Curriculum Proposal to Teach English as L2 to Children at Escuela Normal Superior Distrital Maria Montessori (ENSDMM)

Magda Rico
Miguel Prada
Sharee Loaiza
Karen Sosa
Evelin Herrera
Andrea Morales
Jairo Torres
Ferney Vela
Ali Bernal
Fernanda Cano
Vivian Moreno
Leydi Celi

La Salle University
Faculty of Education
BA in Castilian Spanish, English and French
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Last, but not least, to our families, for their support and patience, not only during this project, but all through our lives.
Abstract

This exploratory research study carried out at Escuela Normal Superior Distrital Maria Montessori (ENSDMM) led to the identification of their lack of a clearly-established curriculum to teach English as L2. Taking into account Graves’ (2000) framework for curriculum design, a constructivist-based curriculum proposal articulated upon the use of thematic units as a strategy to facilitate children’s learning of English as L2 and to enable the gradual implementation of other school subjects was designed. The analysis of the effectiveness of this proposal goes beyond the scope of this study, but it was piloted for a semester and the results of the learners’ perceptions in terms of effectiveness and preferences regarding resources and strategies show that the curriculum is pertinent to their lives and therefore promotes and facilitates reflection about the processes undergone by learners of English as L2.

*Key words:* curriculum design, English learning, English teaching, L2 teaching, L2 learning, children’s language acquisition, constructivism, thematic units, topic-based approach (TBA), qualitative analysis, learners’ perceptions.
TOPIC-BASED CURRICULUM PROPOSAL FOR ENSDMM

Curriculum Proposal to Teach English as L2\(^1\) to Children at Escuela Normal Superior Distrital María Montessori (ENSDMM)

Learning English has become a necessity that arises from the current accelerated scientific and technological developmental processes and the recent economic and intercultural communication trends. Therefore, the necessity to improve the communicative competences in English is a direct result of globalizing processes, which call for the adoption of adequate strategies to catch up and keep up with these trends, as Vélez (2006) noted in the guidelines for English teaching in Colombia: “a good English level facilitates the access to work and schooling opportunities which help improve the quality of life” (p. 2). The Colombian Ministry of Education (MEN, acronym in Spanish) through the National Bilingualism Program (PNB, acronym in Spanish) has established these educational goals based on the competences considered in the Common European Framework of Reference for Languages (CEFR), which are to be accomplished by year 2019:

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<tr>
<td>English teachers in primary/secondary</td>
<td>B2</td>
</tr>
<tr>
<td>school</td>
<td></td>
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<td>Primary/secondary school teachers –</td>
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<td></td>
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<td>11th graders</td>
<td>B1</td>
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At the local level, the PNB is carried out through the \textit{Bogotá Bilingüe} project (BBP), which intends to enable citizens to communicate in English with comparable international standards, in

\(^{1}\) There has been a traditional distinction between the concepts ESL (English as a Second Language), i.e “learned in a country or context in which English is not commonly used as a language or education, business, or government” (Brown, 2007, p. 381) and EFL (English as a Foreign Language), “learned as a foreign language within the culture of an English-speaking country” (Brown, 2007, p. 381). However, the pace of change nowadays in the use of English worldwide has faded this distinction and for the present paper the concept presented will be the more neutral of \textit{English as L2}.\)
order to contribute to the insertion of Bogotá and the entire country into the global economy and the communicational processes leading to universal and cultural openness (Acuerdo 253, 2006). Hence, public schools should offer their pupils the opportunity to be in contact with English and communicate in it to reach the standards established by the PNB by 2019, and every school should have a specific implementation strategy framed by these guidelines.

**Justification**

Escuela Normal Superior Distrital Maria Montessori (ENSDMM), where a group of pre-service teachers from La Salle University carried out their pre-service practicum, is a public institution which is obligatorily regulated by the requirements and guidelines set by the PNB and the BBP. However, these teachers found out that the institution lacked a curriculum for English teaching and therefore the homeroom teachers could not comply with these requirements since there was no clear pedagogical design for this subject. Therefore, as the practicum is closely linked to the research projects to be carried out at the end of the degree, the design of a curriculum to teach English appeared as a possibility, especially as it was seen as an opportunity to use this tool for the development of the teaching/learning processes in the degrees in which these teachers were providing support. This implied more significant learning through the promotion of ways of thinking and acting which help learners to improve their cognitive and interpersonal processes and the school is able to provide them with the competences required by the educational guidelines described above while they develop broader competences. This attempt was carried out with the support of the board of head teachers who considered the need to develop a joint curriculum proposal to teach English in basic primary education, from third grade to fifth grade.
This research project has taken into account three main aspects in order to develop a curriculum. The first aspect is the use of thematic units as a unifying concept for the teaching of English as a subject which is, in turn, related to the Topic-Based Approach (TBA) because of the use of topics as the core element to articulate the unit itself. These topics rely heavily on the learners’ lives and realities and are intended to bridge the gap between their educational needs and their learning processes. In this way, this proposal aims to teach English based on the learners’ schemas in others areas, which will facilitate their learning of English since the concepts they have learned in other subjects/areas represent the knowledge that students have about the topics, they will review them in English and it will eventually facilitate the subsequent articulation of concepts with non-language subjects in the mid- and long term.

The second aspect is the communicative approach that provides students with the ability to interact and express their thoughts in context. It is important to bear in mind that language comes successfully through the communication of real meanings, thus when learners are involved in real communication, they use their natural strategies for language acquisition, and this will allow them to learn to use the language, as the principles underlying the communicative approach noted by Mitchell (1994) indicate: “effective language teaching is responsive to the needs of and interests of the individual learners, [it] is an active process, in which the learner takes increasing responsibility for his or her progress [and it] aims to facilitate, not control, the language learning process” (p. 39). Furthermore, this proposal is based on this approach because the Colombian students need to improve their communicative skills in context since recent research carried out by education authorities has shown very low results, as Van de Putte (2006) reported: “Ninety per cent of school leavers do not have a basic level of English and 63% of English teachers are not at intermediate level” (as cited by Moloney, 2006, para. 3). Besides, there needs to be
willingness to reach and build autonomous learning for the improvement of communicative competence in L2 in all the language skills. Hence, the main objective was to make students be self-confident when expressing their ideas and also eager to accomplish the tasks assigned by the teacher. This aspect has not been made explicit, but acts as a guiding principle for all the tasks included in the curriculum as there cannot be language development without interaction.

The third aspect is the *topic-based approach* in which the curriculum design places special emphasis of the lessons on subjects, themes or topics and the contents are arranged around these topics (Scott and Ytrerberg, 1990). Thus, this approach enriches the proposal because it fosters an easier way to relate the lessons in class to the students’ interests while it contributes to the learning processes in a positive way because learners work with real situations associated to specific topics.

As mentioned above, this curriculum proposal will help the school to organize and promote the English teaching and learning and will become a more concrete support to the academic achievement in general since there are no qualified English teachers in elementary school and that is why English is sometimes being taught by practitioners, who are not ELT certified or the pre-service teachers who cannot guarantee long-lasting processes. This obviously affects the effectiveness in the English teaching processes as the implementation often lacks coherence: for example, learners are indistinctively studying the alphabet in first to fifth grade, using exactly the same material and strategies; this evidently neglects learners’ differences in terms of learning styles and cognitive development. With the adoption of the curriculum proposal suggested here, teachers could be more aware of which topics they should teach; hence the curriculum would be the guide for teachers who are not experts on the subject since, as Jiménez (2010) stated: “It is important to develop a curriculum that guides the learning teaching process”. Finally, this
monograph would also help the pre-service teachers apply their knowledge and acquire experience as teachers. Hence, the construction of a curriculum as a macro project involving third to fifth grade at ENSDMM represents the main core of the research group’s study.

As stated above, the research group worked as pre-service teachers and developed their final research project with third, fourth and fifth grades at the ENSDMM bearing in mind the fact that the different areas of curriculum and pedagogy have been arranged to work together within the organization of this project in search of positive results in the relationship between socio-cultural factors and the perceptions from teachers’ pedagogical orientations regarding the English curriculum. It is important to keep in mind the main principles of ENSDMM and their orientation towards social changes, educational innovation, values, and integrity have all been taken into account in the proposal and will eventually make part of this comprehensive curriculum proposal. All this process was developed because English teachers are always looking for better ways to guide learners along the various educational processes, and thus to enhance the effectiveness of the teaching/learning processes of English as L2 by offering them tools to enhance the future careers of the teachers they are training.

Background: School Context and Population

The ENSDMM is a public institution created by the Technical Council Board of the Department of Education of Bogotá (SED, acronym in Spanish) and the City Council in 1962 and named after María Montessori through Resolution No 3228 of September 1971 (Cermeno, 2008, para. 2). This school provides formal education to children whose ages range between 5 and 19 years old with the permanent guidance and support from SED. This formal education institution holds an approximate population of 1200 students in elementary education and 1500
students in secondary education and offers lessons only during the day through three levels: preschool, elementary and high school. This project is addressed to elementary education.

The educational population of the ENSDMM belongs to families who live on one or two monthly basic salaries; this curriculum proposal was applied on students of elementary education from third to fifth grade, with a population of 700 students approximately, whose ages range between 8 and 12 years old. The Institution has two big campuses, one for primary and another for secondary, which have modern facilities with open fields, classrooms suitable for the construction of knowledge and rooms with advanced technology for children to be able to learn according to the currently global progress.

**Observation Instruments**

Different data collection instruments were used during the time the practicum was carried out to focus the project on the school’s needs. These observation included observations from preschool to fifth grade and the instruments were class observations, journals, notebook revisions (as artifacts), videos of some the lessons piloted and an interview to the coordinator of the ENSDMM; the applicability of some of them was even extended to the piloting stage to work on similar areas all through the project.

**Class observations**

The first observation instrument used was class observations made during the practicum at ENSDMM from pre-garden to fifth grade, since according to Cohen, Manion and Morrison (2007):
The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather “live” data from naturally occurring social situations. Observations can be of facts, such as the number the books in the classroom, the number of learners in a class, the number of the learners who visit the school library in a given period.

(p.396)

These observations were made during a year and a half, from August 2009 to November 2010 with the objective to know the learners and in the same way the school’s needs related to English subject, trying to identify what the learners knew about English subject thanks to their work made previously with other researchers from La Salle University and to know what resources the researchers could use to develop the classes.

**Journals**

According to Lodico, Paulding and Voegtle (2010), “journals are typically used to record reflections on feelings and thoughts as well as descriptive data” (p.131). That means that teachers can record all their reflections and thoughts about different aspects of their lessons –not only of the teaching learning process, but also their personal experiences on the journals. Taking into account the special status Burns (1999) assigned to journals: “not only the significance of keeping a journal is the emotional security it may afford but also for the researcher to reflect on the research, step back and look again at the scenes in order to generate new ideas and theoretical directions”(p.89). For this project, the most appropriate concept of journal is the latter since the journals made during the practicum did not involve personal perceptions and reflections about the classes which the researchers wrote about, but also all the processes that were being carried out class by class. In fact, it was this systematic collection of data which allowed the research
group to realize that the school had no materials to teach English nor guiding principles to teach English at the elementary grades.

The journals developed by the researchers were made taking into account two important aspects; the first one is the description of the class and the second one about the reflection of this. For instance, some journals described that most of the researchers arrived the first day of class without a guide to carry out the class, they did not know what topic to teach according to the grade they were teaching, the school did not have any appropriate materials to teach the foreign language, and researchers did not know what activities do, and some of them were improvised. According to the previous aspects, pre-service teachers made some reflections and they concluded that the school needed an English curriculum proposal in order to improve the organization of the classes, and that was necessary to create appropriated activities and materials to help students in their learning process.

**Notebooks’ Revision (as Artifacts)**

According to Danielson (2008) “evidence comes from two principal sources: direct observation and examination of artifacts (…) and “artifacts offer the best, and in some cases the only, evidence of certain aspects of teaching” (p.3). However, the collection of this kind of evidence cannot be done one-sidedly as it needs to be agreed upon with learners, teachers or the owners of these items, since Danielson also stated that “arrangements are made for examination of artifacts” (p.9).

In order to point out the topics learners at the ENSDMM had studied and keep on the continuity of the teaching process, the research group looked in the learners’ notebooks the themes they had worked with the previous researchers due to, the school did not have an English
curriculum and the previous researchers had not even left anything about the topics studied before. Because of that, the notebooks from the learners were the only document where the research group could find the topics to work on. When the learners in charge of this project had that information they decided to design and apply a test in order to confirm if the learners know the topics found in their notebooks. With the results of the test pre-service teachers started to design and plan the classes with the purpose to begin working on the curriculum proposal.

**Interviews**

Taking into account what Seidman (2006) stated about this kind of data collection instrument: “interviewing (...) is a basic mode of inquiry. Recounting narratives of experience has been the major way throughout recorded history that humans have made sense of their experience” (p. 8). It is also important to bear in mind an important aspect at the moment of making the interview that was useful with the ENSDMM coordinator: according to Cohen, Manion and Morrison (2007) “each participant in an interview will define the situation in a particular way. This fact can be best handled by building controls into the research design” (p. 350). It is important to mention that the interview was Semi structured because the reach group asked some questions to the coordinator but during the development of this she make another comments and important aspect that were took into account. As Lodico, Paulding and Voegtle (2010) said: “The researcher develops an interview protocol that includes a list of questions or topics to be addressed on the interviews with all participants.” (p.124)

In the same respect, another instrument was a semi-structured, five-question-long interview applied to the elementary academic coordinator of the ENSDMM on May 24, 2010 at the school.

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2 The interview and the surveys were carried out in Spanish since the Academic Coordinator of the school did not speak English and the children are not communicatively competent enough in English to answer a survey. The results, however, are reported in English for the sake of this report.
with the purpose of obtaining further insight into the institution’s needs about English subject.

This person was selected because she is the coordinator of the elementary section of the institution and consequently she has all the information about the learners, the teachers and all the community of the school. (Appendix A).

Table 2 below shows the observational data collection instruments used for the preliminary stage of the research study, the objective set for each one of them and a brief summary of the data collected with each one of them. The consolidation of this information led the research group to establish the need for a curriculum proposal which integrated the educational principles of the institution with the needs set by the PNB and the general education guidelines.

<table>
<thead>
<tr>
<th>Observational data Collection Instrument</th>
<th>Objective</th>
<th>Result</th>
</tr>
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| Class Observations                      | • To gain some insight about the learners.  
• To know school’s needs.  
• To identify topics taught in class. | The researchers realized learners needed a curriculum with the different topics taking into account their previous knowledge and their likes about activities and material used by researchers. |
| Journals                                | • To record reflections, feelings, thoughts and descriptive data. | The research group gathered information about the perceptions that researchers had because of the lack of curriculum in the school and the need to prepare activities and material to develop the classes. |
| Notebook revision (Artifacts)           | • To recognize the learners’ background about English language  
• To know the English topics already taught by researchers. | The notebooks showed that learners did not have a organized process about the topics taught by the researchers because these evidenced an amount of topics without cohesion. |
| Video                                   | • To get detailed evidence about the classes piloted  
• To know learner’s attitudes toward different activities designed by researchers. | The research group perceived the learners perception about the activities and material designed by researchers, was positive for the class develop and the learner’s and teacher’s performance. |
Interview

- To know school’s needs according to coordinator’s expertise.
- To know the expectations about the research group.

The interview showed the need of the school regarding the research group designed a curriculum proposal for teaching English language to third, fourth and fifth grade at ENSDMM.

<table>
<thead>
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<th>Table 2 Observational data collection instruments and data collected</th>
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<td>Literature Review</td>
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As stated above, the ENSDMM is a Normal school whose overall objective is to train primary and secondary school teachers. However, it is important to point out that learners at the ENSDMM can take four additional complementary cycles after the regular high school scheme in which they are trained as teachers to gain further training in specialized areas and the closing element of those cycles is a research project related to teaching. That is why the researchers were able to find a proposal made in the 2009 by three learners in their fourth complementary cycle called “The cross-curricular approach: a way to live English in the classroom” (Appendix B). The purpose of this project was to identify how to integrate all the subjects in order to teach English and it included a guide for teachers of first and third grade based on the school’s Educational Institution Project (PEI). This project was developed in the action-research approach in which learners that carried out this project made a reflection and a critical analysis in order to create a curricular proposal and their guiding question was “How does the implementation of a “cross-curricular” approach makes it possible to guide language teaching and learning processes which are articulated to the other areas in the study plan for the communicative use of the language?”; the objective was to design a cross-curricular proposal for first and third graders which facilitated the school authorities and the teachers to articulate English and the rest of the subjects and the school’s curriculum since they acknowledged English as a useful communicative tool for life.
All the information presented in this document allowed the research group to realize that the proposal had not covered all the primary grades and that interrupted the learning continuum in primary school. Besides, the activities and the materials were not enough nor adequate for teachers and learners to develop a meaningful learning process, and sometimes the topics were the same for both grades (first and third). Bearing this in mind, the research group decided to design a curricular proposal which involved third, fourth and fifth grade with the corresponding activities, explanation, resources and designed materials and moreover the product of each topic.

In fact, this effort and the resulting document motivated the pre-service teachers from La Salle University to think about possible solutions to the problem and also to offer some continuity to this initial attempt. Taking this into account, the pre-service teachers/researchers concluded that was necessary to design an appropriate curriculum based on the school’s PEI.

On the other hand, researchers found the following projects made by diverse groups of graduates from La Salle University who had decided to design a curriculum design proposal to teach English to children:

The first project, entitled “Towards an identification Hacia una Identificación del Enfoque Curricular Predominante en la enseñanza del Inglés como Lengua extranjera: un Ejercicio Meta-Etnográfico”, carried out by the research group of this project, where the main objective was to design an interpretive synthesis of the predominant curricular approach in the teaching of English as a Foreign Language in a series of selected studies and the specific objectives included “to analyze the characterization of the curricular components in each one of the studies selected” and “to identify the predominant approach in each one of the studies selected” (p.19). In this project, the researchers wrote down the definition of curriculum based on Kemmis (1993) who had cited different authors like Schwab, Lundgren, and Stenhouse to set his own definition of
curriculum. The research methodology used in this project was *meta-ethnography*, supported by authors as Gómez (2003), Van Mannen (1988), and Doyle (2003). In order to develop the project, the researchers used instruments which fit the meta-ethnographic approach. In addition, that project highlighted the importance of the bond between teaching and the curriculum proposal.

The second project found was “Propuesta de Diseño Curricular para la Enseñanza del Inglés con Niños y Adultos Vinculados al programa de Educación no Formal ‘Alianza Social Educativa’ (A.S.E.) Sede Garcés Navas Localidad 10 Engativa, Bogotá. (2007)” by Benito, Cortés, Espitia, Loaiza, López, Molina, Pinillos, Reyes, and Roa whose main objective was “to design a curriculum to teach English to children and adults enrolled in the non-formal educational institution Alianza Social Educativa, campus Garcés Navas, in the Engativá área in Bogotá” and the specific objectives were “to characterize the socio-cultural context of the population, analyze and systematize the information collected, adopt a theoretical stand which supports the design and creation of the curricular proposal, to design and develop a curriculum which fits the needs of the ASE to teach English to children and adults.” In this project, the researchers wrote down the definition of curriculum given by several authors, such as Zabalza (1997), Grundy (1987) (as cited by López, 2001), Dubin and Olshtain (1986), Lizcano (1984) (citing Valbuena, 1975). They also took the definition of curriculum stated in Section 76 of the Colombian General Education Act. That project also showed the pedagogical models described by De Zubiría (1990), who illustrated the different pedagogical methods in the history: traditional pedagogy, instructional methods, the New School and the activist model, conceptual pedagogy and meaningful learning. The researchers assumed the last one as the pedagogical model of their project. On the other hand, they talked about the approaches in English teaching
based on Brown (2001), and the authors decided to take into account the communicative approach, Task-Based and Topic-Based approach. Moreover, the processes undergone by children and adults learning a language according to Brown’s theory (2001) are described as he showed the definition and variables related to this topic. The type of research developed in this project is qualitative descriptive. Finally, the tools used in this project were field diaries made by the practitioner teachers, interviews applied to learners and schools’ administrative area, and surveys answered by learners in order to gather information about the learners’ likes, needs, preferences and previous knowledge.

The third and last project was called “Propuesta Metodológica de un Diseño Curricular de Lengua Extranjera para la Sección Preescolar del Colegio Agustiniano Ciudad Salitre (CACS) Basado en el Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza y Evaluación”, written by Bedoya and Galindo (2005), whose main objective was “to design a curricular proposal in foreign language for pre-school by adapting the CEFR for Languages to the Colombian context and by following the guidelines of the CACS” and the specific objectives were “to know and adapt the proposal of the CEFR in an institutional context, to set the common guidelines for teaching, learning and assessment in a foreign language for the CACS, to define a curricular approach which supports and enables the operation of a study plan in foreign language at the educational institution, to disseminate the importance of reforming the curricula from pre-school to achieve the qualification of the students’ performance and Foster the improvement of the performance of those involved in the teaching-learning experience”. The researchers who carried out this project wrote down the definitions of curriculum given by several authors, such as Iafrancesco (2000), Coll (1987) and the one found in Section 76 of the Colombian General Education Act. This project is based on the Language Experience approach, and on the
communicative approach. Also, the type of research developed in this project is qualitative
Reflection - Action - Research based on the critical-reflective, interpretive paradigm. Finally, the
tools used in this project were interviews applied to parents, teachers and preschool learners and
class observations in order to gather information about different learning aspects. Those tools
were also considered in the project reported in this paper because the results obtained could
guide the design of the proposal by letting us know the school and the learners’ context.

According to the previous projects found at La Salle University, it was evident that the
development of curriculum in different schools was the common focus and that they offered a
wide variety of definitions of curriculum from several authors. However, we considered
Zabalza’s definition (2007) as the most appropriate since it is the one that best fits our project
and the school’s proposal. It is relevant to say that those projects are useful for our proposal
because they gave some basis on the curriculum development directed for the ENSDMM.

Also, the group considered the approaches used in the previous projects like Topic-Based,
Task Based and the communicative approach are useful to teach English. However, the first and
the last were the approaches chosen for our project because they require active and permanent
interaction among learners and teachers. In this respect it is worth noting that the objective
proposed by the ENSDMM School is that learners get a communicative competence in English
as L2.

Additionally, different types of research were found used in the projects above, like Meta
– ethnographic, qualitative descriptive, and reflection - action research, but we decided to use the
exploratory research and qualitative methods because these helped us to identify the problem and
give it the solution based on observation, field diaries, interviews, and surveys. In brief, the
projects above helped to focus the attention of our project in authors, methods, approaches,
methodological research and tools which could be the most suitable for the proposal in order to develop and design it.

**Research Question**

What curriculum proposal for the teaching of English as L2 is the most appropriate for children from third to fifth grades at ENSDMM?

**General Objective**

To design a curriculum proposal which offers all the members of the educational community at ENSDMM to teach/learn English as L2 to third to fifth graders through the use of thematic units based on topic-based approach at ENSDMM, considering constructivism as the conceptual pedagogical model.

**Specific Objectives**

- To explore the school main needs related to English Language Teaching to children.
- To research on the main theoretical constructs that supports the proposal.
- To develop a curriculum proposal for third, fourth and fifth that covers the suggested topics by MEN.
- To design the thematic units for third to fifth grades.
- To pilot some activities of the thematic units proposed to confirm the accomplishment of the objectives in the first stage of the study.
Theoretical Framework

This chapter intends to give the readers a general view of the different theories that support the monograph considering various authors’ views. It covers some definitions and theories about curriculum, approaches that are the base for the research, also how children learn, topic based approach, and its relation with the curriculum. The following aspects that are part of the proposal has the objective of guide English teachers in the learners’ learning process as well as help to know what are going to be the best ways to articulate those theories to the monograph. Since this is a curricular proposal it is important to make clear the concept of curriculum and to identify its components.

Definition of Curriculum

The word curriculum has been widely defined for many authors. For this particular study, the starting point of discussion will be its etymology. The word curriculum is a Latin voice that stems from the verb “currere” that means course. According to Gvirtz & Palamidessi, “a curriculum is a way to regulate teaching practice” (2006, p. 50). So, curriculum is all the selection, organization, distribution, and evaluation processes related to the educational system.

According to Zabalza (2007), the meaning of curriculum is a project that determines the objectives, goals and the steps that are necessary to reach the aim. Furthermore curriculum includes more than just courses of study. It includes goals, objectives, strategies, assumptions and instructional materials.

In addition, Zabalza (2007) also said, the curriculum is a program of the educational process - learning with its corresponding academic and administrative purposes. Hence, it is important to know what the main idea of creating a curriculum is, basically is to outline the
educative program, describing the conditions and parameters, in order to reach the objectives determining their criteria for the success.

Consequently, for this project the curriculum definition that the research group took into account is the one that Zabalza propose because he said that the curriculum are all the goals and steps to reach the aim taking into account the school context, since for this project is important to have in mind the objectives of the curriculum proposal, in that way these may guide the teacher to have a successful teaching process.

Briefly, having a clear definition of what curriculum means, also the ways in which it helps schools to determine the development of their programs, those definitions are going to be useful on the proposal, because give a general and started point for the creation of this curriculum. Furthermore, it is important to identify the taxonomy of curriculum used for the discussion in this document.

**Types of Curriculum**

The main reason to have different types of curriculum is that they have to cover the entire educational process of the learner. This section presents some views on the types of curriculum, with special identification of some similarities between the authors. According to Casarini (1999) there are three types of curriculum: the first one is the *formal curriculum* that refers to “the planning of teaching and learning processes with their own academic-administrative conditions and purposes” (p. 7). The second one is the *real curriculum* that is “to adjust the curricular plan to the real situation of the classroom” (p. 8). There is another type that is the *hidden curriculum*: “the covert teachings, not explicit institutional lessons, provided by the school since this is a microcosm of the social systems of values” (Arciniegas, 1982, as cited by Casarini, 1999, p.9)
On the other hand, Posner (1998) considering that there are five types of curricula: the first one is the *official* or written, i.e. the one documented in sequence tables, syllabus, curricular guides, content tables, and objective lists. The main purpose is to “give teachers a guide in order to plan classes and evaluate their learners. It also gives administrators basis to help them monitor the teachers in order to make them responsible for their practicum and results”. The second type is the *operational*, i.e. the one developed in class: what the teachers do in the real context, taking into account the results. The third type that Posner (1998) propose is the *hidden* “that is composed by the influence schools make in a systematic way, which however is not specified or recognized”. The fourth type is the *null*, i.e. the one formed by topics that are not taught. The last one is the *extra* curriculum, which considers the experiences that are out of the subjects.

Accordingly, with all the previous information and Casarini’s point of view the formal curriculum is going to be used on this project because of the academic-administrative planning of the contents.

In short, the types mentioned above make the initial point for the project, because with the definition and the types of curriculum, the proposal can have the directions of what it is necessary to take into account at the moment of making the curriculum proposal at the Montessori’s school. Moreover, there are other aspects that are relevant for the construction of the curriculum proposal, one is the curricular components can be useful to organize and set a sequence for the proposal.

**Components of the Curriculum**

There are various ways to design a course or a curriculum in order to obtain successful results. Traditionally, teachers believed that the right way to get the right results was by
applying a linear approach to develop a course; however, in order to establish the best model to adopt to design the TBA curriculum proposed here, three approaches or models will be presented below. First of all, Brown (1995) presented the model shown in Figure 1, allegedly meant to be applicable to language programs; it provides a set of stages for the *logical development* of a program and also a set of components for both, the improvement and maintenance of a program. Furthermore, the model presents possible interactions among the components.

![Figure 1. Systematic Approach to Designing and Maintaining Language Curriculum (adapted from Brown 1989a). From *The Elements of Language Curriculum* (p. 20), by J. D. Brown, 1995, Boston, MA: Heinle & Heinle Publishers.](https://example.com/figure1.png)

Secondly, White (1991) proposed a *systematic* approach that “begins with the specification of objectives, followed by a plan on how to achieve the objectives using the personnel and resources available, the outcomes to be evaluated by comparing achievements..."
with objectives” (p. 169). This model of curriculum, called *means-ends*, is presented in Figure 2 below.

![Flowchart of Means-Ends Curriculum Development Model](image)

*Figure 2. Flowchart of Means-Ends Curriculum Development Model. From Management in English Language Teaching (p. 170), by R. White, 1991, Cambridge, UK: Cambridge University Press.*

Graves (2000) proposed a framework organized as a set of processes and products completely interrelated to each other but, as she stated, there are two important aspects involved in a curriculum design. The first one—probably the most distinctive, is the absence of order: as course designers, teachers can begin anywhere in the framework and each one of them will identify the need to articulate every component and the right time to do it. The second aspect that Graves captured in her flow chart framework is the systematic interrelation of the components of the course design. This means that each and every component involved in the design of the
curriculum is closely related to each other. If one of the components is modified, such modification will be reflected in any other component of the curriculum design. Figure 3 shows the flowchart to develop a curriculum suggested by Graves (2000).

![Diagram of course development process]

*Figure 3.* A framework of course development courses. From *Designing Language Courses: A Guide for Teachers* (p. 3), by K. Graves, 2000, Boston, MA: Heinle & Heinle Publishers.

The research group decided to organize the curriculum proposal for the ENSDMM based on Graves’ framework because of its flexibility, and that is why the next section will rely heavily on her guidelines.

**Graves’ Procedure to Organize a Curriculum**

A needs assessment process is suggested by Graves (2000) as: “a systematic and ongoing process of gathering information about learners’ needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs” (p. 98). On the other hand, Brown (1995) defined a needs analysis as: “the systematic collection and analysis of all relevant information necessary to satisfy language learning
requirements of the learners within the context of the particular institutions involved in the learning situation.” (p. 21). Taking into account Graves’ suggestion about the process of gathering information from the learners and Brown’s advice about considering the context of the particular institutions involved in the learning situation, the research group carried out an informal discussion with the learners and a notebook revision in order to know the process learners had had during the previous cycles. With the information gathered from the discussion and the revision of the notebooks, the research group designed a diagnostic test in order to confirm if the learners really knew those topics. The needs analysis could not be an ongoing process because of the hourly intensity of the subject at ENSDMM.

When designing a curriculum, the formulation of goals and objectives is one of the hardest aspects for teachers, but it is completely necessary because it provides them with clear ideas of what they need to teach and regulates the teaching and assessment strategies. Although there is a close relationship between goals and objectives, they are very different concepts indeed. According to Graves (2000), goals are long-term purposes of the course, general statements of the overall, which make up the intended outcomes and main purposes of a curriculum; once the goals have been established, teachers can focus on the priorities for the course. Objectives state and express how the goals will be achieved and the specific ways to get it; thus, once the objectives have been achieved, the goal will be reached. Goals are more general and objectives more specific. Goals are more long term, objectives more short term.

The third component in this project was defining the concept of context since it is one of the basic components for the design. Graves (2000) suggested to answer the following questions in order to recognize what the context is: “How long is the course? and where is the course taking place?” (p. 15). In response to the first question, the course is for an academic public year,
i.e. 28 weeks in total, approximately 14 weeks per semester. For this implementation, each semester have 2 thematic units, which means 7 weeks per unit, 6 for formal classes and the last to apply the self-learning assessment. Finally, as to the second question, the ENSDMM is a public educational institution located in Bogotá and the majority of its population corresponds to a lower middle social class stratum, according to the characterization of the population included in the Institutional Education Project (PEI, because of the initials in Spanish). (Appendix C)

Graves (2000) stated that “without that information it is difficult to evaluate the appropriateness or effectiveness of the product”, this means that when a teacher designs a course the design is “for a specific group of people, in a specific setting, for a specific amount of time; in short, for a specific context.” (p.15)

Returning to the analysis of the components, the fourth component developed by the researchers was articulating beliefs. Graves (2000) suggested analyzing four categories in order to establish each category of beliefs. First, “beliefs about which view of language should be emphasized will translate into beliefs about how the language should be learned”. It is a belief that a rule-governed language means learning a language without grammatical errors. In order not to adopt that belief by mistake, designers should create lessons that allow learners to compare their errors with the accurate language. The second category is beliefs about the social context of language, which in turn comprises three aspects, namely, sociolinguistic, sociocultural and sociopolitical issues. Sociolinguistic issues bridge social context and language. Teachers belief that learning a language means to adjust it to contextual factors, curriculum designers might allow learners to examine different ways to develop the tasks according with the context. Sociocultural issues are related with the interaction between culture and language, which include dimensions such as attitudes, costumes, social values, it is not mandatory to understand
completely the target culture of the target language, a good designed lesson implies allow
learners to “discuss the cultural values implicit” in their own culture and make comparisons
between cultures. And the last, is sociopolitical issues, that are concerned with how each
language or social group is viewed by the rest ones. Hence, develop lessons and activities with
topics that affects them and includes daily situations should be important in the design of
content. The third category is beliefs about learning and learners, it is a fundamental issue and it
regards how people learn and the roles that enable them to learn. And finally, the category of
beliefs about teaching is to do with the role of the teacher which is considered as a transmitter or
as a negotiator of knowledge.

The next component is organizing the course, which gives structure and shape to the
curriculum because it is the result of putting together material and content with the objectives
and goals defined. Graves (2000) suggested that in the component of organizing the course there
are five overlapping processes involves: “1) determining the organizing principle(s) that drive(s)
the course; 2) Identifying units, modules or strands based on the organizing principle(s); 3)
sequencing the units; 4) determining the language and skills content of the units; 5) Organizing
the content within each unit” (p.125). These processes are shown in Figure 4.

The first process in the fourth component of the curriculum is determining the organizing
principles, the research group established that the organizing principle to design the curriculum
was to consider the Basic Competence Standards in English as a Foreign Language (EBCLE,
because of the initials in Spanish). Based on this principle, but especially on the topics or themes
suggested by the Ministry of Education on the EBCLE, the entire research group established the
course units, which is the second process, for third to fifth grade.

Sequencing the units, i.e. the third process suggested, involves deciding the order in which the content is going to be taught. The group decided to sequence the topics to provide what Ellis (1997) called sequence of acquisition: “the stages of development through which learners pass when acquiring grammatical structures such as past tense or learning how to perform language functions such as requests” (p. 143), specifically the second criterion, i.e. the functional aspect of language around the themes identified from particular to general. For example, in third grade the first unit is My Behavior, which was the topic taken as a starting point, in a particular way, then, the second unit is My Body, third unit is My Community and the last one is My Environment, being this the general reach aspect at the end of the process.

The fourth process is to determine the language and skills content of the units, the contents were organized based on the subjects and concepts to teach in different areas. And also the linguistic element with its functions, language skills like listening, speaking, reading and writing were all grouped in mind maps.
The fifth and last process is organizing unit content, which shapes the sequence of the content developed by selecting certain topics suggested in the EBCLE, topics connected with language skills activities by the research group. The component of conceptualizing content, which is the fifth of the curriculum components, involves the way in which administrators conceive the curriculum, what the pre-service teachers consider learners should learn and what the EBCLE established to follow for the design of a public curriculum. It is worth taking into account that in order to create or design a syllabus for a public school, it is mandatory to follow the guidelines of the Ministry of Education provided both in the Lineamientos Curriculares and the EBCLE.

Developing materials, the next component, is closely linked to the goals and objectives of the course. Since the materials and activities are the way to carry out both, goals and objectives. Richards (2001) stated that teaching materials are a key component in most language programs and serve primarily to supplement the instructions given by the teachers. He also mention that for learners, “materials may provide the major source of contact they have with the language apart from the teacher” (p. 76) and according to Brown (1995), who stated that “materials can be handled rationally- whether adopted, developed or adapted- perhaps for the first time in some language programs” (p.35), this curriculum proposal developed the materials in those three ways and considered the suggestions made by both authors.

In order to include the last component considered by the research group, namely, the design of an assessment plan, the research group decided to include a formative assessment, scheduled at regular intervals at the end of every unit to know what the learners have achieved. Because of the age of the population, the research group with collaboration of the tutor designed a self-evaluation grill called for this work self-learning chart (Appendix D).
To summarize, it is important to reinforce that a curriculum helps school to determine the way to develop their programs, because of that, the research group considered what a curriculum is as initial point for the project established. The close definition for this project is provided by Zabalza (2007): a curriculum is a project that determines the objectives, goals and the steps that are necessary for reach the goal, which is to say, the project that incorporates and develops the aspects of the culture that the school put in an action plan that is proper to the execution of the objectives of the school.

Research group described different types of curricula; but the curricula which focus deeply with the proposal and explain all elements to take into account at the moment of make a curriculum at ENSDMM is Casarini (1999) established three types of curriculum, and according to his taxonomy of curricula, the proposal for ENSDMM was categorized as a formal curriculum because of the academic-administrative planning of the contents.

Furthermore, the research group decided to organize the curriculum to ENSDMM according to Graves’ (2000) framework who suggested 8 components which can be considered a teacher’s choice. However, only 7 of those components were used because of the context, namely: proposal assessing needs, formulating goals and objectives, defining the context, organizing the course, conceptualizing content, developing materials, designing an assessment plan.

Through observation instruments the research group identify school’s needs related to English subject: they are as follows: class observation; to identify what students knew about English class, and to identify the possible resources to develop the class. Journal; with this instrument the research group realized the lack of material to use English. Instrument number three is the notebook; it was used to check the topics in English subject in order to apply a test to
confirm if really they learn or know the topics in the notebook. Instrument number four; an interview which let the research group to know institution needs in English subject finally, a video to get details evidence about the classes piloted.

**Constructivism: The learning theory underlying the curriculum proposal**

Saville-Troike (2006) has defined *communicative competence* as “everything that a speaker needs to know in order to communicate appropriately within a particular community” (p. 134), and it is considered the ultimate goal in the successful language –whether L1 or L2, acquisition. This concept is highly important for the purpose of the research study reported here as language is considered a *socially constructed product*, i.e. language learners “construct” language socially as they bring forth their previous experiences as social participants in the context in which they learn a new language, or as Ellis (2003) stated “constructivists believe that the complexity of language emerges from associative learning processes being exposed to a massive and complex environments” (p.84, as cited by Mitchell & Miles, 2004, p. 98).

The concept is applicable to every human situation as they are all mediated by language, as Bransford and Jhonson (1972, 1973) demonstrated through several studies in which they proved that for the processing of linguistic stimuli, it was necessary an additional substrate preceding of extra linguistic experiences such as visual stimuli or images, showing cognitive and constructivism character of the linguistic comprehension (as cited in Prieto, 2007, p 6). Besides, Vygotsky highlighted the importance of language for cognitive development: “the initial function of the language is the communicative one. Language is first of all, a way of social communication, a way of expression and comprehension” (as cited in Baquero, 1996, p. 67).
Specifically in educational contexts, the prevailing concept is that of constructivism, which “in terms of learning, considers that individuals construct their own understanding of the world around them by accumulating information and interpreting it in relation to previous experiences” (Pritchard & Woolard, 2010, p. 19). Vygotsky’s perspective on constructivism establishes a strong link between interaction and culture: for instance, a Latin American person has a different cultural background to one person from Asia and, as a result, the relationships established in their settings will condition very different attitudes and actions in their interaction with parents, tutors, friends, etc. at all levels – especially in terms of communicative competence, as stated above. It is precisely through this interaction that their knowledge and behavior are molded; hence, communication and language play an essential role in children’s cognitive development.

Additionally, Rosa (2001) Piaget proposes the theory of genetic development, in which every individual develops him/herself according to their own pace; he also indicated that learning is a reorganization of cognitive structures and it is the result of the adjustment to the environment, the assimilation of the knowledge and the accommodation of this one to the cognitive structures referred to as “systems of transformations”. (P. 14). Furthermore, he stated that the motivation of the pupil is inherent to him/her and it is therefore not likely to be manipulated, which calls for the need for teachers to identify the origins of the learner’s motivation instead of planning lessons based on preconceptions.

**Piaget’s four stages of cognitive development**

Piaget proposed four stages for the cognitive development of the individual: sensorimotor, pre-operational, concrete operations, and logical-formal operations.

**Sensorimotor**
This period is considered from birth to about age 2, here is when the conduct of the child is essentially a motor one and he or she does not think by means of concepts.

**Preoperational**

It is developed between 2 - 7 years, it is the stage where thought and language appears, here is also when the individual test his/her capacity to think symbolically, imitates conduct patterns, drawing, mental images and the development of the spoken language.

**Concrete-Operations Stage**

This Period is between 7 - 11 years. The processes of reasoning become logical and can be applied to concrete or real problems. In the social aspect, the child now turns into a really social being and classifies the concepts of space, time and speed.

**Logical-Formal Operations Stage**

It occurs between 12 - 16 years, in this stage the teenager achieves the understanding of knowledge which let him use the logical, inductive and deductive reasoning, furthermore it develops idealistic feelings and there is achieved the continuous making of personality and a higher development of moral concepts.

**Foreign language learning**

The populations in this project are learners from third to fifth grade and they are between 8 to 13 years old, so therefore they are mostly located in the third stage, concrete operations stage, and there are some learners located in the fourth stage, logical-formal operations stage.

Brown, on the other hand, made it clear that there are two branches of constructivism, i.e. *cognitive* and *social*: “In the cognitive version of constructivism, emphasis is placed on the importance of the learners constructing their own representation of reality” (Brown, 2007, p. 12),
this means that the learners should have an active role in their learning process and it is therefore their responsibility to make the most of every resource available – even the people who surround them as they help them access reality through mediation. The social branch of constructivism, which in turn, “emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality” (Brown, 2007, p. 12) is the one which underlies the curriculum proposal designed for ENSDMM, which is the core element of this research report.

It is thus evident that from a constructivist approach, language learning involves individual and social factors: the first one focuses on the previous experience of every learner (prior knowledge and attitude), which implies that the time required to develop the communicative competence in the foreign language varies. In terms of social factors, they are to do with the learner’s context and environment, both in social and educational terms, which highlight the mediating role of teachers and language itself. In this way, every learner provides the language teaching/learning process with his/her experiences, knowledge, cognitive structures, learning strategies and previously acquired skills. According to Prieto (2007): “those experiences mark the process learning doing particular and unique for each learner despite of the fact, this process have been developed in the same context” (p. 7).

The main characteristics of constructivist teaching/learning could be briefly summarized as being based on schemas, enabling the social construction and elaboration of concepts through reciprocal modeling, and requiring conceptual disequilibrium to promote learning.

It departs from the learners’ previous experience in terms of schemas, i.e. “how you develop what you know about a topic or concept and how you integrate new information” (Varner, 2009, para. 1). The lessons used to pilot the curriculum proposal for the ENSDMM
were designed to start with a *warming up*, the first activity in every lesson whose purpose was to introduce a new topic through the activation of learners’ schemas, and this facilitated or hindered the next step in the sequence, as it indicated that the information had been readily available or the learners required some mediation to reach it. For instance, on one occasion, to introduce the concept of *wild animals*, they listened to a song in which these animals made their usual sounds and the learners were asked to act out as the animal they listened to. It became evident that most of them understood a great deal of the animals and acted out accordingly, but seven learners did not recognize them at all; i.e. although they shared exactly the same learning context, their schemas were different. The majority of the learners might have had some kind of contact with the animals, could have been to a zoo or could have internalized the same stimuli in different ways, and therefore had a prior knowledge which differed from that of their classmates. Those activities helped the research group fine-tune the planning of subsequent lessons and the identification of an appropriate framework and sequence of activities and content which fits the profile of the learners and their learning needs.

Active social construction and elaboration of concepts: this idea is aligned with an additional perspective which somehow intertwines the previous branches of constructivism: the *social cognitive theory*, which considers that “fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action” (Bandura, 1997, p. 22, as cited in Pritchard & Woolard, 2010, p. 43). In the design of the curriculum, it was made clear that interaction is the backbone of every lesson and that the differences in schemas presented in the item above are somehow solved by promoting exchange of ideas, concepts and problem solving so that their social roles are also strengthened.
Confront previous ideas and concepts through the exposure to challenging ideas: Kagan, Kearsley and Zelazo (1978) proposed creating a just tolerable conceptual disequilibrium, which according to Mirenda and Donnellan (1987) is useful to “maintain the learner’s interest by providing a challenge, and at the same time it allows the learner to compare new experiences with similar experiences already in his or her repertoire” (p. 212). The lessons designed strive to provide learners with a sequence of content/skills work in which they need to apply already known concepts to situations which gradually challenge their prior knowledge and makes them relate it to previous knowledge and establish connections to concrete situations such as activity 35 for 3rdGrade, Thematic Unit 3: My Community, Sub-topic 3: Professions, in which learners put to practice everything they had previously learned during the process.

**Topic–based Approach (TBA)**

Another element involved in the design of this curriculum proposal, applied with a decidedly open constructivist perspective according to the information presented above, is Topic–Based Approach (TBA) – also known as Theme–Based Approach and Topic–Based Tasks. According to Mumford (2000), Scott and Ytreberg (1990) and Berry and Mindes (1993), TBA focuses on developing a curriculum from lessons about a subject, a topic or a theme with the purpose of specifying contexts in order to facilitate the study and development of the learner’s communicative and social skills. These authors have written their own proposal for creating a TBA-based curriculum based, which is described in detail below:

Scott and Ytreberg (1990) stated that a “curriculum design on TBA has the emphasis of the lessons on subjects; themes or topics and the contents of the curriculum are arranged around these topics” (p. 70). So the construction of a TBA curriculum does not intend to teach a foreign
language through grammatical patterns, but rather by using topics related to the daily life of people who live where the target language is spoken; this means that culture also plays an important role in the development of a curriculum proposal since it is the one which manages emotions, expressions and structural feelings from a society, directly affected by the use of a language. This conception brings forth a fear which the curriculum proposal carefully dismisses: the inclusion of an L2 cultural component in the curriculum by no means implies that the culture presented in the lessons exerts any kind of linguistic imperialism or colonization, as noted by Graddol (2006): “The argument about the language of education is also an argument about national identity, as much as about developing the intellectual skills of children” (p. 117). It must be noted that the proposal designed for this school asks children to carry out constant comparison between the specific events in their culture and that of L2.

Scott and Yterberg (1990) also planned an application process for developing a TBA curriculum, which must be respected as in its construction as in its application.

1. Choosing topics: the selection of topics can be done in class according to the culture where L2 is spoken, in order to start to establish a connection between learners and the new context.

2. Collecting material: once the topics have been established, the collection of materials can be useful since it allows the development of learning through them. Thence, texts, pictures, objects and flashcards can be good working tools in class.

3. Functions and situations: this step focuses on working out which situations and functions of the language the teacher wants to focus the lesson or sequence of lessons on. For example, if the topic is health, it could be structured around topics such as:

   Visiting a patient  Emergencies
Working in a hospital  Sicknesses
Booking a medical date  Medicines
And useful functions for the language could be:
Asking for something
Expressing feelings
Describing areas

4. Methods and activities: based on the functions and situations, activities which are pleasant for learners must be created. That is why the previous activity has to be carefully performed in order to identify learners’ schemas and be able to create adequate activities for them to develop.

5. Assessment: TBA lets teachers to assess learners using L1 or L2 to make them feel free and comfortable to express what they have on their minds. This aspect is particularly useful in the context of implementation of the curriculum since the teachers who are currently working there have a maximum English level of A2 or B1 in the CEFR, and they do not feel comfortable using L2 for tasks other than the strictly necessary, and this approach will facilitate their development of their communicative competence as well. In the same hypothetical situation of TBA lessons about health, some of the following questions can be used to assess learners:

T: Do you know a hospital?
S: Yes, I do/Not, I don’t.
T: What is it like?
S: It is big, white, clean and pleasant.

On the other hand, Mumford (2000) also proposed to develop a Theme-Based curriculum in which she defines the TBA as:
Topic Based Approach is the integration of various subjects in a curriculum that can contribute to a greater awareness of the interrelationship of school programs and make learning more relevant. Integration of subject content is intended to help learners make sense of the many dimensions of their world. (p.4)

According to this, a curriculum proposal based on TBA is the most suitable way to make learners aware of the cultural differences around the world, and they can acknowledge their own culture and increase their self-respect. Besides, Mumford (2000) also planned an application process for developing a TBA curriculum, which must be respected as in its construction as in its application:

1. Class Themes: This step consists of looking for the appropriate topics for the learners, bearing in mind their context Mumford (2000) age, culture, economic situation, other and list them to lead the construction of the curriculum. (p.5) Learners can be participants in this process so that the curriculum is appropriate for them.

2. Implementation process: this is the most difficult and long step to develop since it bridges the gap between the teacher’s traditional models for the directed learning and the separate subjects to provide a more innovative way of planning units of study. So, in order to carry out a good implementation process, the following tasks must be borne in mind:

- Choose a team: take one of the themes listed before, and brainstorm for new ideas that help you to create subthemes based on the main one. For example:

  Theme: HOSPITAL

  Subthemes: Emergencies, sicknesses, medicines and health care.

- Plan Ahead: after establishing the subthemes, a realistic plan around the chosen theme must be established for specific curriculum areas “one for each” with the appropriate activities
and set a date for completion of the planning. Then all the units should be connected and a plan for the specific objectives from each unit should be mapped out.

- Put the plan into action: this is the task where teacher realizes if what he/she did was a good plan and if it was appropriate for the learners’ capacities. Sometimes, the bad management of the learners makes plans not to work and the objective to take an unexpected direction.

3. Assessment: The evaluation of learners’ progress must be addressed throughout the units, using tools which reflect the objectives that were set in the second task. When the activities had been developed, the success of each unit should be assessed.

Berry and Mindes (1993), who wrote about how to plan a theme based curriculum, have stated that:

Topic based approach is a method used to create curriculums for the teaching of a foreign language, in which different learning areas are integrated instead of being separated into different subjects. It is considered that teaching which is integrated around a theme suits the way children naturally learn. Theme-based teaching has been transferred from general primary education to the teaching of English as a foreign language because it provides learners with motivating and meaningful uses of the language. (p. 6)

They talk about TBA as the method used to create new curricula which intend to teach a foreign language through a connection of themes from different disciplines in a curriculum proposal directed to a specific population “children, teenagers or adults”, and they have proposed to design a Theme Based curriculum taking into account the following planning structure:

1. Previous Investigation: this is the step in which teachers have to look for bibliographic resources that tell them which topics can be used from each area, then, analyze them, and finally choose the ones can apply to the population which the curriculum is going to be developed.
2. Testing Population: once the themes had been chosen, teachers must test learners in order to know the context where they come from. So it must to create a questionnaire which helps to establish a general idea about their context, and so, teachers can review if the themes chosen are appropriate for the kind of population where it is going to work.

3. Application Strategies: In this task, teachers have to think what they are going to use for applying the themes in class; good ideas for creating these resources are: the use of the internet, the animal stories, child film, flash cards, etc. These resources must be adapted to the results of the last task in order to the curriculum gets its objective.

4. Application: here is when all what was done in the last tasks should apply, so teachers have to guarantee learners feel comfortable and sure about what they are doing. Another important aspect that involves the teaches’ role in the application, it is the way how they act when there are differences in the way how learners learn, It advises to be patient and recursive, and try to create spaces in which these learners be worked independently, in order to them get the same competitiveness level from their classmates.

5. Assessments: this step consists of teacher’s measure the learners’ progress in their competitiveness level through tests which let them to assess the learners’ discharge in the four indispensable skills for the management of a foreign language: “reading, writing, speaking and listening”. These tests must not be complex and have to have specific objectives which are focused on the improvement of the learners’ skills, in order to keep a range of discharge almost similar in all the learners from the class.

After analyzing the proposals to design a curriculum based on TBA by Mumford (2000), Scott and Ytreberg (1990) and Berry and Mindes (1993), the thematic units from this curriculum proposal were structured according to Scott and Ytreberg’s proposal, since it offers a better
construction and application process for L2 learning process and besides, because this proposal enables the creation of material from a constructivist approach where children are taken into account for the development of their own learning process.

Besides being based on Scoot and Ytreberg’s propose and including a constructivist learning perspective, the construction of this curriculum proposal for ENSDMM has also involved the idea of Piaget’s four stages for the cognitive development of an individual, which is concrete operations stage, especially because it is the one that encompasses the ages of the learners for whom this proposal was designed. This, according to Piaget, implies that the learners’ processes of reasoning become logical and can be applied to concrete or real problems (as cited in Rosas, 2001).

Therefore, some ideas to support the reason why it has chosen Scott and Ytreberg’s proposal to develop this curriculum proposal are going to be presented:

- When a curriculum is designed around topics, teachers can focus on the topic selected, and that makes it easier for them to relate the lessons to the interests and experiences of the learners. To mention a specific example from this proposal, in fifth grade with the activity called “My Funny Cartoons” learners have to select their favourite cartoon from the newspaper, read it and create a new cartoon based on it. In the new cartoon learners have the possibility to express their own interests and experiences like for example their favourites sports, hobbies, activities, etc.
- Working on topics also help the learners’ foreign language learning process since they improve their capacity of understanding, memorizing and learning a language in context through the association of structures, words, and real situations about a particular topic. For example, in the activity “My Daily Routines” from third grade, learners learn in context and
exercise their memory constantly because of the connection between the use of the target language and the frequency with which they do the activities studied.

- Scott and Yterberg stated that TBA teaching allows teachers to go into a subject in depth and provide more and different vocabulary and also expressions related to the vocabulary selected. In the thematic unit “My Body”, specifically in the third sub-topic “body parts”, learners can improve their vocabulary and expressions related to external body parts. In the mind map shown in Figure 4, teachers are provided with alternative words and expressions to study the topic in depth.

![Mind Map of Body Parts](image)

**Figure 5.** Body Parts, Memory Game.

- Working about topics allows teachers to give a personal or local approach to materials. For example in the activity called “Festivals and Carnivals in my Country” included in fourth grade, teachers are asked to encourage learners to select from 12 different local festivals and carnivals, one per month to describe them with words and pictures. In the report learners have to answer...
questions like: Where and when is the selected festival celebrated? What is the main aspect celebrated? Do the selected festivals and carnivals have any kind of religious, political, economic, ethnic, cultural or regional aspects?

- In topic-based approach the work in classroom includes all the language skills. In this project, listening, speaking, reading and writing are included in the second element of the mind maps of each thematic unit. During the activities the teacher is going to apply different activities which will aid to develop or improve each language skill.

All the approaches have been applied in a foreign language teaching process with children, so it is important to know the theories and strategies that teachers should apply in their classes.

**Thematic Units**

Thematic Instruction was defined by Morrow (2006) as a “form of instruction that is integrated through the use a unifying concept or theme” (p.69). This teaching principle is carried out in the form of a thematic unit, which integrates basic disciplines like reading math and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.” (Rollins, n.d., para. 1). One of the most important elements of thematic instruction is the acquisition of knowledge as a “whole”: the idea is that learners can engage in cognitive processes in which they connect the newly presented knowledge and connect it with the real world in an integrated way, rather than as abstract concepts in isolation. Saville-Troike (2004) presented this kind of learning, specifically in the area of language learning as connectionism: “language learning [does not involve] either innate knowledge or abstraction of rules and principles, but [it is] rather [the] result from increasing strength of associations (connections) between stimuli and responses.” (p. 27). However, care must be taken not to
mistakenly reduce this concept to mere behavioral conditioning, as it is not modeled, but an absolutely voluntary and conscious process undertaken by the individual in real-life contexts, and since it involves the social construction of meanings and concepts, it has been considered a manner of constructivism and offers a great potential to integrate different subjects around the thematic units in an articulated and motivating manner. It was precisely that teaching/learning potential which allowed the establishment of the close relationship between the concept of thematic units and the eventual design of the curriculum for ENSDMM based on a Topic-Based Approach.

One of the advantages on design a curriculum through thematic units is the appealing environment created in the classroom because the selection of interesting and authentic topics makes learners feels that the knowledge they are being presented with is useful in areas other than in the subject they are currently working on, and it provides them with a wider perspective on the applicability of these issues, as Crawford, Saul, Mathews and Makinster (2005) noted:

Thematic units are usually extended lessons or a series of lessons that approach a topic from different viewpoints. They usually reflect the framework of more than one discipline. Thematic units go beyond lectures and books, and they employ a rich variety of learning resources. They may have learners researching different aspects of the topic at the same time, and they almost certainly involve learners in making choices of what they will study, in deciding how they will pursue that study, and in carrying out the study. (2005, p. 165)

Based on this principle, but especially on the topics suggested by the Ministry of Education on the EBCLE, the entire group established the course units, which is presented on Table 3 below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics of the First Semester</th>
<th>Topics of the Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>Fourth</td>
<td>Fifth</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>

Table 3. Conceptualizing Content for Grades Third to Fifth of ENSDMM

Mind Maps

The thematic units were organized in mind maps. In the mind map of “My Community”, which is one of the thematic axes for third grade in the second semester, the unit is oriented by a guiding question which the learners should be able to answer at the end of the unit. As the mind map in Figure 6 shows, the first component of the unit clockwise is Subjects and Concepts; in this section the three concepts to teach during the unit and the connection with the rest of the subjects in the curriculum. For instance, the three concepts in this case are family, professions and school.

The next box, Language, displays both, the function of language and skills. Then, the Activities to develop in class are assigned names which learners might find attractive and the last two elements are Resources and Products. A curriculum which complies with those conditions becomes authentic and real, since the content comes from authentic sources, activities and themes real issues and learners face situations related to their lives. Both, the mind maps of the thematic units as well as the activities in this curriculum proposal are on the books of third to fifth grades.
Mind maps are then one of the bases of the organization of the contents in the proposal for ENSDMM, because they are considered graphic representations of different branches that produce entire knowledge, and the conceptual networks theory is based on the connection of knowledge that comes from different resources and media. This project organizes four thematic units a year through mind maps, two units by semester and three subtopics for each unit for third to fifth grade of primary, these mind maps are explained in terms of five important elements such as curriculum and concepts, language, activities, resources and products.
Having in mind the definition of curriculum and its different types, the conceptual pedagogical model chosen for this project is the constructivism, the constructivism is a pedagogical and psychological stream that allows the student to develop his/her ideas and also to modify them in order to continue with the learning process by means of a participative and interactive process.

Along these lines, the learning of a foreign language is a constructivist process because the students “manufacture” the language over the base of the previous experiences with another fundamental factor: the participation of the individual in the learning of a new language.

Another important element for the proposal is topic based approach (TBA) which focuses on developing a curriculum from lessons about a subject, a topic or a theme with the purpose of specifying contexts in order to facilitate the study and development of the learner’s communicative and social skills.
Research Design

Exploratory Research Design

Since the present study intends to provide a curricular proposal which fits the context at the ENSDMM, the fact that it is virtually unfeasible to prove the effectiveness of the proposal beforehand should be acknowledged as it implies that the research design cannot focus on an implementation cycle, but a greater emphasis should be placed on the careful consideration of the elements involved in the planning and design of the proposal as well as the inclusion of at least one piloting stage to confirm the appropriateness of the initial design. This emphasis seems to be included in what Stebbins (2001) has termed social science exploration:

- a broad-ranging, purposive, systematic, prearranged undertaking designed to maximize the discovery of generalizations leading to description and understanding of an area of social or psychological life (…) The emergent generalizations include the descriptive facts, folk concepts, cultural artifacts, structural arrangements, social processes and belief systems usually found there. (p. 3).

In this specific case, the systematization of the observation cycles performed prior to the proposal led to the identification of the needs of the entire educational institution and the external needs and this reflection resulted in the design of the curriculum proposal presented here—i.e. a cultural artifact. Besides, this is not an approach which offers a wide range of analytical strategies, as Hyman and Sierra (2010) stated: “exploratory research includes qualitative research, in-depth interviews, and observations. Exploratory research can clarify the research environment and thus help improve the design of descriptive studies”. (p.39). It is precisely the potential for going beyond the simple description of environments and phenomena which yields a more systematic and pertinent approach in exploratory social research.
Finally, Neuman (2007) highlighted the importance of exploratory research for more long-lasting research endeavors: “A researcher may need to conduct an exploratory study in order to know enough to design and execute a second, more systematic and extensive study” (p. 20). Taking into account the complexity of educational institutions and the elements required in the design of a curriculum which actually complies with the requirements set by social groups and training needs, the research group decided to take the initial step in this study and to make as many of the agents involved in its eventual implementation aware of the importance of articulated work, permanent monitoring and adjustment and subsequent research needed to ensure its effectiveness in the long term. The systematic aspect of exploratory research designs is further underlined by Given (2008): “social scientists have a choice (…): explore (i.e., use inductive logic) or wait for serendipity to light the way. But serendipity is too adventitious and sporadic to serve as a substitute for systematic exploration.” (p. 328)

Regarding the criteria to select this approach, Stebbins (2001) mentioned three different conditions under which an exploratory research design should be appropriate:

- when a group, process, activity or situation has received little or no systematic empirical scrutiny, has been largely examined using prediction and control rather than flexibility and open-mindedness, or has grown to maturity along the exploratory/verificational continuum but has changed so much on the way that it begs to be explored anew. (p. 9)

In this specific case, the observations performed at the ENSMM allowed the research group to identify two of these conditions –and therefore the appropriateness of this approach: the absence of systematic analysis based on empirical approaches to curriculum design at the school; observation showed there were mostly continuous adjustments of the educational community with unclear, long-lasting objectives resulting from the absence of sound pedagogical support,
and the previous attempt to set some curricular guidelines had become lost with no structured implementation nor follow-up.

It is finally necessary to mention the concept of *concatenation* as a crucial element in exploratory research, as it implies the close connection of the research study being carried out with previous and subsequent studies, as if it were a chain: “Each study, or link, in the chain examines or, at times, reexamines a related group, activity, or social process or aspect of a broader category of groups, activities, or social processes” (Given, 2008, p. 329). In this study, the researchers relied on the previous research experiences carried out in the context, obtained information from the school authorities in the field, designed a curriculum proposal and created it with the conscious idea that it needs to be a step in a longer series of events and actions to become true.

The data collected along the exploration and the piloting stages was analyzed by using the qualitative research method since, as Kalof, Dan and Dietz (2008) stated, it: “focuses on how people make sense of their settings and experiences through symbols, social roles, identities, and other elements of culture and why people think and act as they do.”. In the end, what the study identified was the effects of the exploration carried out and the units chosen to be piloted among the community members at the early stage so that they become more aware of the need to extend its implementation in time. This has been done intentionally since the decision to continue the implementation needs to come from inside, since, as Taylor (1988) noted, qualitative research draws on data collected by the researcher to try to understand and explain the meaning of human behavior or social phenomenon avoiding the disruption of the natural setting.

Silverman and Marvasti (2008) have acknowledged one additional in terms of data collection, which “is not limited to a particular survey instrument or a set of variables (…) [it] is
an open-ended process that encompasses all the contextual information related to the research topic and the research site”. In this case, the complexity of the setting called for a more comprehensive and inclusive analysis of variables before making the proposal and that is why this approach fits best. It must however, be noted that, as Bodgan (1989) underscored a qualitative approach is not a superficial look at a particular context or people but, on the contrary, it is a systematic research conducted with demanding but not necessarily standardized procedures, but takes into account the process and the study of data collection because they are essential to solve the different problems there can be in a community.

**SWOT Analysis**

In order to get information about capabilities and resources which ENSDMM had, the research group decided to use the SWOT analysis, which according to Manoharan (2008) is a “powerful technique for understanding your Strengths and Weaknesses, and for looking the Opportunities and Threats you face. It is used in a business and personal contexts. SWOT analysis involves specifying the objective of the project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective”. Having that in mind, the researchers designed a chart where the strengths, weaknesses, opportunities and threats present in the context were outlined with the purpose of carrying out a rigorous analysis of the problem to deal with. This chart was developed by complying with the model of application, which is divided into four part Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T).
### STRENGTHS
- It gives the opportunity for learners to obtain a professional degree in education.
- The government funds the school.
- The school’s infrastructure is pleasant and big.
- It has a project which involves the use of ICTs.

### WEAKNESSES
- It does not have an English curriculum.
- It does not have homeroom English teachers.
- It does not have proper specialized places to teach English; for example a laboratory.
- Low English intensity hours per week.
- Lack of proper physical material (copies, books, videos)
- Previous pre service teachers did not leave written reports about English classes.
- There is not a coherent process in English teaching.
- Classrooms are overcrowded.

### OPPORTUNITIES
- An innovative way to teach English through pleasant activities.
- The implementation of the PNB through the BBP.
- The improvement from of learners’ English level.
- Better opportunities to get a job when learners leave school.

### THREATS
- The curriculum will not be applied for the future researchers.
- The possible rejection from learners through the activities.
- The different learner’s socio-economical levels.

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**Table 4. SWOT Analysis of the ENSDMM**

The research group noticed some strengths at the ENSDMM for the implementation of the curriculum proposal. One of them was the economic support provided by the government through the BBP, since it allows the institution to obtain the learning resources for learners to be able to improve their educational level. Besides, BBP promotes the active use of ICT to facilitate the teaching and learning processes in institutions, and this should be taken into account in any curriculum proposal. Moreover, the infrastructure of the school also helps to create a convenient space for learning since they are comfortable and wide, and this could be exploited. On the other hand, the access to professional education allows learners to be aware of their own learning process while they value the importance of using English for their professional lives.
Besides, there were some opportunities which allowed the research group to design this curriculum proposal. The most important opportunity is provided by the BBP, since it offers some strategies to promote the teaching/learning of English in public schools in Bogotá, so the research group decided to contribute to the accomplishment of the framing goals proposed by the MEN through the creation of a curriculum that proposes the use of innovative strategies in English teaching processes, while it helps them collect reliable information about schools.

On the other hand, the research group found weaknesses which needed to be taken into account for the development of the curriculum proposal since it is hard to implement new strategies to teach a language if the school does not comply with some requirements or does not have certain resources, e.g. the low number of hours to teach English per week, the lack of resources like books or videos and proper specialized places to teach English, e.g. a language lab or a library with resources to help teachers to develop a productive class for their learners.

Finally, the research group found some threats which could hinder the design and implementation of the curriculum in the future: although it has been carefully designed and every effort has been made to take into account as many elements into consideration as possible, the school decides not to implement it or learners might be reluctant to it because of the activities proposed or the methodology requirements or the fact that learners cannot have access to resources required to engage in more autonomous extension processes.

Consequently, all the previous aspects allowed researchers to visualize the possible positive and negative aspects that influenced in the creation of a curriculum proposal for ENSDMM and all those aspects were taken into account for its design and future implementation.
Length

This research was divided into three stages. The first one was an exploratory stage which corresponded to performing a needs’ analysis at the school based on the key aspects so that the researchers could propose ideas or strategies to work in the project. This exercise took about five months; from July to November, 2009. The second stage consisted on the design of a curriculum proposal for the learners from third to fifth grades, based on the results of the needs’ analysis which led to the main research question. Materials and instruments were designed, analyzed and applied at learners in order to study the viability of this proposal; this exercise took about six months; from January to June, 2010. The last stage corresponded to the design of the 36 thematic units and the corresponding materials for the application to this curriculum. This report started to be prepared during the development of this stage and finished in May, 2011.

Data Collection Instruments

During the time of the practicum, different kinds of instruments were used which had the purpose of gathering information in order to focus the project on the school’s needs. These instruments were: Survey, journals and a video made by the research group on pre-garden to fifth grade.

Journals

These had been described as data collection instruments in the observation section, and the justification and description is exactly the same as noted above.
Learners’ Perception about Topics Applied (Survey)

A survey can be defined in three different ways: the first definition was provided by Bell (1993), who stated that “the main aim of a survey is to obtain information which can be analyzed and patterns extracted and comparisons made”. The second definition is given by DeMarris and Lapan (2004), who defined survey as “the most simply as a means of gathering information, usually through self-report using questionnaires or interviews and commonly considered as the medium used for data collection”, this author divides questionnaires and survey in open–ended and closed questions, which refer to:

- Open-ended questions can provide detail about perceptions, opinions, personal experiences, and deeply held beliefs… Researchers often find that responses to open-ended questions require greater effort to record, code, analyze, and interpret and the closed questions are easier and faster for respondents to answer, and responses to closed questions are easier for researchers to code and analyze, and they provide consistent response categories. (p. 45)

Given (2008) stated that it “refers to the set of methods used to gather data in a systematic way from a range of individuals, organizations, or other units of interest” (p. 9). The second definition was considered most appropriate because that allowed them to collect data and figure out which of the materials, activities, and general opinions given by learners about the classes; the third instrument applied was a learners’ perception sheet in which each English teacher asked the learners about abilities worked in classes that they liked most, the preferred activities and materials used by their teachers and which technological resources they would like to work in class with. This survey contained closed questions due to learners could answer faster and in a simple way and besides this helped the research group to analyze easier the information
provided. This survey was applied at the end of two classes with all learners from all grades, in total there were 60 learners per grade. Lastly, this tool also helped teachers to pilot a 15% of the project and create the thematic units proposed for each grade. The mentioned survey was created to have an in-depth look at the strengths and weaknesses of the activities and materials used, and it also was applied to collect data which helped the pre-service teachers to support and develop several suitable activities and materials. (Appendices E to I).

**Data Analysis**

**Analysis of the Learners’ Perception about Topics Applied (Survey)**

The researchers designed the first units of the curriculum proposal based on learners’ preferences in abilities, activities, materials, and technological resources. Keeping this in mind, different subtopics of a thematic unit in third, fourth and fifth grade were piloted. The way in which the five total subtopics were piloted is summarized in Table 5.

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>GRADE</th>
<th>THEMATIC UNIT / SUBTOPICS</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel Prada</td>
<td>301</td>
<td>MY ENVIRONMENT / Animals</td>
<td>1. The “Circus” reading activity.</td>
<td>1. Video</td>
</tr>
<tr>
<td></td>
<td>302</td>
<td></td>
<td>2. The Tortoise and the Hare Fable.</td>
<td>2. Answer Sheet for the reading.</td>
</tr>
<tr>
<td>Magda Rico</td>
<td>401</td>
<td>THE WEATHER AND I / Clothes and Seasons</td>
<td>1. Design a Puppet.</td>
<td>1. Flashcards</td>
</tr>
<tr>
<td></td>
<td>402</td>
<td></td>
<td>2. Read and Match Captions.</td>
<td>2. Scissors, glue, clothes pictures and person’s silhouette.</td>
</tr>
<tr>
<td></td>
<td>403</td>
<td></td>
<td>3. Design a weekly planer.</td>
<td>3. Guide</td>
</tr>
<tr>
<td></td>
<td>404</td>
<td></td>
<td>4. Develop a crossword.</td>
<td>4. Crossword</td>
</tr>
<tr>
<td></td>
<td>502</td>
<td></td>
<td>2. Telling a story through images.</td>
<td>2. Story</td>
</tr>
<tr>
<td>Karen Sosa</td>
<td>301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evelin Herrera</td>
<td>302</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea Morales</td>
<td>303</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharee Loaiza</td>
<td>304</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jairo Torres</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fernanda Cano</td>
<td>402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>403</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>404</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5. Subtopics piloted in 2010 by the pre-service teachers

At the end of two classes teachers from fourth and fifth grade applied the instrument learners’ perception sheet (Appendix E - I). In third grade this instrument was applied once because teachers in this grade had the opportunity to develop all the activities purposed in only one class. This instrument had four questions and those were answered by all learners from third to fifth grade to get different perceptions regarding their preferences about abilities, materials worked in class, activities, and what technological materials they would prefer to work in class.

Below the perceptions collected in each grade are presented in bar graphs. Each graph is going to be analyzed by categories and in a qualitative way. Moreover, each graph will be showed in a way that these helped the researchers to modify or create new activities and/or materials in order develop the proposal.

**Third Grade**

✓ A survey to collect information about third graders’ perception about which of the following abilities done in class the learners preferred the most in a topic called “animals” yielded the information presented in the Table 6 below.

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>GRADE</th>
<th>301</th>
<th>302</th>
<th>303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>9</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>16</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>6</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td></td>
<td>42</td>
<td>41</td>
<td>40</td>
</tr>
</tbody>
</table>

*Table 6. Third grade learners’ perceptions (abilities worked in class).*
The instrument was applied to 123 learners. The graph below shows the results of the first question in the instrument applied in the classes piloted.

![ABILITIES STUDENTS PREFERRED](image)

*Figure 7. Linguistic abilities preferred by third graders.*

According to this graph, 60 learners out of 123, answered that they preferred activities where speaking ability was involved. 30 learners preferred the activities where listening skill was involved. 27 learners preferred the activities where they were able to practice vocabulary related to the topic. 21 learners preferred writing ability. And 15 learners preferred the activities where reading skill was involved. The results above helped pre-service teachers to focus their attention on the activities with low score in order to make more suitable activities (for example sharing a breakfast activity design and purposed in the thematic unit 1) which helped third grade learners to develop and improve that ability with low score as reading skill.

✓ Perceptions collected from third grade learners about the second question: “What activity did you prefer the most?” in the topic called “animals” are presented below:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Circus Reading Activity</td>
<td>301</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Fable</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Memory Game</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Songs</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>All Activities</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>

*Table 7. Third grade learners’ perceptions (favorite activities)*
According to the results of the second question, from 123 learners, 36 learners preferred the activity called fable. 27 learners preferred the circus reading activity. 20 learners preferred the memory game. 16 learners preferred all activities. 15 learners preferred the songs. And 9 learners did not prefer any activity.

With the collected results, pre-service teachers decided to keep those activities that were well received and caught learners’ attention (fable applied in the subtopic animals and the thematic unit “My Environment”). This also helped pre-service teachers to modify and improve the activities which had a low score such as the songs which were replaced by other ones.

The summary of the answers provided by third grader in terms of their perceptions on the item “choose the material you preferred the most” in the topic called “animals” is presented in Table 8:

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>GRADE</th>
<th>301</th>
<th>302</th>
<th>303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Answer Sheet</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Song’s Sheet</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Memory Cards</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>All Materials</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>42</td>
<td>41</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Table 8. Third grade learners’ perceptions on the materials.
Figure 8 shows the results of the third question in the instrument applied in the classes piloted.

![Figure 9. Materials used in class in third grade](image)

According to the results of the third question, from a total of 123 learners, 54 learners preferred the video. 22 learners preferred the reading answer sheet. 19 learners preferred song’s sheet. 18 learners preferred the memory cards. And 10 learners preferred all materials. This means that the material learners preferred was the video because this kind of material caught more their attention and helped them to learn more the vocabulary taught in class.

With the results above pre-service teachers noticed that learners preferred activities where visual material was used as videos. According to this, pre-service teachers purposed several activities where web videos were involved as in the thematic Unit 2. Bearing in mind that, this kind of material could be considered as a useful tool to teach English.

Third grade learners’ perceptions about the fourth question: “Which of the following technological resources would you prefer to work in class with?” in the topic called “animals” are presented in Table 9.
Figure 9 shows the results of the fourth question in the instrument applied in the classes piloted.

According to the results of the third question, 60 learners out of 123 would prefer to work with web pages. 39 learners would prefer to work with blogs. 21 learners would prefer to work with the social network (Facebook). And 3 learners would prefer to work with Skype. With these results pre-service teachers decided to implement those resources with high score in the proposal in order to learners have a meaningful and enjoyable learning process.

With the results above pre-service teachers implemented in the proposal web pages activities like the “fuel for fun” in the thematic unit 2. Moreover, this was taken into account, not only for third grade but fourth and fifth grade too. Bearing in mind this kind of material could be considered as a useful tool to teach English.
Conclusion analysis third grade. According to the results presented previously in third grade, the abilities that learners preferred to work in class were listening and speaking. This was gotten by activities as the fable and the circus activity; moreover, supported by materials as videos with a high level of appreciation from learners. The activities which were not well received by learners had been modified in order to fit learners’ preferences as it was mentioned above. Also, pre-service teachers decided to create activities which involved the technology as learners suggested in the last question as well as the elimination of the use of Skype as a technological resource due to the school does not count with the needed material to implement it.

Fourth Grade

First Subtopic: Seasons

Fourth grade learners’ perceptions about the first question: “which of the following abilities worked in class did you preferred the most?” in the topic called “seasons” are presented in the Table 10:

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>GRADE 401</th>
<th>GRADE 402</th>
<th>GRADE 403</th>
<th>GRADE 404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Speaking</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Listening</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

Table 10. Fourth grade learners’ perceptions (abilities learners preferred)

The instrument was applied to 155 learners from fourth grade. Figure 10 below shows the results of the first question in the instrument applied.
According to this graph from 155 learners, 60 of them preferred activities where they were able to practice vocabulary related to the topic. 34 learners answered that they preferred activities where the speaking ability was involved. 22 learners answered that they preferred activities where the listening ability was involved. 21 learners answered that they preferred activities where the reading ability was involved and 19 answered that they preferred activities where the writing ability was involved. It means that learners preferred activities where vocabulary was practiced. In contrast, learners did not prefer the activities where the reading ability was involved.

The results above helped pre-service teachers to focus their attention on the activities with low score in order to make more suitable activities (for example festival and carnivals in my country activity designed and proposed in the thematic unit 4) which helped fourth grade learners to develop and improve that ability with low score as writing ability.

Fourth grade learners’ perceptions about the second question: “What activity did you prefer the most?” in the topic called “seasons” are presented in Table 11.
The graph below shows the results of the second question in the instrument applied. This question was about the activities learners liked the most in the class piloted. According to the results of the second question, from 155 learners, 79 learners preferred the activity called crossword. 56 learners preferred both activities. And 20 learners preferred the weekly planner activity. It means that the activity which caught more their attention and let them learn more about the topic taught was the crossword.

With the collected results, pre-service teachers decided to keep those activities that were well received and caught learners’ attention (crossword applied in the subtopic seasons), and this also helped pre-service teachers to modify and improve the activities which had a low score such...
as the weekly planer. And it was proposed another similar to the last one called birthday calendar proposed by pre-service teachers in the subtopic Biography.

Fourth grade learners’ perceptions about the third question: “Choose the material you preferred the most” in the topic called “seasons” are presented in the Table 12.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>GRADE 401</th>
<th>GRADE 402</th>
<th>GRADE 403</th>
<th>GRADE 404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcards</td>
<td>14</td>
<td>9</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Crossword</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Weekly Planner</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>All Materials</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

*Table 12. Fourth grade learners’ perceptions (Materials).*

Figure 12 shows the results of the fourth question in the instrument applied. This question was about the materials teachers used and learners liked the most during the class piloted.

According to the results of the fourth question, from 155 learners, 47 learners preferred the flashcards. 42 learners preferred the crossword material. 39 learners preferred all materials. And 27 learners preferred the weekly planner material. This means that the material learners preferred
was the flashcards because these kinds of materials caught more their attention and helped them to learn more the vocabulary taught in class.

With the results above pre-service teachers noticed that learners preferred activities where visual material was used as flashcards that were included in all the thematic units and subtopics such as seasons, sports, clothes among others of fourth grade. According to this, pre-service teachers purposed several activities where colorful images were involved. Bearing in mind that this kind of material could be consider as a useful tool to teach English

✔ Fourth grade learners’ perceptions about the fourth question: “Which of the following technological resources would you prefer to work in class with?” in the topic called “clothes” are presented at the end of the second subtopic in one graph because the results were consolidated in one graph.

Second Topic: Clothes

✔ Fourth grade learners’ perceptions about first question: “Which of the following abilities worked in class did you prefer the most?” in the topic called “clothes” are presented below.

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>GRADE</th>
<th>401</th>
<th>402</th>
<th>403</th>
<th>404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>11</td>
<td>6</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td></td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

*Table 13. Fourth grade learners’ perceptions (abilities learners preferred).*

The instrument was applied to 155 learners from fourth grade. Figure 14 below shows the results of the first question in the instrument applied in the class piloted.
According to the information presented, 43 of 155 learners answered that they preferred activities where they were able to practice vocabulary related to the topic. 36 learners answered that they preferred activities where the speaking ability was involved. 28 learners answered that they preferred activities where the listening ability was involved. 26 learners answered that they preferred activities where the writing ability was involved. And 22 learners answered that they preferred activities where the reading ability was involved.

The results above helped pre-service teachers to focus their attention on the activities with low score in order to make more suitable activities (for example design your own magazine planned and proposed in the thematic unit 1) which helped fourth grade learners to develop and improve writing ability.

✓ Fourth grade learners’ perceptions about the second question: “What activity did you prefer the most?” in the topic called “clothes” are presented in Table 14.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GRADE 401</th>
<th>GRADE 402</th>
<th>GRADE 403</th>
<th>GRADE 404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a Puppet</td>
<td>23</td>
<td>20</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Read and Match Captions</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Both</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

*Table 14. Fourth grade learners’ perceptions (best activities).*
Figure 14 below shows the results of the second question in the instrument applied in the class piloted.

![Best Activities Graph]

*Figure 15. Results of the second question in the instrument applied.*

According to the results of the second question, from 155 learners, 89 learners preferred the activity called Design a Puppet. 35 learners preferred the Read and Match Captions activity. And 31 learners preferred both activities. It means that the activity which caught more their attention and let them learn more about the topic taught was the Design a Puppet activity.

With the results collected, pre-service teachers decided to keep those activities that were well received and caught learners’ attention, for example the design a puppet in the thematic unit 3 and this also helped to modify and improve the activities which had a low score such as the read and match captions activity used in this grade and planned in the thematic unit 1 and 2.

✓ Fourth grade learners’ perceptions about third question “Choose the material you preferred the most” in the topic called “clothes” are presented in Table 15.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>GRADE</th>
<th>401</th>
<th>402</th>
<th>403</th>
<th>404</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scissors, glue, clothes images and person’s silhouette.</td>
<td></td>
<td>15</td>
<td>12</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Guide to Read and Match Captions.</td>
<td></td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Flashcards</td>
<td></td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>All Materials</td>
<td></td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td></td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

*Table 15. Fourth grade learners’ perceptions (materials).*
According to the results of the fourth question, from 155 learners, 57 learners preferred the scissors, glue, clothes images and person’s silhouette. 39 learners preferred flashcards. 37 learners preferred all materials. And 22 learners preferred the guide to the read and match captions activity. This means that the material learners preferred was scissors, glue, clothes images and person’s silhouette in order to develop the activity they liked the most “Design a Puppet”. This material also caught more their attention.

With the results above pre-service teachers noticed that learners preferred activities where they can interact with the material as in the design a puppet activity where they had to use scissors, glue, clothes images and person’s silhouette. According to this, pre-service teachers purposed several activities where learners could use this kind of material to make crafts like designing your own puppet and create a mask for a festival or carnival. Bearing in mind this kind of material could be considered as a useful tool to teach English.

✓ Fourth grade learners’ perceptions about the four question “Which of the following technological resources would you prefer to work in class with?” in the topic called “seasons and clothes” are presented in the Table 16 below.
Figure 17 shows the results of the fourth question in the instrument applied in the classes piloted.

According to the results of the third question, from 310 learners, 108 would prefer to work with web pages. 102 learners would prefer to work with Facebook. 84 learners would prefer to work with blogs. And 16 learners would prefer to work with Skype. With these results pre-service teachers decided to implement those resources with high score in the proposal in order to learners have an enjoyable learning process.

Bearing in mind the results above, the pre-service teachers implemented in the proposal web pages activities like the one where learners had to practice some vocabulary and expressions about adjectives and feelings in the unit 2 called people around me, subtopic people.
**Conclusion analysis fourth grade.** According to the results presented above, the ability preferred by learners and worked in class was speaking and activities where learners were able to practice vocabulary related to the topic. This was gotten by activities as crosswords, and the puppet designing; moreover, supported by materials as flashcards and scissors, glue, clothes images and persons’ silhouette in order to create the puppet with a high learners’ appreciation. The activities which were not well received had been modified and planned in the thematic units in order to fit learners’ preferences. Also, pre-service teachers decided to create activities which involved the technology as learners suggested in the last question.

**Fifth Grade**

*First Subtopic: Means of Transport*

✓ Fifth grade learners’ perceptions about the first question “which of the following abilities worked in class did you prefer most?” in the subtopic called “means of transport” are presented in the Table 17.

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>GRADE 501</th>
<th>GRADE 502</th>
<th>GRADE 503</th>
<th>GRADE 504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Speaking</td>
<td>13</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Listening</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL OF LEARNERS</strong></td>
<td><strong>39</strong></td>
<td><strong>41</strong></td>
<td><strong>39</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

*Table 17. Fifth grade learners’ perceptions (abilities worked in class)*

The instrument was applied to 157 learners from fifth grade. Figure 18 below shows the results of the first question in the instrument applied in the class piloted.
Figure 18. Learner’s favorite skills work.

According to this graph from 157 learners, 45 of them answered that they preferred activities where speaking ability was involved. 37 learners preferred activities where listening ability was involved. 31 learners preferred activities where they were able to practice vocabulary related to the topic. 26 learners preferred activities were writing skill was involved and 18 learners preferred activities where reading ability was involved.

The results above helped pre-service teachers to focus their attention on the activities with low score in order to make more suitable activities which helped fifth grade learners to develop and improve those abilities such as reading and writing skill. And the way to achieve that, pre-service teachers proposed a thematic unit called my own composition which involved those abilities.

✓ Fifth grade learners’ perceptions about the second question “What activity did you prefer the most?” in the subtopic called “means of transport” are presented in the Table 18.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GRADE</th>
<th>501</th>
<th>502</th>
<th>503</th>
<th>504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching Activity</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Tell a story through images</td>
<td>13</td>
<td>12</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Changeling our memories</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>All activities</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>39</td>
<td>41</td>
<td>39</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

Table 18. Fifth grade learners’ perceptions (best activities).
Figure 19. Results of the second question in the instrument.

According to the results of the second question, 47 learners out of a total of 157 preferred the activity called *Tell a story through images*. 47 learners preferred the activity called *Changeling our memories*. 31 learners preferred the matching activity and 6 learners did not prefer the activities. It means that there is a balance among the two first activities and which learners preferred the most. Also, these activities caught more their attention and let them learn more about the topic taught.

With the collected results, pre-service teachers decided to keep those activities that were well received and caught learners’ attention, for example *tell a story through images* (planned in the thematic unit *my own composition*), and this also helped pre-service teachers to modify and improve the activities which had a low score such as the matching activity used in this grade.

✓ Fifth grade learners’ perceptions about the third question “choose the material you preferred the most” in the topic called “means of transport” are presented in Table 19.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>501</td>
</tr>
<tr>
<td>Flashcards</td>
<td>10</td>
</tr>
<tr>
<td>Story</td>
<td>7</td>
</tr>
<tr>
<td>Poster</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td>39</td>
</tr>
</tbody>
</table>

*Table 19. Fifth grade learners’ perceptions (materials).*
According to the results collected through the fourth question, 64 learners out of 157 preferred the poster. 48 learners preferred the story materials and 45 preferred the flashcards. The material preferred by the learners was the poster.

With the results above pre-service teachers noticed that learners preferred activities where visual material was used as posters and flashcards. According to this, pre-service teachers purposed several activities where colorful images were involved as in the thematic unit my city. Bearing in mind, this kind of material could be considered as a useful tool to teach English.

✓ Fifth grade learners’ perceptions about the fourth question. “Which of the following technological resources would you prefer to work in class with?” in the topic called “means of transportation” were presented at the end of the second subtopic in one graph because the results are unified in one figure.

Second Subtopic: Location

✓ Fifth grade learners’ perceptions about the first question: “which of the following abilities worked in class did you prefer most?” in topic called “location” are presented in Table 20.
The instrument was applied to 157 learners from fifth grade.

Figure 21 shows the results of the first question in the instrument applied in the class piloted. According to this graph from 157 learners, 46 of them answered that they preferred activities where speaking ability was involved. 42 learners preferred activities were they were able to practice vocabulary related to the topic. 37 learners preferred activities where listening ability was involved. 19 learners preferred activities where reading ability was involved and 13 learners preferred activities where writing ability was involved.

The results above helped pre-service teachers to focus their attention on the activities with low score in order to make more suitable activities, as the ones proposed in the subtopic myth in the thematic unit my own composition, which helped fourth grade learners to develop and improve those abilities such as reading and writing skills.

✔ Fifth grade learners’ perceptions about the second question: “What activity did you prefer the most?” in the topic called “location” are presented in Table 21.
According to the results of the second question, from 157 learners, 53 learners preferred the activity called: Where are the objects and prepositions? 44 learners preferred the activity called Can you tell me where X place is? 35 learners preferred the activity called What was over here? And 15 learners preferred the Locate the place activity. It means that the activity which caught more their attention and let them learn more about the topic taught was activity called Where are the objects and prepositions?.

With the results collected, the pre-service teachers decided to keep those activities that were well received and caught learners’ attention, as for example the activity called where are the objects and prepositions, and this also helped pre-service teachers to modify and improve the
activities which had a low score such as the locate the place activity in the thematic unit 1 used in this grade.

✓ Fifth grade learners’ perceptions about the third question: “Choose the material you preferred the most” in the topic called “location” are presented in Table 22.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>GRADE</th>
<th>501</th>
<th>502</th>
<th>503</th>
<th>504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td></td>
<td>12</td>
<td>18</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Images</td>
<td></td>
<td>16</td>
<td>17</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Cut and Paste Guide</td>
<td></td>
<td>11</td>
<td>6</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td></td>
<td>39</td>
<td>41</td>
<td>39</td>
<td>38</td>
</tr>
</tbody>
</table>

*Table 22. Fifth grade learners’ perceptions (materials)*

![Figure 23](image_url) Results of the third question in the instrument applied in the class piloted.

According to the results of the fourth question, from 157 learners, 61 learners preferred the maps, 57 learners preferred the images, and 39 learners preferred the Cut and Paste Guide. This means that the material learners preferred was the maps and it was also the most attractive set of materials.

With the results above pre-service teachers noticed that learners preferred activities where visual material was used as maps and flashcards. According to this, pre-service teachers purposed several activities where colorful images were involved in all the thematic units. Bearing in mind this kind of material could be considered as a useful tool to teach English.
Fifth grade learners’ perceptions about the fourth question: “Which of the following technological resources would you prefer to work in class with?” in the topic called “means of transportation and location” are presented in Table 23.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>GRADE</th>
<th>501</th>
<th>502</th>
<th>503</th>
<th>504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Pages</td>
<td></td>
<td>34</td>
<td>30</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Blog</td>
<td></td>
<td>24</td>
<td>22</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Skype</td>
<td></td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL OF LEARNERS</td>
<td></td>
<td>74</td>
<td>82</td>
<td>78</td>
<td>76</td>
</tr>
</tbody>
</table>

Table 23. Fifth grade learners’ perceptions (technological resources).

According to the results of the third question, from 314 learners, 138 learners would prefer to work with web pages. 90 learners would prefer to work with blogs. 76 learners would prefer to work with the social network (Facebook). And 10 learners would prefer to work with Skype.

Bearing in mind the results above, the pre-service teachers implemented in the proposal web pages activities like the one where learners had to practice some vocabulary and expressions as well as look for videos and information in specific pages about topics proposed in each thematic unit.

Conclusion analysis fifth grade. According to the results presented previously, the abilities that learners preferred to work in class were speaking and listening. This was established through
activities as tell a story through images, challenging our memories, can you tell me where X place is? And where are the objects and prepositions?; moreover, supported by materials posters, and location maps with a high level of appreciation from learners in order to fit learners’ preferences. Also, pre-service teachers decided to create activities which involved the technology as learners suggested in the last question.

**Video Analysis**

According to Burns (1999), “audio and video recording are techniques for capturing in detail naturalistic interactions and verbatim utterances used in the classroom. In this way, recording can be used to obtain general or specific impression of a bigger range of learners’ verbal and non-verbal behavior and interaction process. Hence, the research group decided to use the audio and video recording in order to have more details evidence about the classes piloted, the activities made with the learners, and the participation and learners’ behavior during the classes.

Based on the recorded classes, the research group could notice that the activities piloted of the thematic unit were well received by learners; it is evidenced by the learners’ participation in the classes. Besides, it was noticed that the materials used by researchers engaged learners to develop the activities, those caught their attention and let them learn easily. Finally, the video allowed evidencing the English abilities best worked by learners and which ones were not well received. With this information, the research group took advantage of it and created the thematic units according to all aspects were perceived from learners.

**Overall Presentation of the Curriculum Contents**

Since the booklets attached to the present report include all the instructional information in detail, the subsequent pages will only deal with the summary of the contents and its organization
in thematic units, to demonstrate how the proposal should be sequenced. There are four thematic units per grade to be taught over a year (two per academic term). Table 24 below presents the thematic units and their subtopics and a sample of a thematic unit is provided in Appendix J.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics of the First Semester</th>
<th>Topics of the Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>✓ My Behavior: Greetings, Commands and Common expressions</td>
<td>✓ My Community: Family, School and Professions</td>
</tr>
<tr>
<td></td>
<td>✓ My Body: Daily routine, Healthy Food and Body parts</td>
<td>✓ My Environment: Climate, Animals and Places</td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>The Weather and I: Seasons, Clothes and Sports.</td>
</tr>
<tr>
<td></td>
<td>✓ Talking About Myself: Biography, Abilities, Hobbies</td>
<td>✓ My Special Celebrations: Feelings and Emotions, Holidays and Carnivals and Festivals.</td>
</tr>
<tr>
<td></td>
<td>✓ People Around Me: Nationalities, Jobs around the World, People.</td>
<td>Fourth</td>
</tr>
</tbody>
</table>

*Table 24. Conceptualizing Content for Grades Third to Fifth of ENSDMM*

The theoretical framework section above offered a short explanation about how these thematic units are organized, and to extend this information, it is important to recall that there are three subtopics in every unit which are related to the different subjects by means of activities in which language skills as reading, speaking, writing and listening are taken into account.

The strategy used by this proposal is a mind map, which was already mentioned in the theoretical framework (see Figure 3 above), there is a guiding question that summarizes everything studied in the thematic unit, the idea is that learners at the end of the course will be able to answer that question based on what they learned in their learning process.
Common Aspects of Each Thematic Unit

The mind map of each thematic unit is divided into six important aspects which need to be developed:

**Curriculum and concepts**

This is the first aspect of each thematic unit because it shows the three subtopics that are going to be taught in the process and also the subjects that are going to be related to these topics previously mentioned, but through the activities.

**Language**

Related to language are the communicative function, and the related language skills as reading, listening, writing and speaking and also pronunciation and vocabulary.

**Activities**

The activities facilitate the improvement of the learners’ level in terms of language but also help the teacher to assess them. The activities are chosen based on the topic and the subject, so that they relate them both effectively.

**Resources**

The set of tools used by teachers to plan and implement the activities, lessons, and assign tasks for learners.

**Product**

It is the final result made by the learners at the end of each thematic unit in order to provide concrete evidence of the accomplishment of the learning objectives set.
Self-Learning Charts

The main purpose of these charts is to provide opportunities for formative self-assessment to the learners, regarding the thematic units in each grade, through a self-assessment table inspired by the “can-do statements” used in the CEFR. The learners should put a tick in column “I Can” if they consider they have accomplished the ability mentioned in the descriptor or a tick in the column “I Can’t” if their self-perception indicates the opposite. The “Actions to improve” column describes the activities proposed by pre-service teachers for learners to improve the areas they have identified as weak. These activities are presented in a blog called English Program ENSDMM, following three simple steps and the learners can find activities to reinforce each subtopic learned in class. It is important to clarify that most of the activities are exercises from internet pages because of the necessity to implement technology in class, then the idea is that learners go into the blog and select the subtopic that they need to reinforce and over there they could find internet pages that propose different kind of activities that learners could solve on line, on the other hand, the pre-service teacher group recommend that these activities would be develop for learners with parents help because of the necessity to reinforce the familiar links promoted by ENSDMM mission and vision.

Self-Learning Charts Third Grade

<table>
<thead>
<tr>
<th>DESCRIPTORS (MY COMMUNITY)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To talk about family and relatives</td>
<td></td>
<td></td>
<td>Go inside the next link: <a href="http://www.madridteacher.com/Activities/">http://www.madridteacher.com/Activities/</a> Find “Family” title and then “Family exercises”, there are 9 games waiting for you! Practice as much as you want!</td>
</tr>
<tr>
<td>To identify the different professions and its functions</td>
<td></td>
<td></td>
<td>Learners will work in the activity about jobs and professions found in the following webpage: <a href="http://www.clafoti.com/imagenes9/exe_24_jobs.htm">http://www.clafoti.com/imagenes9/exe_24_jobs.htm</a></td>
</tr>
</tbody>
</table>
To recognize some classroom objects  

Parents will work with children in this activity. They must download a crossword from this website: http://iteslj.org/cw/mg-classroom.html. Solve it and draw each classroom object. At once write 10 sentences.

<table>
<thead>
<tr>
<th>DESCRIBERS (MY BEHAVIOR)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be respectful with other through greetings.</td>
<td>In the webpage: <a href="http://www.eslkidslab.com/worksheets/greetings/index.html">http://www.eslkidslab.com/worksheets/greetings/index.html</a> learners have to develop any of the 6 sheets in there in order to help them to know when they have to greet or say goodbye to somebody.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be polite using good manners and follow commands.</td>
<td>In this link you can find at least 10 activities about good manners <strong>please select only 5</strong>, print and develop the activities with help from your parents. <a href="http://www.speakuptexas.com/trainingprogram/lesson01/docs/L1.Activities.pdf">http://www.speakuptexas.com/trainingprogram/lesson01/docs/L1.Activities.pdf</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To use common expressions when using language.</td>
<td>Learners are going to watch a video about common expressions. The video is attached in the following page: <a href="http://www.youtube.com/watch?v=Pt6XjM_pEo&amp;feature=related">http://www.youtube.com/watch?v=Pt6XjM_pEo&amp;feature=related</a>. Listen at least three times and record a similar video of 30 seconds using common expressions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 25. Self-learning chart of My Community, Third Grade**

<table>
<thead>
<tr>
<th>DESCRIPTORS (MY BODY)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To use common expressions to tell what they do daily.</td>
<td>To develop this interesting activity goes to the following website: <a href="http://www.esl-lab.com/schedule/schedrd1.htm">http://www.esl-lab.com/schedule/schedrd1.htm</a>. Listen to the conversation by pressing the &quot;Play Audio&quot; button and answer the questions. Press the &quot;Final Score&quot; button to check your quiz. Good luck.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To differ the healthy food from the unhealthy food</td>
<td>With parents help, learners will play a matching game at: <a href="http://www.1-language.com/memorymatchelem/food/memori1.swf">http://www.1-language.com/memorymatchelem/food/memori1.swf</a> in this game they have to match the different healthy food in there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying internal and external body</td>
<td>This is a great web page, enjoy 8 different body parts games. <a href="http://www.learninggamesforkids.com/health_games_body_parts.html">http://www.learninggamesforkids.com/health_games_body_parts.html</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 26. Self-learning chart of My Behavior, Third Grade**

<table>
<thead>
<tr>
<th>DESCRIPTORS (MY ENVIRONMENT)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify different places around my city.</td>
<td>To develop this funny activity, you will check this websibe: <a href="http://www.elllo.org/english/Games/G022-Places.html">http://www.elllo.org/english/Games/G022-Places.html</a>. You</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 27. Self-learning chart of My Body, Third Grade**
are going to listen some places and match each number to the corresponding place. Try to do your best.

<table>
<thead>
<tr>
<th>To recognize the different animals.</th>
<th>The learner has to play on internet the game “Animal Safari” on: <a href="http://funschool.kaboose.com/formula-fusion/games/game_animal_safari.html?g=dk2_ds2">http://funschool.kaboose.com/formula-fusion/games/game_animal_safari.html?g=dk2_ds2</a> in order to recognize the animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify what climate is.</td>
<td>You have to go inside this link: <a href="http://www.ecokids.ca/pub/games_activities/index.cfm">http://www.ecokids.ca/pub/games_activities/index.cfm</a> Select &quot;Climate Change&quot;, now you have 8 games and quizzes about Weather and Climate Change. Game number 5 is a good option. Practice, learn and enjoy the games!!</td>
</tr>
</tbody>
</table>

*Table 28. Self-learning chart of My Environment, Third Grade*

**Self-Learning Charts Fourth Grade**

<table>
<thead>
<tr>
<th>DESCRIPTOR (TALKING ABOUT MYSELF)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing myself and knowing information about other people.</td>
<td>In the following webpage you are going to practice the main vocabulary about how to introduce myself and others. In this page you can find some phrases and vocabulary about this topic in order to reinforce your class learning. Then, you are going to develop some exercises that you will find in the right part of the page to improve your weaknesses in the subject. <a href="http://www.inglesmadrid.com/aprender-ingles1a.htm">www.inglesmadrid.com/aprender-ingles1a.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking and answering questions about what people can and can’t do.</td>
<td>On the next page, you will hear the song about the things that you can and can not do and with the help of your parents you are going to practice the vocabulary and how to use the verb can. <a href="http://www.youtube.com/watch?v=6OU66_6rZl0&amp;feature=fvwrel">http://www.youtube.com/watch?v=6OU66_6rZl0&amp;feature=fvwrel</a> After practicing with the song, you must write a few sentences about the things you can and cannot do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing preferences and likes.</td>
<td>On the next page, you will find an explanation about the verb &quot;like&quot;; you must read the information and develop some exercises using this verb and your hobbies and preferences. <a href="http://sites.google.com/site/jpalaciosingles/likesanddislikes">http://sites.google.com/site/jpalaciosingles/likesanddislikes</a> On the next page, you are going to find some pictures about hobbies in order to remember vocabulary. You must develop the exercises writing the correct word in each one of the pictures. <a href="http://www.box.net/shared/yd9hr40cg4">http://www.box.net/shared/yd9hr40cg4</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 29. Self-learning chart of Talking About Myself, Fourth Grade*

<table>
<thead>
<tr>
<th>DESCRIPTOR (People Around Me)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>HOW TO SOLVE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To talk about nationalities and</td>
<td>In the following webpage you are going to practice the main vocabulary about countries and nationalities. In this page you can find three different exercises related to this topic in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


customs of different countries.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe people around me and the universe.</td>
<td>The first exercise consists on choose the capital of different countries; in the second exercise you have to select the nationality of different famous people around the world; and in the last activity you should find 15 nationalities in a word search.</td>
<td><a href="http://www.englishexercises.org/makeagame/viewgame.asp?id=4574">http://www.englishexercises.org/makeagame/viewgame.asp?id=4574</a></td>
</tr>
<tr>
<td>To talk about the main jobs around the world.</td>
<td>In the following webpage you are going to practice the main vocabulary about describing people. In these pages you can find different exercises related to this topic in order to reinforce your weaknesses in the subject and to improve your learning process. The first webpage is:</td>
<td><a href="http://learnenglishkids.britishcouncil.org/en/practise-listening/face-match">http://learnenglishkids.britishcouncil.org/en/practise-listening/face-match</a> In this page learners can play a game called Can you find the right face? It consists on listen and read the face descriptions of a person and according to characteristics (hair, eyes, skin, mouth, and nose) the learner has to choose among six different people who the correct person is. The second webpage is:</td>
</tr>
</tbody>
</table>

*Table 30. Self-learning chart People around Me, Fourth Grade.*

<table>
<thead>
<tr>
<th>DESCRIPTOR (The Weather And I)</th>
<th>I CAN</th>
<th>I CAN'T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.englishexercises.org/makeagame/viewgame.asp?id=1685">http://www.englishexercises.org/makeagame/viewgame.asp?id=1685</a> In this webpage learners will develop four activities in order to practice what they learnt during the classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.englishexercises.org/makeagame/viewgame.asp?id=1685">http://www.englishexercises.org/makeagame/viewgame.asp?id=1685</a> In this webpage learners will develop four activities in order to practice what they learnt during the classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In the first exercise learners have to write a correct word</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### I can talk about clothes

- In the second activity learners have to write what boy and girls dress.
- In the third activity they have to listen and watch a video and answer some question related to the different clothes’ color.
- In the last activity they have to complete a crossword with clothes such as: shoes, gloves and socks.

http://www.englishexercises.org/makeagame/viewgame.asp?id=2044

In this web page learners could practice the main vocabulary about seasons.
- In the first activity they have to order the words according to the images.
- In the second activity learners have to complete some sentences according to the images.
- In the last activity learners have to develop a crossword with the main seasons around the world and different places.

- In the follow web page learners can practice the principal vocabulary of clothes and seasons and they can related this to according what people dress in each of the seasons. They will have to choose what they wear in each of the seasons and they have to complete some sentences with the vocabulary learnt during the classes.

http://www.englishexercises.org/makeagame/viewgame.asp?id=5399

### I can describe the different seasons around the world

### I can describe what people play in each of the seasons.

http://www.englishexercises.org/makeagame/viewgame.asp?id=31

In this web page learners could related what people play in each of the seasons.
- In the first activity they have to listen and choose the correct word according what they listen.
- In the second activity they have to filling the gaps.
- In the last activity they have to listen and write vocabulary related to the sports.

---

<table>
<thead>
<tr>
<th>DESCRIPTOR (My Special Celebrations)</th>
<th>I CAN</th>
<th>I CAN'T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about feelings and emotions.</td>
<td></td>
<td></td>
<td>On the page below you will have to solve the exercises that you find about feelings and emotions, these exercises will help you to improve your weaknesses, you will have to look what word belong to the expression of some faces. <a href="http://www.do2learn.com/games/feelingsgame/index.htm">http://www.do2learn.com/games/feelingsgame/index.htm</a></td>
</tr>
</tbody>
</table>
### Describing holidays around the world and talking about how they celebrate it.

<table>
<thead>
<tr>
<th>DESCRIBER (My City)</th>
<th>I CAN</th>
<th>I CAN'T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use vocabulary about the most recognizes means of transportation</td>
<td>Learners have to go into the following link: <a href="http://www.englishexercises.org/buscador/buscar.asp?nivel=any&amp;age=0&amp;tipo=any&amp;contents=transports#thetop">http://www.englishexercises.org/buscador/buscar.asp?nivel=any&amp;age=0&amp;tipo=any&amp;contents=transports#thetop</a> Then select five or six exercises for practice the vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can recognize the most important places in a city and ask and answer questions about them</td>
<td>Learners have to go into the following link: <a href="http://www.englishexercises.org/buscador/buscar.asp?nivel=any&amp;age=0&amp;tipo=any&amp;contents=city">http://www.englishexercises.org/buscador/buscar.asp?nivel=any&amp;age=0&amp;tipo=any&amp;contents=city</a> And do the different exercises about places in the city then the parents can make questions about the exercises and the places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can follow directs that my teacher or partners says to me.</td>
<td>Learners have to go into the blog and follow the instructions that are presented on it; with parents' help learners can play a location game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Talking about people carnivals and find the principal characteristics of it.

<table>
<thead>
<tr>
<th>DESCRIBER (The Universe)</th>
<th>I CAN</th>
<th>I CAN'T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe the universe</td>
<td>In the blog learners could find activities where through an illustrative image, they have the opportunity to describe the universe, observing its elements in detail and using a list of adjectives as well as comparatives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 32. Self-learning chart of My Special Celebrations, Fourth Grade

Table 33. Self-learning chart of My City, Fifth Grade
I can describe the solar system

Before doing the activity, learners are going to remember the solar system components organization through an image in which they may write the names from 1 to 9 according to the picture. Then, pupils are going to answer nine questions about the solar system choosing A, B or C. They can also find the definition at the end of the exercise of some words.

I can recognize the causes of the environment contamination and give possible solution

Through a creative and a real story “The contamination” the learners are going to infer the causes of the environment contamination. Besides of that, they have the opportunity to express their ideas and give a possible solution of one of the causes of contamination.

Table 34. Self-learning chart of The Universe, Fifth Grade

<table>
<thead>
<tr>
<th>DESCRIPTOR (Mass Media)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize the newspaper parts</td>
<td>Through the internet, learners can find the different parts of a newspaper and get real information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the different tools that are necessary to present a radio program</td>
<td>Based on information about how to create a radio program, learners can create their own radio program script.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify different kind of TV programs.</td>
<td>Learners can learn vocabulary about television, playing in a vocabulary and association game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 35. Self-learning chart of Mass Media, Fifth Grade

<table>
<thead>
<tr>
<th>DESCRIPTOR (My Own Composition)</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>ACTIONS TO IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write a short story, recognizing its Parts.</td>
<td>Learners have the chance to write an unusual story. They have the advantage to write about his/ her favorite cartoon. This activity is appealing for them, because they may express and invent a story with beginning, middle and ending part taking into account elements that they like. Furthermore, scholars can find a list of beginnings, middles and endings that help them with some ideas in order to write a good story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use understand a myth taking into account its elements</td>
<td>Learners are going to put its knowledge about myth to the test. It is a short but concrete exercise where they have to choose between true or false according to each of the eight statements. Moreover, they are going to define in their own words what a myth is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain unexpected events in my school trough legends.</td>
<td>Learners like compositions about fantastic elements, bearing in mind this idea, pupils are going to read the creative legend of the sirens and recognize its elements. They should complete the chart according to the previous legend and mention three main features in legends.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 36. Self-learning chart of My Own Composition, Fifth Grade
This chapter showed how the curriculum was developed and how the theories presented in Chapter 1 were applied with the purpose of fulfilling the school needs. The contextualization of those theoretical constructs was presented in thematic units organized in mind maps that are divided into three subtopics that consider the learners’ English level and the educative standards required by the MEN. Besides, mind maps allow teachers to visualize the connection among English and other subjects such as mathematics, art, sciences etc. and this could be the basis for a future implementation of a cross-curricular approach.

On the other hand, the self-learning charts act as tools to help learners to overcome their difficulties and continue their learning process in a well-developed manner. Consequently, these self-learning chart guide the ongoing improvement process as they are the links with the reinforcement activities presented in the blog so that learners be aware of the content developed in each subtopic studied in the thematic units and become more aware of their learning process.

**General Conclusions**

To conclude, the building of a topic-based curriculum to from third to fifth grade to ENSDMM with the corresponding thematic units emerged when the members of the research group played two different roles at school, namely, researchers and researchers. These roles enabled them to find out that several problems were rooted in one: the lack of the English curriculum. This became evident through the journals, observations and the interview made to the coordinator of elementary school who established the design of the curriculum as the main need of the school.

In order to create this proposal it was necessary to take into account the school’s needs because of the lack of an consistent guideline to teach English and also because the school did not fulfill the BBP requirements, so it was necessary to make a detailed review of the legal
documents of the school, the approaches followed there, and also the learners’ profile. In this way, the pre-service teachers decided to create an English curriculum proposal based on TBA and thematic units through constructivism applied to foreign language teaching.

This curriculum proposal was based on constructivist as a pedagogical model that gives students the opportunity to develop their own knowledge of the language through learning strategies proposed based on the communicative approach, using TBA and teachers’ guidance as mediation, since the core theme, taken from the subjects seen at each level, relates to the competences proposed by the EBCLE. Then, the methodology chosen as a means of application were the thematic units which enable the development of certain issues through innovative activities for the school that allow students to play the main role in their learning process.

Therefore, this exploratory research study succeeded in the accomplishment of the identification of the key elements to be included in the curriculum proposal and integrated them into the thematic units to be delivered through TBA for third to fifth grade at the ENSDMM, considering constructivism as the conceptual pedagogical model, and adjusting the contents to the guidelines set by the PNB and the BBP.

In this way, the design of thematic units helped articulate the concepts to teach English including basic disciplines in order to promote the acquisition of knowledge as a “whole”, so that learners connect the knowledge they acquire and are able to connect it to the real world. The units were based on learners’ perceptions and they showed their favorite activities and materials.

The pre-service teachers piloted 15% of the activities in this project and they made the necessary adjustments at the end of the practicum process, implementing some new activities with the purpose of improving their learning process, thus enabling the overall accomplishment of the original expectations derived from the curriculum proposal.
Pedagogical Implications

To start with, this curriculum proposal aimed at working towards the improvement of the communicative competence in the learners of third, fourth and fifth grade from ENSDMM, through a methodology based on the communicative approach which helps learners to face the world in a way which relates their cognitive and interpersonal skills in significant communicative situations and that offers an opportunity for the school to integrate the development of these non-linguistic skills into their regular activities.

In order to carry out this curriculum proposal, the research group suggests developing the thematic units with technological aids which make learners enjoy their learning and promote autonomy which helps to the improvement of their communicative abilities. Hence, computers, televisions, video and audio tracks in different formats and using resources available should be included in the application of this curriculum proposal to enhance awareness of possibilities.

On the other hand, the learners can benefit from the self-assessment charts (Appendix D) where different aspects taken into account—such as the “can-do descriptor”, related to the thematic units—allows them to develop awareness of the elements and actions required in the learning process, and the actions to improve, so that the learners are offered additional practice opportunities to reach their objectives and increase a more conscious stand of their role in the process. This will definitely establish innovative learning alternatives for learners and should enhance their critical perspective on their own learning process and should promote autonomy as they become more aware of their situation, can make informed decisions about it, and take proper action based on sensible analyses.

Besides, the research group created a blog, where learners willing to improve their academic level can do the activities presented there—with their parents’ guidance, since this is a
good tool for their learning process and should also improve their interpersonal relationships outside the classroom. Besides, this blog has activities for the third, fourth and fifth grades that research group uploaded, bearing the learner’s needs in mind; every grade has their thematic unit with the different activities, learners will only have to log in and do the exercises suggested by their teacher.

Finally, the importance of the application of this proposal should not be minimized as the learning of English as L2, but also to the consolidation of human values, since education is not only about learning knowledge based on disciplines and sciences but as a qualitatative process which includes the development of human beings with ethical and social principles. Thus, teachers have to promote the good use of the resources for learners to be able to interact with each other in a great academic environment, and in the future they can play social roles with no problem and rather increased contribution to human development.

**Further Research**

Although the results presented here indicate that the proposal relies on a great level of acceptance from learners, it must be clear that the curriculum proposal should be piloted in the population in a more systematic manner before it is presented to the institution in order to verify its effectiveness and make timely adjustments. This offers the possibility to carry out an implementation study to identify these aspects. The advice for future researchers is to bear in mind the following recommendations:

1. Apply all the thematic units in each grade taking into account the constructivist methodology in the development of the classes.
2. Verify the effectiveness of the proposal; if it works or it does not for the improvement of the English Learning process in the children from third, fourth and fifth grade of the school.

3. Look at the congruence of the time, if the time assigned for each, topic, activity or thematic unit in general was appropriated, or thinking in the possibility of establishing a new one that improve the conditions of the process.

4. Measure the level of satisfaction that provoked the application of the proposal in the population, through a linker’s scale which is focused on proving the success or the failure of the proposal.
References

Acuerdo por el cual se institucionaliza el programa Bogotá Bilingüe y se dictan otras disposiciones. Acuerdo 253 (2006).


Buenos Aires, Argentina: Aique Grupo Editor.


Thematic Units References


Appendices

Appendix A: Transcription of the Interview to the Academic Coordinator of the ENSDMM

May 24, 2010
I: Interviewer
AC: Academic Coordinator

Question 1
I: ¿Conoce usted antecedentes de proyectos similares a la propuesta curricular que sugiere el grupo de la Universidad de la Salle?
AC: Sí
I: ¿Qué tipo de…?
AC: Con la Universidad Pedagógica Nacional, con los estudiantes desde séptimo, octavo y noveno y también trabajo con preescolar y primaria, y estuve manejando ese proyecto por dos años aproximadamente.

Question 2
I: ¿Qué conoce usted acerca de los proyectos que ha hecho el Colegio María Montessori con relación a syllabus y programas para enseñar inglés aquí en el colegio?
AC: Mmm… estamos en el proceso de articulación, porque las experiencias que se han entregado han sido muy focalizadas con algunos grados, pero no hay una coherencia entre lo que se hace desde preescolar hasta grado quinto, entonces el ejercicio y digamos en este momento la necesidad fundamental es de construir como… pues el currículo, diseñar el currículo para preescolar y primaria con total coherencia entre un grado y el otro, y por ciclos además, ¿sí?, las experiencias que he podido referenciar de los estudiantes de la universidad, han sido más con proyectos de aula y considero que hay una dificultad en ese aspecto y es que por ejemplo en grado quinto están algunos estudiantes viendo nuevamente números, vocabularios básicos que también ya se está haciendo en primero y segundo, entonces en eso incluso la universidad debería hacer el ejercicio y entre un semestre y otro semestre con los estudiantes, evidenciar cuáles serían los cursos y cuál sería la ruta a seguir, porque en eso no hay coherencia y no hay articulación entre el grupo de estudiantes que viene el día martes y el grupo de estudiantes que viene el día miércoles, en eso hemos tenido bastantes dificultades y eso se evidencia en la redacción de los niveles de desempeño para este primer trimestre, entonces es incoherente, las mismas temáticas que están viendo en el primer ciclo, el ciclo inicial que va hasta segundo de primaria y lo que está haciendo tercero, cuarto y quinto es muy similar, entonces no es posible mirar un progreso entre un ciclo y otro, entonces en eso si quisiera incluso reunirme con los maestros o asistir a la universidad para lograr como unos criterios básicos al respecto.

Question 3
I: La siguiente pregunta es: ¿Conoce usted acerca de los estándares de inglés para niños?
AC: Sí, claro.

Question 4
I: ¿Hasta qué punto cree usted que realmente es necesario entonces una propuesta en inglés, teniendo en cuenta esos lineamientos y esos estándares en inglés del Ministerio?
AC: Fundamental, fundamental. Me parece que las universidades eso fue una situación que también se presentó con la universidad Pedagógica, y es que los estudiantes parece que no quisieran que se les dificulte el trabajo con educación inicial, y en colegios que tiene solamente en transición que son niños de cinco años, pues aquí en la Escuela Normal es peor porque tenemos niños desde los tres años, pero tú y yo sabemos cómo formadores de niños para la infancia que si nosotros empezamos a temprana edad a trabajar una segunda lengua que es más fácil, hacemos un camino más propicio para llegar a que ellos, pues en un proyecto a largo plazo de bilingüismo, haremos mucho más si empezamos en una edad más temprana y me parece que también es un campo de acción y un campo laboral bien interesante para explorar por parte de los estudiantes que están en formación.

**Question 5**

I: Y, bueno, la última pregunta que ya nos habías mencionado alguna vez las necesidades primordiales pues que consideras en cuanto a la enseñanza de los niños en inglés, nos gustaría que no las mencionaras puntualmente para terminar la entrevista.

AC: ¿Las qué?

I: Las necesidades primordiales en cuanto a la enseñanza de inglés en los niños de preescolar y primaria.

AC: Bueno, las necesidades, ese acercamiento a una segunda lengua es fundamental, nosotros empezamos una propuesta de hacer los clubs de inglés los fines de semana, o sea trabajar esa… trabajar esa… trabajar en compañía de los padres de familia con acompañamiento en casa para que la familia también empiece a familiarizarse, entonces como importante, o sea establecer unas estrategias que vinculen a la familia con la enseñanza del inglés, entonces cual fue la estrategia que usamos en la universidad pedagógica los sábados los estudiantes que no podían practicar entre semana los sábados hacían un acompañamiento con padres incluso se les establecía una certificación, un acompañamiento porque consideramos que una hora no es suficiente para trabajar con los estudiantes ameritaríamos por lo menos dos horas y eso que fuera desde pre-jardín hasta grado quinto y que esas dos horas estuvieran completamente.

Entonces, ehhhh, pues así también hacer con los profesores, la secretaria de educación ha intentado hacer varios cursos con profesores que están en otras áreas para que empiecen a manejar desde sus áreas el área de inglés, pero no ha funcionado muy bien, es decir, mmm o la intensidad es poca o los maestros no ejercitan esa labor en las aulas de clase, pero yo considero que sí, no sé, mmm sino se va en varias direcciones es decir si no se sienta uno con los estudiantes pero también con los padres pero también se agudiza con los profesores pues difícilmente vamos a alcanzar la meta de ser estudiantes bilingües en menos de cinco años, sí? entonces, esa es la necesidad pero, entonces mirar que estrategias utilizamos con padres y profesores. Se me ocurre que día que mirábamos la experiencia con secretaria de salud que siempre y antes de empezar se hace un movimiento de sensibilización con los padres y un momento de sensibilización con profesores, me parecería interesante que las universidades empezaran a implementar esa estrategia, o sea antes de empezar a trabajar con los niños que se contara como a que se viene, cuales son los estándares en inglés, cuáles son las propuestas que ustedes tienen si? Hacer ese proceso de sensibilización es fundamental con padres y con estudiantes puede ser por grados. Una, entonces abordar esos dos frentes desde abarcar más la comunidad educativa para pues para incentivar como por lo menos que motiven en los estudiantes el aprendizaje de la segunda lengua y dos una que está en nuestras manos hacer ya es poder establecer el currículo de preescolar, desde los tres años hasta grado quinto y articularlo...
por supuesto a la secundaria en grado sexto o sea ese debería ser un ejercicio fundamental por parte de la universidad con total respaldo del colegio.

I : Bueno

AC : Muchísimas gracias.
Appendix B: The Cross-curricular Approach: A Way to Live English in the Classroom. Escuela Normal Superior Distrital María Montessori

**Analytical Summary in Education**

**TÍTULO:** The Cross-curricular Approach: A way to live English in the classroom

**AUTOR:** Aguilera Peña Diana Carolina, Turriago Vera Ingrid Maritza, Velásquez Alfonso Lyna María.

**INSTITUCIÓN:** Escuela Normal Superior Distrital María Montessori

**PALABRA CLAVE:** Currículo, contenidos, inglés, lengua extranjera, articulación.

**DESCRIPCIÓN:** Este proyecto se desarrolla dentro del marco de investigación acción, dado a que a partir de una problemática encontrada se hizo un proceso de reflexión y análisis crítico hasta llegar a la construcción de una propuesta curricular; teniendo en cuenta que el principal objeto de estudio es la enseñanza del Inglés dentro de la Escuela Normal Superior María Montessori y los procesos de aprendizaje de la lengua extranjera, es así como se planteó la pregunta orientadora ¿De qué manera la implementación de un “Cross-curricular Approach” posibilita orientar procesos de aprendizaje y enseñanza de la lengua extranjera articulados con las demás áreas del plan estudios para el uso comunicativo de la misma?, a partir de ella el objetivo es diseñar un “The Cross-curricular approach” para primero y tercero de primaria de la ESNDMM que posibilite a la institución y a los docentes articular el Inglés con las demás áreas del plan de estudios, de tal forma que se reconozca el Inglés como una herramienta de comunicación útil para a vida.

**CONTENIDO:** El contenido de este trabajo de grado, está basado en los procesos de aprendizaje y enseñanza de la lengua extranjera inglés, que se desarrolla dentro de la Escuela Normal Superior Distrital María Montessori. En este documento se nombran antecedentes referentes a propuestas y proyectos, que tienen relación con la enseñanza del inglés y el impacto que han tenido, los cuales han sido nuestro punto de partida para dar inicio a una investigación. La presentación de este proyecto es importante dentro de la institución, debido a que da la pauta para que el inglés sea visto como una herramienta comunicativa en nuestra cotidianidad.

**FUENTES:**

- www.alcaldiabogota.gov.co/sisjur/Normal1.jsp;jsessionid=18098.
- www.sedbogota.edu.co

**METODOLOGÍA:** Este proyecto se enmarca dentro del tipo de acción cualitativa en la categoría de investigación acción, el cual es basado en el modelo propuesto por Lewin, de esta...
forma se establecen tres fases que permitieron cumplir con el ciclo reflexivo que propone este autor, es así como se emplean diferentes instrumentos de recolección y análisis de datos como los diarios de campo, entrevistas, planes de estudios, planeaciones y documentación teórica.

CONTENIDO: El contenido de este trabajo de grado, está basado en los procesos de aprendizaje y enseñanza de la lengua extranjera inglés, que se desarrollan dentro de la Escuela Normal Superior Distrital María Montessori. En este documento se nombran antecedentes referentes a propuestas y proyectos, que tienen relación con la enseñanza del inglés y el impacto que han tenido, los cuales han sido nuestro punto de partida para dar inicio a una investigación.

La presentación de este proyecto es importante dentro de la institución, debido a que da la pauta para que el inglés sea visto como una herramienta comunicativa en nuestra cotidianidad.

CONCLUSIONES: La enseñanza del inglés por medio de un “The Cross-curricular approach” a través de la articulación con otras asignaturas permite que sea vista como un medio de comunicación donde el estudiante expresa y transmite hechos de su vida cotidiana. La utilización de elementos como LONG and SHORT TERM PLANING, LESSON PLANNING y SYLLABUS permiten a los maestros tener una organización temática apropiada para la enseñanza del inglés. No es conveniente utilizar la escritura del inglés en cursos inferiores a tercero de primaria. En la enseñanza de la nueva lengua es importante desarrollar habilidades comunicativas con una metodología específica de trabajo (antes, durante y después). Los maestros deben proporcionar a los estudiantes un input amplio para dar mayor información y sensibilizar frente a esta lengua. La cultura es un aspecto relevante en la enseñanza de la lengua extranjera. La propuesta debe ser implementada a nivel institucional, para que genere transformaciones.
Appendix C: Summary of the ENSDMM School’s PEI

Propósitos
El Proyecto Educativo Institucional de la escuela Normal Superior María Montessori se propone:
A. Contribuir al proceso de definición del proyecto de ciudad, en el marco del cual, los objetivos que se persiguen son:
   • El fortalecimiento de prácticas democráticas capaces de construir una cultura respetuosa de las diferencias
   • La construcción de una ética y una estética de la ciudad articulada con la construcción de sentidos de vida.

B. Contribuir al enriquecimiento académico, a través del logro de la excelencia académica, lo cual es posible gracias a:
   • El dominio de la lengua materna. Se trata que todos los estudiantes adquieran herramientas necesarias que les permitan expresarse oralmente, leer y escribir críticamente.
   • La apropiación de los conceptos fundamentales de las matemáticas y las ciencias naturales y sociales.
   • La comprensión de la diversidad cultural, de forma tal que el estudiante explique y le dé sentido a los acontecimientos históricos al mismo tiempo que comprenda el valor de los referentes geográficos.
   • El uso y creación de expresiones corporales, artísticas y literarias correspondientes a la diversidad cultural del país.
   • El uso de los elementos de las nuevas Tecnologías de la Información y la Comunicación.
   • Apropiación del inglés para el enriquecimiento cultural.

C. Generar experiencias significativas y fundamentales en diversos espacios de sensibilización, exploración y profundización que posibilite en y desde el contexto escolar, que promuevan la formación del auto reconocimiento, el cuidado de sí, las interpretaciones metafóricas de la realidad y la creación estética. Además, la dimensión estética caracteriza a los futuros maestros para la infancia de tal manera que puedan mediar su práctica pedagógica desde el abordaje de la educación artística como fin y como medio de expresión.
   • Educar sujetos sensibles, expresivos, creativos, y críticos, constructores de realidades, a través de los lenguajes artísticos.

Misión
La Escuela Normal Superior Distrital María Montessori, desde su enfoque pedagógico, está comprometida con la formación integral de maestros y maestras con pensamiento crítico, investigativo, capaces de actuar y transformar responsable y creativamente su entorno con calidad y pertinencia.

Visión
En el 2014 la Escuela Normal Superior Distrital María Montessori será una institución educativa líder en la construcción del “ser maestro” que a través de la problematización de la enseñanza promueva el desarrollo de comunidades académicas.
En la página 19 se formulan los siguientes OBJETIVOS:

- “Formar un ser humano en las siguientes dimensiones: creativo - expresiva, comunicativa, moral - ética, cognitiva, lúdica - motriz y humano - trascendente, para que actúe en tres campos de acción: el de su propia subjetividad, el social cultural y el ambiental ecológico”.
- “La formación de un maestro (a) conocedor de los problemas de su país, región y localidad, con los instrumentos necesarios para comprender el niño, la escuela y su entorno, con las competencias pedagógicas y saberes necesarios para construir proyectos educativos y currículos pertinentes a las necesidades y problemas de su población, privilegiando para ello el camino de la educación artística”

La Justificación (capítulo 3), afirma: “debemos formar niños, niñas y jóvenes felices, que amen lo que hacen, con capacidad de crear, de buscar y usar positivamente la información y de trabajar en equipo para enfrentar juntos la transformación del mundo en uno más justo, equitativo y, sobre todo, más humano”.

Los dos enunciados hacen evidente una visión omnipotente de la educación y contradicen las prioridades señaladas en el apartado sobre contexto de la página 8, donde se señala que estamos frente a la necesidad de dar respuestas alternativas para poner la iniciativa en manos del individuo; esta iniciativa es considerada la médula de la democratización, pues promueve la justicia y la paz.

¿Es posible “formar” un ser humano? Pienso que la idea de “formación” en la educación se refiere no a seres, sino a capacidades. Es posible incrementar la capacidad de alguien (su poder ser) o su libertad (su poder hacer), e incluso es posible hacer lo necesario para que la capacidad y la libertad se orienten hacia la conjunción del sujeto con ciertos valores. Sin embargo, la forma del ser como tal, se escapa a todo poder transitivo. En este sentido, los objetivos no dicen nada que pueda orientar la acción educativa.

Evidentemente, no es posible pretender “formar” a otro y, al mismo tiempo, suponer que mediante ese acto o serie de actos, se le está poniendo la iniciativa en las manos. Por otra parte, atribuirle a la educación el poder de hacer feliz a otro y de hacerle amar algo, resulta desorбитado; lo máximo que la escuela se puede proponer, es abrirle el espacio a alguien para que pueda buscar su felicidad y conectarse con cosas que puede llegar a amar, o mantenerse conectado con lo que ama. Por lo demás, la felicidad y el amor, por una parte y por otra, la capacidad de usar positivamente la información y trabajar en equipo, son enunciados heterogéneos que no cabría formular como parte de lo mismo.

La idea de la espontaneidad del niño y de la posibilidad de “ser el mismo”, así como de la individualidad se encuentran presentes en diversos apartados. Se trata de enunciados pertenecientes a micro universos ideológicos del sentido, que requieren una elaboración explícita, así como la idea (capítulo 3), de que la felicidad, el amor, el uso de la información y el trabajo en equipo permiten transformar el mundo en “uno más justo, equitativo y, sobre todo, más humano”.

Respecto del segundo objetivo, las “dimensiones” aludidas, parecen ser predicaciones acerca del ser humano. Las “categorías” así constituidas, son totalmente inoperantes en el plano de la intervención pedagógica, pues el ser humano del cual se predica así, no podría ser creativo en lo cognitivo, ni usar la motricidad con fines comunicativos, ni trascender en la expresión, ni realizar juicios morales en la actividad lúdica, ni ser ético en su acción con el conocimiento.
Por otra parte, la consideración del ser en términos de “dimensiones”, procede de una lógica cartesiana que animó el pensamiento de la modernidad y que hoy, es innecesaria. Cabe señalar que las exhortaciones a la “educación integral”, está intentando resolver –por la vía de una noción aditiva-, un problema que sólo existe en la manera segmentada de pensar al hombre que esa misma lógica induce.

En cuanto a los campos de acción que se proponen, es posible, en la medida en que lo social – cultural no está incluyendo elementos que le pertenecen: la técnica, la ciencia, el arte, la economía, la política y la religión. ¿Cómo pensar hoy el ambiente ecológico, más allá de los problemas planteados a propósito de todas esas dimensiones de la acción humana?

El señalamiento que se encuentra en la página 22 acerca de la “crisis” cultural y social, también plantea dificultades en el orden de la coherencia. Afirma que los niños y jóvenes se encuentran colocados en posición de “ simples consumidores de mercancías y de información” y no son “ sujetos” “ autónomos”, críticos y solidarios. La crisis es caracterizada como “crisis de sentido” y formula la pregunta acerca de las condiciones de posibilidad que los niños tienen, de “ ser”, de “…constituirse como sujetos... asumir sus múltiples determinaciones culturales y sociales” y proponerse un proyecto de vida mediante un proyecto educativo.

Al respecto, tendría que pensarse si el estar colocados en posición de consumidores de mercancías y de información no es, justamente, lo que les constituye como sujetos de la cultura y la sociedad contemporáneas y la manera como asumen sus múltiples determinaciones culturales y sociales, siendo esto, precisamente, lo que les impide realizar su libertad y, en consecuencia, proponer un proyecto de vida, tanto como servirse de ciertos proyectos educativos.

En cuanto al sujeto, éste nunca será autónomo. En eso, precisamente, radica la condición de “sujetación”. Pensar en su liberación -como alcanza a percibirse entre las líneas-, implica prescindir de esta manera de pensar la subjetividad y acceder a otra distinta. Esta sería una de las principales tareas que el documento del PEI tendría frente a sí.

Los Medios para la Realización del Proyecto

El proyecto dispone una estructura de gestión basada en dos unidades separadas: la unidad académica y la unidad administrativa. Esto hace muy difícil si no imposible, el proyecto mismo, pues constituye la negación del mismo desde el punto de partida. Un proyecto es una unidad de gestión: supone unos fines, unas acciones y unos medios orgánicamente articulados, lo cual es ajeno a la estructura burocrática que separa la academia –es decir, los propósitos y las acciones- de la administración de los recursos y los medios.

La Tarea de las Áreas y de la Cotidianeidad Escolar para la Realización del Proyecto

En especial se ha considerado que el crecimiento de los niños y jóvenes “se ve afectado por problemas familiares, sociales, económicos y políticos que son parte de su entorno”. Frente a esto, se enuncian nuevos valores morales:

- Respeto por sí mismo
- Respeto por los derechos del otro
- Interacción basada en el amor, la paz y la libertad
- Autonomía
- Integralidad
- Construcción conjunta y constante de vida digna
- Posibilidad de crecer y proyectarse dentro de un grupo social
- Capacidad de significar el mundo para recrear la cultura
Capacidad de transformar con otros las condiciones en que les ha tocado vivir por otras de mejor calidad de vida para todos.

En la página 22 se anuncia que la Normal va a convertir la problemática de los niños y jóvenes en objeto de estudio y en ocasión de intervención. Los elementos que se realzan de esta problemática son: i) la diversidad de ideas, comportamientos, creencias y costumbres, producto de la socialización primaria e influenciada por los medios de comunicación.

Se trata de tareas que las áreas deben asumir? Al menos no se plantea de manera explícita.

Respecto de las competencias que debe adquirir el educando –las cuales tendrán poder de orientar en gran medida el trabajo de los maestros en sus áreas-, se observan nuevas dificultades, pues a pesar de que dice “sí” a este concepto, su tratamiento es profundamente confuso.

En un primer apartado consagrado a ellas, las define como “saber conocer”, “saber hacer” y “saber convivir”, ejercidas en tres campos:
- El de la propia subjetividad (conocerse, reconocer la historia personal, valorarse).
- El de lo social – cultural (un ciudadano, un hombre público que se sirve de su conocimiento científico y tecnológico y de los lenguajes artísticos).
- El ambiental – ecológico (un hombre que se relaciona con la naturaleza (un hombre que usa el conocimiento científico – tecnológico con criterio ético).


En la página 26 aparece otra nueva competencia: “La competencia “cognitiva y académica” está en íntima relación con la competencia comunicativa...” En el siguiente párrafo, aparece la “competencia tecnológica y productora”, de la cual se predica que se desarrolla y que en ella se articulan cuerpo, juego, artefactos, trabajo y obras de arte “es decir, aquello que implica el aprender a hacer”.

En la página 27 ya no son éstas, sino las competencias de las cuales habla J. Delors en su informe a la UNESCO: “aprender a ser”, “aprender a hacer”, “aprender a conocer” y “aprender a convivir”.

En la página 47 aparece una nueva idea acerca de las competencias. Esta vez se afirma: “...el conocimiento escolar es una competencia que exige desarrollar en el proyecto de la Escuela Normal Superior los siguientes desempeños y cualidades profesionales a) proponer experiencias significativas... b) propiciar en los niños los desarrollos de los procesos comunicativos... c) contribuir a la formación de la identidad cultural... d) orientar la construcción de pactos de convivencia... e) reconstruir los problemas pedagógicos... f) el uso y la incorporación de tecnologías...”

Posteriormente se menciona una “competencia pedagógica” de la cual se dice: “Este saber hacer pedagógico es la enseñabilidad... remite a la constitución y formación de la personalidad de un sujeto cuya actuación particular suscita y promueve procesos educativos. Su perfeccionamiento (sic) contribuye al desarrollo (sic) de las dimensiones humanas que permitan abordar con responsabilidad profesional y realizar, con vistas a un juego de expectativas, la educación de la infancia.

Frente a este universo inagotable de competencias ¿cómo orientar el trabajo de los maestros?
La Postura Pedagógica

Los organismos del Estado han señalado la necesidad de que las instituciones de educación superior determinen un “modelo pedagógico” propio. Esta exigencia puede ser objeto de discusión, pues por una parte, un modelo pedagógico institucional, oficialmente adoptado, puede constituirse en un obstáculo a las búsquedas necesarias y por otra, impedir la pluralidad y la autonomía de pensamiento de quienes deben situarse como investigadores de la educación. Posiblemente, más que un “modelo pedagógico”, lo que es exigible a las instituciones es un “proyecto pedagógico” que conserva las bondades del modelo, a saber, la opción deliberada por una teoría acerca de los procesos educativos, y por un sistema axiológico explícito que encamina en una determinada dirección los actos de los educadores y elude sus dificultades: su rigidez, su fijeza y su univocidad.

El PEI de la Normal no formula ninguna opción explícita y deliberada en el orden de la pedagogía. En su lugar, realiza una revisión de muchos discursos pedagógicos desde Comenio hasta nuestros días y recupera la historia de la Normal, sin avanzar más allá de eso.

La Investigación

Las dificultades para abrirse a la investigación y realizarla, es común a todas las instituciones educativas. En este sentido, la Normal no se aparta de las condiciones usuales. Buena parte de esas dificultades está asociada a la ausencia de una reflexión detenida acerca de lo que se entiende por INVESTIGAR y a la adopción, en su lugar, de un lugar común que ha prestado muy pocos servicios a esa empresa. Ese lugar común se refiere a la distinción aparente entre “Investigación Formativa” e “Investigación Formal” o “Investigación propiamente dicha”. ¿Qué entiende la institución por investigación? ¿Cuáles son los problemas con los cuales está inquieta? ¿Cuál es la organización prevista para realizarla, conciliando las exigencias de la docencia y las reglas administrativas vigentes? ¿Cómo prevé asimilar y transformar prácticas a partir de la investigación? Estas son las preguntas mínimas que el PEI tendría que resolver y con las cuales tendría que comprometer a la Normal. Ninguno de estos asuntos está abordado con seriedad en el documento.

La Propuesta

Las falencias anotadas deben ser resueltas para asumir seriamente la dirección de los procesos en curso. No se trata de desconocer el PEI existente, sino más bien de retomar los elementos que este contiene, problematizarlos y darles un desarrollo argumentativo que imprima alguna dirección. En este sentido, es preciso abordar cuatro problemas distintos:

1. El problema planteado por el insuficiente desarrollo del sentido y lugar privilegiado que se ha concedido a lo humano. Esta es una tarea que debe asumir el área de Ciencias Sociales.
2. El problema planteado por la confusión en torno a las competencias, problema que debe ser estudiado por el área de Humanidades, con la perspectiva de proponer una alternativa válida para toda la Normal.
3. El problema de la configuración de un punto de vista, una postura y un proyecto pedagógico, lo cual compete al área de pedagogía.
4. El problema de la construcción de un punto de vista acerca de la investigación que responda, como mínimo a los interrogantes planteados. Esta tarea tendría que ser asumida por el RIP”.
Appendix D: Self – Learning Chart

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<th>DESCRIPTOR</th>
<th>I CAN</th>
<th>I CAN’T</th>
<th>HOW TO SOLVE IT</th>
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Appendix E: Third Grade Learners’ Perceptions about Language Learning Activities

A continuación encontrarás 5 preguntas, marca con una X la opción que consideres apropiada. Tus respuestas nos ayudaran a mejorar el desarrollo de las clases de inglés. Gracias!!

THEMATIC UNIT:                                                   SUBTOPIC:
Name:                                                                           Grade:

1. ¿De las siguientes habilidades trabajadas en clase cuál te gusto más?
   a. Lectura                                                                 d. Escucha
   b. Escritura                                                               e. Vocabulario
   c. Habla

2. ¿Qué actividad de la clase te gusto más?
   a. Lectura acerca del circo
   b. Fabula
   c. Juego de memoria
   d. Canción
   e. Todas las actividades
   f. Ninguna

3. Selecciona el material que más te gusto
   a. Hoja de las respuestas acerca de la lectura
   b. Video
   c. Transcripción de la canción
   d. Tarjetas de memoria
   e. Todos los materiales

4. ¿Con cuáles de los siguientes recursos tecnológicos te gustaría trabajar en clase?
   a. Páginas web              b. Blog                        c. Facebook              d. Skype
Appendix F: Fourth Grade Learners’ Perceptions on the Subtopic: Clothes

A continuación encontrarás 5 preguntas, marca con una X la opción que consideres apropiada. Tus respuestas nos ayudarán a mejorar el desarrollo de las clases de inglés. Gracias!!

THEMATIC UNIT: The Weather And I          SUBTOPIC: Clothes

Name:                                      Grade:

1. ¿De las siguientes habilidades trabajadas en clase cuál te gusto más?
   a. Lectura                          d. Escucha
   b. Escritura                        e. Vocabulario
   c. Habla

2. ¿Qué actividad de la clase te gusto más?
   a. Diseñar un títere
   b. Unir imágenes con palabras
   c. Ambas actividades

3. Selecciona el material que más te gusto
   a. Imágenes acerca de la ropa
   b. tijeras, pegante, imagines de la ropa, cuerpo o imagen de la persona
   c. Guía
   d. Todos los materiales

4. ¿Con cuáles de los siguientes recursos tecnológicos te gustaría trabajar en clase?
Appendix G: Fourth Grade Learners’ Perceptions on the Subtopic: Seasons

A continuación encontrarás 5 preguntas, marca con una X la opción que consideres apropiada. Tus respuestas nos ayudaran a mejorar el desarrollo de las clases de inglés. Gracias!!

THEMATIC UNIT: The Weather And I

SUBTOPIC: Seasons

Name:                                                                 Grade:

1. ¿De las siguientes habilidades trabajadas en clase cuál te gusto más?
   a. Lectura                                      d. Escucha
   b. Escritura                                    e. Vocabulario
   c. Habla

2. ¿Qué actividad de la clase te gusto más?
   a. Planeador semanal
   b. Crucigrama
   c. Ambas actividades

3. Selecciona el material que más te gusto
   a. Planeador semanal
   b. Crucigrama
   c. Todos los materiales

4. ¿Con cuáles de los siguientes recursos tecnológicos te gustaría trabajar en clase?
   a. Páginas Web
   b. Blog
   c. Facebook
   d. Skype
Appendix H: Fifth Grade Learners’ Perceptions on the Subtopic: Means of Transportation

A continuación encontraras 5 preguntas, marca con una X la opción que consideres apropiada. Tus respuestas nos ayudaran a mejorar el desarrollo de las clases de inglés. Gracias!!

THEMATIC UNIT: My City

SUBTOPIC: Means of Transportation

Name:                      Grade:

1. ¿De las siguientes habilidades trabajadas en clase cuál te gusto más?
   a. Lectura               d. Escucha
   b. Escritura             e. Vocabulario
   c. Habla

2. ¿Qué actividad de la clase te gusto más?
   a. Clasificar medios de transporte
   b. Narrar cuento a través de imágenes
   c. Desafiando la memoria
   d. Todas las actividades
   e. Ninguna de las actividades

3. Selecciona el material que más te gusto
   a. Imágenes
   b. Cuento
   c. Afiche

4. ¿Con cuáles de los siguientes recursos tecnológicos te gustaría trabajar en clase?
A continuación encontrarás 5 preguntas, marca con una X la opción que consideres apropiada. Tus respuestas nos ayudarán a mejorar el desarrollo de las clases de inglés. Gracias!!

THEMATIC UNIT:   My City  SUBTOPIC: Location

Name:  Grade:

e. ¿De las siguientes habilidades trabajadas en clase cuál te gusto más?
   a. Lectura  d. Escucha
   b. Escritura  e. Vocabulario
c. Habla

f. ¿Qué actividad de la clase te gusto más?
   a. Localizar el lugar
   b. Donde están los objetos
   c. Donde esta ese lugar
   d. Que hay aquí

  g. Selecciona el material que más te gusto
   a. Mapas de la ciudad
   b. Imágenes
   c. Guía de cortar y pegar

h. ¿Con cuáles de los siguientes recursos tecnológicos te gustaría trabajar en clase?
   a. Páginas Web
   b. Blog
   c. Facebook
   d. Skype
Appendix J: Thematic Unit 1 Fourth Grade

Thematic Unit 1

Talking About Myself!
GRADE 4TH - THEMATIC UNIT 1
TALKING ABOUT MYSELF

OBJECTIVE: To comprehend information given by other people about their personal life, their hobbies and their abilities in order to recognize all of us are different.

First of all, the topic which is going to be developed in fourth grade will be talking about myself; this topic has a guiding question that will let students answer to the question who am I, what are my preferences and what are my abilities? at the end of the unit. This topic is divided into three subthemes which are: biography, abilities and hobbies; these topics are going to be taught during one month and a half, taking into account the competence mentioned in the curriculum standards (use short sentences to provide personal information, talk about topics of my interest, likes and preferences, and to talk about the things I can or cannot do) and the conceptual networks developed by the school; this topic will be developed in the first semester, moreover the three subtopics will be related to subjects such as: arts, Spanish language, technology, geography, and citizen competence.

METHODOLOGY: The methodology that teacher will use is communicative approach, the meaningful learning and critical thinking, since this is based on the theoretical framework.

EVALUATION: In the evaluation system children will be evaluated with the process where they show what they learn day by day.
SUBTOPICS

SUBTOPIC 1: BIOGRAPHY

SUBJECTS AND CONCEPTS

- **Technology**
  The topic is related to Technology, because it involves the design of an identification card, where students will have to create a card with personal information and they will have to do it in the computer with the teacher’s help.

- **Social Sciences**
  Social Sciences are related to this topic, since this studies the human behavior and the relationships the person has.

- **Citizen competence**
  This subject involves the topic because we know the citizen competences are related to cognitive, communicative and emotional abilities, so it is important to know what each student has through their biographies to be able to learn how they can interact in a social environment.

LANGUAGE

- **Pronunciation.**
  Students will be able to practice and learn vocabulary and pronunciation through activities as the jazz chart, where they will find the different ways to express the personal information and at the same time they will have to follow the teacher’s gestures. (See activity # 1)

- **Vocabulary and expressions.**
  Students will be able to learn and use some vocabulary and expressions such as: what is your name? How old are you? Where are you from? Who do you live with?

- **Language skills.**
  To develop this topic it is necessary to take into account the four languages skills (listening, speaking, reading, and writing) which will be used in all activities proposed to teach this theme.

- **Language functions.**
  - Introducing myself.
  - Knowing information about other people.
ACTIVITIES
For developing this topic there are some activities which will let students have a good and enjoyable learning process.

1. Make an identification card on computer with more relevant information. (See activity # 1)
2. The second activity consists on playing a game that is called stair where they will have to answer different questions about themselves and their partners. (See activity # 2)
3. The last activity is learning a song with the different sentences they can use to talk about themselves. (See activity # 3)

RESOURCES
The resources used in this topic are the computer for creating the identification card, the poster where is drawn the stair and the song and their own voices.

PRODUCTS
The final product for this topic consists on create a magazine about themselves where they tell their personal information, things they like and do not like, things they can do and cannot do, this could include many photos of them. (See product # 1)
GRADE 4th. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 1: BIOGRAPHY.

ACTIVITY # 1.

✓ LET’S MAKE AN IDENTIFICATION CARD

1.) Students will have to make an identification card with the sky.
2.) Teacher will guide them to do it in computer choosing the relevant information about them.
3.) They will be able to work in pairs.
4.) Last, they must send the identification card to different partners.

ALL ABOUT ME!

MY NAME IS: ________________________________

AM: ________________________________________

I AM FROM: _________________________________

I LIVE IN ________________ WITH MY FAMILY

MY FAVORITE COLOR IS: _____________________

MY FAVORITE FOOD IS: _____________________

Taken from: http://www.skyline-english.com/PDFs/Grammar/1/Activities.pdf
LET'S PLAY STAIR GAME

1.) Students will have to play a game.
2.) Teacher will design the stair.
3.) Students will play in groups of four people.
4.) Teacher has information based on the identification card students sent to emails.
5.) Teacher will ask questions about different partners and students will have to answer.
6.) Students will be able to answer questions according to the identification card of their partners.

1. What is your name?
2. How old is Dayana?
3. Where is Dayana from?
4. What is your favorite food?
5. What is your favorite .....?
6. Penalty

Taken from:
SONG ABOUT ME

1.) Students will learn a song.
2.) Teacher will song it.
3.) The idea is they learn it and try to change the song with things they like, they can, and they like to do.
4.) Teacher will guide them to be able to change the song for things they want.
5.) The idea is they try to use their imagination obviously with the help of the teacher.

A short song about me.

My name is rose, I like Chinese food, and my friends sometimes love me when I play football.
    I like go to cine, I like sometimes dance, I love many singers that hate my dad
    I can cook rice but meat is difficult, my friends don’t know this so that is the worse.
Now I have to leave you, so it is time to go I have to say good bye we can see you another month.
GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 1: BIOGRAPHY.
PRODUCT 1.

✓ MAGAZINE ABOUT ME

First of all students have to choose their photo and then choose the relevant information, such as their names, their age, their nationality, they have to put pictures related to each thing they are going to talk. After that, they have to put in the other page things they like to do, writing a sentence, in the last page idea is they write what they can do putting images about it too. They can put photos about what they want and they can design it like they want the idea is if they use images teacher will have to teach about how put references and citations.
My name is Carolina
I am 12 years old
I am from Bogota

I live with my parents,
I am happy because they love me too much

THINGS I LIKE DO

I like to dance

I like to read too much.

I like to cook.

THINGS I CAN DO

I can play volleiball

I can

draw.

I can Swing

MY FRIENDS AND ME

We like to have meetings and talk about us
We like to eat ice cream, we like practice some sports and we can draw different pictures.
SUBTOPIC 2: ABILITIES

- **Art**
  This topic is related to art due in this unit students will have to create a robot in order to know what he or she can do, so in this part students will need creativity and they will work using many artistic resources. Moreover, they will recognize some of their abilities which are related to the art for example, paint, drawing, dancing among others.

- **Citizen Competence**
  The topic is related to citizen competence because it is necessary that students know the role of each citizen in a society and this is a way that they know their abilities and can share these in a city. In this way they contribute to a society knowing what they can do within a city.

LANGUACE

- **Pronunciation**
  Students will learn some tongue twisters related to some activities that they can do. They will have to practice this several times and then present in front the class the tongue twister.
  Example:
  
  Swan swam over the sea,  
  Swim, swan, swim!  
  Swan swam back again  
  Well swum, swan!  
  Can you ca a can as a canner can can a can?

- **Vocabulary and Expressions**
  Students will be able to learn and use in a context some vocabulary and expressions such as: I can run, I can swim, what you can do?, he/ she can do, I can play piano but I can’t play guitar etc.

- **Language Skills**
  To develop this topic it is necessary to take into account the four languages skills (listening, speaking, reading, writing) which are be used in all activities proposed to teach this theme.
- **Language Functions**
  1. To ask to my partners what they can do.
  2. To answer questions about my abilities.

✓ **ACTIVITIES**
For developing this topic there are some activities which will let students have a good and enjoyable learning process.

1. In the first activity students will have to draw in some boxes what they can do. Then they have to share with their parents what they can do. (See activity # 1)

2. Then the teacher will show some images to a student and he or she should represent the action to their partners, they should guess what the activity or action is. The winners will have extra points. (See activity # 2)

3. What can you do here?. Teacher will give some images of different places to each group and children will tell or draw the things you can do there. (See activity # 3)

✓ **RESOURCES**
In this part students will use: a chart to draw the things you can do, picture of actions and places, abilities images.

✓ **PRODUCTS**
1. The first product consists on design their own robot. Give it the name, say what it can do in front of the class and tell the abilities of the robot the students could use recyclable material. (See product # 1)

2. Design a catalog with a city tour. You should show images of places in your city, and describe the things you can do there. (See product # 2)
GRADE 4º. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: ABILITIES. FLASHCARDS.

Each flashcard is going to be 20cm X 20cm

READ

DO EXERCISE

LISTEN TO MUSIC

WRITE

DANCE

SWIM
GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: ABILITIES. ACTIVITY 1.

✓ DRAW IN THE BOXES THE THINGS YOU CAN DO

1. In this activity students will work individually
2. First, students have to find your abilities
3. Then, they have to draw the abilities in the following boxes
4. Finally, they have to present these in front of the class.

GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: ABILITIES. ACTIVITY 2.

✓ GUESS WHAT HE OR SHE CAN DO

1. They have to organize in groups of 5 people.
2. Then, teacher has to give an image to student and he or she should represent the action to their partners, they should guess what the activity or action is. The winners will have extra points.
3. Each member of the group has to represent some actions.
WHAT CAN YOU DO HERE?

1. First they have to organize in groups of five people
2. Then teacher has to give a picture to each group
3. They have to describe in the group what they can do in these places.
4. Finally, each group have to choose a leader and he or she has to say what they can do in these places in front of the class
GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: ABILITIES. PRODUCT 1.

✓ DESIGN YOUR OWN ROBOT

1. In this activity students have to work individually
2. They have to collect resources (reusable material, papers, markets, paints etc.) in order to do the robot.
3. They have to create the robot with some characteristics
4. Students have to design some abilities for the robot.
5. Finally, they have to present and describe the result in front of the class telling the abilities of it.
GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: ABILITIES. PRODUCT 2.

✓ DESIGN A CATALOG WITH A CITY TOUR

   Students have to choose some images about places in the city.
   Then they have to do a kind of book and stick the images in this.
   They have to write in each image what people can do in these places.
   Finally, students have to show the catalogue to the school in an exposition.
SUBTOPIC 3: HOBBIES

✓ SUBJECTS AND CONCEPTS

- Technology
This topic is related to technology because children will mention what kind of hobbies related to technology they prefer and how they use this in their free time. Moreover they will say how they use technology like a hobby.
- Citizen competence
This topic involves citizen competence because children will show how they enjoy in their free time with their friends, and what hobbies they practice with people around them. In this way, students will show how they share with their neighborhood through the hobbies in order to foment the citizen culture with people around them.
- Art
This topic is related to art because students will show their creativity and imagination developing each one of the activities about their hobbies.

✓ LANGUAGE

- Pronunciation
Students will be able to practice and learn vocabulary and pronunciation through activities where they will show their hobbies and how they enjoy in their free time; moreover, they will practice the main vocabulary about hobbies through an activity about a TV program where they will mention their hobbies and the hobbies of their friends.
- Vocabulary and expressions.
Students will be able to learn and use some vocabulary and expressions such as: ride the bike, play video games, go for a walk, read a book, shopping, listen to music, watch TV and I like, I do not like, I prefer.
- Language skills.
To develop this topic it is necessary to take into account the four languages skills (listening, speaking, reading, and writing) which will be used in all activities proposed to teach this theme.
- **Language functions.**
  1. Expressing preferences and likes for free time activities.

**ACTIVITIES**

To develop this topic there are some activities which will let students have a good and enjoyable learning process.

1. **Likes and dislikes:** in this activity students must complete some information about the items they like most. (See activity # 1)

2. **Form the word:** in this activity students must organize the word according to the image and tell if they like or dislike the things that they see. (See activity # 2)

3. **Let’s make a survey:** here students will ask their friends and find out who likes the things that they find in the chart and put an x in the things they like. (See activity # 3)

4. **Mind map:** students must cut and paste the things they like and do not like in the mind map. (See activity # 4)

**RESOURCES**

The resources used in this topic are: The mind map, the chart for the survey, a guide to write the likes and dislikes.

**PRODUCTS**

Students must create a TV program where they present their partners and talk about them or each student present himself telling his personal information, the things they can do, and the things they like. (This product involves the three subtopics) on the other hand, students must use Skype tool to present this to their partners and teacher, the idea is that students use the technology to make the TV program. (See product # 1)

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**GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 3: HOBBIES. FLASHCARDS.**

Each flashcard is going to be 20cm X 20cm.
GRADE 4°. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 3: HOBBIES. ACTIVITY 1.

 ✓ WRITE THE THINGS YOU LIKE MOST
1. Students must work individually.
2. They must look the images and write their name in the order of preference.

**LOOK THE IMAGES AND WRITE IN ORDER THE ITEMS YOU LIKE MOST**

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

<table>
<thead>
<tr>
<th>Sleep</th>
<th>Listen to music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep</td>
<td>Listen to music</td>
</tr>
<tr>
<td>Play football</td>
<td>Go for a walk</td>
</tr>
<tr>
<td>play video</td>
<td>Read a book</td>
</tr>
<tr>
<td>Ride the bike</td>
<td>Watch TV</td>
</tr>
</tbody>
</table>
Go to shopping

Paint pictures
FORM THE CORRECT WORD
1. Students must work individually or in pairs
2. Students must according to the images, form its respective word with each letter of the abecedary and say if you like or don't like.
3. Students must use the expressions like and do not like.

IEC AMCRE

ICE CREAM / I LIKE THIS

LISETN TO SICMU

RIED THE BIEK

COOKING

OD ERXECIES
LET'S MAKE A SURVEY

1. Students will work in groups of 3 people.

2. Students will ask their friends and find out who likes or not the things that they find in the chart and put an X in the things they LIKE and a line (-) in the things they DO NOT like.

Ask your classmates what is the activity that they like most and put an X in it, and then put a line (-) in the things they do not like.

<table>
<thead>
<tr>
<th></th>
<th>ICE CREAM</th>
<th>DANCE</th>
<th>MOVIES</th>
<th>WATCH TV</th>
<th>RIDE THE BIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVELYN</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDREA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHAREE</td>
<td>-</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAIRO</td>
<td></td>
<td>-</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>KAREN</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CREATE A MIND MAP ABOUT THE THINGS YOU LIKE AND DO NOT LIKE

1. This work is individually.
2. Students must cut and paste the things they like and do not like in the mind map.
3. After to make their mind map, the students must organized an oral presentation in order to explain their maps to the class.
GRADE 4th. THEMATIC UNIT # 1. TALKING ABOUT MYSELF. SUBTOPIC 2: HOBBIES. PRODUCT 1.

✓ TV PROGRAM ABOUT YOU AND YOUR FRIENDS
1. Students must create a TV program with the teacher’s help, where they introduce their partners and talk about them or each student introduce himself telling his personal information, the things they can do, and the things they like. (this product involves the three subtopics)

2. Students must present this activity through Skype in order to use the technology and foment this in the different activities in the classroom.

Hi! My name is Richard, I like listen to music and play football with my

I know paint pictures and cook cookies with my mother…..

I am 7 years old, I live with my parents, I was born in Bogotá. I don’t like read and sleep, I love the exercise.