindergarten students who were the subject of the study: they were 5-6 year old children who were currently enrolled in the kindergarten; they speak Spanish as their first language.

The researcher who will be responsible for carrying out the research, collecting the data, tabulating the data, interpreting the data, and writing the final dissertation.

Fellow teachers who will support me by letting the researcher rearrange their schedules in order to carry out the research.

The Director and the Co-director of the study who will be the tutors in all the research process.

- **Material:**
Classrooms of the two schools, tape-recorder, photocopiers, file cards, books, computer, scanner and printer.
- **Technical:**
Internet
Statistic Package for Social Sciences (SPSS)

TIMETABLE

Activity	Mar-05	Apr-05	May-05	Jun-05	Jul-05
Planning and design of the project	-----				
Start with the Research Project: Organizing, collecting general information	-----	-----			
Chapter 1: Theoretical background on learning Chapter 2: First language acquisition Vs. Second language acquisition		-----			
Chapter 3: Curriculum Development Chapter 4: Description of school curricula in action		-----	-----		
Assessment			-----	-----	
Chapter 5: English syllabus proposal for teaching English as a foreign language in the “San Jerónimo and Antisana” private kindergarten, Píntag.				-----	
Final review: Print, bind, deliver, and oral defense				-----	

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<http://www.monografias.com>
http://www.englishraven.com/method_communicative.html

BUDGET

TABLE #1

DETAIL	PRICE
Fees	400
Stationary	50
Analysts	100
Transportation	50
Computer services	80
Bibliography	100
Other	50
TOTAL	830

Carried out by: Victor Hugo Matute Anagumbra

D							Numbers
E							Numbers
A							Colors
B							Colors
C							Colors
D							Colors
E							Colors
A							Animals
B							Animals
C							Animals
D							Animals
E							Animals