

LA TRANSVERSALIDAD EN LOS PROGRAMAS DE ESTUDIO

Los cambios sociales, económicos, culturales, científicos, ambientales y tecnológicos del mundo contemporáneo, han exigido al currículo educativo no solo aportar conocimientos e información, sino también favorecer el desarrollo de valores, actitudes, habilidades y destrezas que apunten al mejoramiento de la calidad de vida de las personas y de las sociedades (Marco de Acción Regional de “Educación para Todos en las Américas”, Santo Domingo, 2000). Sin embargo, existe en nuestro Sistema Educativo una dificultad real de incorporar nuevas asignaturas o contenidos relacionados con los temas emergentes de relevancia para nuestra sociedad, pues se corre el riesgo de saturar y fragmentar los programas de estudio.

Una alternativa frente a estas limitaciones es la **transversalidad**, la cual se entiende como un *“Enfoque Educativo que aprovecha las oportunidades que ofrece el currículo, incorporando en los procesos de diseño, desarrollo, evaluación y administración curricular, determinados aprendizajes para la vida, integradores y significativos, dirigidos al mejoramiento de la calidad de vida individual y social. Es de carácter holístico, axiológico, interdisciplinario y contextualizado”* (Comisión Nacional Ampliada de Transversalidad, 2002).

De acuerdo con los lineamientos emanados del Consejo Superior de Educación (SE 339-2003), el único **eje**

transversal del currículo costarricense es el **de valores**. De esta manera, el abordaje sistemático de los Valores en el currículo nacional, pretende potenciar el desarrollo socio-afectivo y ético de los y las estudiantes, a partir de la posición humanista expresada en la Política Educativa y en la Ley Fundamental de Educación.

A partir del Eje transversal de los valores y de las obligaciones asumidas por el estado desde la legislación existente, en Costa Rica se han definido los siguientes **Temas transversales**: Cultura Ambiental para el Desarrollo Sostenible, Educación Integral de la Sexualidad, Educación para la Salud y Vivencia de los Derechos Humanos para la Democracia y la Paz.

Para cada uno de los temas transversales se han definido una serie de **competencias** por desarrollar en los y las estudiantes a lo largo de su período de formación educativa. Las Competencias se entienden como: *“Un conjunto integrado de conocimientos, procedimientos, actitudes y valores, que permite un desempeño satisfactorio y autónomo ante situaciones concretas de la vida personal y social”* (Comisión Nacional Ampliada de Transversalidad, 2002). Las mismas deben orientar los procesos educativos y el desarrollo mismo de la transversalidad.

Desde la condición pedagógica de las competencias se han definido competencias de la transversalidad como: *“Aquellas que atraviesan e impregnan horizontal y verticalmente, todas las asignaturas del currículo y requieren para su desarrollo del aporte integrado y*

coordinado de las diferentes disciplinas de estudio, así como de una acción pedagógica conjunta” (Beatriz Castellanos, 2002). De esta manera, están presentes tanto en las programaciones anuales como a lo largo de todo el sistema educativo.

A continuación se presenta un resumen del enfoque de cada tema transversal y las competencias respectivas:

Cultura Ambiental para el Desarrollo Sostenible

La educación ambiental se considera como el instrumento idóneo para la construcción de una cultura ambiental de las personas y las sociedades, en función de alcanzar un desarrollo humano sostenible, mediante un proceso que les permita comprender su interdependencia con el entorno, a partir del conocimiento crítico y reflexivo de la realidad inmediata, tanto biofísica como social, económica, política y cultural.

Tiene como objetivo que, a partir de ese conocimiento y mediante actividades de valoración y respeto, las y los estudiantes se apropien de la realidad, de manera que, la comunidad educativa participe activamente en la detección y solución de problemas, en el ámbito local, pero con visión planetaria.

Competencias por desarrollar

- Aplica los conocimientos adquiridos mediante procesos críticos y reflexivos de la realidad, en la

resolución de problemas (ambientales, económicos, sociales, políticos, éticos) de manera creativa y mediante actitudes, prácticas y valores que contribuyan al logro del desarrollo sostenible y una mejor calidad de vida.

- Participa comprometida, activa y responsablemente en proyectos tendientes a la conservación, recuperación y protección del ambiente; identificando sus principales problemas y necesidades, generando y desarrollando alternativas de solución, para contribuir al mejoramiento de su calidad de vida, la de los demás y al desarrollo sostenible.
- Practica relaciones armoniosas consigo mismo, con los demás, y los otros seres vivos por medio de actitudes y aptitudes responsables, reconociendo la necesidad de interdependencia con el ambiente.

Educación Integral de la Sexualidad

A partir de las “Políticas de Educación Integral de la Expresión de la Sexualidad Humana” (2001), una vivencia madura de la sexualidad humana requiere de una educación integral, por lo que deben atenderse los aspectos físicos, biológicos, psicológicos, socioculturales, éticos y espirituales. No puede reducirse a los aspectos biológicos reproductivos, ni realizarse en un contexto desprovisto de valores y principios éticos y morales sobre la vida, el amor, la familia y la convivencia.

La educación de la sexualidad humana inicia desde la primera infancia y se prolonga a lo largo de la vida. Es un derecho y un deber, en primera instancia, de las madres y los padres de familia. Le corresponde al Estado una acción subsidiaria y potenciar la acción de las familias en el campo de la educación y la información, como lo expresa el Código de la Niñez y la Adolescencia.

El sistema educativo debe garantizar vivencias y estrategias pedagógicas que respondan a las potencialidades de la población estudiantil, en concordancia con su etapa de desarrollo y con los contextos socioculturales en los cuales se desenvuelven.

Competencias por desarrollar

- Se relaciona con hombres y mujeres de manera equitativa, solidaria y respetuosa de la diversidad.
- Toma decisiones referentes a su sexualidad desde un proyecto de vida basado en el conocimiento crítico de sí mismo, su realidad sociocultural y en sus valores éticos y morales.
- Enfrenta situaciones de acoso, abuso y violencia, mediante la identificación de recursos internos y externos oportunos.
- Expresa su identidad de forma auténtica, responsable e integral, favoreciendo el desarrollo personal en un contexto de interrelación y

manifestación permanente de sentimientos, actitudes, pensamientos, opiniones y derechos.

- Promueve procesos reflexivos y constructivos en su familia, dignificando su condición de ser humano, para identificar y proponer soluciones de acuerdo al contexto sociocultural en el cual se desenvuelve.

Educación para la Salud

La educación para la salud es un derecho fundamental de todos los niños, niñas y adolescentes. El estado de salud, está relacionado con su rendimiento escolar y con su calidad de vida. De manera que, al trabajar en educación para la salud en los centros educativos, según las necesidades de la población estudiantil, en cada etapa de su desarrollo, se están forjando ciudadanos con estilos de vida saludables, y por ende, personas que construyen y buscan tener calidad de vida, para sí mismas y para quienes les rodean.

La educación para la salud debe ser un proceso social, organizado, dinámico y sistemático que motive y oriente a las personas a desarrollar, reforzar, modificar o sustituir prácticas por aquellas que son más saludables en lo individual, lo familiar y lo colectivo y en su relación con el medio ambiente.

De manera que, la educación para la salud en el escenario escolar no se limita únicamente a transmitir información, sino que busca desarrollar conocimientos, habilidades y destrezas que contribuyan a la producción social de la salud, mediante procesos de enseñanza –

aprendizajes dinámicos, donde se privilegia la comunicación de doble vía, así como la actitud crítica y participativa del estudiantado.

Competencias por desarrollar

- Vivencia un estilo de vida que le permite, en forma crítica y reflexiva, mantener y mejorar la salud integral y la calidad de vida propia y la de los demás.
- Toma decisiones que favorecen su salud integral y la de quienes lo rodean, a partir del conocimiento de sí mismo y de los demás, así como del entorno en que se desenvuelve.
- Elige mediante un proceso de valoración crítica, los medios personales más adecuados para enfrentar las situaciones y factores protectores y de riesgo para la salud integral propia y la de los demás.
- Hace uso en forma responsable, crítica y participativa de los servicios disponibles en el sector salud, educación y en su comunidad, adquiriendo compromisos en beneficio de la calidad de los mismos.

Vivencia de los Derechos Humanos para la Democracia y la Paz

Costa Rica es una democracia consolidada pero en permanente estado de revisión y retroalimentación, por lo cual la vigencia de los derechos humanos es inherente al compromiso de fortalecer una cultura de paz y de democracia.

En los escenarios educativos es oportuno gestionar mecanismos que promuevan una verdadera participación ciudadana en los ámbitos familiar, comunal, institucional y nacional. Para ello, la sociedad civil debe estar informada y educada en relación con el marco legal brindado por el país, de manera que, desarrolle una participación efectiva y no se reduzca a una participación periódica con carácter electoral.

Se debe propiciar un modelo de sistema democrático que permita hacer del ejercicio de la ciudadanía una actividad atractiva, interesante y cívica que conlleve responsabilidades y derechos.

Competencias por desarrollar

- Practica en la vivencia cotidiana los derechos y responsabilidades que merece como ser humano y ser humana, partiendo de una convivencia democrática, ética, tolerante y pacífica.
- Asume su realidad como persona, sujeto de derechos y responsabilidades.
- Elige las alternativas personales, familiares y de convivencia social que propician la tolerancia, la justicia y la equidad entre géneros de acuerdo a los contextos donde se desenvuelve.
- Participa en acciones inclusivas para la vivencia de la equidad en todos los contextos socioculturales.
- Ejercita los derechos y responsabilidades para la convivencia democrática vinculada a la cultura de paz.

- Es tolerante para aceptar y entender las diferencias culturales, religiosas y étnicas que, propician posibilidades y potencialidades de y en la convivencia democrática y cultura de paz.
- Valora las diferencias culturales de los distintos modos de vida.
- Practica acciones, actitudes y conductas dirigidas a la no violencia en el ámbito escolar, en la convivencia con el grupo de pares, familia y comunidad ejercitando la resolución de conflictos de manera pacífica y la expresión del afecto, la ternura y el amor.
- Aplica estrategias para la solución pacífica de conflictos en diferentes contextos
- Respeta las diversidades individuales, culturales éticas, social y generacional.

Abordaje Metodológico de la Transversalidad desde los Programas de Estudio y en el Planeamiento Didáctico

La transversalidad es un proceso que debe evidenciarse en las labores programáticas del Sistema Educativo Nacional; desde los presentes Programas de estudio hasta el Planeamiento didáctico que el ó la docente realizan en el aula.

Con respecto a los Programas de Estudio, en algunos Procedimientos y Valores se podrán visualizar procesos que promueven, explícitamente, la incorporación de los temas transversales. Sin embargo, las opciones para realizar convergencias no se limitan a las mencionadas

en los programas, ya que el ó la docente puede identificar otras posibilidades para el desarrollo de los procesos de transversalidad.

En este caso, se presenta como tarea para las y los docentes identificar -a partir de una lectura exhaustiva de los conocimientos previos del estudiantado, del contexto sociocultural, de los acontecimientos relevantes y actuales de la sociedad-, cuáles de los objetivos de los programas representan oportunidades para abordar la transversalidad y para el desarrollo de las competencias.

Con respecto al planeamiento didáctico, la transversalidad debe visualizarse en las columnas de Actividades de mediación y de Valores y Actitudes, posterior a la identificación realizada desde los Programas de Estudio. El proceso de transversalidad en el aula debe considerar las características de la población estudiantil y las particularidades del entorno mediato e inmediato para el logro de aprendizajes más significativos.

Además del planeamiento didáctico, la transversalidad debe visualizarse y concretizarse en el plan Institucional, potenciando la participación activa, crítica y reflexiva de las madres, los padres y encargados, líderes comunales, instancias de acción comunal, docentes, personal administrativo y de toda la comunidad educativa.

En este sentido, el centro educativo debe tomar las decisiones respectivas para que exista una coherencia

entre la práctica cotidiana institucional y los temas y principios de la transversalidad. Esto plantea, en definitiva, un reto importante para cada institución educativa hacia el desarrollo de postulados humanistas, críticos y ecológicos.

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Programa de Lenguas Extranjeras:

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Oficina de Lenguas Extranjeras

“RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE”

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CROSS-CURRICULAR THEMES

Cross-curricular themes are inserted in the curricula with the purpose of preparing students to be able to transform and to create new knowledge through the investigation and processing of information, the capacity to solve problems in a reflexive and systematic way, with a critical attitude and self-criticism being committed especially to problems of daily life. There is also concern for the ethical formation of the students, emphasizing the importance of practice their freedom and their self- autonomy, as well as to show generosity and solidarity toward their fellowmen.

Cross-curricular themes have been linked closely with the formation for life, acquiring particular value and strength to reach a balance between an education that prepares the students for productivity and employment, along with growth on social and personal values.

THE CROSS-CURRICULAR THEMES IN THE SYLLABUS OF STUDY

The challenge of cross-curricular themes is to identify under which objectives and contents of the subject can cross-curricular themes be covered. Many of the contents, procedures, attitudes and values included in the syllabus are presented to be related to the scope and competencies of cross-curricular themes, crystallizing them in a pedagogical activity clearly designed within time and space. The subject keeps its

identity, but at the same time takes advantage of a cross-curricular theme to be enriched.

HUMAN RIGHTS FOR DEMOCRACY AND PEACE

Starting from this cross-curricular theme, mechanisms are created to promote true participation of family, community institutions and civilians in general. Thus civilians should be well informed and knowledgeable of the legal system that the country offers, so all citizens participate effectively, and not just for electoral purposes.

Some fundamental general contents of this cross-curricular theme are:

- Declaration of Human Rights
- The Political Constitution of Costa Rica
- Judicial-institutional frame that allows the practice of individual and social rights in Costa Rica (public and private entities)
- Childhood and Adolescence Code
- Origin and evolution of Costa Rican democratic system
- Peaceful solution of conflicts
- Instances of organization and student participation in the institutional environment

EDUCATION FOR HEALTH

The promotion of health through the school as a center of socialization of childhood allows early learning related to the understanding of health and its main factors. The search for

spaces for reflection and analysis of concrete realities in health, favors the development of healthy lifestyles during childhood and adolescence.

During the elementary school years, students go through different stages which produce physical, psychosocial and cognitive changes. All these phenomena submit the students to social pressure that cause them a series of health problems that affect their school life.

Some fundamental general contents of this cross-curricular theme are:

SELF CARE

- Every day bathing
- Washing of hands before eating
- Washing of hands after going to the bathroom
- Brushing of teeth

ASPECTS OF HEALTH

- Vaccination
- Oral health
- Visual and auditory sharpness
- Anemia and hemoglobin
- Emergent illnesses

HEALTHY EATING

- Breast -feeding
- Desirable eating habits
- Healthy eating
- Hygiene of foods
- Education for the consumer
- Nutritional facts

PHYSICAL ACTIVITY

- Daily practice of a variety of physical exercises
- Participation in out-door activities

ENVIRONMENTAL CULTURE FOR SUSTAINABLE DEVELOPMENT

Environmental education is considered a suitable instrument for the construction of an environmental culture of people and societies, to reach sustainable human development, by means of a process that allows them to understand their interdependence with the environment, starting from critical and reflexive knowledge of the immediate reality-biophysical, social, economic, political and cultural.

Education as an instrument for the achievement of an environmental culture requires the invigorating of basic values for sustainable development, such as love, peace, equity and responsibility.

The education for the acquisition of an environmental culture implies an integral view of reality, in order to make the most appropriate decisions that allow to maintain and to improve the quality of individual and collective life that pursues the systematic satisfaction of physical and intellectual needs, as well as those of moral, spiritual, cultural and social nature in harmony with socio-cultural and natural environments.

Some fundamental general contents of this cross-curricular theme are:

CONSERVATION, PROTECTION AND RECOVERY OF THE ENVIRONMENT (socio- cultural and natural)

- Conservation and saving of energy
- Conservation of clean air
- Conservation and saving of the aquatic resources
- Conservation of soil
- Biodiversity (Protected Wild Areas)
- Environmental services
- Meso-American biological corridor
- Conservation of national, regional and local cultures

PREVENTION AND MITIGATION OF THE IMPACT OF HUMAN ACTION ON THE ENVIRONMENT.

- Prevention and mitigation of fires with emphasis on the forest
- Pesticides: problems, effects and alternative solutions
- Organic agriculture
- Climatic change
- Appropriate handling of solid waste
- Education for the prevention of risks and disasters

RESPECT FOR ALL FORMS OF LIFE

- Ecology

- Biodiversity: flora and fauna
- Human ecology

SUSTAINABLE HUMAN DEVELOPMENT

- Relationship between population, environment and development
- Quality of life
- Commitment to the environment
- Equity of gender, ethnicity and opportunities
- National Identity
- Education for co-management and self - management
- Civil participation
- Principles and values of The Earth Charter
- Ethics of development
- Education in population
- Migrations
- Urban and rural population
- Social demography
- Cultural, ethnical and learning styles diversity

INTEGRAL EDUCATION OF SEXUALITY

Education of human sexuality begins from the first childhood and lasts along one's life. First, it is a right and a duty of parents. The educational system, as a socializing and humanizing space, requires that its educational institutions promote development and learning to attend and to complete the education given by parents. It is the Nation's responsibility to subsidize and encourage parents

to take action in the field of the education and the information stated in the Childhood and Adolescence Code.

The methodology to be used in the integral education of sexuality favors reflection, investigation and analysis, within a process of authentic dialogue that promotes participation of the family and the educational community; promoting the development of relationships of equity among peers, adults, youngsters and children.

Some fundamental general contents of this cross-curricular theme are:

- Sexuality and vital cycle (early childhood, late childhood, preadolescence, adolescence, adults and elders)
- Sex gender
- Self-esteem
- Autonomy
- Tolerance
- Aggression and its manifestations
- Prevention of aggression
- Agent of change
- Conceptualization of conflict
- Solution of conflict
- Communication types
- Creativity
- Peaceful responses
- Search of information
- Selection of information
- Open attitude
- Democratic attitude
- Equity
- Masculinity
- Femininity
- Machismo
- Feminism
- Rights and Laws (AIDS Law, Law Against Sexual Harassment
- 7600 Law Childhood and Adolescence Code
- Hygiene, personal care, papanicolau, breast test
- Identification and analysis of the characteristics of one's own family
- Intergenerational relationships
- Analysis of myths, taboos and prejudices
- Expression of affection and tenderness
- Paternity and maternity
- Making of decisions
- Patriarchy
- Affectivity
- Family types
- Self-management
- Life project
- Physiology (reproductive and erotic)
- Reproductive system
- Feminine and masculine human sexual responses
- Human reproduction
- Contraceptive methods
- Social and health problems related to sexuality
- Socialization and relationship with patterns of dependence /desperation
- Friendship, engagement and marriage

“RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE”

INTRODUCTION

Language responds to a basic need of human beings: a need for communication. By speaking and using words; a person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary.

In addition, using language a person can control her/his own behavior and transmit her/his deepest thoughts and feelings.

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 the life of others.

Due to the fact that we live in a changing world, and because of 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 XXI 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 cope with those social changes.

Human beings are capable of learning other languages besides their mother tongue. The learning of a foreign language at an early age stimulates children's integrated development. There are many advantages of learning a foreign language at an early age. First, the perceptive system becomes more operational. For instance, the children use their senses to acquire and process language input available in the environment. Second, brain development leads to faster transmission and perception of information. Third, at this early age, children acquire new attitudes that enrich their personality and their integrated development. Children are able to communicate their thoughts and to socialize with others. In this way, they will profit from the experience of learning a foreign language.

Learning a foreign language also means developing an awareness and knowledge of other cultures. So, Costa Rican children will be exposed to a world different from their own. They will be able to appreciate the moral, spiritual and aesthetic 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 contribute to the improvement of their society.

New trends in the Costa Rican Educational System 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 enhance the integrated development of students at the elementary level (I and II Cycles).

By means of the acquisition of a foreign language, Costa Rican students are getting the opportunity to broaden their knowledge of the world and to participate in the development of the XXI century Costa Rican society.

THE PURPOSE OF ENGLISH LANGUAGE LEARNING IN OUR EDUCATIONAL SYSTEM AT THE ELEMENTARY LEVEL

The process of teaching English to children in the I and II Cycles 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 these cycles thus responds to the following basic needs:

- sensitiveness to other cultures and broader knowledge of the world;
- discovery of new ways of communicating with others (through linguistic, social and cultural options);
- providing children with tools to cope with the challenges of this century;
- development of critical thinking skills.

The study of English as a foreign language at the elementary level will expose learners to new educational experiences. The purpose is that learning English should become a motivating, simple, interesting and creative process.

Furthermore, it is expected that in the context of elementary institutions where language learning takes place, using English for communicative purposes will increase self-confidence and personal development, as well as students' self-esteem. This involves cognitive, socio-affective and basically, linguistic skills to make the teaching and learning process more effective.

IMPLICATIONS OF THE EDUCATIONAL POLICY

The Educational Policy for the XXI 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 Rican students to be positive leaders with a critical mind that will help them to strengthen not only their own identity as independent and interdependent learners, but also the democratic system as well.

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

1. Individuals should be able to develop their full potential and should seek opportunities to participate in 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 lifelong learners.
3. Social and economic gaps should be bridged by providing learners with possibilities for social improvement in order to integrate them into everyday problem-solving situations. The goal should be to promote a self-sufficient society.
4. An aim of education is to improve the productivity and economy of society. Achieving sustainability in those two areas represents a challenge for education. The country needs 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 updated and should be relevant to global development in the XXI century.
6. Education should aim to reinforce values and attitudes. This is a moral imperative.

Additionally to what it is stated in the educational policy, every individual is capable of achieving his/her

full potential. This means interacting harmoniously with his/her surroundings as s/he develops the three areas of human development: Cognitive linguistic, Socio-affective and Psycho-motor and also to achieve communicative competence.

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/her community throughout his/her lifetime. 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 as well as to develop their full potential in order to become productive members of Costa Rican society.

ENGLISH AS A FOREIGN LANGUAGE FOR I AND II CYCLES IN THE 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 new linguistic codes, and value Costa Rican culture and its interaction with other countries. Ongoing exposure and use of English will allow the learner to develop communicative

competence in the oral and aural linguistic skills, the main focus of the curriculum.

ENGLISH AS AN OBJECT OF STUDY

The purpose of studying English in our curriculum is oral and aural communication. Listening and speaking skills are, therefore, emphasized at the I and II Cycles. English as an object of study is divided into three important components: formal, functional, and cultural.

Formal component

Although the formal component refers to form, lexis and morphology, they should be taught within a context and never in isolation. Special attention in the I and II Cycles should be placed in these components as a means to achieve effective oral communication.

Functional component

The functional component refers to the communicative purpose for using the language, (greeting, introducing and saying goodbye are examples of language functions). In functional communication activities the learner is placed in a real life situation where s/he must perform a task by communicating as best as s/he can.

Cultural component

This component takes into account the understanding of the socio cultural context 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. Special attention in the I and II Cycles should be placed on this component as a mean to achieve oral communication.

The main objective of learning English is to enable the students to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills.

THE MEDIATION OF LEARNING

The Educational Policy for the XXI Century 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. Students must learn about its common uses, thoughts and actions in a particular social context. Within this view, “learning” is exploring, experimenting, discovering and reconstructing the learner’s own knowledge. Learning is described as a comprehensible, dynamic and meaningful process. It is focused on the students’ interests and needs. From this perspective, the teacher is the person who organizes and guides the learning situations, taking into account the students’ characteristics such as background knowledge, that has to be activated (schemata), learning styles and multiple intelligences, as well as the curriculum and the cultural and natural context.

In the teaching of English in the I and II Cycles, the oral and aural skills of the language are the object of study. Emphasis is given to the two basic linguistic abilities: ***listening and speaking, the main focus of the curriculum.***

In the I Cycle, students acquire communicative competence through the integration of oral and aural skills listening and speaking only, at a basic level.

They demonstrate improvement of communicative abilities in the oral and aural skills by performing real meaningful language situations.

In the II cycle, reading and writing skills are introduced gradually to complement listening and speaking skills by promoting sub-skills, techniques, activities and tasks, such as substitution, skimming, looking for details and production of short pieces of writing, in order to improve communicative competence. In addition, the teacher should design varied teaching procedures based on the above guidelines to create a highly motivating atmosphere to encourage meaningful communication.

The following is a general view of how these skills are developed.

Listening

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

According to Stephen Krashen and Terrell, when a child is learning any language there is a silent period devoted to acquire comprehensible input, known as the pre-production level. It is during this stage when listening is highly reinforced to assure a better understanding of the language.

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 questions;
3. listening to songs, poems, descriptions, short conversations, stories and the like;
4. following instructions and commands.

Teachers should expose their students to a considerable amount of meaningful language input by 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 objectives;
7. be evaluated;
8. be integrated with speaking and motor skills.

Speaking

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 in context at the very beginning stage. Isolated words appear in a meaningful context, where the child pronounces the word and the adult utters it in a context as many times as necessary. 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.

This is the early production level of the Natural Approach explained by Stephen Krashen and Terrell.

This Syllabus is focused on oral communication. Therefore, speaking is vital to attain communicative competence. Students should be provided with a variety of opportunities to use the 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 and meaningful;
- Some specific speaking activities that should be used are:

1. descriptions;
2. dialogues;
3. role plays;
4. information gap;
5. games;
6. dramas;
7. storytelling.

Reading

For the purposes of this Syllabus, reading is introduced gradually in the II Cycle. It has to be understood as a secondary skill, used to reinforce the oral skills. It is an active skill, which involves different tasks such as guessing, predicting and answering questions. Students should be encouraged to transfer the reading sub-skills they have already acquired in his/her native language

Students should be prepared to read basic and simple information to:

- a) get the main idea from written material;
- b) follow instructions to perform different tasks;
- c) understand his or her socio-cultural context

Reading activities should :

- a) be interesting;
- b) be selected according to students' interests, levels, needs, and age;
- c) be authentic;
- d) help the students build on information already acquired in their own language
- e) be flexible and varied.

Some reading activities that should be used are:

1. identifying main points or ideas;
2. getting the gist of a story;
3. completing stories or dialogues;
4. matching pictures with readings;
5. ordering a story;
6. reading jigsaws;
7. answering questions.

Writing

Writing is introduced gradually in the II Cycle. As a productive skill, the main purpose of writing is to emphasize the expression of ideas, thoughts and feelings.

Any written practice should:

- a) be related to the topic being studied;
- b) follow the linguistic objectives;
- c) include authentic writing materials such as texts, notes and letters;
- d) integrate the other skills before, while or after the writing task is performed;
- d) motivate students to express themselves creatively.

Teachers should use a variety of texts, techniques, activities and materials in order to promote the development of writing. Students should be encouraged to communicate their ideas meaningfully.

Some writing activities include the following:

1. shopping lists;
2. messages;
3. letters;
4. postcards;
5. invitations;
6. descriptions.

METHODOLOGICAL APPROACH

An eclectic approach is used in this Syllabus, since it integrates basically the following: The Communicative Approach, Total Physical Response (TPR), Cooperative Learning, Multiple Intelligence Theory and Learning Styles. (See chart in annex 1 for further information).

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1992), referred to as “communicative competence”. His theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Another linguistic theory of communication favored in CLT is Halliday’s (1970), functional account of language use. Halliday has elaborated a powerful theory of the functions of language, which complements Hyme’s view of communicative competence. He described seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and discover.
6. The imaginative function: using language to create a world of imagination.

7. The representational function: using language to communicate information.

Theory of learning

Little has been written about the learning theory of the communicative approach. An important feature is the communication principle in which “activities that involve real communication promote learning. A second element of this principle is the task principle; activities in which the language is used for carrying out meaningful tasks promote learning. A third and last element is the meaningfulness principle: language that is meaningful to the learner supports the learning process.” Littlewood (1981). Learning activities are consequently selected according to how well they engage the learner into the communicative principle. Thus, it can be considered to be a pragmatic view of language learning: students learn by doing.

Objectives

The following are the most important levels of general objectives applicable to any teaching situation in the communicative approach: (Piepho 1981).

An integrative and content level (language as a means of expression)

A linguistic and instrumental level (language as a semiotic system and an object of learning)

An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)

A level of individual learning needs (remedial learning based on error analysis)

A general educational level of extra-linguistic goals (language learning within the school curriculum)

The Syllabus

Types of learning and teaching activities

The range of exercise types and activities compatible with the communicative approach is unlimited. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

According to Littlewood (1981), it is necessary to distinguish between functional communication activities and social interaction activities in the communicative approach. The former includes tasks such as comparing sets of pictures and noting similarities and differences, working out sequence of events; discovering missing features, communicating behind a screen, giving instructions, following directions; and solving problems from shared clues. The later include conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations, and debates.

Learner roles

Learner roles are clearly described by Breen and Candlin (1980), in the following terms:

“The role of learner as negotiator -between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way. “

Teacher roles

Breen and Candlin describe teacher roles in the following terms:

“The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.”

Breen and Candlin point to secondary roles such as: “organizer of resources and as a resource himself, as a guide within the classroom procedures and activities and finally researcher and learner.”

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

Role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Materials

have the primary role of promoting communicative language use.

TOTAL PHYSICAL RESPONSE

Total Physical Response can be considered both as an approach or a technique. James Asher (1977), a professor of psychology, developed this methodology. It has also been called the Comprehension Approach due to the importance it gives to listening comprehension.

Theory of language

Asher states that the instructor can learn most of the grammatical structure of the target language and hundreds of vocabulary items from the skillful use of the imperative. He views the verb and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized.

Theory of learning

Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. He develops his theory of learning upon three influential learning hypotheses.

The bio-program hypothesis

Second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central. a) Children develop listening competence before they develop the ability to speak. b) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. c) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Brain lateralization hypothesis

Asher sees Total Physical Response as directed to right-brain learning whereas most second language teaching methods are directed to left-brain learning. Asher interprets the results obtained in many neurological studies as the brain divided into hemispheres according to function, with language activities centralized in the right hemisphere. Asher holds that the child language learner acquires language through motor movement a right hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production.

Reduction of stress hypothesis

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment, according to Asher, whereas the adult language-learning environment often causes considerable stress and anxiety. The key to stress-free

learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning.

Objectives

To teach oral proficiency at the beginning level. This approach is built around the coordination of speech and action. It attempts to teach language through physical (motor) activity. It gives great importance to listening comprehension. Speech directed to young children consists primarily of commands. Students respond physically to the commands.

The Syllabus

It is a sentence-based Syllabus with grammatical and lexical criteria being primary in selecting teaching items. TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected according to the situations in which they can be used in the classroom and the ease with which they can be learned.

Types of learning and teaching activities

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit learner's actions and activities.

Learner roles

The learners:

1. Listen and perform.
2. Recognize and respond to novel combinations of previously taught items.
3. Produce novel combinations.

Teacher roles

The teacher:

1. Is the director of all the students' behavior.
2. Decides what to teach.
3. Models and presents the new materials.
4. Must be well prepared and well organized.
5. Provides opportunities for learning.

The role of instructional materials

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role.

THE NATURAL APPROACH

Developed by Tracy Terrel and Stephen Krashen the natural approach is believed to conform to the naturalistic principles found in successful second language acquisition. In the natural approach, there is an emphasis on exposure, or input rather than practice. Practices include optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try

to produce language; and a willingness to use written and other materials as a source of comprehensible input.

Theory of language

Communication is the primary function of language. Language is viewed as a vehicle for communicating meanings and messages. The input hypothesis gives support to a theory of language in which acquirers in order to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage (I + 1).

Theory of Learning

Theory of learning is supported on five hypotheses:

1. The acquisition learning hypothesis. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning by contrast refers to a process in which conscious rules about the forms of the language are developed.
2. The Monitor Hypothesis: This hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate.
3. The Natural Order Hypothesis states that the acquisition of grammatical structures proceeds in a predictable order.

4. The Input Hypothesis claims to explain the relationship between what the learner is exposed to of a language acquisition.
5. The Affective Filter Hypothesis: It states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive.

Types of Learning and Teaching Activities

It is important to point out that in order to minimize stress, learners are not required to say anything until they are ready.

Some of the most useful teaching and learning activities favored in this approach are as follows:

1. Acquisition activities are focused on meaningful commands rather than language forms.
2. Pair or group work may be employed followed by a whole class discussion led by the teacher.
3. There is a gradual progression from yes/no questions, through either-or questions, to questions that students can answer using words that they have heard used by the teacher.
4. Mime and gestures are emphasized.

Teacher Role

Three main roles are given to teachers within the Natural Approach framework. These are: generator of input, manager and director.

Learner Role

The learner, on the other hand, is a processor of comprehensible input. Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about and what linguistic expressions to use in speaking.

The Role of Instructional Materials

Materials come from the world of realia rather than from textbooks. The primary aim of materials is to promote comprehension and communication.

COOPERATIVE LANGUAGE LEARNING

It makes use of cooperative activities involving pairs and small group activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Theory of Language

It follows some basic premises:

1. All normal children growing up in a normal environment learn to talk.

2. Human beings spend a large part of their lives engaging in conversation about their most significant and engrossing activities.
3. Conversation operates according to certain agreed-upon set of cooperative rules or "maxims".
4. One learns in the native language through casual, everyday conversational interaction.
5. One learns in the second language through cooperative interactional activities.

Theory of Learning

It stresses social interaction in learning. Learners develop communicative competence in a language by conversing in socially and pedagogically structured situations. Through the instructional use of small groups, students work together to maximize their own and each other's learning.

Objectives

It fosters cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities.

The Syllabus

There is not any particular form of language Syllabus, since activities from different curricula can be taught. Group-based procedures in teaching.

Types of learning and teaching activities

1. Formal cooperative learning groups.
2. Informal cooperative learning groups.
3. Cooperative base groups.

Different activity types can be used: Team practice from common input, jigsaw- differentiated but predetermined input, cooperative projects selected by the students.

Learner roles

The learner is a member of a group who works responsively and collaboratively on tasks with other group members.

Teacher roles

1. develops highly structured and well-organized environment in the classroom
2. sets goals, tasks
3. arranges the classroom
4. assigns groups and roles and
5. selects material and time

MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH IN THE I AND II CYCLES

For more than twenty years, 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 WORD 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 LEARNER	“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 s/he 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”.

This theory has several implications for language learning and language teaching. The most significant is that each learner is unique and has the potential to express and develop his abilities in different ways. English Elementary Teachers must check their planning in every stage of the procedures to analyze if the activities and the performance tasks selected help to develop the students’ multiple intelligences.

Moreover, other theories such as the Emotional Intelligence Theory, introduced by Daniel Goldman in 1995, states that a relaxed alertness is the optimum state for learning. 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.

So, planning is limited if there is only an emphasis on the linguistic ability. In light of this fact, developing student’s emotional competencies will result in a “caring community”, a place where students feel respected, cared about and bonded to classmates” (Goldman, 1995, p 250.)

After studying these theories, teachers must become aware of the implications of the saying: “learning to learn” which implies that meaningful learning is more important than the content learned, consequently teachers must explore wider applications for improving their learners’ abilities and growth for communicative purposes and quality life-style.

EMOTIONAL INTELLIGENCE

Goldman (1995), defines emotional intelligence as the ability of “knowing what one’s feelings are and using that knowledge to make good decisions.” He also defines emotional intelligence as empathy, which is awareness of the feelings of other. People with high levels of emotional intelligence tend to keep a positive outlook in life and overcome difficulties. They also have facility for getting along well with others. According to this definition, emotional intelligence develops as a result of experience and interaction with others.

Emotional intelligence develops during the early years of life as people mature. According to Goldman (1995), emotional intelligence to a large extent is a good predictor of academic achievement. Apparently, emotional intelligent children perform better academically than those who are not. This is partly because these types of children have the ability to negotiate, cooperate and maintain positive attitudes. It is important that teachers foster children’s emotional intelligence. For example, they can help their students to develop empathy and gain insights into human relationships. One way to do this is through the teaching of literature (Ghosn, 2001).

LEARNING STYLES IN THE ENGLISH ELEMENTARY CLASSROOM

Why should teaching conform to learning styles?

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

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, a “learning style” is defined as “the way of handling new information by making use of our habitual or preferred method”. It should be noted at this point, that our learning style is, in a way, our permanent way of acquiring, processing and retrieving new information. 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 learn in 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 it. Also our personality 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 that determine a person’s own learning style:

1. The way the information is perceived.
2. The way the new information encountered daily is ordered.

Another contribution to the Learning Style Theory is the Neuro -Linguistic Programming (NLP) developed by Richard Bandler and John Grinder. This theory states that people take information through their five senses. This is referred to as VAKOG:

Visual

Auditory

Kinesthetic

Olfactory

Gustatory

According to the NLP 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, we are dealing with not only the learner’s learning style but also that of the teacher’s.

Teachers take advantage of their own natural learning style by displaying their abilities using a teaching style that matches their way of learning. However, when there is a mismatch between the teacher’s teaching style and the learner’s learning style, the performance and progress of the latter can be seriously affected. One way to tackle this, is by

including in the planning activities, task and techniques to respond to different learning styles and needs of all of students. (See Annex 2.)

PLANNING

Planning is essential for the success of the teaching - learning process. Good planning allows the teacher to anticipate and make the most of all the variables that influence teaching and learning. Therefore, planning demands careful thought, creativity and time. It must include the following elements.

The Cognitive Target:

It is “the what” the students are going to do in the class; which means content. This includes the topics or themes to be covered in the four study blocks.

Objectives:

According to the Curricular Policy, the objectives are “the where” the students will get to as a result of instruction. They are stated in terms of what the students will do or achieve. They determine the activities, tasks and language skills that will be used. Objectives in this Syllabus are skill-based, being the oral and the listening skills, the main focus of this Curriculum.

Objectives for I cycle in this Syllabus are established basically in terms of the two basic linguistic skills: listening (list), and speaking (sp).

According to Jeremy Harmer, in his book, The Practice of English Language Teaching 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 for the I Cycle the teacher should choose at least two objectives for listening and two for speaking and one for culture and values. For the II Cycle the teacher should choose at least one objective for each skill and one for culture and values. It is not necessary to modify the objectives because they are established in terms of operational elements.

Language:

This element provides sample structures and vocabulary that serve as the vehicle to achieve the skill-based objectives. The task of the teacher is to choose the language to present to the students.

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. This implies giving children enough language input and creating appropriate conditions so that learners use the language meaningfully.

Values and Attitudes:

They embed the formative component of the curriculum. The Educational Policy for the XXI Century 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. Culture as an inherent component of language involves the attitudes, values and beliefs of a social group. In addition, Costa Rican I and II Cycle English teachers should provide their students with opportunities to compare their 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:

Procedures deal with the actions that need to be taken in the classroom in order to help students achieve objectives. The list of procedures that are given in this Syllabus must be used as a guide to develop tasks with emphasis on the aural and oral skills. This is the aspect of planning that demands from an elementary English teacher to demonstrate the highest level of creativity, enthusiasm, imagination, teaching style, hard work, and talent. Also personal teaching attitudes, methodologies and techniques come into play.

The above is crucial because it will define the final product of the teaching and learning process.

Planning is based on 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

It is a varied and motivating way of starting the lesson. The warm up can take different forms. On one hand, it is usually a brief lively session to welcome the students to their foreign language class. Also it can be used to catch students’ interest towards the new cognitive target. It may include games, songs, riddles, and jokes, among others. Students should be encouraged to participate and have fun.

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.

Practice

For the purpose of this Syllabus, both “controlled practice” and “creative practice”, stated by Rivers’ module are integrated into one single step called “practice”.

First, students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should organize sequential tasks, going from basic language use to more demanding communicative skills on the part of the learners.

Students are asked to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The materials must promote meaningful and constant communication among the students while they are using them. The teacher should encourage students to use the target language as much as possible, because they will frequently want to use

fragments of the foreign language while doing different tasks.

Consolidation/ Production

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 should devote time to correct and encourage of students’ output.

Evaluation of Learning Outcomes

The teacher chooses different tasks, which match both the objectives and the tasks from the plan that will be considered suitable for evaluating the students’ language skills. The Syllabus includes a list of the different criteria that can be used to assess students’ performance. It is necessary to select at least one criterion for each step or stage.

Curricular Accommodations

It is the adjustment of the teaching and learning process in order to meet the individual characteristics, differences and needs of those students with special educational needs.

There are three basic types of curricular accommodations: access (modifications of the physical space), non-significant (those that do not modify substantially the curriculum), and significant (require the elimination or addition of cognitive targets and/or objectives, depending on each student special needs).

The plan being discussed here requires only the specification of non-significant adaptations for those students with special needs.

A different plan is requested for those students with significant accommodations.

Chronicle:

This is an obliged entry only of a daily lesson plan. It is the teacher's personal comments of the students' performance and the corresponding suggestions written at the end of each lesson.

A unit lesson plan format is included in annex 4.

PROFILE FOR THE ENGLISH TEACHER IN ELEMENTARY EDUCATION

The elementary English teacher of the Costa Rican Educational System must:

- have communicative 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;
- have knowledge of languages and dialects of his/her community;
- encourage proper use of the target language;
- encourage non-verbal communication;
- master innovating methodologies and communication techniques;
- promote positive human relationships;
- be self-confident and perseverant at work;
- be sensitive toward children's characteristics, needs, strengths and weaknesses when planning and developing activities;
- have ample knowledge of children 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/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 (reflective teaching) with colleagues and other professionals to improve teaching practices;
- participate in extra-curricular activities at school, in the community and nationwide.

PROFILE FOR STUDENTS IN I CYCLE IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

At the end of the I Cycle the child...

- appreciates Costa Rican culture and ethnic background as a means to achieve harmonious relationships in the intra and inter-cultural community;
- gets motivated to learn about other cultures in order to reaffirm his own cultural identity;
- expresses creativity and enjoyment in the process of learning the foreign language;
- develops communicative competence through the integration of oral and aural skills (listening and speaking only) in the foreign language at a basic level.

For instance, the student produces complete thoughts in order to describe and understand his environment. uses basic language functions in order to fulfill basic needs.

SYLLABUS OBJECTIVES

1. To help Costa Rican children become sensitive to other cultures and broaden their knowledge of the world;
2. To provide Costa Rican children with opportunities to discover new linguistic, social, and cultural options that will allow them to communicate facts and feelings about themselves and people from other cultures;
3. To further the Costa Rican general curriculum with a view of forming an integrated Costa Rican citizen who will be able to cope with the challenges of the XXI century;
4. To encourage students to be creative, independent, and critical thinkers so that they help in the construction of modern Costa Rican society;
5. To promote the acquisition of a foreign language as a tool to enhance the development of the country;
6. To promote in Costa Rican positive attitudes towards the study of foreign languages by means of high-quality education;
7. To encourage students to socialize responsibly and productively with equal opportunities for everyone;
8. To inculcate values as an integrated part of Costa Rican children's individual and collective development;
9. To offer students an innovative perspective for learning a foreign language with emphasis on the development of listening and speaking abilities;
10. To promote students' understanding of the cultural and linguistic differences between Costa Rica and other countries;
11. To promote awareness of the importance of taking care of the environment;
12. To encourage the use of English to communicate cultural, social, economical, and personal aspects in order to grow a citizen committed to the development of the country.
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LINGUISTIC OBJECTIVES

The objectives used in this Syllabus are stated in terms of linguistic 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. In the I cycle, the purpose is to integrate and interrelate oral and aural skills as understanding, performing and following relationships in the communication process. The organization reflects the distinction between receptive (listening) and productive performance (speaking) skills.

STUDY BLOCKS

Planning in the I Cycle is determined by the child's ability to achieve the communicative competence appropriate for the level. Therefore, the study blocks are guides that

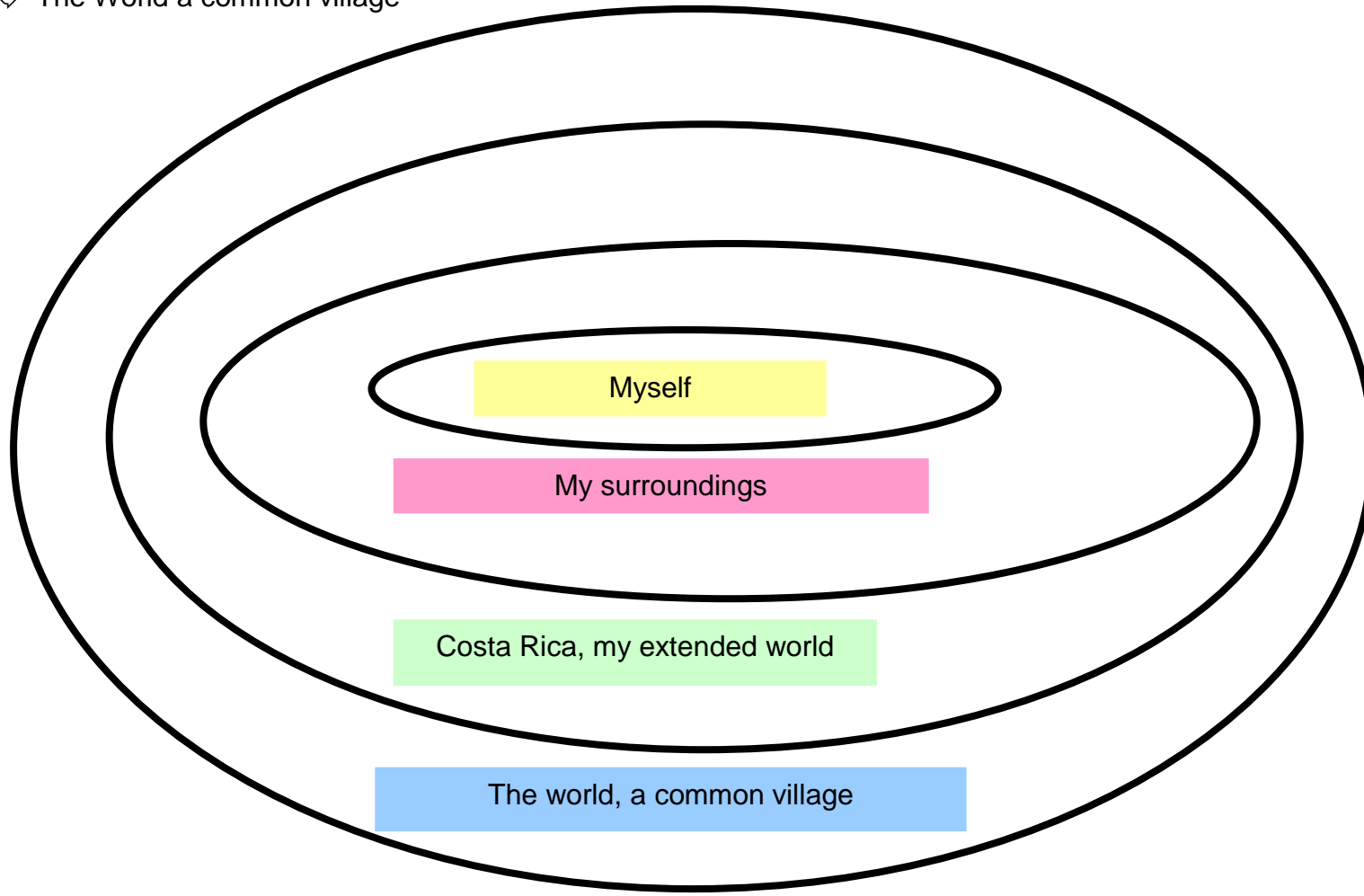
will help teachers to prepare lessons and foster lifelong learning.

It is important that teachers take into account the following:

1. Study Blocks should be developed sequentially as they are given. They allow the development of communicative competence to interact with the environment.
2. It is strictly necessary to keep the appropriate level of difficulty for each study block. Otherwise, students will not achieve the corresponding level for subsequent stages of learning.
3. Unless facing special situations (new schools in the program, students coming from schools where there was no English, students with special needs), teachers should not change the already given sequence.

This Syllabus is divided in four main study blocks:

- ↻ Myself
- ↻ My surroundings
- ↻ Costa Rica, my extended world
- ↻ The World a common village



“RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE”

SCOPE AND SEQUENCE, I CYCLE

1st LEVEL	2nd LEVEL	3rd LEVEL
SOCIALIZING Using <ul style="list-style-type: none"> • Greetings, introductions, and leave-takings • Days of the week and weather conditions • Basic classroom language • English: A new language to enjoy 	SOCIALIZING Expressing <ul style="list-style-type: none"> • Formal and informal greetings, introductions, and leave-takings • The date and weather conditions • Classroom activities • The importance of learning English 	SOCIALIZING Exchanging information about <ul style="list-style-type: none"> • Personal data • Ways of meeting new people • Daily routines • Importance of speaking English in my community
MY BODY Identifying <ul style="list-style-type: none"> • Parts of the body • Body communication: Verbal and non-verbal • Numbers 	MY PHYSICAL APPEARANCE Talking about <ul style="list-style-type: none"> • Physical appearance • Myself as a unique person • Numbers and sizes 	BODY HEALTH Participating in short conversations about <ul style="list-style-type: none"> • Personal hygiene • Exercising to keep healthy • Healthy and junk food • Other healthy habits • Numbers, sizes and shapes
MY NUCLEAR FAMILY Responding with short phrases to information about <ul style="list-style-type: none"> • Nuclear family members • Expression of feelings toward family members 	MY EXTENDED FAMILY Asking for and giving information about <ul style="list-style-type: none"> • Nuclear and extended family members • Feelings related to extended family ties • Family activities 	MY HOME Exchanging basic information about <ul style="list-style-type: none"> • Identification and description of parts of the house • Identification and location of furniture • Preferences related to family activities
MY INTERESTS Describing <ul style="list-style-type: none"> • Kinds of food and beverages • Pet animals • Storybooks • Hobbies and games • Different articles of clothing 	LIKES AND DISLIKES Exchanging information about <ul style="list-style-type: none"> • Different kinds of food and beverages, using the five senses • Domestic animals • Storybooks • Hobbies, leisure activities • Traditional games • Kinds of clothing 	MY PREFERENCES Expressing personal opinions about <ul style="list-style-type: none"> • Tableware and manners • Farm animals • Storybooks, hobbies and leisure activities • Modern games • Identification and description of different articles of clothing

<p>MY CLASSROOM Describing</p> <ul style="list-style-type: none"> • School items • Shapes, sizes, colors, and numbers • Toys 	<p>MY SCHOOL Sharing information about</p> <ul style="list-style-type: none"> • Parts of the school • School supplies • Shapes, sizes, colors, and numbers • How to tell time 	<p>MY SCHOOL COMMUNITY Participating in conversations about</p> <ul style="list-style-type: none"> • School activities • Subject matter and school duties • Sports, arts, and games • Schedule and ways of telling time
<p>MY COMMUNITY Describing</p> <ul style="list-style-type: none"> • The community • Occupations • Means of transportation 	<p>MY COMMUNITY Exchanging information about</p> <ul style="list-style-type: none"> • Goods and services • Community services • Means of transportation • Traffic signs 	<p>MY COMMUNITY Talking about</p> <ul style="list-style-type: none"> • Community helpers • Jobs occupations and community helpers • Duties and responsibilities within the community, pedestrian, riding a bike, at the park
<p>MY ENVIRONMENTAL EDUCATION Expressing</p> <ul style="list-style-type: none"> • Ways to take care of plants and animals • Ways to take care of natural resources 	<p>MY ENVIRONMENTAL EDUCATION Talking about</p> <ul style="list-style-type: none"> • Ways to take care of plants and animals • Ways to take care of natural resources • Ecological activities in and out of the school 	<p>MY ENVIRONMENTAL EDUCATION Expressing personal opinions about</p> <ul style="list-style-type: none"> • Ways to take care of plants and animals • Natural resources • Ways to protect the environment and nature

FIRST GRADE

STUDY BLOCK	COGNITIVE TARGETS
SOCIALIZING	Using <ul style="list-style-type: none"> ◆ Greetings, introductions, and leave-takings ◆ Basic classroom language ◆ Days of the week and weather conditions ◆ English: A new language to enjoy

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Imitating sounds. • Identifying basic information on different topics. • Following directions and simple commands. SPEAKING <ul style="list-style-type: none"> • Exchanging information on different topics. • Responding with single words, and phrases to what is heard. 	FUNCTIONS <ul style="list-style-type: none"> • Exchanging greetings, introductions and leave takings. • Talking about the weather. • Using basic classroom language. • Using days of the week. LANGUAGE <ul style="list-style-type: none"> • Greetings. • Introductions. • Leave-takings. • Days of the week: Monday, Tuesday, Wednesday,...etc. • Weather conditions: Sunny, rainy, cloudy, etc. • Classroom language. EXPRESSIONS <ul style="list-style-type: none"> • Hello, hi, good morning, good afternoon, etc. • What day is today? • Bye, good-bye, so long, see you later. • Stand up, sit down, short prayer, open, close, etc. 	The students: <ul style="list-style-type: none"> • Listen to the language introduced by the teacher. • Identify basic vocabulary from oral and visual stimuli. • Perform instructions given by the teacher or partners. • Match meanings with visual images such as pictures, drawings and charts. • Present puppet shows, dramatizations, and group or pair performances. • Participate in oral tasks like poems, songs, riddles, games and role playing-games. 	<ul style="list-style-type: none"> • Politeness in the social interaction manners. • Respect for differences among people. • Ability to keep equal social interaction with all people. 	The students: <ul style="list-style-type: none"> • Imitate words phrases and sentences through repetition. • Recognize greetings, introductions leave takings, types of weather conditions and classroom commands orally and aurally. • Demonstrate understanding of specific and general information by using expressions and role plays on the topic being studied. • Perform commands given by models.

STUDY BLOCK	COGNITIVE TARGETS
MY BODY	Identifying <ul style="list-style-type: none"> • Parts of the body • Body communication: Verbal and non-verbal • Numbers

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Imitating sounds. • Identifying basic information on different topics. • Following directions and simple commands. • Understanding conceptual meanings especially quantity and amount. <p>SPEAKING</p> <ul style="list-style-type: none"> • Describing a variety of human and inanimate things. • Responding with single words, and 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Recognizing parts of the body. • Describing people, actions and different types of items. • Saying numbers. • Using basic classroom language. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Parts of the body: face, hands, head, etc. • Numbers from 1-10. • Actions: walking, running, jumping, etc. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • What is this? • This is my hand. • What is she doing? • She is walking. • How many fingers do you have? • I have ten fingers. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify the language introduced by the teacher. • Brainstorm ideas about differences and similarities on the way people look. • Identify basic vocabulary by playing games and singing songs. • Perform instructions given by the teacher. • Match meanings with visual material. • Use numbers to count different types of animated and inanimate items. • Describe visual materials and realia. • Participate in oral 	<ul style="list-style-type: none"> • Respect for differences among people. • The need to take care of one's body. • Equality in treatment with all people 	<p>The students:</p> <ul style="list-style-type: none"> • Imitate words or phrases or sentences through repetition. • Recognize parts of the body, numbers and actions by using visual material and realia. • Perform commands from oral stimuli. • Describe parts of the body using numbers, colors, etc. • Describe visual materials and realia of their surroundings. • Participate in oral tasks such as role playing and

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
phrases to what is heard. <ul style="list-style-type: none"> Expressing conceptual meaning especially quantity and amount. 	<ul style="list-style-type: none"> Colors: red, brown, green, yellow, blue, and black. Shapes: circle, round, square See you tomorrow. I don't understand. Can I go to the bathroom? I'm hungry. 	tasks such as poems, songs, riddles and games.		information exchanges.

STUDY BLOCK	COGNITIVE TARGETS
MY NUCLEAR FAMILY	Responding with short phrases to inform about <ul style="list-style-type: none"> • Nuclear family members • Expression of feelings toward family members

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Imitating sounds. • Identifying sounds in a context. • Getting the gist of short statements. SPEAKING <ul style="list-style-type: none"> • Responding with single words and short phrases to what is seen or heard. • Describing a variety of human inanimate things. • Using expressions that show emotions in different social settings 	FUNCTIONS <ul style="list-style-type: none"> • Identifying family members. • Describing family relationships. • Expressing feelings. LANGUAGE <ul style="list-style-type: none"> • Family members: Father, mother, brother. • Numbers from 1 to 10. • Shapes: circle, rectangle. • Colors: red, blue, yellow, black and brown. • Size: short, tall, fat , thin. • Feelings: happy, sad. EXPRESSIONS <ul style="list-style-type: none"> • Who is this? • This is my father. • He is a boy/girl. • Color the rectangle. • What color is the rectangle? • How many brothers do you have? • My father is tall. • I feel happy. 	The students: <ul style="list-style-type: none"> • Elicit and brainstorm information related to family members, colors, sizes and feelings. • Listen to new language. • Identify basic language in oral form. • Listen to descriptions and dialogues to get the gist. • Describe visual materials and pictures on the topics being studied. • Present role plays or information gap. 	<ul style="list-style-type: none"> • Coherence between feelings and behaviors. • Respect for differences among people. • Respect for others customs. 	The students: <ul style="list-style-type: none"> • Imitate words, phrases and sentences through repetition . • Demonstrate understanding of specific and general information by using expressions and role plays on the topics being studied. • Identify a variety of items in oral form. • Perform guided oral tasks. • Describe family members using realia and visual material.

STUDY BLOCK	COGNITIVE TARGETS
MY INTERESTS	Describing <ul style="list-style-type: none"> • Kinds of food and beverages • Pet animals • Storybooks • Hobbies and games • Different articles of clothing

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Imitating sounds in context. • Identifying basic information of different topics. • Getting the gist of short statements. • Following directions. SPEAKING <ul style="list-style-type: none"> • Describing animated and inanimate items. • Responding to questions on different topics. • Expressing likes and dislikes on different topics. 	FUNCTIONS <ul style="list-style-type: none"> • Identifying pet animals. • Understanding information from different stories. • Recognizing foods and beverages. • Describing different types of items. LANGUAGE <ul style="list-style-type: none"> • Food: Fruits: orange, banana, lemon, and apple. • Vegetables: tomato, corn, and carrot. • Dessert: cookies, ice cream. • Meat: chicken, fish. • Beverages: water, milk, juice, and soda. • Pet animals: dog, cat, 	The students: <ul style="list-style-type: none"> • Identify the language presented by the teacher. • Match meanings with visual materials. • Perform instructions given by the teacher. • Describe visual materials or realia on different topics. • Participate in oral tasks like poems, riddles, songs and games. • Present puppet shows, dramatizations and individual oral performances. 	<ul style="list-style-type: none"> • Respect for differences among people. • Respect for social manners. • Sensitivity to living beings. • Self-confidence. 	The students: <ul style="list-style-type: none"> • Imitate words, phrases and sentences through repetition. • Recognize food, beverages, clothing and pet animals orally and aurally. • Demonstrate understanding of specific and general information by using expressions and role plays on the topic being studied. • Produce short statements orally about the topics.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<p>and rabbit.</p> <ul style="list-style-type: none"> • Storybooks: The Ugly Duckling. • Hobbies: I like to play soccer, I like to watch T.V and Nintendo. • Review: colors, size, shapes and numbers. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • This is an apple. • It's red. • This is a lemon. • A lemon is sour. • How many lemons do you see? I see lemons. • I like cats. I don't like dogs. 			

STUDY BLOCK	COGNITIVE TARGETS
MY CLASSROOM	Describing <ul style="list-style-type: none"> • School items • Shapes, sizes, colors, and numbers • Toys

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Identifying basic information on different topics. • Showing comprehension of simple familiar phrases and short statements. • Understanding conceptual meaning specially location. <p>SPEAKING</p> <ul style="list-style-type: none"> • Describing animated and inanimate items. • Asking and responding to questions. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Identifying school items. • Locating different objects. • Identifying personal belongings. • Describing different types of items. • Asking for and giving information. <p>LANGUAGE</p> <ul style="list-style-type: none"> • School items: pen, pencil, eraser, chair, chalk, and chalkboard. • Toys: balloons, car, kite, doll. • Shapes: star, triangle, rectangular, triangular. • Colors: white, pink, orange, purple, beige and gray. • Numbers from 10 to 20. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • What is this? It's a ball. 	<p>The students:</p> <ul style="list-style-type: none"> • Elicit and brainstorm information on different topics. • Identify basic language in oral form. • Match meanings with visual materials from oral stimuli. • Apply the language learned through games and short conversations. • Ask questions and answers using simple and familiar language. • Describe pictures that represent the topic focused on. • Exchange information with partners about the 	<ul style="list-style-type: none"> • Respect for their classmates. • Good relations with partners in classroom activities. • Honesty in actions. • Awareness about students' rights. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify sounds, words and short statements on a given topic. • Recognize school objects, personal belongings and toys orally and aurally. • Locate people and objects through directions or commands • Produce simple questions and answer them in a context. Describe classroom objects, toys and personal belongings using numbers, sizes, colors and shapes.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Taking part in simple structured conversations of two or three exchanges. 	<ul style="list-style-type: none"> • What color is this? It's brown. • Where is the car? It's between the doll and the truck. • Where is the pencil? It's on the desk. • What do you see? I see twelve balloons. • What shape is the ruler? • It's rectangular. 	<p>topics being studied.</p>		

STUDY BLOCK	COGNITIVE TARGETS
MY COMMUNITY	Describing <ul style="list-style-type: none"> • The community • Occupations • Means of transportation

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Identifying basic information on different topics. • Getting the gist of short statement. • Transferring information heard into drawings. • Reacting to directions and commands. <p>SPEAKING</p> <ul style="list-style-type: none"> • Describing animated and inanimate items. • Responding to oral, visual and corporal stimuli. • Asking and responding to questions. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Identifying occupations and objects. • Understanding information from different sources. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Occupations: doctor, teacher, engineer and nurse. • Means of transportation: car, bus, bike, plane, truck • Traffic signs: light, stop. • Community Services: school, hospital, church, bank. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • Who is s/he? S/he is a doctor. • What is she doing? She is teaching. • Where is s/he? S/he is at school. • What is this? It's a plane. • Walk, the light is red. • Stop, the light is green. • Slow down, the light is changing to yellow. 	<p>The students:</p> <ul style="list-style-type: none"> • Listen to the language introduced by the teacher. • Identify basic vocabulary from oral or aural stimuli. • Match meanings with visual images such as pictures, drawings and charts. • Perform instructions given by the teacher. • Describe visual materials and pictures. • Ask questions and answers using familiar language. 	<ul style="list-style-type: none"> • Peaceful interaction with others. • Respect for people's differences. • Concern for a better world. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify sounds, words and short statements through repetition. • Recognize occupations, community services, means of transportation and traffic signs orally and aurally. • Perform commands given by models. • Make short descriptions of the topics being studied by using visual material and realia. • Produce short sentences in the target language. • Produce simple questions and answer them in a context.

STUDY BLOCK	COGNITIVE TARGETS
MY ENVIRONMENTAL EDUCATION	Expressing <ul style="list-style-type: none"> • Ways to take care of plants and animals • Ways to take care of natural resources

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Identifying basic information on different topics. • Understanding familiar language spoken at near normal speed. • Reacting to directions, commands and requests. • Grasping the gist of short statements. <p>SPEAKING</p> <ul style="list-style-type: none"> • Describing animated and inanimate items. • Responding with single words or short phrases to what is seen or heard. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Identifying objects and different types of animals. • Understanding information from different sources. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Natural resources: river, lake, beach, volcano, rock, tree, plants, water. <p>EXPRESSIONS:</p> <ul style="list-style-type: none"> • This is a tree. • The lake is clean. • Water the plants. • Let's plant a tree. • Use the trash can. • Put garbage in the trashcan. • Protect the animals, plants and rivers. • Save energy. • Don't pollute the rivers. 	<p>The students:</p> <ul style="list-style-type: none"> • Listen to the language introduced by the teacher. • Identify basic language in oral and aural form. • Perform instructions given by the teacher. • Act out meanings. • Match meanings with visual images such as pictures, drawings and charts. • Describe visual materials and pictures. • Participate in oral tasks such as puppets shows and games. 	<ul style="list-style-type: none"> • Respect for the environment • Concern about the environment. • Ability to use reasonably raw material. • Sensitivity to biodiversity problems. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify sounds, words and short statements on a given topic through repetition. • Recognize ways of taking care of plants and animals orally and aurally. • Produce short sentences in the target language. • Perform commands given by models.

SECOND GRADE

STUDY BLOCK	COGNITIVE TARGETS
SOCIALIZING	Expressing <ul style="list-style-type: none"> • Formal and informal greetings, introductions, and leave-takings • The date and weather conditions • Classroom activities • The importance of learning English

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Identifying basic information on different topics. • Following directions. • Inferring meanings. SPEAKING <ul style="list-style-type: none"> • Exchanging information. • Responding orally using simple familiar vocabulary. 	FUNCTIONS <ul style="list-style-type: none"> • Greeting, leaving and introducing people. • Recognizing the importance of speaking English. • Distinguishing among dates • Asking for and giving information. • Responding physically to commands. LANGUAGE <ul style="list-style-type: none"> • Greetings. • Leave takings. • Days of the week, months of the year, weather conditions. • Importance of English. • Commands. EXPRESSIONS <ul style="list-style-type: none"> • Hello, Hi, How are you? Good-bye, and others. 	The students: <ul style="list-style-type: none"> • Listen to the language introduced by the teacher. • Identify basic vocabulary from oral and aural stimuli. • Imitate the pronunciation of words. • Complete tasks by following simple commands and directions. • Build meanings from visual auditory devices. • Discuss about the importance of English. 	<ul style="list-style-type: none"> • Respect for social interaction manners. • Respect for differences among people. • Interest in friendship. 	The students: <ul style="list-style-type: none"> • Identify sounds, words and short statements on a given topic through repetition. • Recognize greetings, introductions, weather conditions, and classroom language orally and aurally. • Follow directions given by models. • Share information with their classmates on the topic being studied. • Answer questions on different topics. • Produce simple short statements.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Stand up, sit down, and expressions like: May I go out? May I stand up? • What day is today? • Today is ... • What's the weather like? • It's ... 	<ul style="list-style-type: none"> • Ask and answer simple questions using familiar language. • Participate in role plays. 		

STUDY BLOCK	COGNITIVE TARGETS
MY BODY	Talking about <ul style="list-style-type: none"> • Physical appearance • Myself as a unique person • Numbers and sizes

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Imitating sounds. • Understanding conceptual meaning specially quantity and amount. • Understanding familiar language and simple sentences. <p>SPEAKING</p> <ul style="list-style-type: none"> • Describing basic characteristics. • Comparing information. • Asking and responding to questions. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Asking for and giving information. • Describing physical appearances. • Describing actions • Using numbers in daily actions. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Parts of the body. • Shapes: oval, round. • Sizes: long, short, among others. • Colors blond, black, auburn, blue, among others. • Actions. • Numbers 20-25. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • What color is your hair? • My hair is ... • How many fingers do you have? • I have ... 	<p>The students:</p> <ul style="list-style-type: none"> • Identify new language introduced by the teacher. • Use of the new language. • Brainstorm ideas on the importance of caring for our bodies. • Match visual materials with meanings. • Act out meanings. • Use numbers in practical operations. • Describe pictures that represent the topic focused on. • Compare people's physical characteristics. 	<ul style="list-style-type: none"> • Respect for life. • The need to care of one's body. • Respect for differences among people. 	<p>The students:</p> <ul style="list-style-type: none"> • Imitate words, phrases and sentences through repetition. • Recognize parts of the body, numbers, physical characteristics and actions orally and aurally. • Demonstrate understanding of specific and general information by using expressions and role plays on the topic being studied. • Use numbers, sizes and shapes to describe parts of the body. • Describe different elements by pointing, naming, and

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • How does she/he look like? • She is tall/short • I walk with... • I touch with my... 	<ul style="list-style-type: none"> • Participate in oral tasks that involve questions and answers. 		<p>contrasting them.</p> <ul style="list-style-type: none"> • Ask and respond to questions in different situations.

STUDY BLOCK	COGNITIVE TARGETS
MY FAMILY	Asking for and giving information about <ul style="list-style-type: none"> • Nuclear and extended family members • Feelings related to extended family ties • Family activities

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Identifying the main point or important information from oral stimulus. • Understanding familiar language in simple sentences spoken at near normal speed. <p>SPEAKING</p> <ul style="list-style-type: none"> • Producing statements and conversations from audio/visual devices. • Expressing information in expository language (oral presentations). • Using expressions to show feeling and opinions. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Distinguishing among family members. • Expressing feelings. • Reporting events and activities. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Nuclear family and extended family. • Feelings: happiness, enjoyment, tenderness. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • My father cooks lunch. • My mom goes to work. • I help at home. • How do you feel today? • I'm ... • My father is a ... • My mother is a... 	<p>The students:</p> <ul style="list-style-type: none"> • Identify language introduced by the teacher. • Listen to songs, dialogues, or descriptions in order to fulfill a task. • Express feelings and opinions to fulfill a task. • Discuss the importance of having a family. • Produce descriptions. • Participate in short oral dialogues. 	<ul style="list-style-type: none"> • Respect for others customs. • Concern about the necessity of communication. • Equal opportunities when performing group tasks. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify different elements by pointing, naming, and checking. • Show comprehension of sentences and expressions. • Describe family members, feelings and activities by using visual materials and realia. • Produce simple short dialogues. • Apply familiar language in different contexts.

STUDY BLOCK	COGNITIVE TARGETS
LIKES AND DISLIKES	<p>Exchanging information about</p> <ul style="list-style-type: none"> • Different kinds of food and beverages, using the five senses • Domestic animals • Storybooks • Hobbies, leisure activities • Traditional games • Kinds of clothing

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Understanding familiar language spoken at a normal speed. • Guessing global meaning from audio/visual devices. <p>SPEAKING</p> <ul style="list-style-type: none"> • Expressing likes dislikes preferences and others. • Responding orally using familiar vocabulary. • Describing animated and inanimate items. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Expressing likes and dislikes. • Identifying different kinds of food. • Performing fairy tales. • Describing domestic animals. • Identifying traditional games. • Describing different kinds of clothing. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Food and beverages. • Clothing. • Domestic animals. • Traditional games. • Traditional storybooks. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • I like... 	<p>The students:</p> <ul style="list-style-type: none"> • Identify new language. • Listen to songs, stories and conversations. • Identify people's interests. • Match meanings with visuals. • Participate in role-play activities, dialogues and interviews. • Express likes and dislikes. • Describe food, domestic animals and favorite 	<ul style="list-style-type: none"> • Respect for others. • Awareness of fair play. • Self-confidence. 	<p>The students:</p> <ul style="list-style-type: none"> • Show comprehension of sentences and expressions focused on. • Produce simple short dialogues about the topics being studied. • Apply familiar language to express preferences, likes and dislikes. • Describe different types of items by using visual material, realia and role plays.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • I don't like... • This is/ These are... • The dog is... • That apple is sweet. 	<p>storybook characters.</p>		

STUDY BLOCK	COGNITIVE TARGETS
MY SCHOOL	Sharing information about <ul style="list-style-type: none"> • Parts of the school • School supplies • Shapes, sizes, colors, and numbers • How to tell time

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Showing comprehension of short phrases and expressions. • Understanding conceptual meaning specially quantity and amount, and location. • Deducing information. SPEAKING <ul style="list-style-type: none"> • Describing items • Responding orally using simple vocabulary. • Asking and responding to questions. 	FUNCTIONS <ul style="list-style-type: none"> • Describing school objects. • Describing shapes, sizes, colors, and numbers. • Describing school supplies. • Describing school activities. • Identifying duties. • Asking and answering questions. LANGUAGE <ul style="list-style-type: none"> • School objects. • School activities. • Shapes, colors, sizes. • Duties. • Numbers 25-30. EXPRESSIONS <ul style="list-style-type: none"> • The school is big. • This is the principal's office. • What is this? • How many pens do you have? • The shape of the ... is ... • Every Monday we practice... 	The students: <ul style="list-style-type: none"> • Listen to new vocabulary. • Listen to dialogues, descriptions or stories in order to complete a task. • Describe different classroom objects. • Describe simple pictures and items in terms of shapes, sizes, numbers and colors. • Answer simple questions using familiar language. • Participate in oral tasks like poems, songs, riddles, games and role-plays. 	<ul style="list-style-type: none"> • Awareness about students' rights. • Respect for their classmates. • Pride of their work. 	The students: <ul style="list-style-type: none"> • Show comprehension of sentences and expressions on the topic being studied. • Use familiar language in different contexts. • Describe different types of items by using visual material or realia. • Express preferences on the topic being studied. • Ask and respond to questions in different situations.

STUDY BLOCK	COGNITIVE TARGETS
MY COMMUNITY	Exchanging information about <ul style="list-style-type: none"> • Goods and services • Community services • Means of transportation • Traffic signs

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Imitating sounds. • Understanding familiar language and simple sentences. • Inferring meanings. <p>SPEAKING</p> <ul style="list-style-type: none"> • Brainstorming different items. • Commenting on different issues of the community. • Participating in short conversations. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Identifying goods and services. • Locating community services. • Describing means of transportation. • Describing basic traffic signs. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Goods and services. • Means of transportation. • Basic traffic signs. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • I like to travel by bus. • S/he is a dentist. • What is she doing? She is teaching. • Where is s/he? S/he is at the hospital. • What is this? It's a train. • Watch out ! The light is green. • The light is red. You can cross the street now. 	<p>The students:</p> <ul style="list-style-type: none"> • Identify of new language. • Listen to dialogues, descriptions or stories in order to complete a task. • Discriminate sounds, words, and expressions. • Use familiar language to express ideas. • Produce oral logical statements. • Answer simple questions using familiar language • Participate in role-plays. 	<ul style="list-style-type: none"> • Awareness of the necessity to take care of one's surrounding. • Respect for all people. • Concern for a better world. 	<p>The students:</p> <ul style="list-style-type: none"> • Show comprehension of sentences and expressions on the topic being studied. • Discriminate sounds, word and expressions by checking different sentences. • Produce sentences and expressions on the topic being studied. • Give opinions comments and points of view on the topic focused on. • Applying language in different contexts.

STUDY BLOCK	COGNITIVE TARGETS
MY ENVIRONMENTAL EDUCATION	Talking about <ul style="list-style-type: none"> • Ways to take care of plants and animals • Ways to take care of natural resources • Ecological activities in and out of the school

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES	EVALUATION ACTIVITIES
<p>LISTENING</p> <ul style="list-style-type: none"> • Following directions. • Gathering information in oral form. • Showing comprehension in oral tasks. <p>SPEAKING</p> <ul style="list-style-type: none"> • Commenting on different issues. • Exchanging information. • Taking part in simple structured conversations at least three or four exchanges. 	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Recognizing the importance of taking part of nature. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Animals: monkey, lizard, tiger, dolphin. • Natural resources: beach, mountain, lake, rivers, etc. <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • Water the plants. • Feed the animals. • Let's plant a tree. • Don't throw garbage in the rivers. • Don't burn trash. • Protect the animals, plants and rivers. • Save energy. 	<p>The students:</p> <ul style="list-style-type: none"> • Listen to the language introduced by the teacher. • Perform instructions given by the teacher. • Imitate the pronunciation of words. • Listen to dialogues, descriptions or stories in order to complete a task. • Ask and answer using familiar language. • Participate in short oral presentations and dialogues. • Participate in pair and group 	<ul style="list-style-type: none"> • Concern about the environment. • Sensitivity to biodiversity problems. • Sensitivity to living beings. 	<p>The students:</p> <ul style="list-style-type: none"> • Show comprehension of sentences and expressions on the topic focused on. • Discriminate sounds and expressions by checking sentences. • Produce sentences and expressions in the target language. • Apply language to give opinions, comments and points of view. • Describe a variety of situations.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES	EVALUATION ACTIVITIES
		<p>discussions.</p> <ul style="list-style-type: none"> • Describe causes and consequences. • Discuss the positive result of taking care of nature. 		

THIRD GRADE

STUDY BLOCK	COGNITIVE TARGETS
SOCIALIZING	Exchanging information about <ul style="list-style-type: none"> • Personal data • Ways of meeting new people • Daily routines • Importance of speaking English in my community

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Identifying basic language in clear defined situations. • Showing comprehension in oral tasks. • Getting the gist of short statements. • Responding to audio, visual, and body stimuli. SPEAKING <ul style="list-style-type: none"> • Participating in dialogues, conversations, and others. • Substituting words for equivalent meaningful items. • Contrasting information. • Pronouncing correctly (songs, poems, and riddles) familiar language. 	FUNCTIONS <ul style="list-style-type: none"> • Identifying ways of meeting new people. • Identifying the date and weather conditions. • Describing the importance of speaking English. LANGUAGE CONTENT <ul style="list-style-type: none"> • Days of the week: Sunday, Monday, Tuesday,... • Months of the year: February, April, June... • Numbers from 1 to 30. • Weather conditions: sunny, cloudy, rainy. 	The students: <ul style="list-style-type: none"> • Listen to new language. • Perform instructions given by the teacher. • Identify basic vocabulary in oral form. • Participate in oral tasks like poems, riddles, songs and games. • Exchange information with partners. • Perform individual oral presentations. • Match meanings and visual images such as pictures, drawings, and charts. • Ask and answer questions using familiar language. 	<ul style="list-style-type: none"> • Politeness in social interaction (manners). • Respect for all people. • Interest in friendship. 	The students: <ul style="list-style-type: none"> • Recognize greetings, introductions, weather conditions, and classroom language orally and aurally. • Produce simple questions and answering them in a context. • Participate in oral tasks using the target language individually and in pairs. • Produce short sentences in the target language.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<p>EXPRESSIONS What's the weather like?</p> <ul style="list-style-type: none"> • It's a sunny day. • Hi, what's up? • Pretty good. • Nice to meet you. • Good bye. • May I go to the restroom? • Good afternoon. • How old are you? • I am ten years old. 			

STUDY BLOCK	COGNITIVE TARGETS
BODY HEALTH	Participating in short conversations about <ul style="list-style-type: none"> • Personal hygiene • Exercising to keep healthy • Healthy and junk food • Other healthy habits • Numbers, sizes and shapes

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Identifying basic information on different topics. • Getting the gist of short statements and simple familiar phrases. • Reacting to directions, commands and requests. • Understanding conceptual meanings specially quantity and amount. SPEAKING <ul style="list-style-type: none"> • Expressing ideas and opinions. • Naming and describing items. • Participating in 	FUNCTIONS <ul style="list-style-type: none"> • Describing parts of the body. • Identifying personal hygiene habits. • Describing exercises. • Identifying healthy and junk food. • Saying numbers. LANGUAGE <ul style="list-style-type: none"> • Parts of the body: lips, wrist, back, etc. • Actions: brush your teeth; wash your hands, etc. • Numbers to 60. • Food: fish, chicken, milk, hamburger, hot dog, French fries, etc. EXPRESSIONS <ul style="list-style-type: none"> • What are these? • These are my lips. • What are some good habits that you have to practice? • I have to brush my teeth three 	The students: <ul style="list-style-type: none"> • Listen to the new vocabulary. • Identify basic vocabulary in oral form. • Match meaning and visual images such as pictures, drawings and charts. • Participate in oral tasks like poems, songs, riddles and games. • Use numbers, sizes and shapes to describe different types 	<ul style="list-style-type: none"> • Respect for differences. • Respect for one's body. • The need to take care of one's body. 	The students: <ul style="list-style-type: none"> • Show comprehension in oral tasks. • Produce simple questions and answers in the target language. • Imitate words, phrases and sentences through repetition. • Recognize parts of the body, numbers and healthy and junk food by using visual material and realia. • Describe items about the topic being studied. • Perform guided tasks given by models.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
conversations, dialogues and, others.	times a day. <ul style="list-style-type: none"> • Do you like to exercise? 	of animated and inanimate items. <ul style="list-style-type: none"> • Describe visual materials and realia. 		

STUDY BLOCK	COGNITIVE TARGETS
MY HOME	Exchanging basic information about <ul style="list-style-type: none"> • Identification and description of parts of the house • Identification and location of furniture • Preferences related to family activities

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	VALUES	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Showing comprehension in oral tasks. • Getting the gist of short statements. • Identifying basic language in clear defined situations. • Responding to audio, visual and body stimuli. SPEAKING <ul style="list-style-type: none"> • Expressing preferences about different activities. • Describing items. • Comparing people and things. • Participating in conversations, dialogues, and others. 	FUNCTIONS <ul style="list-style-type: none"> • Identifying family members. • Identifying parts of the house. • Describing parts of the house. • Identifying and locating furniture. • Expressing likes and dislikes related to family activities. LANGUAGE <ul style="list-style-type: none"> • Family members: • Father, mother, uncle, grandfather, step mother, etc. • Parts of the house: • Kitchen, living room, bedroom, garage, etc. • Furniture: • Stove, refrigerator, microwave oven, sofa, etc. • Actions: watch T.V., go on a picnic, etc. EXPRESSIONS	The students: <ul style="list-style-type: none"> • Respect for people. • Equal opportunities when performing group tasks. • Ability to reach a consensus. 	The students: <ul style="list-style-type: none"> • Listen to new language. • Identify basic language in oral form. • Brainstorm information related to family members. • Describe visual materials and pictures. • Participate in oral tasks like poems, riddles, songs and games. • Compare people and objects. • Present puppet shows, dramatizations and individual oral 	The students: <ul style="list-style-type: none"> • Identify different elements by pointing, naming, and checking them. • Imitate words, phrases and sentences through repetition. • Participate in oral tasks by using the target language individually and in pairs. • Perform guided oral tasks. • Establish similarities and differences on the topic being studied.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	VALUES	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Who is this? • He is my grandfather. • Where is the refrigerator? • It is next to the stove. • Where do you sleep? • What's your favorite part of the house? • What do you like to do with your family? I like to go camping. 		performances.	

STUDY BLOCK	COGNITIVE TARGETS
MY PREFERENCES	Expressing personal opinions about <ul style="list-style-type: none"> • Tableware and manners • Farm animals • Storybooks, hobbies and leisure activities • Modern games • Identification and description of different articles of clothing

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Getting the gist of short statements. • Identifying basic language in clear defined situations. • Responding to audio, visual, and body stimuli. SPEAKING <ul style="list-style-type: none"> • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Contrasting information. • Describing animals and objects. 	FUNCTIONS <ul style="list-style-type: none"> • Recognizing foods and beverages. • Identifying domestic and farm animals. • Understanding information from different stories. • Describing different types of items. LANGUAGE <ul style="list-style-type: none"> • Food: Fruits: pineapples, grapes, peaches, strawberries... • Vegetables: cabbage, corn, lettuce... • Dessert: cake, lollipop. • Meat: chicken, fish... • Beverages: coffee, milk, juice... • Animals: dog, cat, cow sheep... • Fairy tales. • Hobbies. 	The students: <ul style="list-style-type: none"> • Listen to new language. • Identify new language. • Recognize food, clothing, domestic and animals, hobbies, clothing, and leisure activities. • Practice the language learned in pair/group activities. • Participate in oral tasks like poems, riddles, songs and games. • Present puppet shows, dramatizations and individual oral 	<ul style="list-style-type: none"> • Fair play awareness. • Respect for other customs. • Equal opportunities when performing group tasks. 	The students: <ul style="list-style-type: none"> • Show comprehension in oral tasks. • Recognize food, beverages, clothing and domestic and farm animals by using visual material and realia. • Imitate words, phrases and sentences by repeating. • Participate in oral tasks using the target language individually and in pairs. • Perform in guided oral tasks. • Produce short statements orally about the topic being studied.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Review: colors, size, shapes and numbers. • Clothing: blouse, dress, skirt... <p>EXPRESSIONS</p> <ul style="list-style-type: none"> • What's your favorite fruit? It's ... • This is a cow. It's big. • This is a lollipop. It is sweet. • I like to play soccer. I don't like to swim. • What color is the dress? It is red. • I like to play soccer. I like to read. • Cinderella is my favorite fairy tale. 	<p>performances.</p> <ul style="list-style-type: none"> • Describe visual materials and realia on different topics. 		

STUDY BLOCK	COGNITIVE TARGETS
MY SCHOOL COMMUNITY	Participating in conversations about <ul style="list-style-type: none"> • School activities • Subject matter and school duties • Sports, arts, and games • Schedule and ways of telling time

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Getting the gist of short statements. • Showing comprehension in oral tasks. • Identifying basic language in clear defined situations. • Responding to audio, visual, and body stimuli. SPEAKING <ul style="list-style-type: none"> • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Participating in conversations, dialogues, and others. 	FUNCTIONS <ul style="list-style-type: none"> • Identifying and describing school activities. • Expressing likes and dislikes LANGUAGE <ul style="list-style-type: none"> • Duties: Do the homework, study for the test, clean the classroom, Behave well at school. • Actions: play soccer, draw, play the guitar, read, paint. • Numbers to 60. EXPRESSIONS <ul style="list-style-type: none"> • What's your favorite subject? My favorite subject is English. • Do you like to paint? • No, I don't. • Throw me the ball. • Let's sing the National Anthem. • Stand up straight. • What time is it? • It's ... 	The students: <ul style="list-style-type: none"> • Brainstorm information on different topics. • Identify basic language in oral form. • Apply familiar language in different context. • Participate in oral tasks like poems, riddles, games and short conversations. • Participate in group and pair activities. • Describe visual material and realia. • Describe pictures that represent the topic focused on. 	<ul style="list-style-type: none"> • Respect for classmates. • Equal opportunities when performing group tasks. • Interest in friendship. 	The students: <ul style="list-style-type: none"> • Show comprehension in oral tasks about the topic being studied. • Identify sounds, words and short statements on a given topic through repetition. • Describe school duties, sports and games using the target language. • Produce simple questions and answer them in context.

STUDY BLOCK	COGNITIVE TARGETS
MY COMMUNITY	Talking about <ul style="list-style-type: none"> • Community helpers • Jobs occupations and community helpers • Duties and responsibilities within the community, pedestrian, riding a bike, at the park

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Getting the gist of short statements. • Showing comprehension in oral tasks. • Identifying basic language in clear defined situations. • Responding to audio, visual, and body stimuli. SPEAKING <ul style="list-style-type: none"> • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Participating in conversations, dialogues, and others. 	FUNCTIONS <ul style="list-style-type: none"> • Understanding information from different sources. • Locating community helpers. LANGUAGE <ul style="list-style-type: none"> • Occupations: doctor, teacher, carpenter, baker. • Community services: school, hospital, church, bank. • Duties and responsibilities: pedestrian, riding a bike at the park. EXPRESSIONS <ul style="list-style-type: none"> • Where does s/he work? S/he works in the bakery. • What is she doing? She is teaching. • Where is s/he he? He /she is at school. • Ride your bike at the park. • Don't play soccer in the street. 	The students: <ul style="list-style-type: none"> • Listen to new language. • Perform instructions given by the teacher. • Identify basic vocabulary in oral form. • Match meanings and visual images such as pictures, drawings and charts. • Participate in oral tasks like poems, riddles, songs and games. • Exchange information with partners. • Perform individual oral presentations. 	<ul style="list-style-type: none"> • Respect for others customs. • Commitment to community improvement. • Concern for a better world. 	The students: <ul style="list-style-type: none"> • Show comprehension in oral tasks about the topic being studied. • Recognize occupations and community services using visual materials and realia. • Produce simple questions and answer them in a context. • Participate in oral tasks by using the target language individually and in pairs. • Produce short sentences in the target language.

STUDY BLOCK	COGNITIVE TARGETS
MY ENVIRONMENTAL EDUCATION	Expressing personal opinions about <ul style="list-style-type: none"> • Ways to take care of plants and animals • Natural resources • Ways to protect the environment and nature

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Understanding familiar language spoken at near normal speed. • Grasping the gist of short statements. • Identifying basic information on different topics. • Reacting to directions, commands and requests. SPEAKING <ul style="list-style-type: none"> • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. 	FUNCTIONS <ul style="list-style-type: none"> • Describing different ways to take care of animals, plants, natural resources and environment. • Understanding information from different sources. LANGUAGE <ul style="list-style-type: none"> • Ways to take care of plants and animals. • Ways to take care of natural resources. • Ecological activities in- and-out of school. EXPRESSIONS <ul style="list-style-type: none"> • Don't pollute the rivers. • Have you ever visited a volcano? Yes, I have. • Let's appreciate our natural resources. • The beach is polluted. • Let's save the dolphins. • What can we do to stop pollution? 	The students: <ul style="list-style-type: none"> • Listen to new language. • Perform instructions given by the teacher. • Identify basic language in oral form. • Match meanings and visual images such as pictures, drawings and charts. • Discuss different issues related to the environment. 	<ul style="list-style-type: none"> • Concern about the environment. • Respect for the environment. • Sensitivity to biodiversity problems. 	The students: <ul style="list-style-type: none"> • Show comprehension in oral tasks about the topic being studied. • Recognize ways of protecting nature by using visual material and realia. • Produce short sentences in the target language individually and in pairs. • Apply the target language in a variety of situations.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Describing animals and objects. • Analyzing the consequences of actions. 	<ul style="list-style-type: none"> • Let's recycle. • Let's plant a tree. • Protect the animals. • Dispose the garbage properly. 			

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 skills and those of his/her peers.
8. Promote respect for one's own body and others'.
9. Promote positive self-perception through the senses and body language.
10. Prompt the child's curiosity and careful observation to collect important details.
11. Take advantage of spontaneous daily activities where the student can play with the language.
12. Expose student 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. These help to enhance the learning experience.
13. Lead the child to ask for help and to collaborate with others in the group.
14. Promote the use of common formulas to communicate with the learners daily.
15. Monitor the child while s/he is practicing cultural activities and values.

16. Encourage child's participation during rehearsals within the group.
17. Promote performance assessment after each activity as a follow up of each student's learning process.

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Issues and Contexts in Teaching Young Learners

http://www.philseflsupport.com/young_learners.htm

Guidelines for Teaching English to Young Children

www.educastur.princast.es/keltic/documentos/cong/robin.pdf

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<http://www.timeforenglish.net/resources/index.htm>

For English teachers of the world: [www.english go.com](http://www.english.go.com)

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.	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, it is a response to the reactions of listeners and readers.
Curriculum	Knowledge, skills, materials, learning activities and terminal behavior required in teaching of any subject.	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.
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.	Function	A Communicative purpose of a piece of language.
		Functional Component	A part of the language which refers to it as an instrument of social interaction rather than a system that is viewed in isolation. Language is often expressive and social. Language is often described as having three main functions: descriptive, expressive and social.
Epistemology	The theory of knowledge, ESP. The critical study of its validity, methods and scope.		
Environment	Conditions, circumstances, etc, affecting people's life.		

			styles.
Global Development	The insertion of individual and national working forces into the world development.	Mediation	Action of changing events, experiences or sets of circumstances.
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.	Methodology	The study of the whole process of language teaching with the aim of improving its efficiency.
Input	Oral or visual stimuli from the formal or informal learning setting.	Monitoring	Learners try to any correct errors what they have just said. The teacher may help them to do it by imitating her/him.
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.	Pair-work	Work in which two students perform a task or different tasks simultaneously.
Interaction	Communication between two people.	Principle	General rule you follow to achieve something.
Learner	A person who is learning a subject or a skill.	Procedure	Action or series of actions to be completed in order to carry out a process.
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.	Process	A series of actions that are carried out in order to achieve a particular result.
Learning Styles	The particular way in which the learner tries learning new things. There are four different learning	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.	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.
Student/Learner	In a communicative approach, a student/learner is the person on whom the learning process is centered. The student learns by doing. She/he becomes an independent and interdependent learner.	Tasks	Steps or actions, which are carried out during an activity.
		Teacher	Monitor of the learning process, and responsible of the quality of Education .
Sub-Skills	A division of the skills, such as discriminating sounds in connected speech, understanding relations within a sentence identifying the purpose and scope of a presentation.	Warm-up	To stimulate the interest and the participation of the learner in an activity.

APPENDIX 1

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

APPROACH OR OBJECTIVES METHOD	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

APPROACH OR OBJECTIVES METHOD	SYLLABUS	ACTIVITIES	LEARNER ROLES	TEACHER ROLES	MATERIAL ROLES	
The Natural Approach	Develop intermediate oral proficiency	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, center of positive classroom atmosphere	Materials related to real world
Cooperative Language Learning	Cooperation rather than competition	Group-based procedures	Formal, informal and based groups	Learner is responsible and collaborative on the tasks assigned	Organizer of the process	Materials related to real contexts

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, 2002.

APPENDIX 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.

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

WHY SPEAKING 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,
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

WRITER

Nation, I.S.

Brown, G.

Mc Comish, J

Flenley, Tony.

Palmer, D.M.

SUGGESTED TECHNIQUE

1978. What is it?

1979. The same or different?

1978 Listen and choose

1982 Listening to pictures.

1982 Picture ordering.

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.

APPENDIX 3

MULTIPLE INTELLIGENCES THEORY

Verbal/linguistic	Logical/mathematical	Visual spatial	Bodily/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

APPENDIX 4

Ministerio de Educación Pública
Oficina de Lenguas Extranjeras

Sample Unit Plan

School: _____

Teacher: _____

Level: _____

Time from: _____ to _____

Cognitive Target: Take it from the Syllabus.				
LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>Listening: Choose at least two objectives from the Syllabus.</p> <p>Speaking: Choose at least two objectives from the Syllabus.</p>	<p>Functions: Take this information from the Syllabus.</p> <p>Language Content: 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>Values and Attitudes: Take this information from the Syllabus.</p>	<p>Choose at least one criterion for each step or stage (Warm up, presentation, etc.)</p>