

UNIVERSIDAD CENTROAMERICANA
SCHOOL OF HUMANITIES AND COMMUNICATION



**Introductory English Program for 5 year old children at Centro Pre-
Escolar de Aplicación Arlen Siu, UNAN-Managua.**

**Innovative Product to obtain the Bachelor of Arts Degree in Teaching
English as a Foreign Language**

**Authors: Francis Valeria Vado Morales
Katherine Pamela Sevilla Pérez**

Tutor: Francisco Vargas, Med.

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Dedications

“I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well”.

Psalm 139:14

I dedicate this project to God, my mother and my husband who have been part of this process during my journey. To God who has blessed me with his love and mercy for giving me the strength, courage and wisdom to complete this goal in my life. To the most beautiful person on this earth my dear mom Argentina Pérez, who encouraged me and unconditionally supported me with my studies, for her love, inspiration, and motivation in every single day of my life, also for teaching me to never give up and fight for my dreams. To my lovely husband Shonny Clair for being my inspiration and motivation, for his unconditional love, support, patience, and for every memorable moment we have shared together, also for always being there for me and for always believe in me. To my dear partner, Francis Vado for trusting me and all she did in order to help me achieve this goal.

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Francis Valeria Vado Morales and Katherine Pamela Sevilla Pérez

I- Introductory English Program for 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu, UNAN-Managua.

Nowadays, globalization, the internet, television, and the possibility that children have a future with more and better opportunities are factors that are influencing the interests of parents to engage their children to the study of another language. In this case English because it has become one of the most important languages in the world.

Chomsky quoted by Clause (2015) “children in early ages are born to learn”. Children between three and five years old have the ability for language; this ability is known by Chomsky as Innate. It is said that the best age to learn English is during childhood because children brain is more suitable to learn language, which means that they learn faster and with better domain, also helps them to their formation as professional in their future.

For this reason, this research show some theories in which the importance of learning English in childhood is crucial and some teaching methods that teachers can use to teach English to children for 5 year old at Centro Pre-escolar de Aplicación Arlen Siu Universidad Autónoma de Nicaragua in Managua (UNAN-MANAGUA).

This institution is divided into five levels: kindergarten, maternal, first level, second-level and third-level with a total of 191 students between the ages from 1 to 5 years old. The researchers will be working with children of third level who are 5 years old. As in any other case, Spanish is the mother tongue of these children, and the main goal is to learn Basic English because they do not have any knowledge in this language.

The name of this institution is “Centro Pre- Escolar de Aplicación Arlen Siu UNAN - Managua” it is located in the campus of UNAN – Managua. The classrooms are bigger and are decorated, they have appropriated furniture, in every classroom have chairs and tables which are comfortable and safe for children, also the classroom are not dark have adequate light and are not noisy.

This institution works with the academic calendar of the university (UNAN - Managua), the hours are from 8:00 am to 4:30 pm from Monday to Friday and this institution does not have an English program.

The institution does not offer an English class but these children take another classes reason why teachers teach through games, hygienic habits about food and it is organized by semesters. They have books for children of the third level, data projector and materials to work with. This institution is only for children whose parents work at UNAN. They attend students from other places, and only if there is space for them.

The problem the 5 year old students have at Centro Pre-escolar de Aplicación Arlen Siu UNAN- Managua, is that they do not have an English program for children furthermore they do not have an English class. The principal of this school would like children to get familiarized with English and that is the worry.

To find the solution to this problem we are going to use some theories of language acquisition and teaching methodologies taking into account the Multiple Intelligences Theory. Since every child learns and captures the information in different ways, the teacher is able to use these methods to teach English and approach these tools to students so that they get better results at the moment children use the target language.

II- Justification

This curriculum proposal consists on designing an Introductory English Program for 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu, UNAN-Managua, with the purpose to respond to the needs that this preschool has. Since this institution does not have an English program for children, it seems to be difficult for these children to learn English.

This proposal will improve the life of 34 children by learning a Foreign Language at an early age and providing a basic knowledge which will help them in the future to communicate in English. Therefore the ages of the students are suitable for the assimilation of new vocabulary and knowledge likewise this language learning promote social and cultural development of children because it encourages respect, improves the ability to relate among others and helps to improve the quality of life.

With this proposal we want to help the children at Centro Pre-Escolar de Aplicación Arlen Siu, UNAN-Managua to improve their lives by learning English at an Introductory Level (A1) in order to increase their cognitive and social abilities at an early age in their third level of kindergarten and at the moment they leave the preschool and start the primary school or study an English course it will be easy for them because these children will have a basic knowledge in this language.

In addition to that, we believe that with this project we are contributing not only to their lives but also to our community and it is important because it can be used on teaching English to all children of this institution. Besides this innovative project can be an example for other day cares who want to implement an English program for children.

III- Objectives of the Project

A. General Objective:

- ✓ To implement the different theoretical principles of curriculum design and research to Design an Introductory English Program for 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu, UNAN-Managua.

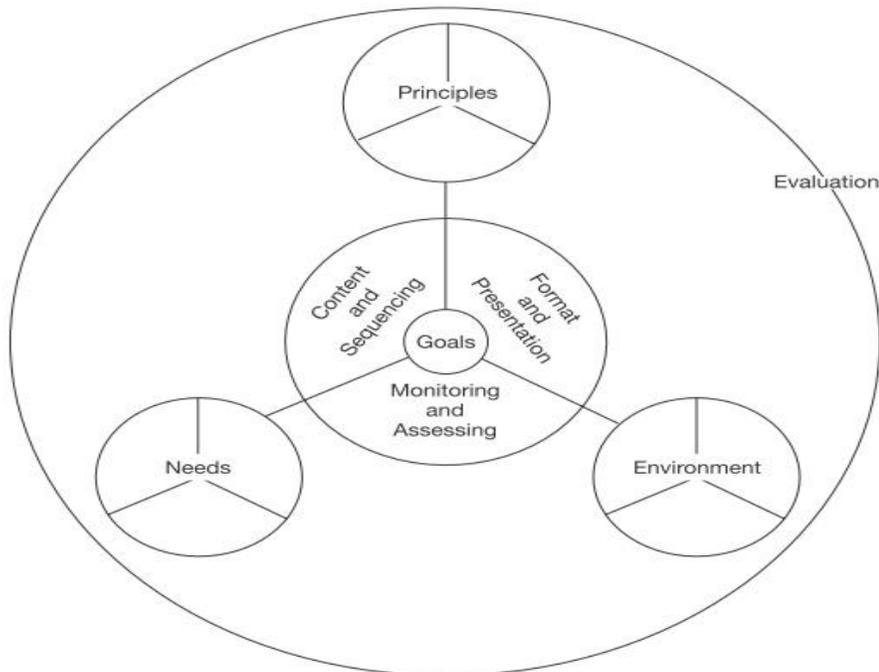
B. Specific Objectives:

- ✓ To identify needs, lacks and wants from 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu, UNAN-Managua.
- ✓ Analyze the information obtained from the data collection to choose the best curricular, pedagogical and methodological principles.
- ✓ Revisit the theories related to language acquisition, curriculum design and teaching methodologies for teaching children.
- ✓ Suggest some teaching methodologies for teaching English to 5 year old children.

IV- THEORETICAL FRAMEWORK

According to Macalister (2010) this section presents the fundamental and theories that support this curriculum proposal.

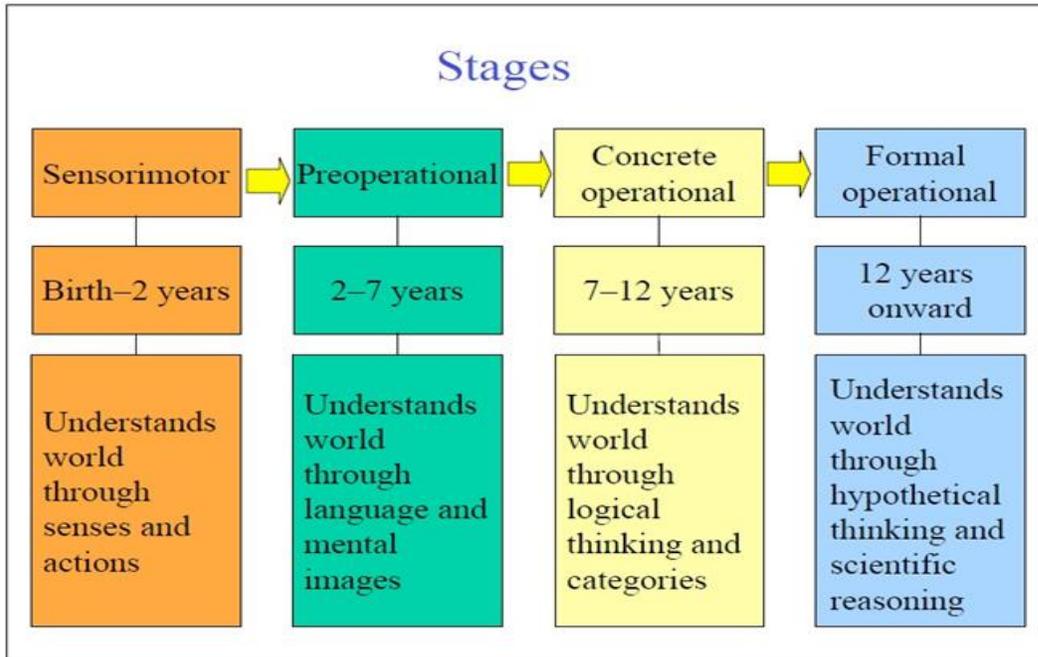
This figure is a model of the Curriculum Design Process, where every variable has an important role in a Curriculum also what should take into account at the moment of created.



Developmental Process:

Piaget quoted by Boeree (2006). “The cognitive development in children follows a sequence, the pattern that children can do, could be considering like a level or stage and every level or stage is defining in the way that children see the world”. Learning is the most important activity for children from the moment they are born. Some activities happen by natural feeling like creeping, walking, breathing, and reflexes. There must be a mother nearby to teach the first syllables and words, using hands for simple expressions of joy, anger and pointing and using hands to touch and explore.

These are the stages of the cognitive development according to Piaget in every stage it is show what children can do:



A. Curriculum Design Theories

Create a curriculum for children of 5 years old at Centro Pre-Escolar de Aplicación Arlen Siu UNAN Managua is a great importance because they do not have an English program, but to design a curriculum first we have to know the meaning of curriculum design. According to (Macalister, 2010) “Curriculum Design can be seen as a kind of writing activity and as such it can usefully be studied as a process”. Furthermore not only do you have to know the meaning of the words, but some factors must be taken into account to design a course such as: the learner’s present knowledge, the skill of the teachers, the resources available, time, strengths and limitations.

In addition to that, in the curriculum design process there are some factors that are considered three sub- processes: the result of the environment analysis needs analysis and the implication of principal. All of this will be useful for the designers because they are going to have a guide to know what should be taking into

account according to the needs and at the end of the course what the students are going to achieve. This will help the designers to put the theory into practice and be aware of what is intended.

B. Common European Framework

In Nicaragua studying English has many advantages even in children; this language can help them in their personal growth and in their future. Children are in a special stage where they can learn easily and this period is useful that they learn a new language. In this project children will study an Introductory English with the purpose they get familiar with the language, but there are certain rules we must follow to achieve this goal; that is why we take into account an important element of this proposal, the **Common European Framework (CEF)** that “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” (CEF: 2001: 1).

In the Common European Framework there is a Global scale that describes what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2. The Global Scale also helps teachers, academic coordinators, and course book writers to decide on curriculum and syllabus content and to choose appropriate course books, etc. (p. 4). The classification is also defined as follows:

Beginner	A1
Elementary	A1-A2
Pre-Intermediate	A2-B1
Intermediate	B1-B2
Upper Intermediate	B2-C1
Advanced	C1-C2

For instance, according to this classification, in an A1 level of proficiency, the learners can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type also introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has and can interact in a simple way provided the other person talks slowly and clearly and is

prepared to help". (p.5). In addition to this, the CEF states that a minimum of 90 of guided teaching hours inside and outside the classroom are needed to reach an A1 level of proficiency and follow the different objectives to get better results.

C. Language Acquisition Theories

Bloomfield quoted by Fromkin& Rodman (2009). "The acquisition of language is doubtless the greatest intellectual feat any of us is ever required to perform". Language is really difficult to learn; children in a young age go through different stages, they begin by babbling it means that they communicate through sounds then they get the first word that are nouns and later they try to put words together in order to create sentences. In the case of the 5 year old children, have excellent comprehension and make few grammar errors.

Moore quoted by Ellis (1992) established that it is widely believed that while people are young the language acquisition proceeds easily, swiftly, and without external intervention, so the called Critical Period is a period which takes places between births to middle childhood specifically from three to eight years old, so children are like a "sponge" all learning knowledge, and experiences are merely absorbed.

It is worthy to mention that in this period the acquisition of the mother tongue is easy because of the environment. However the acquisition of foreign language is similarly easy. For example, a Nicaraguan child learns Spanish without any effort, and if he or she stars bilingual education since their formative years. This acquisition would be generally easy, but there are some external factors in this language acquisitions; the main factor is the environment because children are not exposed to their target language enough as a result they cannot speak English.

Piaget Theory (Cognitive Development)

Piaget quoted by Lisa (2004), "Cognitive development could be divided into stages assimilation and accommodation which consist in changing the internal structures to make them similar with reality, its mean when children ordered their ideas to make sense of reality or accommodate the beliefs of the new information". With all

of this assimilation is when children put new experience or information into already existing knowledge which means that they are engaged in the assimilation and accommodation children will meet new experiences with their existent knowledge but they are not able of explaining the situations.

Vygotsky theory (Zone of proximal development)

Vygotsky quoted by Cherry (2009) established the zone of proximal development "as the distance between the actual development levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." Means that children can learn through social interaction because they can solve problems with others who know more, develop different abilities to do certain activities without help, learn from others and will try to understand commands provided by someone, they have the ability to imitate the pronunciation and discover rules for themselves.

They can enjoy their language interaction. They can speak loudly, they can ask anytime and anywhere, and they do not have to worry about making mistakes in the classroom also to a child it is all play and no job; they are good imitators and when they cannot pronounce words, identify the names of objects even vocabulary they can learn through experience. Dewey quoted by Daniel (2005) "Progressive education means essentially a view of education that emphasizes the needs and interests of the child to learn by doing, children should be allowed to explore their environments". This means that the child learns best through personal experiences not only into the social aspect if not on the importance activities, in the opportunities to practice them in play form. This allow to the child learn better and being spontaneous not act as a robot. Sometimes children need to be alone and on their own to do different task and experience by themselves; also they will learn more by doing things together for example, choosing what their group would like to do, doing their job or helping one another do it great.

Stephen Krashen Theories (Input Hypothesis and Affective Filter)

Krashen quote by Schütz (2014). “The input hypothesis consists on how the learner acquires a second language and how the second language acquisition takes place”. Likewise in this hypothesis the learner is exposed to the target language and improves the second language that the student is exposed.

Another hypothesis of Krashen is the affective filter where he stated that “a number of affective variables play a facilitative, but non-casual, role in second language acquisition”. It is important that children have motivation, self-confidence and anxiety of learning a second language. These variables help children to have success during their second language learning, and at the same time they understand better the activities and class. Besides these positive variables students are going to participate more in class and will be more enthusiastic of learning something new.

Multiple Intelligences Theory

According to Gardner (1983), “one form of intelligence is not better than another; they are equally valuable and viable”. This means that there is not a better theory to learn something new if not that there are people who learn in different ways. In the case of children from Centro Pre-Escolar de Aplicación Arlen Siu, they can learn English through visual, bodily-kinesthetic and musical intelligence according to Gardner’s Theory; these three Multiple Intelligences will be discussing in this research. However it is important to know the definitions from this multiple intelligences because all the children are smart and learn according to their abilities they get through the time and according to their learning needs. This theories help to identify personal characteristics, traits and behaviors of students.

Visual

According to Gardner (1983). “Children with visual intelligence develop information best using pictures, visuals, and images”. They tend to have an active imagination and they like videos with cartoons which help them to their understanding about any topic of the class. In case of learning English as a foreign language there is

difficult meaning of words, but children with this intelligence understand the meaning through pictures or images related to the meaning and it is faster for them to get the idea of the meaning.

Bodily-Kinesthetic

According to Gardner (1983, page 25). "The ability to appreciate the kinesthetic of the body and to use those values creates new forms of expressions" .This means that some children with this multiple intelligence have ability to use the body and express emotions through bodily movement. They enjoy dancing or movements like getting up or move around they are getting experiences in total physical response (when the child obey commands given by the teacher). Children with this type multiple intelligence it will be easier to understand the teacher's commands in English and to know the meaning of words through body movement or signs.

Musical Intelligence

According to Gardner (1983). "There are children who obtain the ability to remember songs easily or constantly tapping and singing". Children with this intelligence they enjoy more the class through music because they are motivated and exciting. There are some activities that the teacher can do with children who learn with this multiple intelligence or learn by having this ability they can use songs where the students can give an explanation about the message of this song. Students are able to catch immediately the message because has the ability to catch it and it is something that other students cannot do or for others it is difficult.

Linguistic Intelligence

According to Gardner (1983) "Perceives and responds to voice tones, rhythm and word sounds; imitates language and other sounds such as bird song". Students learn through listening to spoken word and discussing. Besides students tend to remember or retain conversation and lecture material which help them to learn languages easily.

As a conclusion this multiple intelligences are an important aspect in our project because it will help to know the abilities of the students in which they learn easily and better, so as it was mention before not all students learn in the same way.

D. Teaching Methodology

This is a proposal that suggests different methods and language acquisitions theories it is vital to refer to eclecticism. According to Freeman (2000) "Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions". The use of eclecticism does not mean to mix up different approaches randomly; there must be some systematic relation among different activities. Therefore, this proposal intend to show a desirable, coherent, and pluralistic approach to language teaching by using methods and approaches mentioned.

In addition, it is important to know the meaning of methodology. According to Brown (2001). "Methodology is the pedagogical practice in general (including theory basis)". This means that it is not only about teaching theory if not that the best way that students learn better is by practicing in this case children understand better to the teacher through practicing because children from five years old can get confused or tend to not understand teacher explanations this is why it is important to teach them English through practice, and for this there are some different teaching methods that teachers can use.

It can be left behind that not just the child has to do everything in this process of learning if not that parents and teachers have to get involved. First parents are the first teachers for their children because they do different things together that are exciting and meaningful for the child, parents motivate them to continue learning and growing also parents know when their child loves something. Then, the teacher plays an important role that is to use different methods for the child to acquire a second language, in this case English.

Some methods are reviewed:

Communicative Language Teaching

Rodgers and Richards quoted by Rhalmi (2009) Communicative language teaching or CLT is generally regarded as an approach to language teaching. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Rhalmi, 2009) or simply put communicative ability. In other words, its goal is to make use of real-life situations or social context that facilitates students to communicate. Also students will use the target language through communicative activities; for example games that are important because they have a real interaction exchanging what they have learned and having children working in group where they will practice what they have received at the same time the teacher will facilitate the communication in the classroom and students should have the opportunity to use the language.

Desuggestopedia Method

(Brown, 2001, page 31) mentions that “Desuggestopedia method is the relaxation method where music it is use to relax students mind”. It is essential to know how to use this method because there are teachers who tend to play some music like rock or electronic in class while students are doing their assignments. Not all the students can concentrate with music in case of children the teachers should use music according to their ages. However this does not mean that children listen to a boring music they can listen some interesting music where teachers could include the topic of the day. For example, there is some music for children about numbers, animals or the alphabet; this method could be a tool to motivate children during their learning process.

Children love game in young ages so this is a way to approach them, the teacher can use background music in class because when the child is doing different activities it could be painting, drawing or other things, unconsciously they are listening the song and they start babbling, get familiar with the rhythm, they start

moving and then they begin to pay attention to the words so they are going to sing the songs without problems.

Furthermore this method facilitated students learning in a comfortable environment so students will feel confident with the teacher and should be unity between the teachers – students because this makes the learner to think that they are successful and will avoid problems at the moment of learning.

Total Physical Response

According to (Asher, 1969) “Total Physical Response or TPR, is a language teaching method in which young children obey commands and respond to physically movement before they begin to produce verbal responses”. In this teaching method students responds about the teacher instructions, for example, if the teacher says “get up” and the class get up. In the case of children they do all the commands that the teacher ask them to do, and this helps teachers to do any activity where children movements are involved.

There are some activities that requires of the TPR method. Some of these activities are; musical activities where children must to dance or imitate an animal depending on the teachers commands and the objectives that the teacher has with this method. In fact TPR pretend to avoid the stress when someone is learning a second language, when students imitated, understand and performs the commands by their own, they will be able to speak and it is the moment where the activities include more games.

E. Assessment

According to (Hanna and Dettmer, 2004). "Assessment children are the process of gathering information it is means the ways instructors gather data about their teaching and their students learning". This mean that assessment children should be formative because is the gathering of information through observable evidence of what students can do, say, and apply at the same time it is assess the behavior, skills and interactions.

Hanna and Dettmer stated that there are three types of assessment: Diagnostic, Formative and Summative. This innovating project is designing for a pre-school and one way to assess children will be taking into account the formative assessment which consist on providing feedback and information during the instructional process, while learning is taking place, and while learning is occurring also formative assessment measures student progress.

According to (Hanna and Dettmer 2004). "Formative assessments are a part of the instruction process, where children are given the opportunity to demonstrate their learning". The assessments will be formative because the results do not establish a grade, but they do establish the direction instruction will take. It is intended to provide feedback on performance to improve the children learning also to measure strength and weaknesses and work based on what children need to improve.

F. Hours in class

Montessori quoted by Olaf (2015). "Under the age of six, there are one or two 3-hour, uninterrupted, work periods each day". This means that children are able to have classes for more than one hour to improve their learning process without any problem and these classes can be every day. For this reason in this curriculum proposal children will study English for one hour - two days a week because they need to get familiar with the new language besides in this project English class will be through dynamic activities using games, songs, tales and videos all of these according to their ages with the purpose that children do not get bored easily.

V. Methodology of the project

Type of Research

With all the information obtained, we came to the conclusion that this research according to Hernandez and Batista (2004) “ the exploratory researches are done when the subject to explorer is a topic or issues where there are few or no earlier studies about the problem.” (P.115) besides it is a qualitative research because we must to take into account the Parents opinion in their children needs.

A. Participants.

1. Principal of the institution.

She has been working for thirty-three years at Centro Pre-Escolar de Aplicación Arlen Siu UNAN-Managua. She also organizes the activities from every semester and she manages the meetings with parents about children learning process or to communicate them if their children have any problem in class.

2. Parents

The children’s parents from this institution are employees of UNAN-Managua, and it is essential to know their opinion in relation of learning a second language.

B. Instruments

1. Questionnaire to the Principal.

In here, the questions are related to their teaching experience with children, and to know the different activities that can be apply in class for children to have good results on their learning process. Also the principal it is able to argue her answers and giving some examples of teaching with games.

2. Questionnaire to the Parents.

The questionnaire for the parents is composed by open questions related to their children’s learning. The importance of learning a second language and the different activities children will do to learn English.

3. Class Observation

Here, it will be observed the children's behavior and reactions to know what to do in case of bad behavior during class. The objective of this observation is to know the adequate activities that can be used for teaching English to five year old children.

C. Procedure

1. Questionnaire to the principal:

Doing the questionnaire to the Principal it was difficult to do it because she was busy all the time and sometimes she was out of the Pre- school. We made an appointment and she answered the questions.

2. Questionnaire to parents:

Doing the questionnaire to the parents we had some problem because they did not have time to answer the questions and others parents did not participate. With the parents that gave us a space they answered the question on their own and they had a day to turn it back.

D. Schedule to Collect Data

Days	Hours	Places	Dates	Activities
Friday	7:00am - 9:00am	3 rd Level	July 3 rd , 2015	Observation in the classroom
Monday	1:30pm - 2:00pm	Office Hour	July 6 th , 2015	Questionnaire for the Principal
Tuesday	11:30am - 12:30am	Meeting with Parents	July 7 th , 2015	Questionnaire for Parents

VI. Data Analysis

In this research it was used a questionnaire for parents as an instrument. It was applied to thirty three parents, but only eleven parents from Centro Pre-Escolar de Aplicación Arlén Siu answered the questionnaire. The results were the following:

Question 1:

Desde su punto de vista ¿Qué importancia tiene que su hijo (a) aprenda el idioma Inglés?

The answers they gave in total were four: the first one was that learning a second language help to the children learning process and in their professional area, since they learn at a younger age they will learn better, to get familiar and one of the parents did not answer. The objective of this question is to reach the opinion of parents about learning a foreign language.

The answers were the following:



In the graphic 1, the interviewed parents did not argue their answer, so they just answered what they consider was appropriate for their children at the moment of learning a foreign language with:

- Learning a second language help to the children learning process and in their professional area in a 42%

- Since they learn at an younger age they will learn better in a 33%
- To get familiar in a 17%

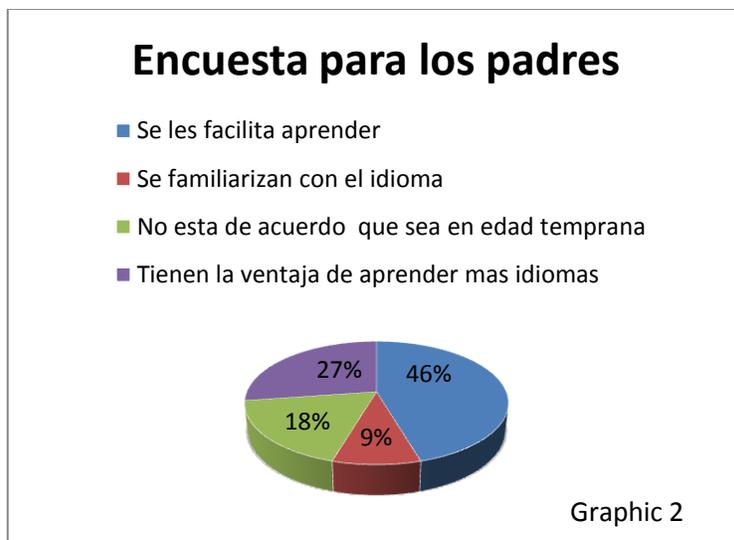
This means that 92% of parents interviewed consider that learning a foreign language in this case English is an important factor for their children.

Question 2:

¿Cree usted conveniente que se le enseñe Inglés a su hijo (a) en edad temprana? Justifique su respuesta.

The answers they gave in total were four: the first one was that is easy for children, to get familiar, children have the opportunity to learn more languages and only one parent disagreed that his child learn English at an early age even in the preschool. The objective of this question intended to know the opinion of parents about learning English at an early age.

The answers were the following:



In the graphic 2, the interviewed parents mentioned two important factors that in an early age children get familiar learning a foreign language and it is easily for children:

- It is easily for learn 46%

- To get familiar with the language 9%
- They have the advantages to learn more languages 27 %
- Not agree with learn in an early age 18%

This means that 82% of parents interviewed consider that learning a foreign language in this case English at an early age is helpful for children because they are in a stage where they absorb the information faster and they can be able to produce what they learn according to their environment.

Questionnaire for the Principal

In this research it was use an interview to the principal from Centro Pre- escolar de Aplicación Arlén Siu to know about the philosophy of the institution and the teaching methods that the institution use to facilitate the students learning process also to know the type of evaluating system to teach children and the topics to relate it with an English class with the objective to find adequate teaching methods for 5 year old children.

Question 1:

¿Cuál es la filosofía de la educación que tiene la institución?

We are focused on the full and integral development of children under six years old, to be able to solve simple everyday problems, caring, affectionate, and respectful community life. The objective of this question intended to know about how this pre-school work with children of these ages.

In the interview the principal mentioned different aspect that are important in children development:

- Solve simple everyday problems
- Caring
- Affectionate
- Respectful community life

This means that the principal consider children are able to learn in a natural way through their everyday experiences because they are in a stage where they absorb the information faster and they can be able to produce what they learn according to their environment.

Question 2

¿Qué métodos de enseñanza utilizan los docentes de este centro para impartir clases a los niños?

The methodology implemented is through active participation based on the children's experiences and it is according to student's needs, abilities and interest of the child. The objective of this question intended to know the methodology that teacher use with these children in the different activities during the class. This means that teachers will look for appropriate topics to facilitate the learning process and get students involved in the class.

Question 3

¿Cuáles son los métodos evaluativos que utiliza la institución para evaluar el aprendizaje de los estudiantes?

The type of evaluation is qualitative.

This means that in the pre-school teachers evaluate through observations to see what the child know and what they are able to do, also teachers will get the right information about the student's progress and this formative evaluation helps teachers to make the right decision at the moment of teaching children the adequate topics.

According with the principal answers she pointed out that she would like children learn English at a basic level and relate it with dailies life children, besides she stated that English can help them to learn new vocabulary and develop their oral abilities like pronunciation of the words through songs and fairy tale. She also expressed her point of view according to children needs and explained the

importance of learning a foreign language, how this will influence in children's life and at the same time how this will be easy for them to learn English and their learning difficulties because there are some cases where students do not learn in the same way as others.

The interview with the principal show the importance of children learn English at an early age because it is an important stage where the child is taking advantages to learn something new and improve their learning process, also they will learn through their experiences in a natural way with games, songs and fairytales everything related with their ages. Based on the principal experience on teaching children of five year old she recommends that the child learn different topics according to their ages. Also that they learn through the different topics taught by this pre-school; like habits and some values as respect, solidarity and other values which they can put into practice at their home relating with a new language.

To sum up, in this curriculum proposal has been taking into account all the information retrieved from parents and the principal of the institution. Therefore to design this project with the information that we obtained, we chose some language acquisition theories to understand how children learn a foreign language in an early age and how useful is for their learning process, this theories were useful for us to know more about how children learn. Besides different teaching methods were needed because children are in a stage where they absorb all the knowledge easy and we use this stages to elaborated the adequate activities with the purpose that children have a successful learning and how we are going to assess this students, also we use the Multiple Intelligence theory to know in the different ways that a child understand and learn the information taught by the teacher because not all the children learning in the same way as other. Moreover this theory helps us to use an appropriate material for children and connected with some teaching methodologies in children while learning English according to their ages.

VII- The Proposal

A. Objectives of the Program

Goal:

- ✓ By the end of this program students will develop communicative competence to achieve an A1 level of proficiency according to the Common European Framework.

Specific Objectives:

- ✓ Students will be able to use simple phrases orally to talk about people and places in a very basic way.
- ✓ Students will be able to ask, understand and respond to simple personal information questions.
- ✓ Students will be able to recognize and produce properly basic sounds and expressions in very simple words.
- ✓ Students will be able to express polite expressions and emotions.

B. Organization of the Program

To consider the institution policy, the organization of the program will follow the patterns already established in the pre-school. The program will have 2 levels each corresponding to the grade of 3rd level of pre-school. The level will be divided into two semesters each containing four units. This course aims to achieve at A1 level in English as outlined by the Common European Framework (CEF) and the number of guided teaching hours to achieve an A1 level will be 100 hours.

Levels	Hours per Level	Hours in Class	Reinforcement Activity	Days of Classes	Total of Hours
Level One	50 Hrs	40Hrs	10Hrs	Tuesday and Thursday from 9:00 am to 10:00 am.	100 Hrs according to CEF
Level two	50 Hrs	40Hrs	10Hrs	Tuesday and Thursday from 9:00 am to 10:00 am.	

Matrix:

Outcome	Specific Objectives	General Objectives per Level	Specific Objectives per Level	Timing per Level
<p>By the end of this program students will be able to develop communicative competence to achieve an A1 level of proficiency according to the Common European Framework.</p>	<p>-Students will be able to use simple phrases orally to describe people and objects in a very basic way. -Students will be able to ask, understand and respond to simple personal information questions. -Students will be able to recognize and produce properly basic sounds and expressions in very simple words. - Students will be able to express polite expressions, emotions.</p>	<p>Level 1: At the end of this level students will be able to develop basic communicative competence at an A-1 level according to the CEF. Level 2: At the end of this level students will be able to develop the communicative competences at an A1 level.</p>	<p>Level 1: Students will be able to recognize letters and sounds to know the pronunciation of words aimed to their immediate environment to interact with other people. -Students will be able to ask and answer simple questions about personal information (Name, age, where he or she lives and people him or she knows). -Students will be able to express what they like and do not like. Level 2: Students will be able to recognize familiar words and very basic phrases concerning to myself, my family and immediate environment. -Students will be able to express emotions. -Students will be able to follow instructions at the moment of speaking. -Students will be able to demonstrate moral values.</p>	<p>Level 1: 50 hrs</p> <p>Level 2: 50 hrs</p>

C. Teaching Methods

The methodology of this program is based on Eclectic Method for teaching children with the purpose to develop the communicative competences from a pedagogical perspective. It will be used different teaching methods adequate for teaching children of five year old and to elaborate activities according to their ages. Some of these teaching methods are the communicative language Teaching, Desuggestopedia and Total Physical Response.

In the next section will be the recommendations for every abilities development of every class session.

Teaching Speaking

The main objective of this program is for children to develop the communicative competence where the students have an active participation while using interactive activities that facilitate a meaningful learning.

The class will be developed through:

Warm-up: at the beginning of the class will be suggested the use of a warm-up with the purpose to create a comfortable environment where the child feel motivated to participate during the activity and prepared psychologically for the class. In some suggested activities it could be use pictures, songs and fairy tales by using puppets to get their attention.

Steps to implement the activities:

1. Organize the activity and the classroom environment.
2. Give examples of the activities to students be clear.
3. Facilitate the appropriate material according to the activity.
4. Give to students a period of time to do the activity.

In this case students will not be forced to participate in the class or activity and in general all the students will be monitor by the teacher.

To introduce a topic, teachers will be using realia, questions, interaction in the class. The class will mainly be student centered with the purpose that students will understand the topic, feel more curious and give opinions.

Teaching Listening

At the moment of teaching listening in the class it is going to use videos at the same time because the objective of this tool is that children identify the different things they are going to learn. For example, in the case of the Alphabet they are going to observe the letters of the alphabet in a musical video and they are going to pronounce the sounds of every letter so they know the words pronunciation it could be about objects or animals.

Steps to implement the activities:

Pre- Listening

1. Before present the listening the teacher is going to show pictures related to the listening and students get familiar with it and activate a previous knowledge.

While- Listening

2. Play the listening to students pay attention to the sound of the words presented.
3. Play the listening at least three times if it is necessary.
4. Associate the song singing or playing to help students with fluency and understanding.

Post-Listening

5. Organize children in group to they identify where the sounds belongs to, in this step the teacher must be involved in the activity.
6. Prepare a worksheet consisting on the picture of the key words from the listening and leave a blank space below each picture so that students can fill it in with the right word.
7. Prepare sets of the flashcards with a key word from the listening on it, and give them to students.
8. Ask students to listen attentively and they are going to pile up the flashcards in the order they hear.

Teaching vocabulary

At the moment of teaching vocabulary in the class it will be used songs because the objective of this tool is that children understand and know the meaning of the words in a funny way.

The class will be developed through:

Songs: At the beginning of the class will be suggested the use of the Old McDonald song with the purpose that children learn new vocabulary and practice pronunciation. In some activities it could be use songs, flash cards and images to identify the meaning of the word.

Step to implement the activity:

- 1- First, children are going to listen the song and the teacher is going to sing and use some gestures to motivate students to sing and participate in this activity.
- 2- Give examples of the activities to students to they be clear.
- 3- Second once the students get familiar with the song they are going to relate the sound of the animal with the name of the animal. For example, in certain moments the teacher will stop the music and ask to children if the sound belongs to a dog or any other animal in order to they know how to say dog, cow or chicken.
- 4- Finally, it will be use flash cards were the word will be in one part of the flash card and the meaning will be represented through an image with purpose that the child identifies the meaning.

In this case students will not be force to participate in the activity and in general all the students will be monitoring by the teacher.

Teaching Pronunciation

It is important for children besides learning listening, speaking and vocabulary to know the pronunciation of the words which they are going to learn. To teach pronunciation it is suggested the use of Games, flash cards and short stories with the purpose that children learn how to pronounce basic and common English words.

Steps to pronunciation lesson:

- 1- Teacher will say words silently to children. Students will repeat the words that teacher is saying by looking at his or her mouth. This will make them concentrate on the different sounds. When children understand the word, they will be able to do some physical action to represent what is the meaning of the words.
- 2- Teacher will use some flash cards to facilitate children learning.
- 3- Teacher will ask to the students about the meaning of the word and the students will do some physical action to say the meaning so children will imitate and pronounce the word.
- 4- Teacher will read short stories to children and use gestures, puppets and physical movement with the purpose that students understand the story and pronunciation of some words.

D. Assessment

According to Monroe (2015) assessment is the process of collecting information about children's development, learning, behavior, academic progress and achievement to make decisions. Consider assessment a two way process: Formative evaluation that involves oral production, portfolios, cooperative techniques and observe the learner's work also this improve student understanding and performance, besides Summative evaluation is important because involves test and the teacher identify strengths and weaknesses in the student's learning process.

In this program children will be assessed, therefore we are going to use the Formative assessment that refers to checking the students' progress which provides information about how well the students are doing the activities in class, what they need to improve and if the course is meeting their needs. In the assessing progress, we should assess only what has been taught.

In addition when assessing students' achievement, we talk about the formative form of assessment, it is designed to find what students have understood related with the knowledge and the skills that have been taught in the course, and it is going to be implementing because it is one of the important aspect to know how their progress has been .

Category	
Excellent	100
Very good	90-80
Good	70-65
In progress	60

For this project students will be evaluated per categories and the numbers are a representation to let parents know what means when their child is in one of the categories, at the same time children will be evaluated according to their abilities that develop in class and the teacher will use a rubric to identify the weaknesses

and strengths in the activities. However children will not fail the class because the purpose is that they improve their weaknesses and motivation will be an important characteristic for their learning.

In the following chart we represent our assessment plan:

Rubric					
Skills	Activities to assess	In Progress	Good	VeryGood	Excellent
Listening	Understand and follow one or two step in oral instructions.				
	-Pay attention to sounds in language.				
	-Listen for a variety of purpose.				
	-Enjoy listening to and demonstrate comprehension by asking questions and making comments.				
	-Understand an overall sequence of events in stories.				
Speaking	-Speak in complete sentences made up of three or more words.				
	-Speak clearly to be understood by unfamiliar people.				
	-Use new vocabulary in his/her own speech.				
	-Use spoken language to express thoughts, feelings, and needs.				
	-Repeat familiar songs, stories, counting games in play activities				
Values	-Respect their classmates.				
	-Help their classmates in the activities.				
	-Use polite expressions in the classroom.				
	-Work in groups.				

E. Program

Level I

I. General Information

Name of the Institution: Centro Pre-Escolar de Aplicación Arlen Siu UNAN, Managua.	Class: English Class
	Semester: 1 semester
Professors: Francis Vado B,A Katherine Sevilla B,A	Schedule : Tuesday – Thursday 9:00 am -10:00 am
e-mail: vado692@gmail.com pamelusksp@hotmail.com	Class hours: 40hrs
Course name: Introductory English Course for 5 year old children.	Self –Study hours: 10hrs

II. Course Description

This is level one out of two levels. This is an Introductory English course for 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu UNAN-Managua which is aimed that students develop basic communicative competences. This course will allow students to develop their listening and speaking skills through Games, songs, videos, fairytale and flash cards related to their immediate environment.

III. General Objective of the course

At the end of this level students will be able to develop very basic communicative competence at an A-1 level according to the CEF.

IV. Specific objectives

- Students will be able to recognize familiar words and very basic phrases concerning to myself, my family and immediate environment.
- Students will be able to ask and answer simple questions about personal information (Name, age, where he or she lives and people him or she knows).
- Students will be able to express what they like and do not like.

V. Requirements to take de course

- Attendance will be taking into account and parents are responsible of attending every class the time scheduled.
- Participate actively in all class activities.
- The students have to follow the teacher instructions.

VI. Organization of Units

Unit	Title	Contents	Competencies	Time
1	Say Hello!	-Song about greeting another people. - Alphabet.	-Understand simple greetings. -Say hello to classmates. -Spell names relating to the alphabet.	8 hrs
2	Color & Shapes	-The colors. - Different types of shapes. -Fruits and their colors.	- Describe the color of the objects. -Identify the colors and say them in English. -Compare according to their color. -Identify fruits and its colors	8 hrs
3	Let's talk about you!!	-Phrases of personal information. -Animals.	-Introduce themselves in a simple way. -Provide personal information. -Repite the name of animal and reproduce their sounds -Talk about their favorite animals.	8 hrs
4	How do you feel today?	-Feelings (Sad, Happy, Angry and afraid).	-Talk about feelings: For example, I feel sad, I feel happy or I feel angry. -Listen to short dialogs about feelings.	8 hrs
5	1 2 3!	-Numbers.	-Count objects around the classroom (Chair, Table, Book, Pencil, Markers and Eraser). -Count the numbers from 1 to 10 -Talk about celebrations.	8 hrs

Level II

I. General Information

Name of the Institution: Centro Pre-Escolar de Aplicación Arlen Siu UNAN, Managua.	Class: English class.
	Semester: 2 Semester
Professors: Francis Vado B,A Katherine Sevilla B,A	Schedule : Tuesday – Thursday 9am -10 am
e-mail: vado692@gmail.com pamelusksp@hotmail.com	Class hours: 40hrs
Course name: Introductory English Course for 5 year old children.	Self –Study hours: 10hrs

II. Course Description

This is level two out of two levels. This is an Introductory English course for 5 year old children at Centro Pre-Escolar de Aplicación Arlen Siu UNAN-Managua which is aimed that students develop basic communicative competences. This course will allow students to develop their listening and speaking skills through Games, songs, videos, fairytale and flash cards related to their immediate environment.

III. General competence

At the end of this level students will develop the communicative competences at an A1 level.

IV. Specific objectives

- Students will be able to recognize letters and sounds to know the pronunciation of simple words to interact with other people.
- Students will be able to express emotions.
- Students will be able to follow instructions at the moment of speaking.
- Students will be able to demonstrate moral values.

V. Class requirements

- Attendance will be taken into account and parents are responsible for attending every class at the time scheduled.
- Participate actively in all class activities.
- The students have to follow the teacher's instructions.

VI. Organization of Units

Unit	Title	Contents	Competencies	Time
1	This is me!	-Part of the body. -Clothes.	-Identify and talk about parts of the body. -Talk about clothes and things you wear.	8 hrs
2	Home, sweet home!	-Family Members. -Furniture and room locations	-Describe rooms in the house. -Identify and talk about family members. -Describe family relationships. -To develop relationships of mutual trust and respect with teachers, classmates, family and community.	8 hrs
3	My School!	-Classroom Objects.	- Listen to a small conversation about objects in the classroom. -Name and identify the Classroom Objects. -Describe the classroom objects.	8 hrs
4	My environment!	-Places in the community.	-Describe the community in a basic way.	8hrs
5	Food!	-Food -Healthy Food.	-Talk about national food. -Talk about likes and dislikes. -Learn about food and eating vocabulary. -To know about healthy food like fruits and vegetables.	8 hrs

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VIII. Conclusion

To sum up, in this project it was essential to find out the adequate acquisition theories and teaching methodologies to create an Introductory English program for 5 year old children at Centro Pre-escolar de Aplicacion Arlen Siu UNAN-Managua.

All the theories found help us know more about how children learn English as a foreign language, how dynamic the classes should be and all the steps to be followed to introduce a new language. This began as a small idea then with all the interest and effort from us, it became something magnificent that would bring an impact our lives and to this little children.

First, it was a challenge because we have more knowledge and experience on teaching teenagers instead of children and during our college period, teachers train us to teach mostly teenagers and adults. However this did not make impossible to us to design an English program for children. Second, the most difficult part was to create the objectives and the program of this proposal because the hours of classes must be presented; despite these challenges we were able to achieve our goal.

Thanks to the previous knowledge on teaching and some research that we did, we chose the adequate activities, topics and teaching methodologies for these children to take advantage of this beautiful stage in which they are. Besides, this project made us realize the difficulty, and complexity of teaching children since we have to know and take into account how their learning process take place, their stages in life are factors that guide them through this process and according to the information that we found, we can proudly say this project was meaningful and life-changing to our future teaching skills and experience.

IX. Recommendations

The following are some recommendations that should be taken into account in order to get the best outcome applying this proposal.

- Train teachers to get familiar with the project and achieve the objectives that are showed in order to help children to have great results.
- This is a program that follows the Common European Framework (CEF) as the guideline to assess the progress of students, teachers should be aware of what each level of the CEF implies.
- Besides, classes should be extended, two hours per week to achieve the goal of the program, which is an A1 level meaning 90-100 hours as established the CEF.
- In addition, teachers should apply the methodology suggested in this program.
- In regards of the assessment, it is important to consider the formative evaluation suggested in this proposal and take into account the rubric presented to assess students
- Furthermore, it is important that teacher know students' needs in order to improve their understanding of English as a foreign language.
- The last but not least, the videos, songs, games and fairytale should be related with the topic taught in class.

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XI. APPENDIX

Appendix 1

Questionnaire for Parents

The objective of this questionnaire is to be familiar with the children needs and know their difficulties at the moment of learning a second language.

1. How important is that your child study English?

2. Has your child studied English?

3. How long your child studied English?

4. Do you consider useful to given English lessons to your child? Why?

5. Would you like your child to learn English in Kindergarten? Why?

6. Do you think is convenient to teach English to your child at an early age?
Why?

Appendix 2

Questionnaire for Principal

Dear Principal, This is a questionnaire to know and analyze the teaching methods and how children acquired or learn their native language. This information will help us to find the adequate activities for children while learning a language.

1. What is the philosophy of education that the institution has?
2. What values promotes this Pre-school in educate students?
3. What are the evaluation methods used by the institution to assess students learning?
4. What teaching methods use teachers from this center to teach children?
5. What tools or materials use the teachers to facilitate the learning of students?
6. What kind of topics or activities in English would you like to be taught to students?

Appendix 3

Class Observation (Guideline)

The objective of the class observation is to identify the children's behavior in class, their reaction and attitudes, also to know if they have any problem in their learning process.

1. What do children do in the classroom?
2. How are the conditions of the classroom?
3. What are the types of learners?
4. What is the attitude of the student while they are receiving a lesson?
5. What are the different teaching methods that the teacher uses?
6. What does the teacher do when children misbehave?
7. What types of activity the teacher implement in the class?

Appendix 4

Matrix			
Goal	Specific Objectives	Speaking (Skills)	Listening (Skills)
<p>By the end of this program students will be able to develop communicative competence to achieve an A1 level of proficiency according to the Common European Framework.</p>	<ul style="list-style-type: none"> -Students will be able to use simple phrases orally to describe people and objects. - Students will be able to ask, understand and respond to simple “how,” “when” and “why” questions. - Students will be able to recognize and produce properly sounds and expressions in very simple words. - Students will be able to express polite expressions in their immediate environment. 	<ul style="list-style-type: none"> -Students will express feelings and talk about things that make them feel happy. -Students will begin to ask and respond to questions, seeking information (who? what? why? where? when?). -Students will be able to provide personal information. 	<ul style="list-style-type: none"> -Identify and understand what others people are saying. -Develop awareness of the listening process. -Listening instructions provided by the teacher.

Appendix 5

Level and Unit		Can do Objectives	Skills	Vocabulary
			Listening and speaking	
Level One	Unit 1 Say Hello!	-Greeting classmates -Spell names.	-Listen a song about greeting another people. - Listen a song and repeat the letters of the Alphabet.	<u>-Greetings:</u> Hi, hello, how are you? <u>-Alphabet.</u> A- B- C- D- E- F- G- H- I- J- K- L ...
	Unit 2 Let's talk about you!!	-Provide personal information. -Talk about their favorite animal.	-Ask and answer about personal information with classmates. - Differentiate animal sounds and compare them.	<u>-Personal Information:</u> What is your name? My name is... How old are you? I am ... years old Where do you live? I live in... <u>-Animals:</u> Cow, Rabbit, Horse, Dog, Cat, Butterfly, Bird, Elephant, Lion and Tiger.
	Unit 3 1 2 3!	-Count numbers from 1 to 10.	-Count objects around the classroom.	<u>-Numbers:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
	Unit 4 Emotions!	-Express their emotions.	-Talk about feelings.	<u>-Feelings:</u> Happy, sad, tired, sick.

**Unit 5
Color &
Shapes**

-Distinguish the color of objects.

-Look, listen and say the shapes of objects.

-Compare fruits according to their color.

-Listen and repeat the colors.

-Talk about shapes.

-Describe fruits (Color and shapes).

-Colors:

Black, blue, brown, red, pink, yellow.

-Shapes:

Square, triangle, circle, rectangle.

-Fruits:

Apple, Banana, Grapes, Orange, Pineapple.

Appendix 6

Level and Unit		Can do Objectives	Skills	Vocabulary
			Listening and speaking	
Level Two	Unit 1 This is me!	<p>-Identify and talk about parts of the body.</p> <p>-Talk about clothes and things you wear.</p>	<p>-Tell known human body parts.</p> <p>-Follow simple oral instructions.</p> <p>-Tell what you wear.</p>	<p><u>-Part of the body:</u> Head, hand, foot, shoulder, leg, Eye, ear, nose, mouth.</p> <p><u>-Clothes:</u> A dress, a skirt, a sweater, a jacket, a shirt, a dress, pants.</p>
	Unit 2 Home, Sweet Home	<p>-Identify and talk about family members.</p> <p>-Talk about furniture and room locations in the house.</p>	<p>-State parents names.</p> <p>-Listen and respond step by step oral instructions.</p> <p>-Talk about the house.</p>	<p><u>-Family Members:</u> Mother, Father, Sister, Brother, Aunt, Uncle, Cousin, Grandmother and Grandfather.</p> <p><u>-Rooms and furniture:</u> Living room, dining room, bathroom, kitchen, and bedroom. Bed, chair, rug, closet, door, window.</p>
	Unit 3 My School!	<p>-Name the classroom objects</p>	<p>-Tell about different objects in the classroom.</p>	<p><u>-Classroom Objects:</u> A pencil, a chair, a bag, a ruler, a book, a pencil, a crayon.</p>
	Unit 4 My Environment!	<p>-Recognize places in the community</p>	<p>-Talk about places in the community</p>	<p><u>-Places in the community:</u> School, Hospital, Market, Restaurant, Mall, Stadium and drugstore.</p>

**Unit 5
Food!**

-Learn about food and eating vocabulary.

-To know about healthy food like fruits and vegetables.

-Talk about your favorite food.

-Say what you like and do not like.

-Listen and respond oral instruction

-State fruit and vegetables names that you like the most.

-Food:

I want to eat a: Sandwich, Hamburger, I like: Ice cream, Chocolate, Pizza, Hot dog, Bread, cake, I do not like: eggs.

-Fruits and Vegetable:

Banana, Apple, Grapes, Strawberry, Watermelon, Pineapple.

Beans, Onion, Broccoli, Carrot and Corn.

Appendix 7

Photos

