A methodological proposal of a cross curricular syllabus for first grade in state elementary schools

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A METHODOLOGICAL PROPOSAL OF A CROSS CURRICULAR SYLLABUS FOR FIRST GRADE IN STATE ELEMENTARY SCHOOLS

MONOGRAPHY AS A REQUIREMENT TO GET THE TEACHING DEGREE IN MODERN LANGUAGES

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TO

Alejandra, my daughter, through whom God has blessed me. You are my greatest inspiration. We will be together until the end of times.
TO

My husband Luis Alberto and my daughters Claudia Camila, Susan Sofia who have been my greatest support throughout my life. God bless you all.
I love you.
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1. INTRODUCTION

English Language teaching in Elementary Schools in Colombia has gained significant importance due to the fact that the New General Law of Education proposed to teach English as a foreign language in elementary schools. In addition, The Secretaria de Educación has launched a new project called “Bogotá Bilingue en 10 años”

The methodological proposal here pretends to offer an alternative to fulfill the requirements of the General Law of Education, the government and to provide a suitable syllabus according to teachers and students' needs in public primary schools in Colombia.

1.1 THE PROBLEM

1.1.1 Antecedents

Colombian government has been changing the educational system through the general Law of Education.

The General Law of Education in its "artículo 21 literal m", on February the 8th, 1994 that expresses in one of its specific objectives about the Escuela Básica Primaria:
"La adquisición de elementos de conversación y de lectura al menos en una lengua extranjera".

Private schools and Bilingual ones had adopted the teaching of English years before the law. Consequently, they have been opening the path for a foreign language to be taught in our country since pre-school.

The problem is now addressed to public education; our Teachers have not been educated to manage the teaching of a foreign language to children or young learners.

The British Council has offered some teacher training for primary school teachers, but teachers can not afford the expenses of the courses.

Materials have been developed abroad and they carry cultural information suitable to English speakers or for learners acquiring a second language in English speaking countries. Those materials are used without being adapted to the Colombian context.

Furthermore, neither curriculum nor syllabus has been designed to satisfy the requirements of the law or the real needs of the young learners enrolled in public schools.

The problem is the implementation of a syllabus which helps them to learn a new language in relation to their own reality. The syllabus should focus
on the integration of content areas as a way to reinforce the knowledge of different subjects that make part of the curriculum, acquired through first language instruction and equivalent knowledge of concepts presented in the target language.

The problem for state elementary schools is how to implement a syllabus for each grade which helps them to learn a new language in relation to their own reality. To be more specific about the problem we are concerned with, we could state it as: A syllabus to teach English as a foreign language in first grade in State Elementary Schools does not exist.

1.1.2 Hypothesis

If a cross curriculum syllabus is implemented for first graders in public schools, students will learn English easily by integrating and reinforcing content areas.

1.1.3 Objectives

1.1.3.1 General Objectives

To design a cross curriculum syllabus that considers the social context children are immersed in, by integrating relevant topics that include school and family to the teaching learning process.
1.1.3.2 Specific Objective

- To design a cross curriculum syllabus to teach English in first grade in state elementary schools.

- To implement lessons and adapt a TEFL method to students' needs in an EFL setting.

- To design instructional materials according to the syllabus.

1.2 ABSTRACT

The research project is divided in six main chapters.

In the first part there is a brief introduction, the antecedents, the problem, the hypothesis and the objectives.

The second part offers the theory which presents the Spolsky’s Educational Model as the theoretical foundation of this project. In this chapter the reader finds a theory of language, a brief description of language, theory of language learning and theory of language use.

Chapter three provides the reader with information about the development of children thinking and understanding. It also presents aspects of learning, how to learn, differences about children and adults when learning a foreign language.
Chapter four makes an analysis of the three approaches and methods applied in this research for the teaching of a foreign language to children. The historical development of interdisciplinary (cross-curriculum) in the national and international contexts is also included here. At the end of the chapter some implications of the interdisciplinary model are presented.

Chapter five includes some definitions of syllabus presented by different authors, types of syllabuses; the description of the cross-curriculum syllabus itself and a content chart resulted from the integration of the programs given for the different subjects taught in first grade in state schools.

In chapter six the methodology applied through the whole research appears, given detailed description of the subjects, syllabus, methodology and evaluation. The reader can also find here data analysis and the results.

Finally, from the analysis and results, which are in chapter six the researchers point out some pedagogical implication, conclusions and suggestions.

At the end of the chapter all the lesson plans are provided and explained in detailed.
Additionally to the lesson plans implemented and designed for the development of the project a folder is attached with materials designed for practical support.
2. THEORETICAL FRAMEWORK

The theory presents and explains the pedagogical model presented by Spolsky, in Stern (1993), to organize the principles considered theoretical foundations in the construction of a theory of second language pedagogy (figure 1).
Spolsky (1988:237) considers that linguistics by itself is insufficient to provide a model for language teaching. Consequently, the author suggests three principal sources. First, language description, second a theory of language learning and finally a theory of language use.

The theory of language learning comes from a theory of language and a theory of learning, at the same time language description has its foundations in a theory of language.

There are four disciplines that come together in dealing with the problem of language education and that constitute the data underlying language teaching, they are: Psychology for the theory of learning, Psycholinguistics for the theory of language learning, Sociolinguistics for a theory of language use in society and General Linguistics for a theory of language and language description Stern, (1993:37). The following sections of this theoretical review provide detailed explanation about the four main sources of the second language pedagogy.

2.1 THEORY OF LANGUAGE

Language and the process of its acquisition have been described from several psychological schools.

Skinner in Brown (1.994), explains language as a verbal behavior which is composed by three basic elements: stimuli, reinforcement and response. Skinner's approach focuses on the immediately perceptible aspects of linguistics behavior provoked by the environment, he also argues that an effective language behavior is the product of the correct answer to certain
stimulus, the response becomes a repetitive action, that is to say that, when a linguistic behavior is positively reinforced it becomes a repetitive action but if it is negatively reinforced the unexpected behavior tends to be extinguished.

In front of the behaviorist position, the Nativist School, led by Noam Chomsky (1964), explains language by arguing that every child is born with universals of linguistic structure. That is, the child does not have to learn those features common to the structure of all human language, because he is born with the framework of linguistic structures innately specified (LAD).

According to nativists language can not be explained simply in terms of stimulus response because under this theory it is not possible to explain the infinite number of utterances any individual can produce. Furthermore aspects of meaning, abstractness, and creativity can not be explained under the behaviorist perspective.

Nativists received support from Lenneberg in Brown (1964:25) who claims that language is "Species-Specific" behavior and that certain modes of perception categorizing abilities and other language related mechanisms are biologically determined, Lenneberg points out that human beings have a biological preconception of language, even though that is a necessary but not sufficient condition for language learning, exposure is needed to get linguistic maturity. For him physical maturation and language development are parallel processes, this assertion allows him to explain that human brain has plasticity, that is why it is easier for children to learn
a foreign language at early ages. He claims that there is a critical period for language acquisition that ends at puberty, at this time the brain has reached a high degree of development, that is to say, a person is structurally biochemical and neurophysiologically mature.

Other perspective of language is presented by Halliday (1975) he considers language from a pragmatic and socio-linguistic point of view, that is to say, language is a social-functional system, and for him language is meaningful when it is the product of the interaction between the individuals and the environment. Furthermore, an individual enriches the language when he is aware of his own needs. Halliday suggests a set of functions to use the language according to the context, they are as follow: Instrumental, regulatory, personal, imaginative and heuristic function; the heuristic one serves to interpret young children language. All the functions are important, but we are more concerned with the imaginative function and the informative function because they are more applicable to children. The former, deals with the creation of child's environment by using language to talk about his context and to express his own opinion about his world. The latter, deals with the complexity of the language usage when the child gets mature.

We consider that it is impossible to conceive the study of a foreign language discarding one of the theories, therefore they, from our point of view, have to be linked. Language, then, is innate capacity strongly affected or influenced by the environment. We have sketched here relevant aspects of the most important theories of languages seen by
outstanding authors. Language teachers have to be clear minded about what language is in order to teach it.

To enlarge and to clarify the concept of language it is necessary to consider not only the psychological conception of language, but also the linguistic description of it, thus Saussure and Chomsky linguistic points of view are going to be explained.

2.2 DESCRIPTION OF LANGUAGE

Spolsky, as it has been previously said, considered the description of language as a help to extend the vision presented by linguists. There are some other descriptions of what language is, given by two of the most relevant linguists, Saussure and Chomsky.

On the one hand, Saussure in Brown (1994:31) describes language as a vocal function which supports individual creativity. Language is a system of symbols made up of significant and meaning. Saussure affirms that a human being is able to produce an infinite number of sentences (parole) from a finite number of finite of linguistic structures (language) and finally he says that language is conventional and arbitrary. This structuralistic conception corresponds to the behaviorist position of Skinner' view that sees language as a mentalist and insufficient structure. Structuralisms say that language is an individual as well as a social phenomenon. According to them language is a whole by itself and it is a mean of classification.
On the other hand, Noam Chomsky (1985) argues that linguistic mastery is possible because individuals are born with a considerable innate knowledge about grammatical rules and forms of language. This innate knowledge permits children to decode and speak any natural language, furthermore, he points out that in spite of having certain innate knowledge about rules there is a necessary condition for a normal child to learn speech, the child needs to be submitted to exposure, the mother is usually the model.

2.3 THEORY OF LEARNING

Spolsky in Stern (1997:37) considers the theory of human learning as an integrative part of his educational model, for clarifying his point we outline the classical behaviorism by Pavlov, the operant conditioning by Skinner. The humanistic approach by Rogers and the Constructivism

For Pavlov, in Wood (1994) learning is a process that consists of the formation of associations between stimuli and reflexive responses, that is to say that people produce and answer to a stimulus even if it is not evident. Sometimes, such reflex is automatically produced. Pavlov's theory was based on experiments developed with animals, even though psychologists have attempted to apply Pavlov's principles to human learning.

Skinner in Brown (1994:22) also executed similar experiments with animals as well as with human beings; such experiments let him to prove that the way to guarantee learning in animals is to provoke a particular
response to a stimulus by giving them positive reinforcement every time their performance is appropriate.

For Skinner to obtain a rapid and long term learning it is necessary to have an intermittent schedule of reinforcement, it is to say to shape a behavior. It is important to give positive reinforcement from time to time; not always the same type of reinforcement and not always with the same schedule. Consequently, the effective teaching involves occasional reinforcement of the desired response. When Skinner applied his findings on animals learning to the teaching of children he concluded that teachers fail when reinforcing in the classroom, due to the fact that they do not employ effective schedule of reinforcement in the classroom because teaching is based on punishment of inadequate behavior rather than showing a concern for shaping and reinforcement of responses to be learned.

One of the most outstanding researchers in human learning is David Ausubel; his findings, explained in Brown (1994:79) shown that: "learning takes place in the human organism through a meaningful process of relating new events or items to already existing cognitive concepts or propositions-hanging new items on existing cognitive pegs". Rote learning is the process of acquiring knowledge in isolation in a routinely and decontextualized way, examples (list of words, telephone numbers, addresses, etc), it is a mental storage of items.

In contrast, meaningful learning is a process of relating and conceptualizing new ideas, relevant to previously established entities; it means that new concepts become part of the cognitive categories.
This position is important for the teaching/learning process because language instruction must not be focused on isolated items but on contextualized entities; for children it is better and easier to acquire a language if they have something to relate it to.

Carl Rogers in Brown (1994:85) agrees with Ausubel in terms of meaningful learning and adds a new position towards human learning; he says that the knowledge a person possesses is the result of having constructed it from several parts. According to Rogers the construction of knowledge is directly related to affective constituent of human being, then, the individual actually decides what she/he wants to learn depending on how the individual feels about the knowledge presented, so, Rogers asserts that human beings are primarily emotional and then cognitive. This assertion is important since children should be motivated to learn a foreign language, if so, the teaching/learning process would be effective but if the learner is not, this process surely becomes extremely difficult.

Constructivism one of the latest psychological and pedagogical schools explains in a new way how the science elaborate knowledge, it asserts that the interaction between the experience and the environment gives as a result knowledge.

In the same way, it considers that knowledge changes through knowledge, this process implies a previous knowledge which means that an individual has its own preconceptions, pre-theories, own explanations and natural interpretation of phenomena that interact among them in its mind.

In relation to learning Bustos (1994) states that:
"El aprendizaje tiene como requisito fundamental o condición "sine qua non" Sumergir a los alumnos en un contexto de experiencias donde el aprendizaje De algo sea una necesidad vital. Ese principio hace que los aprendizajes no se Reduzcan a destrezas y habilidades requeridas en situaciones difíciles".

2.4 THEORIES OF LANGUAGE LEARNING.

We can not conceive a theory of language learning without conceiving a theory of language teaching.

According to Kimble and Garmez in Brown (1994), learning is a relatively permanent change of behavioral tendency and it is the result of reinforced practice. On the contrary teaching is guiding and facilitating learning, it is to enable learners to learn and to give the appropriate conditions for learning.

There are several authors that have presented many theories about foreign language learning and acquisition; some of them are going to be treated as follows.

Firstly, the Discourse Theory, postulated by Halliday (1975), considers communication as the matrix of linguistic knowledge; linguistic development depends on the interpersonal use of language. Besides Ellis (1990) indicates that Second Language Acquisition follows a route in which speakers adjust language by negotiating meaning through conversational strategies. In spite of the fact that negotiation of meaning is a necessary but not sufficient condition for SLA because there are cognitive processes which control the construction of discourse, these processes are internal, then can be inferred but not observed. The cognitive processes are studied according to native language culture,
thus, negotiation of meaning can be seen as the product of transfer from first language and culture to a different linguistic code.

Krashen (1982) in his Monitor Model states the differences between acquisition and learning. According to him acquisition is the subconscious master of the language by means of participating in real communicative situations, while learning is the conscious study of language; generally it is achieved through formal instruction.

Ellis (1985) proposes the Variable Competence Theory which is based on two assertions, the first one refers to language and the other to the product, that is to say the manner a language is learned, is a reflection of the way language is used.

2.5 THEORY OF LANGUAGE USE

Following the outline proposed for of this theoretical review and considering that theories of language use are very relevant for Spolsky’s educational model, it is compulsory to study some aspects presented in his book "Conditions for Language Learning" (1989).

According to him first language acquisition is strongly influenced by the environment as well as the second (foreign) language acquisition is for that reason he asserts that language is a social mechanism which is learned in contexts. There are two indirect but essential ways in which second language learning is affected. First, the context marks a positive
or a negative attitude towards a language being learned. The second, contextualized situations allow the learner to have direct contact with the real use of language; he gives a clear explanation in his condition 59. "Opportunity for contextual embedding condition: learning a language involves an opportunity to learn how its elements are embedded in linguistic and non-linguistic context.

Stern (1997) has also done important findings; he suggests concentrating not only on linguistic features but also on non-linguistic features and to include in the English pedagogy the interaction between language and culture.

Adults, when learning a language, receive social and cultural influence, a process of transition takes place since the individual has to interact and indirectly to compare and contrast its native language and the foreign language. In the same way children are highly influenced by their culture and society, which permit them to develop not only their linguistic abilities but also to acquire social parameters. When children learn a foreign language they enlarge their culture by means of riddles, songs, poems, nursery, rhymes, etc.

Considering language use and referring to children learning a foreign language, it is important to take into account that children, at the very beginning of language instruction can not produce any output, even though they are receiving a great deal of input, this input or information has to be decoded and inferred, this is plenty of linguistic, social and cultural information. The input childhood during the time that has been
called by Dulay, Burt and Krashen (1982) the silent period. The authors explain that children spend to understand, interpret, and decode a language a long period of time before being able to talk.
3. UNDERSTANDING CHILDREN'S WORLD

3.1 Development of children thinking and understanding.

Children's world is ever changing and ever growing; that world needs to be described and understood in order to create the best environment for a learning process. The terms thinking and understanding imply mental activities difficult to give a detailed account of to imprint on because they are internal processes that we can merely infer from observation.

Thinking generally involves among many other factors the manipulation of ideas that are stored in memory while understanding seems to involve obtainment of meaning from a situation; a piece of information or the establishment of linking and relationships. The definition of thinking varies greatly even among experts, Fisher (1990:2) defines thinking as an intriguing subject, the source of human capability, and the key to human survival. It is an inherently human capacity, which differentiates us from animals or computers.

Diana Shorrocks, in Brumfit (1994:260) teacher at university of Leeds, points that “children are able to think, to solve problems and to understand the world around them”. When a child is learning a foreign language he/she is being involved in one of the most complex mental cognitive activity he/she will ever experience.

According to Shorrocks, in Brumfit (1994:260) thinking involves many kinds of mental activity, and the use of memory; it also implies the manipulation of ideas towards a particular goal when the child is solving a
problem. Understanding involves the idea of getting a full meaning of a situation. To state a theory of children thinking and understanding Piaget (1967:14) obtained information about children thinking by observing them very closely and by means of a clinical interview. In this procedure the child is presented with a problem to solve or a situation to explain and then he is asked questions about it. Based on these observations he developed his theory that considers the capability of adaptation to the world. In this way he measured and defined intelligence.

Piaget's analysis of pre-operational thinking, explained by Wood (1993), suggests that young children tend to form their judgments about the nature of things on the basis of single acts of concentrations. He argues that their perception is thus "dominated" by what they have happen to attend to. They can not "de-centre" their thinking or co-ordinate their mental actions to achieve stable logical judgments. Only later, when they have constructed logical operations, they develop the capacity for sustained and systematic perceptual analysis and rational thought.

Piaget says that from birth the world outside begins to be a part of us and as a result of our early dealings with this environment we begin to develop a set of ideas which allow us to relate, to classify and to predict what is happening around us. These ideas and concepts become more complex, powerful and useful throughout childhood, adolescence and adulthood.

Piaget (1967) explains that there are two processes to adapt to the world: Assimilation and Accommodation. In the assimilation process, the previous experiences had provided a framework in which the new object
can be integrated; the framework becomes extended a little as a result of engaging with the new object. This enriched concept will in turn allow the child to recognize more possibilities in the world next time and this is called the accommodation process.

Assimilation and accommodation processes work in a complimentary way with each other to give organization to our ever-growing knowledge and understanding, they apply across all age ranges, to adults and children.

After clarified the child process of thinking and understanding it is important to state how children think and learn. Thinking then is closely associated with what goes on in the brain, children's thoughts correspond with events of the real world, children can visualize thoughts, and children let us see their thoughts when they express them verbally or visually.

Children only learn things that make sense for them. To ask a six year old child to pay attention, concentrate, study, learn and remember is a difficult task to do, for that reason the material to be learned and remembered must be presented in a real way to capture the child's attention. Children can concentrate and remember but need the support of external assistant, that is to say external aids to memorization, as a tool to remember. The external aids also provide living illustrations of the processes involved in memorization which eventually the child comes to internalize and exploit him, viewed learning and memorization in this way it is clear that formal learning situations take place first in external, observable and social environment before being internalized by the child.
3.2 Knowing about Knowing and learning how to learn.

To understand children's world and processes it is important to consider the way child knows and how they learn. Even young children have some rudimentary insights of the route they follow when they think. Under Shorrocks, point of view (1994:269) children seem to be aware that they forget a thing that trying to remember many things is harder than remembering a few ones and that certain tasks are harder than others. Planning and knowing what kind of approach or strategy to adopt in order to learn and remember are important self-monitoring skills and young children lack of them.

Ann Brown (1982) in Brumfit (1991:106), stresses the importance of certain steps in becoming a more efficient learner; she says "that to be an effective learner, she will need to know something about her own characteristics, her available learning activities, the demand characteristics of the various learning tasks and the inherent structure of the materials. She must tailor her activities finely to the demands of all these forces to be a flexible and effective learner. In other words, she must learn how to learn". Ann Brown refers to "She “to the learner in general.

In the process of thinking, according to Gessell in Fisher (1993:2), children first perceive and then take in the visual and auditory stimuli around him; they hold those visual images while they decide what and how they are going to respond. These processes of perception, memory, concept formation, language and symbolization are basic cognitive skills for reasoning, learning and solving problems.
Karniloff Smith (1984) in Shorrocks (1994:269) studied the process that children follow when they are solving problems, reading maps, learning new grammatical structures, etc. On the basis of her experiments; she stated three-phases that children pass through when a new situation is given.

In the first phase, children seem to be dominated by the situation, they have little organization and use positive or negative feedback from direct dealings with the problem given, they may solve it, but not very effectively. In the second phase, children try to rethink the procedures in the first phase and create an internal representation, which deals with the whole situation, this is a reflexive stage, and here they try to impose on the problem. In the final phase, the internal representation and the external experience behavior are brought together and the result is an organized a fluent solving of the situation.

The author makes a clear assumption of the internal representation and the reflection; this process has significance when we apply it to language learning. When children learn grammatical structures or items of complex vocabulary, they go back through a representative phase, in order to use the language properly, sometimes children fail even though they have mastered some structures.

According to Karniloff (1984) every child learns in different ways. All individuals are unique in terms of physical characteristics, personality, and facility in performing certain activities. As educators it is important to consider this fact to be able to represent an activity that matches the
child's expectations. But there are some other factors that influence the act of learning, such as social and cultural circumstances.

One of the criticisms made by researchers about Piaget's work is that he underplays the importance of the social context and the possibility of adult intervention in the learning process, while Bruner and Vigotsky cited by Shorroks in Brumfit (1991:271) have considered the importance of social and cultural environments and adult intervention when learning a language.

For Vigotsky (1978) in Brumfit (1991:271) human learning presupposes a special social nature and a process by which children grow into the intellectual life of those around them. There is good evidence that babies are highly tune-in and responsive to those around them. This fact leads us to infer that they learn in part from others. Social interaction is one of the basic means of development and education in order to intervene and arrange activities that help the child. Teachers can help pupil's check if they internalized the concepts and then the teachers are able to look for strategies to learn, consequently, take control of the children learning.

Referring to cultural circumstances, as cited before, Bruner has tried to unravel how the primitive operations of baby's mind got converted to the subtle arts and sciences and intuition of adults. He argues that the man could not have made that voyage without the ready-made tools of culture and its language and language helps the child to reach the higher ground of understanding to more complex and abstracts forms. Adults provide the scaffoldings that enable the child to do so.
The work of Piaget, Vigotsky and Bruner raises awareness about how people learn in order to help children to understand more about their own strategies and procedures of learning and thinking. The nature of children's development have solid implications for the role of the teacher, effective teaching then means sensitive and well informed intervention in the developmental process.

3.3 Children and Adults Learning a Foreign Language

The aim of this section of the chapter is to state some differences between children in the process of acquiring a second language and the route followed by adults. To state the differences in learning is important in the attempt to design an approach for second language teaching to Younger.

John Clark in his article "Teaching Children is it Different" (1990) raises some important differences between children and adults:

- Children Start Developing Concepts.

There are several differences when teaching a foreign language to young children than to adults, on the one hand children develop the notion of the mixed-abilities, it is to say they acquire notions, functions, and the world at the same time, so we are referring to the mental development rather than to previous knowledge. Human beings progress from concrete realities to abstract concepts, therefore activities with children should be planned in this way that means to provide children with concrete experiences before pretending them to state abstractions.
Children Have no Real Linguistic Needs.

Adults generally learn a foreign language for a particular purpose: for their job, for travel, or to learn about other cultures. However, young children rarely have such needs in a foreign language. In addition to this, children have few immediate functional needs that might suggest priorities in terms of sequencing learning. For instance children do not need to know how to order food in a foreign language, ask for directions, or talk about the weather. These functions are important for adults but not for children then, when designing learning programs for children the item should not be based on linguistic needs, but on topics and activities relevant to children’s needs.

Children are still developing their First Language.

Young learners do not have a fully formed system of their own language; it is not advisable to teach children to say things in a foreign language that they can not say in their own language. Some children are still developing communication skills, such as turn taking and the use of the body language, the whole ability as communicator is affected. Children are still learning rules in their own language; they may not be able to read. They have the same range of language skills as adults to draw upon and apply to the learning of second language.

Young Children Learn more slowly.

Children learn their first language very slowly. Not until the age of four, children are effective communicators in the first language; if we have to
calculate the time spent learning until four years of age we would have about ten thousand hours. The average proficiency rate of an adult is only one thousand hours of foreign language learning.

In addition to this, classroom learning is extensive rather than intensive making the achievement more remarkable. We hear that young children learn very quickly under immersion conditions, however, this is usually under conditions which include exposure to the language over a high number of contact hours within an intensive period with high degree of motivation and parental home support and in a foreign language environment. When adults learn a foreign language their focus is exclusively on teaching while children are still in immersion.

Children learn many things at the same time. They develop knowledge about the world, develop awareness of concepts acquire skills and develop their first language. Therefore, it is possible to state that children learn more slowly than adults because children are focusing their attention to many knowledge areas. In terms of pedagogy we not only progress slowly with young learners because teachers are involved not only in the teaching of a foreign language but in the learning of other areas including, skill development, conceptual awareness, knowledge of the world and things, etc.

Young children are egocentric.

The world of the child seems to revolve around the self: Children are worried about their own likes and dislikes, their own family and friends,
their own environment. As teachers, we have to capitalize from their
egocentrism by relating as much as possible the content to children
themselves. There are many topics which can encourage personalization
in language. For example: my family, my friends, my town, my cloths, my
favorites, etc.

Children get bored easily.

It is not so much that children get bored more easily than adults. What is
important to know is how they manifest it in terms of behavior. Children
have not choice but to attend school and have little to say in classroom
activities.

Adults on the other hand, have made a deliberate choice to learn a foreign
language. So they usually persevere even if it is difficult. Children let the
teacher know when they are bored. When young learners are bored they
do not learn and even worse they show a negative feeling towards the
experience of learning a foreign language. And this can remain for life,
and then activities need to be fun, interesting and challenging.

Children are at early stage of education.

One of the reasons to start learning a language at an early age is to foster
more positive attitudes to foreign language study. Young learners have
fewer inhibitions about learning and less resistance to the idea. On the
contrary, most of adults have internalized knowledge of the world, some of
them have started learning a foreign language in adulthood and perhaps
many of them have failed, or have experienced a negative attitude against
the target language.

For John Clark, ensuring success and enhancing the motivation of
children is surely one of the main factors behind an early start in foreign
language learning. Teachers must not view the teaching of children in
isolation it is part of the continuum and lays the foundations for future
study.

Children forget quickly.

Observations that teachers have done prove that children forget more
quickly than adults, whatever the reasons; the need to recycle language
frequently is a necessity if we wish language to be retained and used.
Since the motivation behind children's learning is different from adults,
teachers must recycle language in such a way that children do not feel
they are repeating the same thing. One way of removing the notion that
something has been done is to make sure that activities have a non-
linguistic focus like: playing games, telling stories, teaching topics by
painting and drawing, etc.

Children are better mimics.

This is another observation made by teachers which appears to have little
theoretical support in terms of phonologically evidence. It is true that with
young children, the motor movement of the mouth used to produce the
sounds of their first language have not become fixed through habit,
whereas adult’s learners may find the acquisition of another sound system more difficult.

Benefits may be derived once again due to attitudinal factors. It has been said before that children have fewer inhibition in learning a foreign language. And this seems to be true with respect to their attempts to speak the language, feel more confident to express sounds and delight playing and acting with sounds, through role plays, chants, rhythms and tongue twisters, which seem to be more functional for children than for adults.

From our point of view children and adults present many differences when learning a foreign language, since the motivation, abilities and their cognitive development are not the same. Therefore when teaching children teachers must emphasize on ludic activities as well as on understanding and listening skills, because if the input is enough the latter production will be better. On the contrary, adults are more conscious of their learning process that is why they are more concerned with grammar and language functions.

Children learn a foreign language in a more natural and unconscious way, that is to say, they are not too much conscious of grammar rules and language functions. It is reasonable to assert that children in our Colombian context could learn a foreign language by following a naturalistic approach through language instruction, as it has been proved in other context for second language acquisition.
4. APPROACHES AND METHODS FOR TEACHING ENGLISH TO CHILDREN

The literature reviewed about the Nature of Language, Language Acquisition and how children construct meaning have given us a clear view on the attempt to create a syllabus that could suit our Colombian state schools and give lights on the way to teach English to illiterate children, but before starting the design of the syllabus that could be an answer for the TEFL in the first grade of primary schools, it is important to offer a framework to explain the relationship existent among approach, design and procedure as well as a reflective reasoning followed to determine the type of syllabus to be created.

To build this framework it is advisable to have a look at literature about the theoretical support given to the teaching of English in primary state schools.

First, the general law of Colombian education states the compulsory study of a foreign language in primary but it has not clearly stated the philosophical reason for it. Second, content teachers think that TEFL is extremely important, because a new language represents a wide world for their pupils. Third, the community has accepted the idea that mastering the international language, English, is a tool for children have to strive for a better position in the social order.

It is also important to know how MEN and Secretary of Education have assumed the teaching of English and where and what the universities are
doing to up date teachers. Having in mind the previous considerations teachers should look for a way to respond the law demands by helping to create a syllabus that suits the Colombian children's real situations, needs, interests, availability of time, number of students, etc by integrating theory and practice. (Figure 2)
Finally, the researches have considered that for starting the inclusion of foreign language in the school curriculum it is important to set the conditions for intending to teach English to first graders in state elementary schools. (Figure 3)
To clarify the steps we have followed in the selection of the approach to be applied we consider important the elements proposed by Richard and Rogers (1986). To select an approach for teaching young learners, first, it is compulsory to have a look at Applied Linguistics, first and second language acquisition theories, psychology and primary school education in order to have theoretical foundations and practical guides to create the syllabus addressed to first grade in state schools, finally, the activities and the procedure should be prepared according to the approach and syllabus selected.

Observation about children developmental process, to consider their needs and wants, as well as being aware of children’s style of learning, and the considerations of some authors from different disciplines are taken here to support the selection of the methodological framework. After having studied behaviorism, cognitive and constructivism, we concluded that all of them are relevant in the language teaching/learning process, and that they can not be treated as separated as independent entities; for us they overlap each other in some way during the learning process. For that reason we present before and after linguistic, physohological and sociological aspects which facilitate the understanding of language learning and consequently the teaching process.

We also consider important to spend most of the classroom time on activities that foster natural acquisition rather than on formal vocabulary and structures.
Bruner and Vigosky's assertions in Brumfit (1991) are important because they affirm that “the baby's mind is modeled by the social environment and by the input given by parents and adults who surround him”. We also consider that culture, language and societal factors influence children thinking in order to help children to grow intellectually and cognitively.

The reasons presented above made us think about finding suitable methods that permit an ideal teaching for elementary school children emphasized on learner centeredness and on the creation of a supportive learning environment.

The methods selected are: Total Physical Response (TPR), Natural approach (NA), and Interdisciplinary approach or Cross Curriculum Approach. All of them follow principles that promote the inclusion of problem solving situations in different content areas and group working. In these methods the learners are viewed as the center of the class, except in the NA, within the framework of conducting them to a holistic education including the concern for creativity and self expression through music, drama and art. Children must be treated as agents of their own learning, leading them to promote independent learning.

The approaches previously mentioned are going to be explained in detail, having in mind these features: General characteristics, Teacher's role, learner's, instructional materials and evaluation because they are relevant issues for a classroom setting.
4.1 Total Physical Response

Total Physical Response (TPR hereafter) is a relevant method for teaching a foreign language to children because it attempts to teach language through physical (motor) activity. James Asher (1981) developed the Total Physical Response Method which considers principles of child language acquisition as important factors when teaching a foreign language. Asher noted that when children are learning their first language they appear to do a lot of listening accompanied by physical responses.

Asher also gave some attention to right-brain learning because he argues that motor activity is right- brain learning, that shout precede left-brain processing. This position is congruent with Torrance (1980) list of characteristics of right or left-brain dominance. The author explained that the right hemisphere perceives and remembers visual, tactile and auditory images while the left hemisphere is associated with logical analytical thought, with mathematical a linear processing of information. That is why Asher claimed for the use of sensomotor activities in children learning a second language. Besides, Asher was also convinced that language classes were often the focus of too much anxiety and whished to devise a method that was as stress-free as possible, where the learner would not feel conscious and defensive.

Characteristics the most relevant features of the TPR method are:

- Modeling

- Demonstration by students showing understanding
Flexibility in understanding and familiarizing with vocabulary

Commands are expressed by funny actions

Low stress

Instruction is conveyed through learners responses

Children choose to speak when they feel ready to do it

Teaching occurs through songs and games

**Teacher's Role**

The teacher who uses TPR believes in the importance of having the students enjoy their experience in the learning to communicate in a foreign language. The teacher is the director of all students’ behavior. Teacher responds to student's errors with tolerance and will only correct the major errors. The teacher interacts with the whole group and with the individual students. The teacher speaks and students respond firstly non-verbally.

**Learner's Role**

The learner is an imitator and performer of what it has understood from the teacher's input, students perform the action together to learn by watching each other. The TPR method reduces learners' stress; students speak when they are ready to do so. Perfection should not be expected.

**The Role of Instructional Materials**

The language and the skills which are emphasized here are the grammatical structures, vocabulary and imperatives. One reason for using
imperatives is to approximate the occurrence in the speech directed at young children learning their mother tongue. Spoken language is emphasized, learners do not read commands, and they learn to perform until after a few hours of instruction. Realia is the most frequent resource used in TPR method.

**Evaluation**

The teacher knows whether or not students understand by observing their actions. Formal evaluation can be conducted by observation and performing of actions.

In our opinion, the most appropriate features of TPR method for children in the first grade of elementary schools are: Students learn the language by enjoying the experience; they learn by giving and receiving commands in real situations and by means of realia. Student’s performance is evaluated through observation avoiding in this way the pressure of the test.

Another factor that makes TPR suitable to our Colombian context is the fact that it emphasizes listening and speaking in children that are developing reading and writing in their mother tongue.

**4.2 Natural Approach**

Another approach that does not consider grammatical explanations or formal instruction to the learning of a foreign language is the Natural approach (NA here after). Krashen and Terrel (1983) see communication
as the primary function of the language for this reason; they consider that the focus of teaching labor must be placed in the development of communicative abilities. This approach focuses on teaching communicative abilities. Krashen asserts that the major problem with traditional methods was that they were not built around the actual theories of language acquisition, but about other theories, for example the structure of the language (Structuralism). Krashen and Terrel state that the acquisition can take place, only when people understand messages in the target language. They feel that grammatical structures do not require explicit analysis or attention in language teaching/learning process.

The NA is based on series of theories of language acquisition that Krashen has researched and presented five hypotheses as follows: The Acquisition Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis.

It is important to mention here that a foreign language can be learned and acquired naturally as children acquire their mother tongue according to the Acquisition Hypothesis. The Input Hypothesis asserts that the better input the child receives the better output he produces.

Krashen sees the learner’s emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks less of this necessary input, motivation, self-confidence and anxiety are fundamental aspects for this Affective Filter Hypothesis.
Characteristics

The most relevant features of the NA are:

- Language can be learned naturally in an informal setting, that is what Krashen defines as acquisition or in a formal way, that is to say through formal instruction, which is what Krashen defines as learning.

- The child monitors his own learning

- Language can be learned following a natural order. The ability to speak can not be learned directly, it emerges independently after having some contact with language.

- Language learning is determined by the quality of motivation and Self-confidence that teacher offers to students.

Teacher’s Role

In the NA the teacher has three main roles: First, the teacher is the primary source of comprehensible input in the target language. Second, the teacher must create a pleasant classroom atmosphere, that is to say friendly, interesting, with a low affective filter environment for learning and third, the teacher must choose a rich mix of classroom activities involving a variety of group sizes, content and context.
Learner's Role

The language learning within the parameters of NA method is seen as a processor of comprehensible input. Learner’s roles are seen to change according to their stage of linguistic development, the learner decision is central; he is the one who knows when to speak and what expressions to use. The learner provides information about his goals so the topics are selected according to the students’ needs; the students here take an active role in the comprehensible input. The learner knows when to start producing speech.

The Role of Instructional Material

The main goal of instructional materials in the natural approach is to make classroom activities as meaningful as possible by supplying the extra-linguistic context that helps the learner to understand and thereby to acquire the language by relating classroom activities to the real world, and fostering real communication among the learners. Materials come from the world of realia rather than from textbooks.

Evaluation

Teachers evaluate students’ progress by observing and interpreting how the learners start mastering the concept taught. In spite of the fact that this approach should be considered a teacher center one, it has been selected for this research because in the natural route a child follows for the acquisition of his first language, he possesses an environment created by people surrounding him, who are the input provides. In the same way
for illiterate children learning a foreign language the teacher is in charge of creating the classroom setting.

In sum, we have considered this NA relevant for us because it respects the natural order of the acquisition process, and because we consider that if learners feel self-confident they will learn better and faster.

4.3 **Interdisciplinary Approach (Cross Curriculum Approach)**

The interdisciplinary approach, the latest approach we present, is considered by Linda M. Crawford-Lange in Long and Richards (1991), as one of the curricular alternatives for second language learning. The term alternative, for her, means the reformation and adaptation of the teaching techniques in order to complete the demands the world, the society and the technology ask for.

She also presents three techniques of interdisciplinary. The first technique is called Cross-disciplinary Technique that uses English to reinforce and integrate the topics learners have studied in other subjects to gain support from them. For instance utilize worksheets from mathematics classes for the teaching of numbers in English; or the geometric figures from the geometry classes to teach shapes and colors relating them to the topic of pyramids taught in social sciences and so on. (Figure 4)
The second technique is related with the expansion of a language class project to involve students and teachers of other classes; that is to say, language students in the language class re-write and perform a play they have studied the year before, they would then work with the art students to illustrate the text and decorate the stage of the performance of the play, students from the graphic class could be invited to print and design the book of the play as the posters for the performance.

A difficulty with this technique is to join all the parts as it involves teachers and students who have to be in agreement with the entire process and final goal. This negative feeling can be avoided by enjoying planning, which generates enthusiasm for the project on the part of all teachers involved. The teachers stuff should plan in advance the entire project, so that the non-foreign language teachers can incorporate the project as an integral part of their courses.

The third technique refers to a global education, focuses on international understanding and on preparing students to deal with the world problems by developing their capacity to address questions of interdependence, conflict, communication, growth and change. That is to say, a global education in order to obtain: 1) awareness of the world situation. 2) Awareness of the choices people can and must make, understanding of the dynamic of the international relationship. 3) Consciousness of and respect of the different ways of viewing the world. 4) A cross-cultural awareness.
Global education should consider all disciplines at all levels. Language teachers should adopt a very reflective position, be creative and take the initiative of integrating other areas to work as a team to prepare children for life.

Consequently, an interdisciplinary approach could fit into the up day teaching techniques because it applies cognitive and constructivist principles in the sense that this approach turns students into problem finders, problem solvers and at the same time allow them to profit from the background knowledge in order to construct and to internalize content, given through the target language. All of these aspects are influenced and affected by the social environment.

Piaget (1967) argues that we should not divide reality and concepts, they are not isolated.

**Characteristics**

The most relevant features of the Interdisciplinary Approach are:

- Language, in context, can be learnt in a natural way.
- It makes learning a whole by bringing all the parts together.
- It brings topics not usually taught in a language classroom.
- Language (English) works as a consolidating bridge between content areas and the target language.
Interdisciplinary takes advantage from the knowledge learners are taught in the different content areas.

This approach contrast with approaches of other existing methods in which language skills are taught in isolation.

The interdisciplinary approach develops problem solving, deductive and inductive reasoning.

Teacher's Role

In the interdisciplinary approach teachers have different roles:

- Teachers are problem finders and solvers.
- Teachers turn language teaching into a tool to consolidate knowledge.
- The teacher is the leader who integrates language teachers, content teachers and the educational community.

Learner's Role

- Learners are problem finders and problem solvers.
- Students have more opportunities to create new things.
- Students use previous knowledge to internalize the target language.
The Role of Instructional Material

The source through the interdisciplinary approach is developed are the topics taught in the other content areas, realia, story telling books.

Evaluation

The teacher must monitor and check the learning process by means of observation of students' performance in English, it is to say how they have internalized the content given in the other content areas and reinforced in the language classroom.

4.3.1   Historical Development of interdisciplinary

Two contexts have been considered the national context and the international. Firstly Ruben Dario Arboleda Toro in his "Reflección Educativa Nº8" (1986) has summarized some aspects of the new curriculum in Colombia. He quotes the assertion of some teachers in Tunja and Ubate believe the fact that the ESCUELA ACTIVA is the main source of integration; it must cover not only the content areas but also the integration of teachers, school and family.

Rafael Florez (1986) "Segundo Encuentro de Decanos de Facultades de Educación del Occidente Colombiano" also proposes the practice of an interdisciplinary teaching, arguing that interdisciplinary of content areas develops a more effective learning and teaching weakening the barriers between school and the world the child lives in.
A similar proposal was presented at congresses in Neiva and Popayán (1988), there was a marked inertest in a model of language education that integrated the language and content. To summarize the Colombian context has already started to work in an interdisciplinary way encouraging high quality of professional development. Actually, this proposal is not new, it was implemented in some universities in Bogotá and some private schools, even though, state elementary schools has not implemented this approach totally; with the inclusion of a foreign language in the primary curriculum in Colombia, we consider that English could serve as a bridge of integration of content by means of an interdisciplinary Syllabus which fits both necessities.

Snow, Met and Genesse present some international contexts which also further support for our framework, example, the FLES (Foreign Language in Elementary School), (TESOL, 1989). This article describes the way a teacher of French integrates his subjects to chemistry, here both teachers have the respective priorities and responsibilities: The content teacher is responsible for the subject matter, and the language teacher for the language curriculum. In the traditional model the teacher's responsibilities do not overlap. The authors mentioned above propose a new model emphasizing the conceptualization of the roles of the teachers maintaining their priorities. However, the areas of responsibility are expanded and the language development is maximized.

Foreign language curricula have been traditionally standardized, both in content and sequencing. Learners acquire vocabulary related to classroom procedures, the weather, colors, numbers, present tense; etc.
These topics may or may not have relationship with the learner's need in their content classes.

In the interdisciplinary approach the language objectives and the content objectives are compatible with each other. When the students study a unit on methodology in their science class; it is time to introduce this topic in the English class, in this way, students learn not only appropriate language, but also how to use this language and applied it to other useful concepts, such rainfall, temperature, etc.

4.3.2 Advantages of an interdisciplinary model.

From our experience working with interdisciplinary model for about six months before starting the implementation of the model and six moths after. We observed that the interdisciplinary model brings both, students and teachers some advantages and implications.

-grade Interdisciplinary connections turn children into problem finders and solvers.

-grade This approach gives more opportunities for children to create something new.

-grade Good opportunities for children for the development of knowledge skills, and values.

-grade The experiences develop new understanding of broad conceptual areas that are developed elsewhere in the school program.
This approach enables the kids to handle the basic skills that will serve them throughout life.

Integrated study encourages children to develop new knowledge by putting ideas together in new and different ways.

Skills can be integrated so the child can see who they relate to. For example mathematics is used in investigating social and natural sciences systems.

The integrated studies develop: problem solving, inductive and deductive reasoning, drawing of inferences extrapolating, becoming familiar with new terms and using the community as a resource.

Interdisciplinary study can be a very natural learning extension and means for the pursuit of high order objectives.

The role of the teacher is to help children learn to build and develop new ideas and concepts from finder and problem solver.

4.3.3 Implications of this Model

- Foreign language teachers and content teachers must work as a team; such team requires reciprocal understanding between instructors.

- The language teacher may consult with the content teachers about what has been taught, so it can incorporate into
language instruction meaningful and important content that has related value in the rest of the curriculum.

- The rigid distinction between the roles of the language teacher and the content teacher is broken down in this model.

- Full integration of the language content instruction implies the integration of higher order thinking skill into language classroom.

Some other relevant ideas to interdisciplinary will be presented in the chapter of syllabus design. After the application of the interdisciplinary model we agree with Piaget in the sense that we can not divide learning into compartments due to the fact that reality is a unit and that knowledge is made up of the information taken from the outside world.

We have proved that children are better learners when content areas are linked to the language classroom, because the background knowledge provides self-confidence and a feeling of success, besides long memory is improved when using it daily.
5. SYLLABUS

In spite of the fact that teachers consider syllabus as part of the educational process, they are very concerned neither with its importance nor with its design and the use. To start this chapter some definitions are given about this respect, then we present our own model of syllabus which follows the principles of the four approaches mentioned before, emphasizing on Frida Dubin’s (1989) suggestions.

Defining syllabus

Syllabus and curriculum are forms used interchangeably by some authors, others find syllabus as a support of curriculum. Authors have different point points of view about syllabus and curriculum which will be described below.

Frida Dubin (1989) "defines both syllabus and curriculum as different things curriculum contains a broad description of general goals, indicating an overall philosophy of culture and education this philosophy is applied across subjects, language learning and learning teaching". It is also said that curriculum often reflects political trends.

In contrast to curriculum the author explains that syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowed defined objectives at each level. An important reason for differentiating the two concepts is to stress that a
single curriculum can be the basis for developing a variety of specific syllabuses, particular ends, and special objectives.

For Allen (1984) syllabus refers to a subpart of curriculum which is concerned with a specification of what units will be taught... since language is highly and can not be taught all at the same time. Successful teaching requires that there should be a selection of materials depending on the prior definition of objectives, proficiency level and duration of the course. This selection takes place at the syllabus planning stage.

The syllabus is the first component to be examined, in which policymakers convey information to teachers, textbook writes, examination committees, and learners concerning the program. The document according to Frida Dubin, should contain: 1) what the learners are expected to know at the end of the course, or the course objectives in operational terms?. 2) What is to be taught or learned during the course in the form of inventory items? 3) When it is to be taught and a What rate of progress, as well as the time constrains of the course. 4) How it is to be taught, suggested procedures, techniques and materials. 5) How it is to be evaluated, suggested testing and evaluating mechanisms.

The Interdisciplinary syllabus proposed to be applied to first graders in state elementary schools will follow the steps suggested above.
Types of Syllabus

To have a better understanding of syllabus it is important to be clear of the different types of syllabuses existing to teach of a foreign language. David Nunan (1991) divided the syllabuses into two types: product oriented and process oriented. The first, one is stated in terms of outcomes; the product is the most relevant aspect. The second is focused on the sequent actions learners do to gain competence, what is important is how learners progressively improve the performance of their tasks.

On the same line of thought Frida Dubin, states four main types of syllabus: The structural-grammatical, the semantic-notional, the functional and the situational syllabus. (Figure - 5)
The structural-grammatical syllabus is centered on tenses, articles, adverbial forms, etc. The notional syllabus focuses on themes, relating areas of meaning such as space, time, or obligation, it is also named topic syllabus. The functional syllabus can be combined with the notional syllabus focusing on the social function of the language as the central unit of organization; the functional syllabus is concerned with elements such as invitations, suggestions, refusals, etc. The situational, although less widespread than others, has probably been used for language learners for hundreds of years especially with the tourist phrase book.

When preparing a syllabus for young learners it is important to have a clear idea the program aims to achieve, age, cultural context and general education priorities that influence teaching more than purely linguistic considerations. From our experience it is possible to argue that neither linguistic oriented syllabus nor functional oriented syllabus or notional syllabus are efficient by themselves; it should be ideal to combine both in order to achieve better results in the learning process.

Having in mind the above mentioned aspects we are planning to design an interdisciplinary syllabus for young learners. Interdisciplinary pretends to integrate content areas and language considering topics as the way to introduce linguistic features without being evident. We mean by the term interdisciplinary that language will not be taught by itself, but through different and internalized topics in order to omit the teaching of isolated grammatical structures.
Interdisciplinary Syllabus (Cross Curriculum)

An interdisciplinary syllabus has been selected to demonstrate that learning is more effective if students are provided with input that reflects the integration of content areas.

The Interdisciplinary syllabus proposed brings the class, topics which are not traditionally included in the English school syllabus, that is to say the contents selected to teach in the English classroom come from the topics previously taught in other subjects. Teaching English following an interdisciplinary syllabus is more meaningful and enjoyable because learners are familiarized with topics.

From the three techniques proposed by Linda M. Crawford-Lange and explained in the previous chapter, we selected the Cross-interdisciplinary technique to design our syllabus; consequently the contents proposed in it emerge from the other subject syllabuses,

Syllabus

Duration: February 14th to October 14th.

Time: Three hours per week scheduled every Monday and Thursday afternoon, one hour and a half each day.
Goals: To introduce students to English language in a positive way by means of ludic activities.

- To use the background knowledge acquired through the first language.

- To integrate content areas and English in order to consolidate the knowledge acquired through English.

- To help students to develop listening and speaking skills.

Contents

The contents for this syllabus are the result of the integration of the contents given in first grade in state schools of all subjects ruled by the PEI of the school. They are:

- Greetings and introductions. God and the nature. Natural phenomena.

- Numbers from 1 to 10. Addition and grouping. Daily activities.

- The plant. Addition and subtraction.

- Shapes and colors.
Animals and sizes. God loves nature.

Integrating God, nature, numbers and musical instruments.

The family. Grouping, animal families, human races and famous families.

Describing nature relating the functions of human being with animals and plants through drawings with watercolors.


Pre-reading activities about chores in the family. God blesses chores and the family.

The human body. Expressing actions that human body performs.

Transportation by making sounds. Pat tells other children how he takes care of his body.

George visits the neighborhood

The body and five senses. Expressing means of

Learning poems, riddles and twisters short stories.
Consolidation Unit. Organizing a day off wherever the teacher considers.

Methodology

Classes will be carried out in English and in Spanish. The teacher will take advantage of young children's aptitudes to mimic, in order to motivate the class by means of dramas, role-plays, puppets and dynamic activities to maintain a high degree of motivation making English class an enjoyable and stimulating experience for children and teachers.

Classes will be conducted with games, rhythms, songs with actions and total response tasks that integrate other subjects, involving coloring, cutting and sticking, simple repetitive stories, and speaking performance.

Materials

When teaching a language to children, effective instructional materials make classroom activities more meaningful and successful, for that reason we created and adapted instructional materials that suit into the Colombian context; samples of these materials appear in each lesson plan.

The instructional materials depend on the approach selected, the content of the subjects, age of learners and context. Once we have decided on approach, content and context, we started looking for pictures, flash cards,
puppets, teddy bears, magazine cuttings, glues, scissors, blue-tag, fables, tales, songs, tape recorded materials, books for children and story tale videos, listening and spoken texts, ralia, flannel board, etc.

**Evaluation**

There will be two different types of evaluation: on-going or formative, that will be done during the process through positive remarks and final or summative, which will be at the end of the course. This evaluation will consist of students' performance and physical response activities.
In the following paragraphs we present a detailed description of the subjects, syllabus, materials, methodology and evaluation applied through the process of the research.

**Subjects**

The target group was constituted by thirty first graders at "República del Salvador School" and by thirty students at "El Remanso School", both institutions are co-ed distrital schools, located at "la Perseverancia and at El Remanso" neighborhood respectively their ages ranged from 6 to 7 years old, all of them are illiterate in their mother tongue and beginners in the foreign language. The course was scheduled every Monday and Thursday afternoon. One and a half hour each day. This course aimed to develop listening and understanding by using ludic activities.

**Materials**

The sources for this pre-experimental research are: An interview to private, bilingual and state teachers, a questionnaire addressed to survey different teachers, to detect how important the teaching of English is, the interdisciplinary syllabus applied to first grade students in state elementary schools and the evaluation applied to the subjects.
Procedures

First, six teachers from public, private, and bilingual schools were interviewed to gather information about the programs they follow in their schools. The teachers mentioned about were licenciados in Modern Languages, actually teaching English in elementary school without previous training to teach English to young learners. Second, forty teachers solved a questionnaire which pretended to collect information about their knowledge of the general law of education, interdisciplinary and the importance of English as a foreign language in state elementary schools. Some of surveyed teachers were normalistas without knowledge of English and some other were licenciados in primary education.

Surveyed and interviewed teachers provided the syllabus of all content areas taught in first grade which serve to constitute the interdisciplinary syllabus’ content which was going to be applied in schools selected after.

After having decided on the approach to be followed, the topics to be taught and the methodology; we started creating and adapting materials and finally, we prepared the lesson plans to be applied.

In spite of the fact that the syllabus was designed for a scholar year, it was only applied during the second semester that is to say, from August to October, by both the student-teachers. Classes were done by the authors and supervised by our Tutor from La Salle University.

There were three meetings, the first one with the course directors of the first grade at the schools mentioned, to explain them the program and to
ask for their cooperation, the second one was with the English teachers, the content areas teachers, the principals and the student-teachers to create a team-work to develop the program and establish the sequence the English class had to follow in order to have a coherent and integrative course. And in this way achieve the objectives of an interdisciplinary syllabus and a cooperative learning. The third meeting was with the parents who were invited to participate in a class to explain them the philosophy of the program and permit the interaction between students and parents. In addition to the activities mentioned above, the implementation of the interdisciplinary syllabus required the supervision of the director of the project who gave the corresponding feedback during the classes.

**Data Analysis and results**

Data was collected from four main sources: First, an informal interview to English teachers actually working with first graders. The result of the interview showed that every teacher followed his own methodology and method, based on their previous experiences but without any training in the process of teaching children. At "La Salle School", for instance, teachers explained their classes were carried out, following the same methodology they used for high school students. Consequently, they train their pupils in writing without considering they are just learning to read and write in their first language.

At "San Bartolome de la Merced School", teachers use constructivism theory and whole language approach to teach native and target
languages, but postponing writing activities in the foreign language. Teachers profit from students' background knowledge, they use pre-reading and pre-writing activities by means of pictures and through literature.

A second source of data was the survey applied to forty teachers from different private and state schools. As it was mentioned before the purposes of the questionnaires were to know the disposition of teachers to implement the teaching of English in their schools, to see how motivated the teacher population was, and if primary school teachers were prepared to face this new task. The questionnaire consisted of ten open questions as follows:

1. **DO YOU BELIEVE THAT IT IS IMPORTANT TO TEACH ENGLISH IN COLOMBIA IN ELEMENTARY SCHOOLS?**

From forty interviewed teachers the 92.5% (37) agreed on the importance of teaching English in Colombia in Elementary schools. The 7.0% (3) of that population gave the following reasons: English is a universal language, consequently it is compulsory to learn it. It is necessary to expose children to language since the very beginning. The 7.5% (3) of the population was not in agreement, but did not give a reason for their answer.
2. WHY IS IT IMPORTANT TO TEACH A FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS?

The interviewed population gave the following reasons to this question: most of the teachers consider that it is important to expose children to a foreign language at early age. Most of the scientific literature is written in English; therefore it is mandatory to learn it. It is essential to introduce the young learners into the language before starting the secondary school. It is important to learn a foreign language to enrich the children personal development.

3. WHAT METHODOLOGY DO YOU THINK IS THE BEST FOR TEACHING IN ELEMENTARY SCHOOLS?

The 45% (20) of the interviewed teacher consider that dialogues are good to facilitate learning. The 30% (20) considers that audio-visual aids are a good resource. The rest of the 17.5% (8) refers to the following sources: songs, games, and oral repetition.

4. HAVE YOU EVER HEARD OF THE NEW LAW OF EDUCATION THAT ESTABLISHES TEACHING A FOREIGN LANGUAGE IN ELEMENTARY SCHOOL?

The 72.5% (29) of the interviewed population gave an affirmative answer indicating that they knew the law indirectly by the mass media, but none of them have a direct knowledge of it. The 27.5% (11) answer negatively.
5. DEFINING INTERDISCIPLINARITY AS AN APPROACH WHICH RECOMMENDS THE INTEGRATION OF DIFFERENT AREAS OF KNOWLEDGE, DO YOU CONSIDER THAT EDUCATION SHOULD FOLLOW AN INTERDISCIPLINARY PHILOSOPHY?

The 90% (38) of the teachers was in agreement, because of the following reasons: It is a good method to integrate areas. It helps to improve learning. Learning is a process which includes the integration of content areas. This method avoids repetition. It helps students to organize ideas and knowledge better. The 5% (2) of the teachers did not answer.

6. FROM YOUR TEACHING EXPERIENCE DO YOU CONSIDER THAT INTEGRATING CONTENT AREAS, THE TEACHING-LEARNING PROCESS WILL IMPROVE?

The 87.5% (35) of the population was in agreement with this assertion for the following reason: students internalized and understand the content better. It is possible to follow a logical order in the teaching learning process. It integrates learning to the student’s reality. It avoids repetition of topics. The 12.5% (5) gave a negative answer arguing that: Some students learn better when studying in isolation and they do not need to integrate the different areas.

7. WOULD THIS APPROACH BE APPROPRIATE TO TEACH FIRST GRADERS?

The 87.5% (35) answered affirmatively saying that the topics are better understood. The 12.5% (5) considered this method inappropriate
because: It is a very elemental method. Students' world perception is very limited. Consequently, they can not be subjects for this method.

8. IF YOUR ANSWER TO QUESTION 7 IS AFFIRMATIVE, WOULD YOU CONSIDER NECESSARY TO IMPLEMENT AN INTERDISCIPLINARY SYLLABUS?

It is necessary to implement a syllabus because of the following reasons: It helps to achieve and integrate learning. It permits to develop and obtain a better dimension of the students. It consolidates the content areas taught.

9. TEACHING IN AN INTERDISCIPLINARY WAY REQUIRES THE INTEGRATION OF SYLLABUS, METHODOLOGY AND MATERIALS. CAN TEACHERS DO THAT IN THE CLASSROOM?

The 82.5% (33) of the interviewed teachers answered affirmatively because: The teacher is able to apply it. It adapts knowledge and topics to children's context. Teachers believe that this method can be applied whenever a framework exists in which the program would be developed, avoiding the use of the method inappropriately. The 10% (4) of the population considered that it is not applicable because: teachers are not prepared enough to apply it. The real world where students live is very different from the topics taught. The 5% (2) considered that sometimes it is not applicable due to the lack of materials. The 2.5% (1) did not answer.
10. WHAT TYPE OF RESULTS DO YOU EXPECT TO OBTAIN BY USING THIS WAY OF TEACHING?

The 70% (28) of the population interviewed expects to get a complete integration of the human being that implies more freedom, knowledge and experience. The 22.5% (9) expects their students to transfer knowledge to experience. The 5% (2) hopes to achieve the objectives proposed. And the 2.5% (1) expects that students feel comfortable when they finish the course.

A third source of data is the interdisciplinary syllabus applied to first grader students in the schools mentioned. The methodology and procedures proposed in the syllabus were followed as they are described in the syllabus and in the lesson plans.

Students and teachers attended regularly to the classes and the topics covered were: greetings and introductions, God and the nature, natural phenomena, numbers from 1 to 10, addition and grouping, daily activities, the plant and its uses, addition and subtraction with numbers from 1 to 10. Shapes and colors. Animals and sizes, God loves nature, solving simple problems. George visits the neighborhood, locating places, learning poems, riddles and twisters and stories

All the objectives were achieved, except the one that deals with the development of listening and speaking skills; student’s performance showed that they comprehended the instructions and internalized the concepts, but they could not demonstrate oral performance; almost all the
learners could express and identify vocabulary, but were not able to communicate accurately.

The fourth source of data was the evaluation applied to the subjects. This data is the result of the observation of the students' performance, motivation and reactions in every class. It is necessary to clarify that the students' output was assessed in an oral form. The activities designed for the evaluation process included: Listening, games, TPR activities, coloring, problem solving, telling stories, and poems by heart, telling riddles and twisters, among others. The evaluation was procedural.

To sum up this chapter we can conclude from question 1 and 2 of the survey that almost all first grade teachers are highly motivated and concerned with the teaching learning process of a foreign language. From questions 5 to 8 we can see that there is a need to design a suitable syllabus to implement English in elementary school. Consequently it was necessary to propose and to design a syllabus. After the implementation of the syllabus and the evaluation applied to the subjects we could say that the interdisciplinary syllabus fitted into the Colombian state schools context and children were really introduced to the foreign language in a natural and positive way.
7. PEDAGOGICAL IMPLICATIONS AND CONCLUSIONS

The research based on the Interdisciplinary syllabus has shown that young children in the process of becoming literate can start learning a foreign language by practicing listening and speaking.

After having applied the interdisciplinary syllabus with first graders we observed that children were very motivated with the English class and that they progressively improved the concepts taught in classes. We also observed that it is very useful to profit from topics taught in the other content areas due to the fact that children reinforce their background knowledge using it to demonstrate understanding; now we can assert that language is a bridge which serves to integrate content areas, school community, parents and teachers.

The present study has explored one technique of the interdisciplinary approach which consists of the integrating content areas to the language classroom. The findings of the present study reveal that children develop listening and understanding before the oral production. This process seems to be similar to the route they follow when they acquired their mother tongue; this fact implies the need of considering the natural route in the classroom setting.

The analysis of these findings suggests several implications for English foreign language instructions.
First, the approach employed for teaching English in first grade state schools should not include writing, nor reading skills because students could mix or misunderstand spelling systems.

Second, the use of interdisciplinary syllabus helps children to clarify contents taught in other classes as well as to improve the level of language.

Third, the use of children's background knowledge serves to facilitate learning in two ways; it is a source of motivation that makes children feel secure and it is a tool to enrich knowledge.

Fourth, special attention should be given to teacher education and teaching training because working with an interdisciplinary way demands vocation, team-work, devotion and leadership in order to build up a syllabus and respond to children's expectations and demands.

Finally, learners should be exposed to a foreign language through, literature, music, games and realia in order to reinforce, enlarge and create a pleasant atmosphere for the learning process.

One of the limitations found in the development of this study that might serve as suggestions for further research is the fact that children did not develop oral production as we expected, but they limited their production to total physical response and non verbal signals. In this regard we recommend having more frequent classes during larger periods of time and the creation of activities that help students develop oral skills.
Another suggestion derived from the analysis of the survey is that La Salle University should include in the new program special methodology devoted to train future teachers to teach in the elementary school.

English in state schools benefits the community significantly because children from state school are given the same opportunities that children from private schools to be introduced to a foreign language in order to be active members of the new millennium.
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LESSON DEVELOPMENT

LESSON ONE

GREETINGS AND INTRODUCTIONS

- Objectives

- To familiarize children with the appropriate vocabulary used for Greetings

- To start conversations by using daily greetings; (hello, good morning, Good afternoon, good evening, bye).

- To stimulate children to introduce themselves and others using formal and informal exchanging.

2. - Grade  First grade in Elementary School.

3. - Time   Six hours.

4. – Procedure Introductory Activity.

Teacher greets the class motivating them to respond greeting in a very Informal way.

Practice and Production.

- Teacher asks other teacher to come to class, she introduces herself and introduces the mascot and the newcomer.

- Karol greets, and interacts with children; he teaches a song related to greetings. Joshua shows how God created the day, the night, the
stars, the moon, the son and the mountains by means of pictures, finally the teacher reinforces the concept and relate the topic with the greetings.

Children stand up and mingle by greeting and introducing each other. They sing the song again, afterwards, students are given a lottery chart with pictures of greetings and small pieces of white board to cover the lottery when Joshua mentions the figures children have to cover the pictures. Teachers should go around the class to confirm the kids findings. Children are also given a blank piece of paper in which they had to draw the things the teacher tells them; example: draw the stars and the moon then the teacher asks if it represents the day or the night and so on.

5. **Materials:**

Card boards, lottery charts, a mascot, colours and paper.

6. **Evaluation:**

The student’s performance will be evaluated considering students interaction.

By drawing the concepts the teacher ask them to draw.
LESSON TWO

NUMBERS FROM ONE TO TEN
ADDITION AND GROUPING
DAILY ACTIVITIES

1. Objectives

- To count from one to ten
- To recognize, numbers from one to ten and name them.
- To identify daily activities, exemplify and perform them.

2. Grade  First grade in elementary school.

3. Time  Six hours.

Procedure
Introductory activity

The teacher will greet the students in order to reinforce the previous unit, then he/she will present ten balloons by counting them, the teacher will ask students to count with him/her. The Teacher will count the Elements in the classroom and then the students will count them at the same time the teacher does. afterwards the teacher will write the numbers on the board, then he/she will start adding one to each number until the children get ten; example 1+1= 2, 2+1= 3 and so on. In this way students will internalize numbers and practice addition.
Practice and production:

Students will repeat numbers and will count the objects in the classroom by themselves following the teacher's model, in this way they can understand more about grouping. One group will be given the numbers from one to ten to organize them, another group has some pictures about daily activities so students have to group them according to the way they occur in the day.

The students will continue working by groups in order to make a contest in which they have to practice numbers from one to ten and additions, students dictate the numbers to each other in order to determine how much they understood those topics.

5. - Materials

Balloons, charts, board, paper, objects in the classroom.

6. - Evaluation

Students will be evaluated considering their performance and memory; that is to say the way they identify and practice the concepts studied. The class will be divided into six groups.
1. - Objectives

- To integrate English to natural sciences.
- To identify the main parts of the plant.
- To reinforce the topics previously taught in natural science and Math class.

2.- Grade  First grade in Elementary School.

3.- Time  Six hours.

Procedure
Introductory Activity:

The teacher brings a puzzle with parts of the plant for each student, they play until they have matched the parts correctly.

Practice and Production:

Students repeat the names corresponding to each part and draw a plant in the notebooks. Students are asked comprehension questions for example: What are the parts, why do the plants have roots? Etc. Later the teacher brings, roots, stems, leaves, flowers, and fruit and the children plays with the parts by grouping, adding and subtracting, the elements mentioned above. Example: four leaves minus one leave equal three (4-1=3). Children show new groups and mathematical operations. Finally children are given a part to stick it on the board to form a plant.
5. **Materials:**

Real roots, stems flowers and fruit, glue, photocopies and puzzles.

6. **Evaluation:**

Children are evaluated by means of homework. They should find the parts of the plant and stick them on their notebook.
LESSON FOUR

SHAPES AND COLORS

- **Objectives**
  - To distinguish and name colours.
  - To recognize the main shapes (triangle, square, circle and rectangle).
  - To classify the figures according to their shapes.
  - To involve children with the concepts of shapes and colours in context and natural events.

2. **Grade**  First grade in Elementary School.

3. - **Time**  Six hours.

**Procedure**

**Introductory activities**

The teacher will organize groups of five and deliver a puzzle of geometrical figures to each group. Students will describe the figures by identifying geometrical figures' differences.

The teacher holds a picture of a tropical scene drawn in black and white. The students are given pieces of plastilene and pieces of silhouette paper in order to match the appropriate shape and color with the picture in front of the board.

**Practice and production**

Students will walk around the classroom looking for geometrical figures, they will see that many things we always use are made up of geometrical figures. As soon as the children finish this activity the teacher will say the name of
each one. Every thing has a shape as well as a color, when children describe the objects in the classroom the teacher will introduce the colours. Example (The desk is a rectangle) the teacher will add (yes, it is a brown rectangle), (my eyes are circles, green circles).

The children should draw and color the figures that the teacher points. Then they have to draw their favourite object or landscape with its corresponding shape and color.

5. -**Materials**

A big black and white cardboard, plastilines, silhouette paper, glue, magazines, cuttings, shapes (squares, triangles, rectangles and circles).

6. **Evaluation**

The students are given a picture of a clown in order to be colored according to the teacher's instructions, students should identify colours and shapes in the figure.

7. – **Homework**

The children should model with clay the objects of the house they like the most, but having in mind their shapes.
LESSON FIVE

ANIMALS AND SIZES

1.- Objectives

- To familiarize children with the names of animals in English.
- To identify domestic and wild animals.
- To distinguish sizes (small and big).
- To reinforce previous Knowledge about animals.

2. - Grade First grade in Elementary School

3. - Time Six hours.

Procedure

Introductory Activity

The teacher sings a song in order to motivate the class and to introduce the topic. The teacher brings pictures of five domestic animals and five wild animals and tell them where they live and what are the sounds these animals produce.

Practice and Production

Each student is given a picture to identify the animal, then the class must cover the animals with plastilene, later students make groups of four and some groups classify the animals by their sizes, some others by their habitat, the other groups will classify them into domestic animals or wild animals.
Finally the teacher gives a drawing of all animals taught and others that she/he has not mentioned before and ask the children to mark with an X the one she says. Next class George brings a story about animals in which social, natural sciences, mathematics and religion are linked. English in this way reinforces the contents taught in the other subjects.

- **Materials**

Pictures of animals, plastiline and photocopies.

6. - **Evaluation**

The teacher puts a big chart with the different animals on the floor, then each student is asked to jump on the chart that corresponds to the animal the teacher says.

7. - **Homework**

Young learners should bring shapes of the animals taught in order to do a Mobil of animals to decorate the classroom.
1. **Objectives**

- To integrate English to social science
- To identify vocabulary related to the family.
- To relate child's family to famous families.

2. **Grade**  First grade in Elementary School.

3. **Time**  Six hours.

   **Procedure**

   **Introductory Activity**

   George introduces his family (Teddy Bear's Family: mother, father, sister, brother.). He asks the teacher to introduce her family.

   **Practice and Production**

   There are exchanges among bears, children and the teacher. The children are shown pictures of famous families (the Simpson’s, the dinosaurs', the Flintstones, Gaviria's family) and they have to identify the members of the different families.
The children are asked to draw pictures of their favourite family. The teacher sing a song and the kids act it out.

"Father, mother, sister, brother, this is my family.  
my father is too old, my mother is too young, my  
sister is too little too little too little  
my brother is too tall  
any way this is my family, any way this is my family"

Finally the teacher tells a story about the frog family and the Children act it out.

The Frog Family

This is a story about daddy frog, mummy frog, sister frog, brother frog and baby frog.  
It was hot, very hot and daddy hot went jump, and sat on a leaf in the pond.  
Mummy frog was hot, very hot. So daddy frog said "come here", mummy frog went jump, and sat on a leaf in the pond and so sister and brother frog did.  
Baby frog was hot, very hot so brother frog said "come here". Baby frog went jump and sat on the leaf in the pond. Then SPLASH they all fell into the water.  
Next class the teacher teaches a tune called "The Farmer in the Dell", to reinforce family members and animals.

The Farmer in the Dell

The farmer in the dell, the farmer in the dell, heigh, ho, the derry oj the farmer in the dell.

The farmer takes the wife  
The wife takes the child  
The child takes the nurse
The nurse takes the dog  
The dog takes the cat  
The cat takes the rat  
The rat takes the cheese  
The cheese stands alone

5. - Materials

Cuttings of famous families, George’s family, photocopies and colors.

6. - Evaluation

The teacher gives pictures of family members and ask the children to mark with an X the corresponding members when they listen the teacher’s words.
LESSON EIGHT

RELATION AMONG HUMAN BEINGS, ANIMALS AND PLANTS

1.-Objectives

- To describe nature.
- To relate the elements in the nature. (humans, animals and plants).
- To use watercolors.
- To identify the existent relations among humans, animals and plants.

2. Grade First grade in Elementary School

3. - Time Six hours.

Procedure
Introductory Activity

The teacher starts the lesson remaining students about a story then she asks questions about the story to check comprehension and present some of the uses animals offer to men.

Later, the teacher brings some wood, flowers, fruit, vegetables and medicine plants in order to establish the utilities of plants.

After, the teacher reads a story which is the second part of the story mentioned above:

After the party

After the party in the jungle, one of the guests got sick, he had a terrible stomach-ache so the owl advised him to prepare a cinnamon tea, the donkey
did not know where to find the cinnamon, so he looked for it into the trees, into the flower but he could not find it. The owl noticed the problem and he prepared the tea for the sick donkey.

Suddenly the farmer arrived to the jungle, to pick his animals up, they forgot to come back. The caw had to bring some milk for the coffee, the hen the eggs and the horse had to carry the farmer to the town.

**Practice and Production**

Students are asked to establish which are the relations among humans, animals, and plants. And how men take advantage from nature.

5. - **Materials**

Watercolor, flowers, wood, vegetables, fruit, etc.

6. - **Homework**

Students have to make a drawing representing the story
LESSON NINE
SOLVING SIMPLE PROBLEMS

1.- Objectives

- To make children aware of the importance of giving solution to our problems.
- To determine types of problems.
- To make decisions about the problem.
- To develop creativity in children.
- To integrate English, mathematics and home situations.

2. Grade First grade in elementary school.

3. Time Six hours.

Procedure

The teacher gives a problem for the children to solve, the problem is as follows:
"Today is your mother's birthday, your father; grandma, sister, brother and you want to give her a surprise. (A cake and a gift), the cake costs $5.000 and the present $3.000; you have saved $6.000 how Much does your father need to add.

Practice and production

Children should draw the cake and the present they want to give to their mother. Students are asked to make groups of four in order to give a possible solution the situation. Each group selects a child to go in front of the class and report how they solve it.
5. - **Materials**

Paper, colours, pictures illustrating the problem.

6. - **Homework**

Children should design a birthday card for their mother.
LESSON TEN

PREPARING ACTIVITIES ABOUT CHORES IN THE FAMILY. GOD BLESS CHORES AND FAMILY.

1. Objectives

- To familiarize children with oral reading.
- To improve listen and comprehension.

2. Grade First grade in elementary school.

3. Time six hours.

Procedures

Presentation

The teacher reads a story about the family, and the task each member has to do to cooperate at home.

It was seven o'clock in the morning and all the family was having breakfast. Mom was in a hurry because she had some business to do. She had to go to school, it was the open day, then she had to go to the supermarket and finally she had to go to the doctor. She was sick, so the father distributed the chores among the family. Bern the oldest boy had to prepare lunch and to wash the dishes, Susan had to make the beds and clean the second floor, John had to clean the first floor and the father worked at the office. To
distribute chores was a good solution to help mom at homeland every body was happy sharing tasks.

**Practice and production**

Students are asked about the story and the chores they are assigned to do in their houses. After this students have to stick some pictures of chores on the board and identify team.

After, the teacher teaches a prayer in which God blesses the family. “God bless the family, God bless my family, help us to do all the chores and keep our house clean and lovely.

5. **Evaluation**

The students make a role play about the story taught.

6. **Materials**

Pictures to illustrate the story, colours, and silhouette paper.
LESSON ELEVEN
MY BODY

1. OBJECTIVES

• To introduce vocabulary related to the parts of the body.
• To learn the actions that the different members of the body perform.

2. GRADE  First elementary school.

3. Time  six hours.

Procedure

Introductory activity

The teacher greets the class and reviews the topic taught before by asking questions.

George shows a picture of his friend, who is a clown and with him, Joshua teaches the parts of the body.

The teacher plays a cassette with a song about actions that a person can do.

With my eyes I can see

With my ears I can hear

With nose I can sneeze
With my mouse I can caught
With my legs I can walk
With my hands I can hold yours
Practice and production

The children are asked to point out the parts of the bodies, for example: my eyes, my arms, etc. The teacher asks the children to make groups of four, and she gives them a picture of a puzzle with the parts of the body and the students have to fit the parts. After, the teacher performs five actions. For example:

- With my legs I can walk
- With my hands I can write
- With my eyes I can read
- With my body I can jump
- With my feet I can kick a ball.

All children have to stand up and perform the actions. The teacher divides the class in groups. The teacher gives commands for the groups to perform different actions.
1. **OBJECTIVES**

- To integrate social sciences to English.
- To familiarize students with the vocabulary about the neighborhood.
- To introduce some professions.
- To make handicraft.

2. **Grade** First grade in Elementary School.

3. **Time** Six hours.

**Procedure**

**Introductory activities**

The teacher brings a map of the neighbourhood, he/she points to the important places as the church, the butchery, the drugstore, the bakery, the park, the school, while saying the profession of the person who works in each place.

**Practice and Production**

The classroom is divided into groups in order to make a contest, in which children have to run as far as the board to point the place the teacher says, and then the students say the profession of the worker.

The teacher sings a song to the students while they are walking around the neighbourhood. After, the students have to make a Mobil using some places
of the neighbourhood they were given, they have to make it according to the teacher's instructions.

5. **Materials**

A map of the neighbourhood, scissors, glue, tape recorder and cassette.

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**Walking around the neighbourhood**

Walking around the neighbourhood (3)
the church is red and yellow, is big and beautiful
around the neighbourhood
around the neighbourhood
walking around the neighbourhood
the butchery is on the corner
the butchery is on the corner
the butchery is selling meat
  my mother is buying it
  walking....
the park is in the middle
the park is in the middle
lots of children play
enjoying by themselves
  Chorus
the bakery is were I buy
the most delicious bread
I also buy the cakes and
Some snacks as well

6. **Evaluation**

Students will be evaluated by means of the Mobil they make.
LESSON THIRTEEN

GEORGE TELLS OTHER CHILDREN HOW HE TAKES CARE OF HIS BODY

1. - Objectives

- The students should be able to identify personal hygiene vocabulary.
- To follow simple personal hygiene commands.

2. - Grade  First grade in Elementary School.

3. - Time  Six hours.

Procedure
Introductory Activity

George introduces the class by means of a song in which he and the children mine the actions related to human hygiene.

George brings to the class soap, water and a towel; he shows these elements to the children. Students are asked to perform and imitate George’s commands. For example: wet your hands, wet your face, dry your hands, and dry your face with the towel. George leaves one hand wet and one hand dry to better illustrate the difference.

George continues with the commands wash your hands and face with soap, rinse your hand and face with water, dry your hands and face with the towel, Brush your teeth with the brush, brush your hair with the brush, etc.
Practice and Production

The teacher gives pictures of children showing hygiene habits. Students have to match the picture with the corresponding action.

Children exchange commands with their partners finally, the teacher tells them a poem called washing up:

Wash, wash, and wash your face.
Wash your hands and face.
Wash them with the soap
Wash them with the water.
Lots of soap and water.
Dry, dry, dry your face.
Dry your hands an face.
Dry them with a towel.
Dry them clean and shiny.
Now you are clean, I see.

5. - Materials

Drawings, crayons, soap, water, towel, wash basin.

6. - Homework

Students must bring a picture illustrating the poem taught during the class.
LESSON FOURTEEN
THE FIVE SENSES
EXPRESSING MEANS OF TRANSPORTATION

1.- Objectives

- To introduce vocabulary related to the parts of the body.
- To distinguish the five senses.
- To introduce vocabulary about means of transportation.

2.- Grade
First grade in Elementary School.

3.- Time
Six hours.

Procedure
Introductory Activities

The teacher greets the class by doing some exercises which are related to the previous topic, example: touch your head, touch your tongue and so on, then the teacher sings a song about the parts of the body, but emphasizing on those which have the senses (eyes, nose, ears, tongue and hands).

My hands can touch my eyes,
My eyes can see the sky,
My hands can touch my nose,
My nose smells the air,
My hands can touch my tongue,
My tongue tastes the cake,
My hands can touch my ears,
My ears listen your voice.

Practice and Production

Children are asked to point their own parts of the body as they do with the song. The teacher asks the children to make groups of four giving them a
picture puzzle with the parts of the body, they have to complete the picture.

Children are given plastilene to model a boy and his parts

The teacher will make a train in order to introduce means of transportation so they make the body train, students introduce that word to their vocabulary and practice the vocabulary about the body, then the teacher changes the vehicle for car, airplane, and so on.

5. **Materials**

Pictures, flashcards, blue-tag, cuttings, glue.

6. **Evaluation**

The teacher sticks a big picture of a clown in front of the classroom. Students are given different parts of the body in order to locate the parts of the body on the clown. Students will mime the vehicle the teacher says or vice versa.
LESSON FIFTEEN
LEARNING POEMS, RIDDLES TWISTERS AND STORIES

1.- Objectives

• To practice given sounds.
• To play creatively with language.
• To introduce the foreign culture.
• To practice consonant and vowel sounds.

2.- Grade  First grade in Elementary School.

3.- Time  Six hours.

Procedure

Introductory Activities:

The teacher brings pictures to illustrate the sounds she/he performs; each student is given a picture to color.

Practice and Production

The teacher shows the picture and pronounces the corresponding sound, then the students repeat until they have learned the tongue-twisters.

Students are given a piece of paper in order to draw the object the teacher is pronouncing. Finally, students should draw a picture of the complete twister, that is: I saw six silly sausage (repetition of the first consonant), fat cats, black bats,(repetition of vowel sound). This activity is to expand vocabulary, creative use of language and use of adjectives. Next class the teacher brings a poem for children to learn by heart, the poem is like this:
The teacher shows Joshua dressed appropriate to hot weather, she also brings the mascot, and she illustrates each verse bringing realia to class. The teacher appoints the children how to combine an adjective and a noun through pictures. Finally, the children illustrate the poem with plastil ine by making silhouettes.

5. - **Materials**

Realia, plastil ine, glue, crayons, paper, pencil.

6. - **Homework**

Children should get dressed to represent the poem in groups: one student plays the role of a hot day, another role of cold-ice cream, etc.
LESSON SIXTEEN
CONSOLIDATION UNIT

1.- Objectives

• To reinforce concepts.
• To integrate content areas.
• To learn stories.
• To learn how to integrate areas through a story.

2.- Grade  First grade in Elementary School.

3. - Time Six hours.

Procedure
Introductory Activities:

The teacher brings pictures, flash cards, to illustrate the story and she begins teaching pointing to new vocabulary and how she links subjects. To prepare and plan the class she can use the Mind map about high relief. (FIGURE 6) Word map.
Practice and Production

The teacher shows the pictures and pronounces the corresponding sound, then the students repeat new word until they have learned the story and are able to identify the subjects and concepts studied before.

Students are given a piece of paper in order to draw, to cut and to paste in a big piece of paper the story “A MAGIC KINGDOM FOR A KING” the object the teacher is integrate subjects and review. Finally, students should shape a landscape with plastilline. The story is as follows:

A MAGIC KINGDOM FOR A KING
Written by Marina Hernandez
Illustrated by Jorge Sanabria

The sun is the lovely bright star above that gives us light and heat. It is well known as the KING.

One day he felt bored of having the same view of the earth from above. The earth was flat and plain. It was then that, the sun had the idea of changing the shape of the earth. Next morning, he started to play with clay. He made big mountains, high hills, valleys, slopes, hillsides, plain lands and deserts.

The earth saw herself in a mirror and she felt very happy with her new shapes. After a while, she said to the mirror I would like to be more beautiful. So, she decided to talk to her friend the sun and express her wish. She wanted to have many colors. The Sun then, took out his magic wand and spread out some seeds. Soon, the earth was full of beautiful flowers with all colors. Then, big trees, small shrubs, grasslands, woodlands, jungles, big and small caves appeared. The earth was happy and really thankful with the sun.

Time passed, and nature felt dried and fade. The sun, observed it and took out his magic wand again and suddenly rivers, lakes, ponds, swamps, islands and the sea appeared to freshen and to water the earth. Since then, the earth is the most beautiful creation the human being has ever seen.
FIGURE No.1

SPOLSKY'S EDUCATIONAL LINGUISTICS MODEL
THIS DIAGRAM TAKEN AS THE BASIS FOR THIS PROSOPAL
H. H. STERN 1.987
PROPOSAL
TEACHING ENGLISH IN PRIMARY SCHOOL

IS THE TEACHING OF ENGLISH IN PRIMARY SCHOOL USEFUL IN COLOMBIA?

YES

WHY IS IT IMPORTANT TO TEACH ENGLISH IN PRIMARY?

WHAT CONDITIONS ARE IMPORTANT TO FULFILL IN ORDER TO BE SUCCESSFUL?

COMMUNITY
MEN
DIE
SUPPORT

UNIVERSITIES

UPDATING IN SERVICE TEACHERS

EDUCATING NEW TEACHERS OF ENGLISH FOR PRIMARY SCHOOLS

THEORY AND PRACTICE OF ENGLISH

APPROACH
DESIGN
PROCEDURE

FIGURE No.2
I. APPROACH

1. SYLLABUS
   1.1 Topic - based.
   1.2 Activity - based
   1.3 Task - based.
   1.4 Interdisciplinary - based

2. ACTIVITIES
   2.2 Games, plays, and songs.
   2.3 Activities to promote creativity
   2.4 Problem solving
   2.5 Story telling
   2.6 Drama
   2.7 Drawing

III. PROCEDURE

The procedure and the technique depend on the approach and the design

FIGURE No.3
CROSS CURRICULUM SYLLABUS

- ARTS
- NATURAL SCIENCES
- PSYCOMOTOR SKILLS
- PRE-WRITING
- LANGUAGE
- MUSIC
- SOCIAL (MATHEMATICS) SCIENCES
- (SOCIAL SCIENCES) MATHEMATICS
- PRE-READING

FIGURE No.4
FIGURE No. 5

SYLLABUS

PRODUCT ORIENTED SYLLABUS
A SYLLABUS WHICH FOCUSES ON THE OUTCOMES OR END PRODUCT OF LANGUAGE PROGRAM

FUNCTIONAL NOTIONAL SYLLABUS

SITUACIONAL SYLLABUS

TOPIC SYLLABUS

A UNIT OF PLANNING TEACHING CONTAINING LANGUAGE DATA AND ACTIVITIES TO BE CARRIED OUT BY THE LEARNER ON THE DATA

INTERDISCIPLINARY SYLLABUS

TOPICS NONTRADICIONALLY INCLUDED IN SECOND LANGUAGE CURRICULA

WHOLE LANGUAGE

CONTENT CAN BE UNDERSTOOD WHEN LEARNERS ARE ACTIVELY INVOLVED IN LEARNING

COLLECTION OF GRAMMATICAL ELEMENTS

COLLECTION OF FUNCTIONS AND NOTIONS

COLLECTION OF REAL, IMAGINARY SITUATIONS

A SYLLABUS WHICH FOCUSES ON THE MEANS BY WHICH COMMUNICATIVE SKILLS WILL BE BROUGHT ABOUT

PROCESS ORIENTED SYLLABUS

FINAL SYLLABUS

A SYLLABUS WHICH FOCUSES ON THE OUTCOMES OR END PRODUCT OF LANGUAGE PROGRAM

COLLECTION OF TOPICS MAKE-UP THIS SYLLABUS

A UNIT OF PLANNING TEACHING CONTAINING LANGUAGE DATA AND ACTIVITIES TO BE CARRIED OUT BY THE LEARNER ON THE DATA

FIGURE No. 5