

MINISTERIO DE EDUCACIÓN PÚBLICA

**PROGRAMA DE ESTUDIOS
INGLÉS PREESCOLAR EN EL
CICLO DE TRANSICIÓN**

2004

SAN JOSÉ, COSTA RICA

**Aprobado en Sesión 05-2002
17 de enero de 2002
Consejo Superior de Educación**

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INTRODUCTION

Each person has the ability to communicate by speaking and using words as a way of controlling his/her own behavior and transmitting his/her deepest thoughts and feelings.

A person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary.

Language responds to a basic need of human kind: a need for communication.

Through language people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as that of the life of others.

Because of the changing world in which we live, the scientific and technological sharing among countries, the migration of people from one place to another, foreign languages must be taught to children who will be the citizens of the 21st century. These citizens will grow up in a world different from ours, characterized by the evolution of science, technology, social and family relationships. They will deal with the super highways of

information and transportation that link every person to different linguistic communities.

The teaching and learning of English will help to meet these needs. Human beings are capable of learning other languages besides their mother tongue. The learning of a foreign language at an early age stimulates child's development. The perceptive system becomes more operational and brain development leads to faster transmission and perception of information.

In this way, children will profit from the experience of learning a foreign language. Besides, at this early age, children acquire new attitudes that enrich their personality and lead to integrated development. They are able to communicate their thoughts and to socialize with other children.

Learning a foreign language not only means knowing grammatical structures, but also means developing an awareness and knowledge of other cultures.

Costa Rican children will be exposed to a world different from their own. They will be able to appreciate the moral, spiritual and esthetic values of a new culture, and at the same time appreciate Costa Rican idiosyncrasies, values, traditions, and customs.

In addition, children will develop feelings of solidarity and brotherhood that will enable them to work for a better life for everyone.

These new trends in education geared to the learning of a foreign language are thus, an effective way of facilitating and achieving the objectives of education in Costa Rica, which will stimulate integrated development of preschoolers.

Thus, by means of the acquisition of a foreign language, Costa Rican preschoolers are getting the opportunity to broaden their knowledge of the world and to contribute to the development of the 21st century Costa Rican society.

THE PURPOSE OF ENGLISH LANGUAGE LEARNING IN OUR EDUCATIONAL SYSTEM “IN THE TRANSITION CYCLE”

The process of teaching English to children in the Transition Cycle level in our educational system is based primarily on the fact that childhood is the best time to acquire a foreign language. The teaching of English in this cycle thus responds to the following basic needs:

- Sensitization to other cultures and broader knowledge of the world;
- discovery of new ways of communicating with others;
- providing children with tools to be able to cope with the challenges of this century;
- development of critical thinking skills.

The study of English as a foreign language at the preschool level will expose learners to new educational experiences. They will then realize that English learning is a simple, interesting and creative process.

Furthermore, in the context of preschool institutions where language learning takes place, both self-confidence and personal development, can be increased by using English for communicative purposes, as well as to enhance the students' self-esteem. This involves cognitive, socio-affective and psychomotor skills to make the teaching and learning process more effective.

The study of English at this level also complements the study of Spanish because it reinforces topics already taught in the general curriculum.

It will increase motivation to develop competence in the foreign language and simultaneously result in greater proficiency in the target language.

IMPLICATIONS OF THE EDUCATIONAL POLICY

The Educational Policy for the 21st century will provide learners with the opportunity to express their positive feelings for their country, which is characterized by its democracy, culture and its respect for law, nature and peace.

The main purpose of this policy is to encourage Costa Ricans to be positive leaders with a critical mind to enhance the democratic system. Democracy will help Costa Ricans to develop their own identity as independent and interdependent learners.

Some of the basic principles of the policy are as follows:

1. Individuals should be able to develop personally and should seek opportunities to contribute to the development of their country while fulfilling their own needs and pursuing their own happiness. They should be able to interact with other people and cultures to solve problems and produce benefits for their country. They should respect their own values and the values of others.
2. Education should promote the broadening of understanding through challenging classroom situations and opportunities for self-growth. Individuals should “learn how to learn.” Teachers should promote the need and love for learning in the students so they will become life / long learners.
3. Social and economic gaps should be bridged by providing individuals with possibilities for social improvement in order to integrate them into every-day problem-solving situations. The goal should be to promote a self-sufficient society.
4. Achieving sustainability in production and economy in general represents a challenge for education. The

country needs more qualified people in order to increase productivity and improve the spirit of competitiveness. There is also a need to integrate the country more effectively into global economy.

5. The information or content, that learners acquire should be up-to-date and should be relevant to global development in the 21st century.
6. Education should aim to reinforce values and attitudes. This is a moral imperative.

Every individual is capable of achieving his or her full potential. This means interacting harmoniously with his and her surroundings as s/he develops the three areas of human development: Cognitive, Socio-affective and Psycho- motor.

Each person contributes both to the common good and the development of education and is responsible for upgrading the quality of the individual and his or her community. Education must be then an ongoing process.

Through education, learners are given equal opportunities to succeed. This should be reflected both in the process of mediation of learning and evaluation.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence to gain knowledge of a new culture, new beliefs and attitudes.

ENGLISH AS A FOREIGN LANGUAGE IN THE PRESCHOOL EDUCATIONAL SYSTEM

English is conceived as a linguistic and cultural tool for communication, which complements education as a whole. Knowledge of English helps children become sensitive to the new linguistic code, facilitate linkage with the Costa Rican “Transition Cycle”, and value Costa Rican culture and its interaction with other countries. English also allows the learner to understand and produce appropriate oral messages and to accept and adapt to constant changes.

ENGLISH AS AN OBJECT OF STUDY

The purpose of studying English in our curriculum is oral communication. Listening and speaking skills are, therefore, emphasized at the “Transition Cycle”.

English in preschool has been divided into three important components: formal, functional, and cultural.

Formal component

The formal component refers to form and lexical, but it should be used as a means to effective communication.

Functional component

The functional component refers to communicative skills in the language, to express for example, likes and dislikes, and describe objects.

Cultural component

This component takes into account the understanding of the culture of the country or countries where the language is spoken.

Knowing the target culture facilitates the understanding of the language itself.

Values, attitudes, and beliefs should be taken into consideration. Cultural aspects should always accompany the learning of a language.

The appropriate use of these three components guarantees communicative skills.

The main objective of learning a language is to enable the students to understand and communicate basic ideas. The preschool program focuses on the last two components.

THE MEDIATION OF LEARNING

The policy also states that education enables learners to participate as individuals in their own development and the development of society. They, therefore, have to be acquainted with the knowledge that humanity has been accumulating and systematizing throughout history. They must learn about its common uses, thoughts and actions in a particular social context. Within this approach, “learning” is exploring, experimenting, discovering and reconstructing the learner’s own knowledge. Learning is described as a comprehensible, dynamic and meaningful process. It is guided by the interest shown by the learner and oriented towards learning. From this perspective the teacher is the person who organizes and guides the learning situations, taking into account the students’ characteristics (background, learning styles, multiple intelligences) as well as the curriculum and the cultural and natural context.

In the teaching of English, the oral aspect of the language is the object of study in preschool. Emphasis is given to the two basic linguistic abilities: ***listening and speaking***.

In this sense, any learning activity should take into consideration the integration of these two skills. In addition, the teacher should design different teaching procedures to approach a study block. The basic idea is to create a highly motivating atmosphere to encourage learning for natural communication.

As a helping hand for teachers, the following is a general view of how these skills are developed. A summary of the most relevant aspects of the two skills mentioned above is also included.

Listening

Listening is one of the most important skills that have to be developed in the early stages of language learning.

Students should be prepared to:

- a) understand basic speech in different environments (background noise, distance, unclear sound);
- b) understand speakers with different regional English accents.

Some specific listening activities that should be used are:

- 1) distinguishing between sounds, stress and intonation patterns;
- 2) answering quick questions;
- 3) listening to songs, poems, and other materials;
- 4) following instructions and commands.

Teachers should expose their students to a considerable amount of meaningful language input through listening to conversations, descriptions, directions, songs, sports activities, videos and any other form of authentic spoken material.

Activities geared towards developing comprehension should:

1. meet the students needs and interests;
2. be designed according to the students' level;
3. provide the students with practice in listening;
4. make use of background knowledge;
5. provide the learners with the necessary steps in the development of the activity;
6. be consistent with activities;
7. be evaluated;
8. be integrated with speaking and motor skills.

When a child is learning any language there is a silent period devoted to **listening only**, also known as the pre-production level.

The emerging of the productive skill, **speaking**, appears little by little in a process that includes the repetition of certain sounds and/or a combination of them at the very beginning. Isolated words can then appear in a meaningful context, where the child pronounces the word and the adult next to him or her repeats it in its context as many times as necessary. This is the early production level of the Natural Approach explained by Stephen Krashen and Terrell.

The child's speech improves according to the quality of the input provided by the teacher, along with his or her support and patience to higher levels of language.

Speaking

Speaking is the ultimate goal in learning a language. Our program focuses on oral communication. Students should be provided with a variety of opportunities to bring about language.

To promote the development of this skill, teachers must be aware of the following principles:

- speaking is acquired through listening and practice;
- supra-segments of the language (intonation, pitch, rhythm) are learned by listening to good language models (such as native speakers and non-native speakers);
- learning to speak English provides an opportunity to know the world around us;
- learning to speak English means using appropriate language in different situations;
- students must speak English in class as much as possible;
- language tasks must be authentic;

METHODOLOGICAL APPROACH

An eclectic approach is used in our program, since it integrates different methods such as: the communicative approach, total physical response (T.P.R.), community language learning, natural approach and whole language

prospective. (See chart in annex 1 for further information).

The multiple intelligences and learning styles theories are fundamental aspects to be taken into account in the preschool program also concluding that, we have seven intelligences and probably many more.

MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH IN PRESCHOOL

For more than twenty years, the psychologist Howard Gardner from Harvard University, has tested his ideas about: learning and intelligence in an interdisciplinary research group with teachers and students at different schools in Massachusetts, U.S.A. He came up with the theory of Multiple Intelligences, which postulates an individual profile of strengths and weaknesses across seven domains, concluding that each person has at least seven intelligences and probably, many more.

LEARNER PROFILE

“WORD SMART”	VERBAL/ LINGUISTIC LEARNER	“THE WORLD PLAYER”
“NUMBER SMART”	LOGICAL MATHEMATICAL LEARNER	“THE QUESTIONER”
“PICTURE SMART”	VISUAL/SPATIAL LEARNER	“THE VISUALIZER”
“MUSIC SMART”	MUSICAL/ RHYTHMIC LEARNER	“THE MUSIC LOVER”
“BODY SMART”	BODY KINESTHETIC LEARNER	“THE MOVER”
“PEOPLE SMART”	INTERPERSONAL/ SOCIAL LEARNER	“THE SOCIALIZER”
“SELF SMART”	INTRAPERSONAL/ INTROSPECTIVE	“THE INDIVIDUAL”
“SELF SMART”	INTRAPERSONAL/ INTROSPECTIVE	“THE INDIVIDUAL”

(See suggested list in annex #3)

Although these intelligences are not necessarily dependent on each other, they seldom operate in isolation.

Each person possesses all the intelligences but they are developed in various degrees, according to the different input he/she has received since childhood. The way in which intelligences are combined, varies as many as people’s faces and personalities.

Each intelligence displays a distinguished set of psychological process, very different from person to person. Howard Gardner pointed out that “every person is unique because of those learning processes”.

Learners feel the need of expressing distinctive mode of thinking. Preschool teachers should check their planning in every stage of the procedure to analyze if the activities and the performance tasks selected would help to develop the student’s multiple intelligences.

Moreover, other theories such as the Emotional Intelligence Theory, popularized by Daniel Goldman in 1995, state that a relaxed alertness is the optimum state for learning. It is also known that a baby moves in time to its pregnant mother’s speech. Small children have been helped with language acquisition by focusing on their lives, which are ordered not only by rhythmical brainwaves but also by following the rhythm of day and night and seasons.

Planning would be limited if there is an emphasis only on the linguistic ability. Developing student’s emotional competencies would result in a “caring community”, a place where students feel respected, cared about and bonded to classmates” (Goleman,1995, p 250.)

After studying these theories, teachers have become aware of the saying: **learning to learn** is more important than the content learned, because they can explore wider applications for improving their learner’s abilities and growth for communicative purposes and quality life-style.

LEARNING STYLES IN THE PRESCHOOL CLASSROOM

Why teaching should conform to learning styles

Learning styles should be taken into account because every student has his or her own way of learning. Each style has its own strengths and meets the needs of every individual student.

There is an important difference between style and skill. All learners can learn the same skill by using a different style.

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, learning style is defined as “the way of handling new information by making use of our habitual or preferred method. It should be noticed at this point, that our learning style is, in a way, our permanent way of becoming aware that something is new information, processing it so that it can be understood by our brain, and later on, recalled by it”.

Kate Kinsella (1995), states that “learning styles are influenced both by nature and nurture and encompass behavioral, perceptual cognitive concept- forming and affective aspects. We come to the world programmed to learning a certain way. But the environment in which we grow up, the people we interact with, the nature of the knowledge that comes to us, and even the amount of knowledge that we are able to absorb can alter this way. Our personality also influences our approach to learning,

and personal factors such as shyness or extroversion may determine even the channels we use to absorb, process and retrieve new knowledge”.

According to Anthony Gregory: “Learning Styles is the outward expression of the human mind’s mediation abilities, which presents the means and capacities we employ to receive and express information”.

There are two factors in determining our own Learning Styles:

- The way we perceive and
- The way we order the new information we encounter daily.

According to the Neuro -Linguistic Programming (NLP), developed by Richard Bandler and John Grinder, people take information through their five senses referred as VAKOG:

- Visual
- Auditory
- Kinesthetic
- Olfactory
- Gustatory

The three senses mainly used for learning are visual, auditory and kinesthetic. Each person has a preference for one of these. But in the teaching and learning process, it is necessary to take into account the specific learning styles of both the preschool learner and teacher.

As teachers, we take advantage of our natural learning style, according to our personal strengths. Nevertheless, it is also possible to enhance the other senses we do not use to overcome possible difficulties or weaknesses found in the learning process. Teachers display their abilities using a teaching style according to their learning style. It seems they might underestimate the students learning styles different from theirs, but the truth is they are not aware of this situation until they realize each student sees the world in his or her own way.

The teacher includes activities in his or her planning to compensate the students’ weaknesses and to benefit them for their strengths. (See Annex 2.)

PLANNING

The essential aspects that should be taken into account in planning your lessons are:

The Cognitive Target:

This is “the what” the students are going to do in the class; which means content, the topic(s) included in the planning that they choose to learn in advance, according to their needs and interests.

Objectives:

According to the Curricular Policy, the objectives are stated in terms of what the students will do or achieve. They may refer to activities, skills, language type or a combination of all of these. There is a list of skill-based objectives in the Syllabus.

Objectives in this Syllabus are established basically in terms of the two basic linguistic skills: listening (list), and speaking (sp). As teachers, our goal is to monitor students as they achieve communication skills; that is, the ability to communicate in the foreign language. For that reason, we have to identify what native speakers do with the language (speaking on the phone, listening to the radio or reading stories), in order to transfer this information into learning situations that are meaningful for students.

According to Harmer, listening involves receiving messages and is referred to as a receptive skill. It means that information goes from outside to inside of the person. On the other hand, speaking involves language production and it is often referred to as a productive skill. In this case, information goes from the inside to outside of the person. Very often, speakers employ a combination of skills at the same time. Speaking and listening usually happen simultaneously especially in the early stages of life.

When planning, choose one objective for each skill and one for culture and values. You do not have to modify the

objectives because they can be classified either to develop receptive or productive skills.

Language:

Our task at this stage is to choose the language we are going to present to the students. When we say language we mean the structure of the language, the linguistic pattern and the vocabulary. The Syllabus provides some sample language. The teacher can add other linguistic patterns according to students' interests and needs.

Functions:

William Littlewood (1990) states that functional meanings are the skills that learners develop by means of the learning situations that are given to them to find solutions or to make decisions. He says that foreign language learners need opportunities to develop skills to use the language, by being exposed to situations where the emphasis is on using the language for communicating as efficiently and economically as possible.

Thus, there should be a purpose for using the language. In our case, we have to provide our children with enough tools so that they use the language meaningfully. For example, if you teach your students words such as "Hello!" or "How are you?" etc., the purpose is to teach them how to greet people. Then, greeting people is a function.

Culture and Values:

You should keep in mind the formative component of our profession. The Educational Policy emphasizes the importance of promoting positive attitudes and values during the teaching and learning process. This is possible through the correspondence between what is said with what is done among teachers, students and the educational community in general. In addition, as teachers of a foreign language, you should provide your students with opportunities to compare our culture with that of the countries where English is spoken and to reinforce Costa Rican values. The Syllabus lists the cultural aspects and values that should be practiced in the teaching and learning process.

Procedures:

Up to this stage you have organized the information included in the Syllabus. Now is the time to demonstrate your creativity and skills as a preschool English teacher. In this part of your plan, your enthusiasm, imagination, teaching style, hard work, and talent, that is, your personal teaching attitudes, methodologies and techniques, come into play.

The following is crucial because you have to take into account both the learners and the imperatives of the Syllabus.

As mentioned above, you have to integrate linguistic skills and develop them as a unit. Of course, depending on the characteristics of each activity, you focus on one language skill, and therefore on the corresponding objective. This does not mean that you are not allowed to integrate the other objectives for the activity. The same occurs in the communication process where you can switch from one skill to another.

To this end, we follow a process called by Rivers (1978), “skill – getting” or “skill using”. It is a set of stages or steps organized in sequence. Joan White explains these steps in her *Module One of the Professional Handbook: Teaching English in a World at Peace* as follows:

Warm up

The warm up is usually a brief lively session to welcome the students to their foreign language class at the preschool level. It is a varied and motivating way of starting the lesson. It should include games, songs, riddles, jokes, etc. Students should be encouraged to participate and have fun. Whenever possible, the warm up should be related to the main theme.

Presentation

The teacher introduces the class to the new theme and the new language components. Both the content and the new grammatical and lexical items are emphasized in an integrated way. Getting meaning across is essential.

Students receive considerable input from the teacher. They are allowed time to assimilate the language, to listen actively and to try to understand what the teacher is saying. The teacher uses simple, but natural language through different techniques.

Controlled Practice

Students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should prepare exercises that go from purely mechanical, repetitive drills, to transformation exercises demanding a lot of natural communication on the part of the learners.

Creative Practice

In this step, students are rewarded for their efforts. It is a “skill using” stage in which students should be able to take risks, to try to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The planned activities, should take the form of “tasks” which allow group work to sit at their tables using different materials designed for each table for practicing the cognitive target. The materials must promote meaningful and constant communication among the students while they are using them. The teacher must be tolerant of the students’ use of the language because they will frequently want to use fragments of foreign language in their dialogues. The role

of the teacher is to monitor and to facilitate different learning activities.

Consolidation

In this final step, the teacher points out what has been accomplished successfully and what remains to be improved through certain review exercises, which were introduced and practiced before. This is the time to comment on the students’ performance. Also, the students are encouraged to find original situations where their new linguistic acquisitions can be applied, for example dramatizations, original role playing, simulations, etc. However, if the previous step was very demanding, the teacher can simply concentrate on the correcting and encouraging of students’ output.

Note: For our purposes we integrate both “controlled practice” and “creative practice” into one single step called “practice”.

Evaluation Criteria

This includes those aspects from the plan that will be considered suitable for evaluating the students’ language skills. Your syllabus includes a list of the different criteria that you can use to assess performance. Choose from the list, those aspects that match both the objectives and the activities. Include at least one for each step or stage.

Curricular Adaptations

Here, you include the non-significant adaptations in your plan, for those students with special needs.

Chronicle

This is for personal notes after the class, for example your comments about the activities, if you developed the lesson as it was planned and suggestions for future sessions.

We are providing the format of the unit plan in annex 4.

ENGLISH TEACHER PROFILE IN PRESCHOOL EDUCATION IN THE TRANSITION CYCLE.

The preschool English teacher must have those characteristics that reflect preschool children's own attitudes, knowledge, values and skills. The teacher in the Transition Cycle of the Costa Rican Educational System must:

- have communication skills in the target language;
- encourage and demonstrate oral communication in the target language;
- have ample knowledge of second-language learning and second-language acquisition;
- encourage non-verbal communication;
- master innovating methodologies and communication techniques;
- promote positive human relationships;
- be self-confident and persevering at work;
- be sensitive toward children's characteristics, needs, strengths and weaknesses when planning and developing activities;
- have ample knowledge of child development;
- respect others' opinions and decisions in reaching a consensus;
- promote team work and good communication along with positive leadership;
- be willing to communicate and interact with families;
- observe children's reactions and behavior carefully in order

to make the necessary changes in his or her teaching-learning practices;
-promote meaningful and creative experiences for those with whom they interact;
-be willing to develop him/herself professionally;
-promote discussion groups with colleagues and other professionals to reflect upon his/her teaching practices;
-participate in extra-curricular activities at school, in the community and nationwide;
-have knowledge of languages and dialects of his/her community;
-encourage proper use of the target language.

PRESCHOOLERS PROFILE IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE.

At the end of Preschool the child...

- values his environment;
- begins the process of becoming sensitive towards new cultures language and customs;
- shows motivation in the learning process of the English language;
- begins the process of identification of English vocabulary in a communicative context; (Study Blocks).
- communicates feelings and actions spontaneously through words and short phrases;
- follows oral instructions given in English;

- enjoys learning English songs, rhymes, simple riddles and games.

GENERAL OBJECTIVES

1. To help Costa Rican children in their early years become sensitive to other cultures and broaden their knowledge of the world;
2. To discover new linguistic, social, and cultural options that will allow Costa Rican children to communicate facts and feelings about themselves and people from other cultures;
3. To further the Costa Rican general curriculum with a view to forming an integrated Costa Rican citizen who will be able to cope with the challenges of the 21st. century.

OBJECTIVES OF THE SYLLABUS IN THE PRESCHOOL EDUCATION

(English Transition Cycle)

- To encourage students to be creative, independent, and critical thinkers so that they can help in the construction of modern Costa Rican society;
- to promote the acquisition of a foreign language in order to stimulate to the development of the country;
- to help Costa Rican children change their attitudes regarding the study of foreign languages by means of high-quality education;
- to encourage students to socialize responsibly and productively with equal opportunities for everyone;
- to strengthen values as an integrated part of Costa Rican children's individual and collective development;
- to promote the development of learning experiences in English by students based on communication;
- to develop abilities and basic skills in English to communicate experiences, ideas, and feelings;
- to offer students an innovative perspective for learning a foreign language (with oral and body language);
- to promote environmental education from the cultural, social, and natural perspective;
- to promote understanding of the cultural and linguistic differences between Costa Rica and other countries;
- to encourage the use of English to communicate cultural aspects, national celebrations and everyday topics in order to grow as citizens committed to the development of the nation.

STUDY BLOCKS

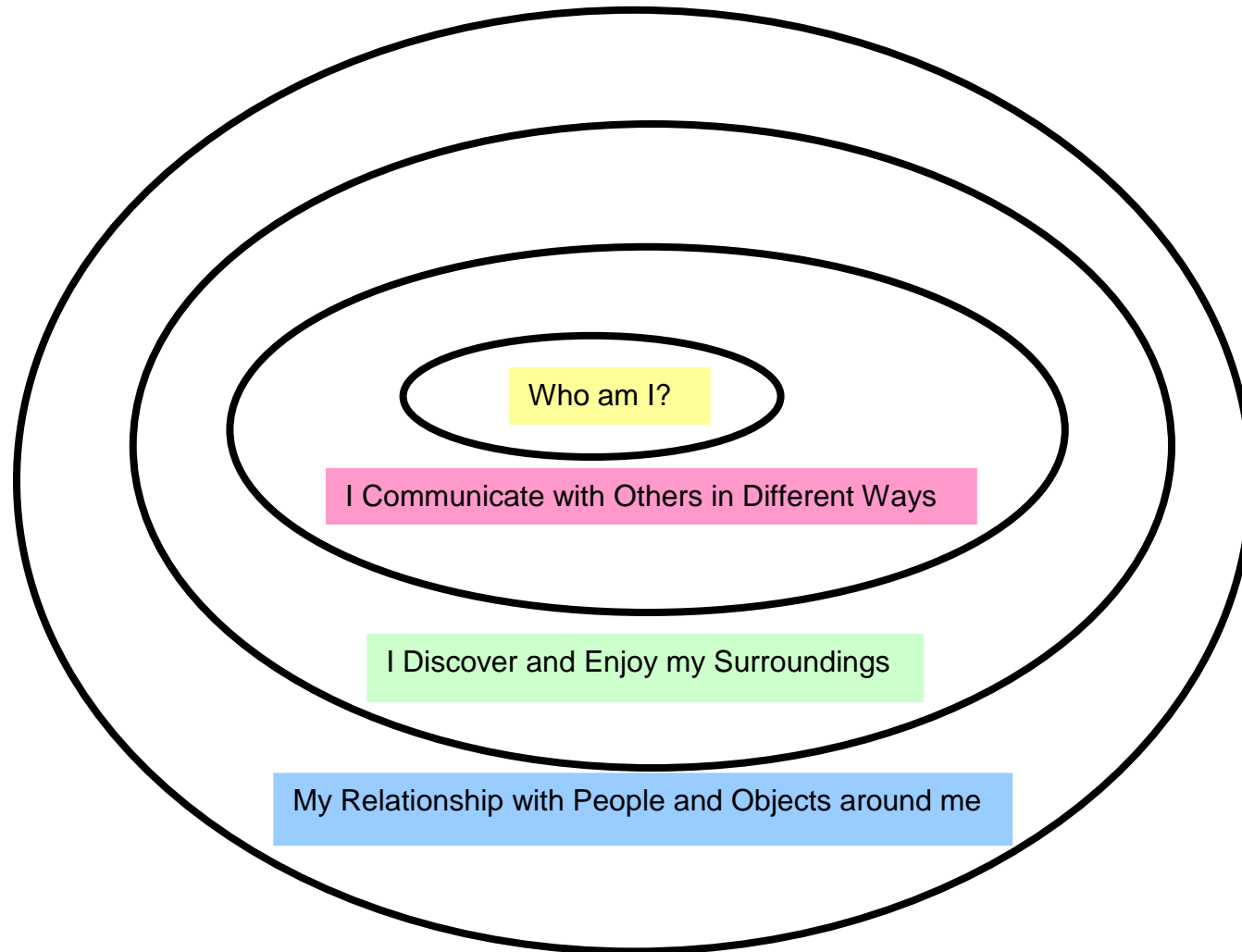
Planning in the preschool cycle is determined by the children's interest. They choose the topics, with the teacher's guide. Therefore, the study blocks are language guides.

It is important that teachers must take into account the following:

1. Study Blocks II and I should be developed sequentially at the beginning of the school year, due to the fact, that they allow the development of communicative competence to interact with the environment.
2. Blocks III and IV should be developed in an integrated way, keeping in mind, the topic selected by the children with the preschool teacher. Therefore, the daily plan will be adapted to the particular needs of each group of learners. The English and the regular preschool teachers must get together at the end of the week, to plan and to discuss the different topics the learners have chosen in their groups.

This program is divided in four main study blocks:

- ↻ Who am I?
- ↻ I Communicate with Others in Different Ways.
- ↻ I Discover and Enjoy my Surroundings.
- ↻ My Relationship with People and Objects around me.



LINGUISTIC OBJECTIVES

The following objectives are setting up of Mubby's taxonomy, which is based on language skills. The term skill is used as a micro – concept, to be distinguished from the macro-concept of the customary division of language skills, that is, into listening, speaking, reading and writing. Then the purpose of this taxonomy is to integrate and interrelate these skills as understanding, performing and following relationships in the communication process. The organization reflects the distinction between receptive (listening and reading) and productive performance (speaking and writing). Because of the particular characteristics of this syllabus (preschoolers), we may just refer only to listening and speaking.

- Identifying new sounds;
- Imitating the pronunciation of new words in the foreign language;
- Showing comprehension of simple familiar phrases;
- Reacting to directions, requests and simple commands;
- Responding with simple words, phrases and expressions to what is seen and heard;
- Responding to oral, visual and physical stimuli;
- Participating in short conversations;
- Exchanging basic information;
- Strengthening the use of English to communicate cultural aspects between Costa Rica and other English-speaking countries;
- Valuing the importance of being polite, honest and independent;
- Valuing the importance of sincerity, friendship, love and respect;
- Appreciating goods and services provided by the community and the natural resources.

STUDY BLOCK I

WHO AM I?

COGNITIVE TARGET

- Myself as a unique person, and as part of the family and school;
- Self and other people's appearance, feelings, and emotions;
- Personal choices while interacting with others;
- Likes and dislikes about family ties, family relationships and the school community;
- Attitudes of responsibility, solidarity, creativity and respect in daily activities.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Who am I? - I am ... - What's your name? - My name is _____. - What's your last name? - My last name is _____. - I am a girl. You are a boy. - We are friends. - I like being a girl. - My hair (eyes) is/are brown (black, blond) - I like my body. 	<ul style="list-style-type: none"> - Talking about yourself, the family and classmates; - Describing one's own and other people's physical appearance; - Expressing feelings and emotions; - Making decisions; - Expressing likes and dislikes; - Showing courtesy and positive values; - Comparing people and objects. 	<p>CULTURE</p> <ul style="list-style-type: none"> - Importance of belonging to a family and school community; - Importance of expressing one's own and others' opinions, feelings, likes and dislikes; - Sharing and practicing cooperative work and solidarity; <p>VALUES</p> <ul style="list-style-type: none"> - Respect for people's differences: physical and social; - Respecting one's own and others' opinions, feelings, likes and dislikes; - Collaborating with classmates and friends' tasks; - Taking turns. - Feeling loved and accepted as a person who belongs to a family and a group. 	<ul style="list-style-type: none"> - Understanding sounds, word, riddles and role-plays; - Reacting to a situation orally; - Producing short conversations; - Performing oral drills; - Matching actions to meaning; - Singing songs; - Expressing feelings; - Imitating correct pronunciation; - Identifying and performing commands; - Applying familiar language in different contexts; - Commenting on values and cultural aspects in the native and foreign languages.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - I feel happy today (sad, thirsty, hungry...). - You look nice (happy...). - I love my family and my relatives (aunt, sister). - This is my family (father, daddy, mother, mommy, baby sister, younger brother, grandpa, grandma...) - I love my family and my relatives (aunt, sister). - Mom (mommy) / Dad (daddy) Grandpa/grandma Uncle Juan Aunt Chepita Baby Brother/sister - I love my little sister/brother. - This is my older sister/brother. - I play with my cousins. - I like to play with my (classmates/friends.) - My teacher is friendly. 			

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - I am at school. - I study English. I like... - This is my teacher (principal, secretary, janitor.) - These are my classmates. - This is my classroom. - María is tall. I am short. - What's up? I'm fine, thanks. - Can I help you? - Can you help me? - May I borrow your crayon? - Who needs some glue? - I need /like a crayon. - We like birthday parties. - This is my desk (chair, table) 			

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Some children have foster families. - I want to stand up. - I like my hair. I do not like... - I love my teacher. - I have finished my work. - Boys and girls, clap your hands. - Girls jump. Boys walk. - If you are happy, clap your hands. - Make a circle. - Hello/Hi - Good morning. - Excuse me. - Thank you. - Good-bye. <p>Remember: We are just providing sample language. You might vary it according to needs.</p>			

STUDY BLOCK II

I COMMUNICATE WITH OTHERS IN DIFFERENT WAYS

COGNITIVE TARGET

- Body communication;
- Communication with others through symbolic language, body language and signs;
- Safety and traffic signs;
- Body health and hygiene as means for a positive image;
- Respect to others opinions and sings in the community;
- Different forms of art, literature and music from various cultures and other ways of expression;
- The use of commands for following directions and safeties;
- Symbolic language in drawings, directions, advises and safeties in a given context.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - What's this? It's a ... - What are these? They're ... - What is she doing? - She is smelling the flowers. (red) - Raise your hand. Answer the question. - She is touching the apples. - Kick the ball. - Touch your nose, ears, mouth, etc. - Turn around fast and slow. - Pay attention to traffic lights. - Go. Walk straight ahead. - Turn right . Turn left. - Stop, watch out. - Be careful when crossing the streets. - Don't jay walk. - Be careful when crossing the streets. - Don't be careless. Respect traffic signs. - This is a safety sign. - Community safety and stop signs. - I take a shower every morning. - I should eat good food. - Brush... your shoes. I use shoe polish. - Remember to brush your teeth after every meal. 	<ul style="list-style-type: none"> - Recognizing parts of the body and the senses; - Expressing likes and dislikes; - Following directions and simple commands; - Describing and explaining signs; - Asking for and giving information about different symbols and signs; - Talking about how to take care of the body and good hygiene; - Comparing the traditions of Costa Rica and English speaking countries. 	<p>CULTURE</p> <ul style="list-style-type: none"> - Differences in people's physical appearance and the importance of taking care of our bodies; - Importance of respecting signs; - Importance of understanding the meaning of traffic signs in order to prevent accidents; - Appreciation of Costa Rica and English-speaking countries' folklore, literature and music. <p>VALUES</p> <ul style="list-style-type: none"> - Respect for one's body; - Importance of taking care of our health; - Importance of self-esteem; - Preservation of traditions and customs; - Obedience of traffic laws and safety rules; - Practice of values through social behavior. 	<ul style="list-style-type: none"> - Understanding sounds, words and expressions; - Introducing short conversations; - Performing oral drills; - Reacting to a situation orally; - Matching actions to meaning; - Promoting good hygiene and body care; - Singing songs; - Playing games; - Expressing feelings; - Imitating correct pronunciation; - Identifying and performing commands; - Applying familiar language in different contexts; - Commenting on values and cultural aspects in the native and foreign language.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Comb your hair. - Wash your hands. You should... - I use soap, toothpaste, shampoo, and toothbrush. - I carry my handkerchief for my hands and nose. - I use a towel. - I use my senses: - I wave to say hello. - This is healthy. This is junk food. - I tell (listen to, like, dislike, sing, dance, draw, play, enjoy...) - This painting is beautiful/ good. - I like these colors: red, brown, purple, and ivory... - I enjoy drawing. This painting is blue, red. - In Costa Rica, we sing (dance, tell, play) folk music and tales - In English speaking countries they sing, (dance, tell, play)...folk music and tale. - Let's sing. - _____ is a fairy tale. - _____ is a popular tale. <p>Remember: We are just providing sample language. You might vary it according to needs.</p>			

STUDY BLOCK III

I DISCOVER AND ENJOY MY SURROUNDINGS

COGNITIVE TARGET

- Different elements in the surroundings;
- Natural phenomena and the impact on the environment;
- Positive actions towards Natural Resources;
- Different socio-cultural interactions in the surroundings: home, school, community and country;
- People, and services in the community;
- The importance of services and institutions in the community.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Let's admire... (take care of, clean, play, enjoy...) with my _____. - I play with my... (plastic, wooden, metal, nice, blue big) (crayons car, doll, ball, jumping rope, dishes, and scissors). - It's raining. - Plants grow. - The grass is green and fresh. - Birds sing. - I see the lightning. Then, I hear the thunder. - I like the sound of the thunder...wind / rain... - I draw a rainbow ...(sun, day, night, fog, clouds, eclipse...). - Let's grow trees/plants (flowers, vegetables). - Let's water the... - Recycling is good (important, useful) - Trees are my friends. - I do not pollute. - Let's put garbage in its place. - Let's put trash in the wastebaskets. - Let's feed my pet (cat, dog, fish) - Now, my house is fresh and clean... (neat, nice, beautiful). - Clean cities are healthy. - I clean the garden and pour the plants. 	<ul style="list-style-type: none"> - Talking about different elements in the surroundings; - Talking about natural phenomena and the impact of the environment; - Expressing attitudes and behavior about natural resources; - Recognizing the impact of causes and effects in the environment; - Comparing differences and similarities of the environment in our communities; - Expressing opinions about professions, goods and services in the community. 	<p>CULTURE</p> <ul style="list-style-type: none"> - Interpersonal relationships at school and in the community; - Promotion of the sense of preserving and developing the natural resources in the community; - Caring about the elements of the surroundings; - Taking care and protecting of our natural resources; - Policies against pollution; - Describing houses and buildings in my community. <p>VALUES</p> <ul style="list-style-type: none"> - Solidarity and respect for humankind and nature; - Sharing and caring our surroundings; - Caring about the neatness of the surroundings; - Responsibility to develop policies to protect the surroundings. 	<ul style="list-style-type: none"> - Understanding sounds, words and expressions; - Performing oral-guided drills and role-playing; - Reacting to a situation orally; - Participating in simple short conversations; - Producing short conversations; - Making decisions of cause and effect; - Using familiar language related to the surroundings; - Speaking about natural phenomena and the impact on the environment; - Expressing feelings and emotions. Imitating correct pronunciation in context; - Asking for and giving information; - Assessing the performance of task based activities organized by the learners; - Applying familiar language and previous knowledge in different contexts.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - The garbage collectors and neighbors keep my town tidy. - Keep the classroom clean, neat, and tidy... - I clean my bedroom. - The gardener cuts grass. - I love a clean school (park, home) - I don't like a dirty school / class - Let's feed my pet (cat, dog, fish). - The fire fighters are brave. - The policeman (police woman) takes care of the city. - Grandma goes to the doctor. - My mother is a nurse. <p>Remember: We are just providing sample language. You might vary it according to needs.</p>			

STUDY BLOCK IV

MY RELATIONSHIP WITH PEOPLE AND OBJECTS AROUND ME

COGNITIVE TARGET

- Information about shapes and numbers;
- Information about school objects and people;
- School objects and people;
- Location of people and objects;
- Respect toward people and objects.

LANGUAGE CONTENT	FUNCTIONS	CULTURE/VALUES	EVALUATION CRITERIA
<ul style="list-style-type: none"> - What's this? It's a _____ circle, chair, crayon, etc. - The table is round. - Let's count from one to ten. - What shape is this? It's round. - How many squares do you see, have, etc.? I see/ have _____ squares (circles). - Make a circle. - Do you have any glue? Yes/No. - I have a lot of, (a few, a little, much, many) glue, (crayons, etc.) - María is as beautiful as Ana. - My doll is bigger than your car. - This circle is the biggest. - I have more crayons (toys) than you. - I have different (the same) toys than you. - This building is higher than this house. - This apartment is smaller than that house. - This hut is the smallest. - Where is the ruler? - It's in, (on, under) etc. the table. - Ana is taller than Martha. - Roberto is older than Ana. - Who is the tallest one in the class? - José is the tallest. <p>Remember: We are just providing sample language. You might vary it according to needs.</p> 	<ul style="list-style-type: none"> - Exchanging information about shapes and numbers; - Describing objects and people; - Comparing people; - Comparing school objects and houses and buildings in the community. 	<p>CULTURE</p> <ul style="list-style-type: none"> - Differences and similarities among people; - People look different around the world; - Kindergarten classrooms in Costa Rica; - Differences and similarities houses and buildings in my community. <p>VALUES</p> <ul style="list-style-type: none"> - Independence; - Respect for others; - Sincerity 	<ul style="list-style-type: none"> - Understanding sounds, words and expressions; - Performing oral guided drills and role-play; - Reacting to a situation orally; - Producing simple short conversations; - Making personal choices while interacting with others; - Identifying and performing commands; - Participating by using the target language individually, in pairs or groups; - Recognizing shapes, numbers, and school objects; - Asking for questions and answers in a given context; - Reacting to a situation orally; - Comparing objects and people.

GENERAL PROCEDURES

A list of general procedures is provided as a sample for all of the Study Blocks.

The teacher should put into practice his or her *creative skills*, together with a variety of methods, techniques and appropriate tasks.

- Listen to the teacher's pronunciation carefully during the process of learning.
- Imitation of correct pronunciation.
- Identification of new vocabulary introduced by the teacher.
- Performance and following of instructions given by the teacher.
- Participation in oral tasks, such as: puppets shows, games, poems, riddles, songs, role-playing activities, and conversations using the new language.
- Performance of task-based activities directed by the teacher.
- Exchange of information with partners.
- Production of oral tasks.
- Expression of differences and similarities.
- Promotion of the learners' interactions in the classroom and in the school community.
- Participation in brain-storming activities on different topics.
- Matching of meanings and visual images such as pictures, drawings and charts.
- Use of questions and answers with simple and familiar language.
- Application of familiar language in different contexts.
- Expression of personal choices, opinions and feelings while interacting with others.
- Comparison of people and objects through listening and speaking tasks.
- Participation on conversations on cultural aspects in the native and foreign languages.
- Practice of values through social behavior.

DIDACTIC TIPS

It is important for teachers to:

1. Promote exploratory processes and the child's interpretation and valuing of her or himself.
2. Organize small group work and game activities
3. Lead the child to ask for help when necessary and to collaborate with others.
4. Prompt the child to collaborate in class activities.
5. Encourage participation in other children's activities.
6. Guide the child to build up his/her identity.
7. Value his/her own and others' skills.
8. Promote respect for one's own body and others'.
9. Promote positive self-perception through the senses and body language.
10. Prompt the children's curiosity and careful observation to collect important details.
11. Take advantage of spontaneous daily activities where students can play with the language.
12. Expose students to different charts, grids and resources such as: big books with stories with sequencing pictures, thematic, pneumatic and semantic pictures, poems, riddles, musical games, songs, puppets shows and fairy tales. All of them and more help to enhance the learning experience.
13. Promote activities leading to estimations of numbers from one to ten. It is recommended to practice different quantitative and qualitative expressions such as: Much, many, a little, a few, more, fewer, less, enough, several, some, any, all, none, etc. in different contexts.
14. Lead the child to ask for help and to collaborate with others in the group.
15. Prompt the children to participate in class activities.
16. Promote the use of common formulas to communicate with the learners daily.
17. Monitor the child while s/he is practicing cultural activities and values.
18. Encourage children's participation during rehearsals within the group.
19. Promote performance assessment after each activity as a follow up of each student's learning process.
20. Let the students organize the puppets show behind the curtain during the consolidation step to promote small group work, spontaneous dialogues and performance outcomes for everyone.

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GLOSSARY

Some terms have been used in this Syllabus, which may be unfamiliar to you. Simple definitions are included for this purpose.

Activity	Situation in which a lot of things are being done, usually in order to achieve a particular purpose .
Assessment	The learner's ability to reflect on the results of his/her learning process.
Attitudes	Expressions of positive or negative feelings towards the learning of a foreign language.
Awareness	Acquaintance, consciousness with knowledge.
Belief	An acceptance of a thing, fact, statement etc.
Communication	Activity or process of giving information to other people or other living thing, using signals such as speech, body movements or radio signals.
Communicative Competence	The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary of the language. Knowledge of rules of speaking, (knowing how to begin and end conversations, what topics may be talked about in different times of speech events, knowing which address forms should be used with different persons.) Knowing how to use language appropriately.
Curriculum	Knowledge, skills, materials, learning activities and terminal behavior required in teaching of any subject.

Cultural Component	The part of the language which includes the total set of beliefs, attitudes, customs, behavior, social habits, etc. Of the members of a particular society.
Epistemology	The theory of knowledge, ESP. The critical study of its validity, methods and scope.
Environment	Conditions, circumstances, etc, affecting people's life.
Evaluation	The whole process of determining the effectiveness of teaching and learning.
Feedback	Monitoring and adapting one's actions on the basis of the perceived effect on the environment. In Language activities, its is a response to the reactions of listeners and readers.
Formal Component	The part of the language which includes the linguistic patterns (structures).
Formative Evaluation	A learning activity through which the students learn from their own mistakes.
Function	A Communicative purpose of a piece of language.
Functional Component	A part of the language which refers to it as an that instrument of social interaction rather than a system that is viewed in viewed in isolation. Language is often expressive and social. Language is often described as having three main functions: descriptive, expressive and social.

Global Development	The insertion of individual and national working forces into the world development.	
Group work	Work in which the class is broken into small groups of few students. They may work simultaneously on the same topic but with different material on each table.	
Input	Oral or visual stimuli from the formal or informal learning setting.	
Integration of Skills	The teaching of the language skills in conjunction with each other, as when a lesson involves activities that relate listening and speaking.	
Interaction	Communication between two people.	
Learner	A person who is learning a subject or a skill.	
Learning Strategy	A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language.	
Learning Styles	The particular way in which the learner tries learning new things. There are four different learning styles.	
Mediation	Action of changing events, experiences or sets of circumstances.	
Methodology	The study of the whole process of language teaching with the aim of improving its efficiency.	
Monitoring	Learners try to any correct errors what they have just said. The teacher may help them to do it by imitating her/him.	
Pair-work	Work in which two students perform a task or different tasks simultaneously.	
Principle	General rule you follow to achieve something.	
Procedure	Action or series of actions to be completed in order to carry out a process.	

Process	A series of actions that are carried out in order to achieve a particular result.
Profile	Amount of language learned at the end of the process.
Role –Play	Drama-like classroom activities in which the students take the roles of different participants in the situations. They may act out which might typically happen in that situation.
Skill	Knowledge and ability that enables you to do something well. Linguistic skills enable you to fulfill the communication needs.
Student/Learner	In a communicative approach, a student/learner is the person on whom the learning process is center. The student learns by doing. She/he becomes an independent and interdependent learner.
Sub-Skills	A division of the skills, such as discriminating sounds in connected speech, understanding relations within a sentence or identifying the purpose and scope of a presentation .
Syllabus	An educational program which states: a.) The educational purpose of the program (the ends). b.) The content, teaching procedures and learning experiences which will be necessary to achieve this purpose. c.) Some means for assessing whether or not the educational ends have been achieved.
Tasks	Steps or actions, which are carried out during an activity.
Teacher	Monitor of the learning process, on whom the responsibility of quality of Education lay.
Warm-up	To stimulate the interest and the participation of the learner in an activity.

ANNEX 1

DESIGN- INSTRUCTIONAL SYSTEM CONSISTING OF OBJECTIVE, THE SYLLABUS, ACTIVITIES, AND ROLES OF STUDENTS, TEACHERS AND MATERIALS.

APPROACH OR METHOD	OBJECTIVES	SYLLABUS	ACTIVITIES	LEARNER ROLES	TEACHER ROLES	MATERIAL ROLES
Communicative Language Teaching	Develop communicative competence	Interactional task-based and learner-generated syllabus	Task completion which often requires such communicating processes as negotiation and information sharing	Negotiator between self, learning process and language	Communication facilitator and participant in activities	Texts, tasks such as role-play. realia such as signs and maps
Total Physical Response	Beginning level oral/ aural proficiency	Sentence - based syllabus, meaning is important	Imperative drills, physical responses dialogues and role plays later	Listener and performer	Director of student performers	No text, small realia and materials later
Community Language Learning	Near-native oral mastery through social learning	Syllabus is based on student selected topics	Task-based group activities such as translations, discussions, reflections	Student is member of a community, students teach each other	A counselor who nurtures language and personal growth	No text, learner/ knower develop materials
The Natural Approach	Develop intermediate oral proficiency	Syllabus depends on students' needs	Emphasis on comprehensible input through visual aids, some borrowing from TPR and other methods	Learner is a processor of comprehensible input	Source of comprehensible input, creator of positive classroom atmosphere	Materials relate to real world

Chart developed by Kerri Nolan and based on information from J.C. Richards and T.S. Rodgers' Approaches and Methods in Language Teaching. New York: Cambridge University Press, 1986.

ANNEX 2

LISTENING TASKS

1. Outstanding researchers have referred to the development of this skill as the utmost importance when babies start learning their native language. Non native speakers of any language, need to follow the same process when learning that language.

RESEARCHER		RESULTS
Krashen and Asher	1982	Comprehensible input is an important factor in second language acquisition. A comprehension before production approach can facilitate language acquisition, particularly in the early stages.
Watson and Smeltzer	1984	Factors internal to the learner such As attentiveness, motivation, interest in and knowledge of the topic an have a marked bearing on listening success.
Chaudron & Richards	1986	Knowledge of discourse markers Can facilitate comprehension.

Nunan	1987	Students who were systematically exposed to authentic listening input outperformed those who were exposed only to non-authentic data.
Brown and Yule	1983	<p>Four interrelated sets of factors affect listening difficulty:</p> <ol style="list-style-type: none"> 1. Speaker factors: How many speakers are there? How quickly do they speak? What types of accents do they have? 2. Listener factors: What is the listener's participant? What level of response is required? How interested is the listener in the subject? 3. The content: How complex is the grammar, vocabulary and information structure? What background Knowledge is assumed? 4. Support: How much support is provided in terms of pictures, diagrams or other visual aids
Anderson and Lynch	1988	<p>Significant factors in task difficulty:</p> <ol style="list-style-type: none"> 1. The organization of information 2. The familiarity of the topic. 3. The explicitness and sufficiency of the information. 4. The type of referring expressions used. 5. Whether the text describes a static or dynamic relationship.

Spada	1990	Students who are given Schema building tasks outperformed those who were confronted with listening texts without being prepared for listening.
Nunan	1997	Depth of content processing is a significant factor in listening comprehension.

(Source: D. Nunan 1998 *Second Language Teaching and Learning* . Boston: Heinle & Heinle.)

SPEAKING WHY DELAY?

- Some people believe that learning a language is building a *map of meaning in the mind*. However, **talking** is not the best way to build up this cognitive map in the mind. To do this, the best method is to practice meaningful Listening !.
- *The listening-only period* is a time of observation and learning which provides the basis for the other language skills. It builds up the necessary knowledge for using the language.
- When this knowledge is clear and complete, the *learner can begin to speak*.

FIVE CONDITIONS FOR LANGUAGE LEARNING TO OCCUR:

- **The Message:**

The learners' attention is focused on the message (function), not on grammatical rules because language acquisition is considered to be an unconscious process. The form of the message requires:

- 1.) The application of conscious language rules and,
- 2.) Lots of time to analyze the process of the rules and exceptions, consciously or by heart.

- **Understanding:**

The learner must infer the meaning of most of the message through techniques of simplification of grammar and vocabulary and by using organizational and contextual aids to understanding.

- **Quantity:**

It is necessary a great deal of listening activity before learners feel ready to speak.

- **Interest :**

The learners would like to listen to a relevant message related to their interests.

- **Low Anxiety:**

Listening is a receptive skill. The learners see the learning experiences very easy and relaxed. There is no reason for fears to arise.

Adapted from Nord, J. R. *Developing listening fluency before speaking*, 1980 : p.17

To the teacher's mind, the open "hands on" integrated approach to teaching and learning language needed in the Transition Cycle is most closely attuned to the means with which nature has equipped infants to learn about their world at their age. These learners have innate curiosity and great deal of physical energy. Therefore, the teachers' techniques for teaching language skills such as listening and speaking, must be a continuing series of new experiences lived in short amount of time each one.

There are good techniques and excellent writers that teachers should read about, such as:

WRITER	SUGGESTED TECHNIQUE
Nation, I.S.	1978. What is it? 1979. The same or different?
Brown, G.	1978 Listen and choose
Mc Comish, J	1982 Listening to pictures.
Flenley, Tony.	1982 Picture ordering.
Palmer, D.M.	1982 Padded questions. Oral Cloze with pictures. Listen and enjoy stories. Listen and draw. Find something that... Find someone who... What will happen next?

Note:

Among other techniques, dramatizations of poems, songs and dialogues for the puppet shows are suggested as well.

ANNEX 3

MULTIPLE INTELLIGENCES THEORY

VERBAL/LINGUISTIC	LOGICAL/MATHEMATICAL	VISUAL SPATIAL	BODYLY/KINESTHETIC	MUSICAL/RHYTHMIC	INTERPERSONAL	INTRAPERSONAL
<ul style="list-style-type: none"> - Reading - Vocabulary - Formal Speech - Journal/Diary Keeping - Creative Writing - Poetry - Verbal Debate - Impromptu Speaking - Humor/Jokes - Storytelling 	<ul style="list-style-type: none"> - Abstract Symbols /Formulas - Outlining - Graphic Organizers - Number Sequences - Calculation - Deciphering Codes - Forcing Relationships - Syllogisms - Problem Solving Pattern 	<ul style="list-style-type: none"> - Guided Imagery - Active Imagination - Color Schemes - Patterns/Designs - Painting - Drawing - Mind-Mapping - Pretending - Sculpture - Pictures 	<ul style="list-style-type: none"> - Folk/Creative Dance - Role Playing - Physical Gestures - Drama - Martial Arts - Body Language - Physical Exercise - Mime - Inventing - Sports Games 	<ul style="list-style-type: none"> - Rhythmic Patterns - Vocal Sounds/Tones - Music Composition/Creation - Percussion - Vibrations - Humming - Environmental Sounds - Instrumental Sounds - Singing - Tonal Patterns - Music Performance 	<ul style="list-style-type: none"> - Giving Feedback - Intuiting Others' Feelings - Cooperative Learning Strategies - Person-to-Person Communication - Empathy Practices - Division of Labor - Collaboration Skills - Receiving Feedback - Sensing Others' Motives - Group Projects 	<ul style="list-style-type: none"> - Silent Reflection Methods - Met cognition Techniques - Thinking Strategies - Emotional Processing - "Know Thyself" Procedures - Mindfulness Practices - Focusing/Concentration Skills - Higher-Order Reasoning - Complex Guided Imagery - "Centering" Practices

ANNEX 4

Ministerio de Educación Pública
Oficina de Lenguas Extranjeras
Dpto. de Educación Preescolar

Sample Unit Plan

School: _____

Teacher: _____

Level: _____

Time from: _____ to _____

Cognitive Target: Take it from the syllabus.				
Objectives	Functions and Language	Culture and values	Procedures	Evaluation Criteria
<p>Listening: Choose at least two objectives from the syllabus.</p> <p>Speaking: Choose at least two objectives from the syllabus.</p> <p>Culture and values: Choose one objective from the syllabus.</p>	<p>Functions: Take this information from the syllabus.</p> <p>Language Content: Take this information from the syllabus.</p>	<p>Culture: Take this information from the syllabus.</p> <p>Values: Take this information from the syllabus.</p>	<p>Warm up: Present activities to motivate the student.</p> <p>Presentation: Introduce the topic, language and functions. This step is teacher- centered.</p> <p>Practice: This step is student-centered and teacher- monitoring. Ask the student to perform tasks.</p> <p>Consolidation or Production Prepare tasks in which the student integrates the skills. It is student - centered.</p>	<p>Choose at least one criterion for each step or stage (Warm up, presentation, etc.)</p>

