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ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

THESIS

TOPIC

LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT AS NEW METHODS FOR ENGLISH TEACHING LEARNING PROCESS AT “GRANDES GENIOS” NURSERY BILINGUAL CENTER DURING THE ACADEMIC CYCLE MARCH-AUGUST 2014

Project presented previous to obtain the Sciences of Education Degree with major in the English Language.

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In compliance with the provisions of Chapter IV Section 9, paragraph f) of Regulation prevocational course at the Technical University of Cotopaxi, reported that the group made up of graduated students: Cando Gutierrez Gina Lorena and Hidalgo Ayala Sandra Angélica, have developed their research work according to the arguments made in the Plan of Thesis.

Under the above mentioned. I think the group is enabled to present to act in defense of the thesis **LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT AS NEW METHODS FOR ENGLISH TEACHING LEARNING PROCESS AT “GRANDES GENIOS” NURSERY BILINGUAL CENTER DURING THE ACADEMIC CYCLE MARCH-AUGUST 2014.**

Latacunga, July 3rd 2015

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COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Cando Gutierrez Gina Lorena and Hidalgo Ayala Sandra Angélica. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **“LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT AS NEW METHODS FOR ENGLISH TEACHING LEARNING PROCESS AT “GRANDES GENIOS” NURSERY BILINGUAL CENTER DURING THE ACADEMIC CYCLE MARCH-AUGUST 2014”**, They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

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THANKS

To God who guided each step on our lives and who provided us wisdom and strength during educational process at Cotopaxi Technical University.

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Finally, we thank our parents who supported each day. Being them who have helped us economically and morally.

Sandra, Gina

DEDICATION

We dedicate this thesis to our parents because they supported during all our schooling life. And for demonstrating their love and giving their advice in order to accomplish our dreams and challenges, so, we may serve to people and train them.

Sandra , Gina



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ABSTRACT

This present project was focused on improving the English teaching-learning process in Initial I and Initial II levels at “Grandes Genios Nursery Bilingual Center”, which is located in Latacunga city. At this institution English is taught to children from 3 to 5 years old. In a way that, children have the opportunity to acquire a foreign language through immersion methodology. However, nursery bilingual centers have been applying common methods and they do not teach English through cultural activities, as result, it does not allow social interaction. That is why, this investigation was focused on including two English syllabuses for Initial I and Initial II based on innovative methods: “Language Nest and Cultural Immersion Environment” in the institutional curriculum; which contribute to guide to teacher about curricular elements, especially; how to apply the mentioned methods. It is important emphasis that all educative community was benefited because children were immersed in this language and they familiarized easy and immediate form. Thus, thanks to the scientific relevance of the project is that there is a clear possibility that in the future many other educational institutions join to this project. Finally, this research was conducted through descriptive method which allowed gather enough and necessary information for its implementation.

KEYWORDS: Language Nest, Cultural Immersion Environment, English teaching-learning process, innovative methods, syllabuses, institutional curriculum.



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RESUMEN

El presente trabajo investigativo estuvo enfocado en mejorar el proceso enseñanza-aprendizaje del Inglés en Inicial I e Inicial II en el Centro de Educación inicial Bilingüe “Grandes Genios”, el cual está ubicado en la ciudad de Latacunga. Este ofrece clases de Inglés a niños desde 3 a 5 años de edad. Así, los niños tienen la oportunidad de ir adquiriendo un nuevo lenguaje a través de una metodología de inmersión. Sin embargo, los centros infantiles bilingües han venido aplicando métodos tradicionales y no enseñan el Inglés mediante actividades culturales lo cual no permite la interacción social. Esta investigación estuvo enfocada en incluir dos sílabos de Inglés para Inicial I y II basados en dos métodos innovadores: “Lenguaje de Nido y el Entorno de Inmersión Cultural” en el currículo institucional, los cuales consisten en guiar al maestro sobre los elementos curriculares, especialmente como el mismo aplicará estos métodos. Es importante recalcar que toda la comunidad educativa fue la beneficiaria porque se logró una inmersión total de los niños en este idioma y a la vez ellos se familiarizaron con él de forma fácil e inmediata. Asimismo, gracias a la relevancia científica del proyecto es que existe la clara posibilidad de que en un futuro muchas otras instituciones educativas se unan a este proyecto. Finalmente, esta investigación fue realizada a través del método descriptivo el cual permitió recabar la información suficiente y necesaria para su implementación.

PALABRAS CLAVES: Lenguaje de Nido, Entorno de Inmersión Cultural, proceso enseñanza-aprendizaje, métodos innovativos, sílabos, currículo institucional.

INDEX

CONTENT	PG.
COVER	i
AUTHORSHIP	ii
THESIS DIRECTOR'S ENDORSEMENT	iii
COURT APPROVAL	iv
THANKS	v
DEDICATION	vi
ABSTRACT	vii
RESUMEN	viii
INDEX	ii
INTRODUCTION.....	1
MAIN CATEGORIES	3
CHAPTER I	4
1. Theoretical Foundation	4
1.1 English All Over the World.....	4
1.1.1 English and Culture	6
1.1.2 English at the Nursery Level	7
1.2 Learning of a Language	13
1.2.1 Learning of a Foreign Language.....	14
1.2.2 English Learning in the Childhood.....	18
1.3 Teaching Learning Process	21
1.3.1 Didactic Process.....	23
1.3.2 Methodology.....	26
1.3.3 English Teaching Methods	27
1.3.4 Types of Methods.	28
1.3.5 Language Nests and Cultural Immersion Environment.....	35
1.4 Curricular Design.....	39
1.4.1 Levels of Curriculum Design.....	40
1.4.2 Syllabus.....	46

CHAPTER II.....	51
2. Analysis and Comparisons of the Results	51
2.1 Brief Characterization of the “Grandes Genios Nursery Bilingual Center” ..	51
2.2 Description, analysis and interpretation of results	52
2.3 Analysis and Interpretation of the Survey Results Applied to English Teachers at “Grandes Genios Nursery Bilingual Center”	53
2.4 Interviews to Authorities from Nursery Bilingual Center	63
2.4.1 Interview N° 1: Teacher Ruth Villarroel: Director from Grandes Genios Nursery Bilingual Center.	63
2.4.2 Interview N° 2: Director from Gabriela Mistral Educative Center	65
2.4.3 Interview N° 3. Dr. Alex Velásquez: Psychologist from International BASIC Education Cotopaxi School.....	67
2.5 Interviews to English Coordinator and English Teachers from Nursery Bilingual Center.....	69
2.5.1 Interview N° 4. Teacher Mery Recalde: Coordinator of English from Jean Piaget School	69
2.5.2. Interview N° 5. Teacher Irma Villarroel: Teacher from Grandes Genios Nursery Bilingual Center	71
2.6 Analysis and Interpretation of Results about English Observation Records to Students from “Grandes Genios Nursery Bilingual Center”	73
2.6.1 OBSERVATION RECORD N° 1	73
2.6.2 OBSERVATION RECORD N°2	76
2.7 Conclusions.....	79
2.8 Recommendations.....	79
CHAPTER III.....	81
3.2 Background.....	82
3.3 Importance	83
3.4 Justification.....	84
3.5 Foundations.....	85
3.5.1 Psychological Foundation.....	85
3.5.2 Pedagogical Foundation.....	86

3.5.3 Sociolinguistics Foundation.....	87
3.6 Objectives	89
3.6.1 General.....	89
3.6.2 Specifics.....	89
3.7 PROPOSAL DESCRIPTION	90
3.8 SYLLABUS DESCRIPTION	91
References and Bibliography	173
Annexs	177

INDEX THE TABLE

TABLE N° 1	53
TABLE N° 2	54
TABLE N° 3	55
TABLE N° 4	56
TABLE N° 5	57
TABLE N° 6	58
TABLE N° 7	59
TABLE N° 8	60
TABLE N° 9	61
TABLE N° 10	62

INDEX THE GRAPHIC

GRAPHIC N°1	53
GRAPHIC N°2	54
GRAPHIC N°3	55
GRAPHIC N°4	56
GRAPHIC N°5	57
GRAPHIC N°6	58
GRAPHIC N°7	59
GRAPHIC N°8	60
GRAPHIC N°9	61
GRAPHIC N°10	62
BAR N° 1	75
BAR N° 2	77

INTRODUCTION

Taking into account the importance of teaching English in many schools and at early ages in Latacunga city, this thesis introduces two new methods to improve the English teaching-learning process, that is why, the theme Language Nests and Cultural Immersion Environment as new methods for the English teaching-learning process at “Grandes Genios” nursery bilingual center during the academic cycle March-August 2014 was selected. The application of these methods offers a great improvement of the English teaching-learning process.

Nowadays, people know that speaking English is important at any occupational field. So, it has been taught and learnt since early ages; that is why, many Nursery centers offer a bilingual education. However, the results continue being the same. Moreover, a relevant aspect of this project is the fact that, it is the first time that Language Nests and Cultural immersion Environments are used as methods to teach English and through the methodology students get easily familiarized with the language being them capable to use it at any real situation.

As the results of the English teaching learning process have not been the expected by teachers, authorities and students this thesis gives a total turn to it. In order to apply the new methods, researchers had created two syllabuses which guide every single English class with children from three and four years. In addition, teachers are provided with a wide range of activities to carry out and improve English education.

The variables taken into account were the English language and the methods to teach English, the population was a total of 15 English teachers and 4 Authorities from different educative institutions; this is a non-experimental investigation because it does not involve manipulation of any situation, circumstances or experience with the participants.

Also, this research is based on the descriptive method because it allows researchers to describe events, situations, and contexts, detailing how they are manifested and also to analyze the different events and properties of the relevant aspects for the investigation.

The information of this project is ensued through surveys, letting to control the variables and also the results apply Language Nest and Cultural Immersion environments with the use of two syllabuses, one for initial level 1 and other for initial level 2 to teach English at nursery centers

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of this research so that, there is the THEORETICAL FRAMEWORK which is based on fundamental categories all of them supported by the corresponding bibliography and websites according to the topic.

Chapter II ANALYSIS AND INTERPRETATION OF RESULTS contains a quantitative analysis and interpretation of surveys results which were applied to English teachers, authorities and record observation. Also, interviews were important for this investigation with their respective interpretations. Having the results of the surveys and interviews immediately the conclusions and recommendations were done.

Chapter III THE PROPOSAL, consists of the development and application of Language Nests and Cultural Immersion Environments as new methods for teaching English, to carry out this proposal two syllabuses based on this methodology were created, each one contains the topics, activities, resources, evaluation and recommended bibliography to help teachers in every class.

MAIN CATEGORIES

ENGLISH ALL OVER THE WORLD

- English and Culture.
- English Language at the Nursery Level

LEARNING OF A LANGUAGE

- Learning of a foreign language.
- English learning in childhood.

TEACHING LEARNING PROCESS

- Didactic process.
- Methodology
- English teaching methods
- Types of methods
- Language nests and Cultural immersion Environment

CURRICULAR DESIGN

- Syllabus

CHAPTER I

1. Theoretical Foundation

1.1 English All Over the World

English all over the world is one of the most spoken languages and it is related with the globalization through its spread and the use of technology which might empower the English language around the world. According to CENOZ, Jasone (2009) expresses that:

“English is the most important language of intra-European communication and it is also the most international language all over the world but English is in contact with other languages even in English speaking countries. Nowadays, English is considered a resource which opens doors for better opportunities and it is associated with social and economic mobility.”(pg. 6)

Investigators concede the quotation above since English is an international language which is spoken by millions of people around the world; so they must transmit, share and discuss information effectively.

Moreover, English is taking into account as a main language among some languages in a country. English is such a useful language because it is used in complex fields especially about business, or simply to communicate with foreign people in any circumstance. Through English, people are introduced to other worlds and other cultures and they may improve the economy.

English is known as a global language because it is a mean of communication between people to others from different communities around the world. English language can change the people's life whereas they are involved with studying, doing business and communication areas. In addition, people acquire English language examining their needs; so they use English as a second language or a foreign language depending on the place where they are to complete the expectative.

In fact, English is taught in different types of institutions such as schools, high schools, universities and specialized English centers. That means that people acquire English as a foreign language through a varied educative process. Consequently, people are able to communicate in a spoken and/or written way.

English as a foreign language is learned and taught as stimulus in order to increase students' knowledge and/or to improve their employment opportunities and future life styles. Remarkably, English language as an academic role is the main necessity in the professional life of the people.

Due to the great importance of this language, it is common to find people who speak English as a second or even third language. As a result, English is also used for commercial as a general communication purpose. People apply their knowledge about English to get a successful business life focusing on correctly communication with great businessmen around the world. Therefore, English language contributes to open doors in the commercial area.

As was stated above, English is spoken over the world, wherever people are, and in many different circumstances. Therefore, learning English as a foreign language requires the development of the four language skills in order to have effective communication.

1.1.1 English and Culture

People own the language by adjusting it to their needs; another way to view this is the teaching English pointing to a specific group, it can contribute to the changing, maintaining, and/or improving of its culture through the development of people's critical thinking skills and the modification their behavior which comes from their culture.

Hence, language and culture are linked. It is in anyone of the following situations that cultures are involved when people are communicating; they share their culture, their ideas and their ways of thinking. English language and the culture are interrelated to the progress of any civilization around the world; that is the reason why, language depends on a culture and vice versa. According to BYRAM, Michael and MORGAN, Carol (1994) argue that:

“Language is used in social exchanges, the feelings, attitudes, and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning” (pg. 5)

Researchers consider that language sets up to develop an effective communication in context using different cultural aspects since language is a culture and vice versa. Moreover, learning a language depends on how and where it is going to be used in a future, those perspectives are the main influence in the level of proficiency that students will have in learning or speaking a determined language.

The language and its culture also influence on people intellectually such as on their way of thinking, their attitudes, the way of interacting with others at the moment when they entered in contact with it. As a result, while a language is spoken a culture is showed by people because the use of a language permits them to extend their cultural identities.

According to SAMOVAR Larry, PORTER Richard and MCDANIEL (2012) state that *“Language performs the vital function of helping individuals construct and maintain their ethnic identities”*. (pg. 337) This quotation means that as language is the main mean of communication among great masses of people, they can spread or share their beliefs, their ideas and ideologies through it in order to keep them alive. Moreover when sharing all of these aspects it is easier to realize that culture and language make one group of people different from another.

According to LAZEAR, Edward (1997) remarks that *“trade between individuals is facilitated when all traders share a common culture and language. A common culture allows individuals to trade with one another without intermediaries”*. (pg.4) Researchers agree even when groups of people are different in virtue of its language and its culture; nowadays, most of them are related because of the use of the English language as key mean of communication in different aspects especially in business.

As a result, at the present time English forms part of many cultures changing or improving them for introducing those cultures in this globalized world. In this way, English Language can be seemed as Universal culture and this language will become a supplemental resource to reinforce the culture wherever people use it.

1.1.2 English at the Nursery Level

Education is considered a continuous and sequential process in which all people are immersed. Nowadays, the Ecuadorian government is committed to offering a quality education starting with the nursery levels.

The last initial education curriculum was created in 2014 and it has been applied by all nursery teachers. They are responsible for the development of the children’s knowledge and abilities from 3 to 5 years old. Working with this age group is key so that the children will not face cognitive, emotional, social or psychomotor problems in the future.

Nursery teachers, infrastructure, and furniture are important elements in education. If there are all of these, children will develop a useful knowledge from daycare centers. Moreover, children must be taught in stimulating or playful environments.

The activities are framed with context and the children's needs such as feeding, breaks and game-work environments. So, nursery teachers follow a learning map based on initial, middle, and final activities (greeting, educational activities and farewell). Consequently, children gain confidence during this process. They familiarize themselves with their teacher and classmates.

The educative community (daycare center, authorities, nursery teachers and family) is a fundamental part of children's life. The Ecuadorian initial education curriculum is based on integrated training. It takes into account personality, age, cognitive development, type of learning, culture, language and other relevant aspects. Ecuadorian children can benefit from this education.

Additionally, Children are immersed in their mother tongue in order to develop and maximize their capacities and abilities. They should be led to show their communicative skills (listening, speaking) at the end of initial 1 and 2 grades.

Also, this curriculum emphasizes on axes, fields of development and learning, achievements, specific skills such as listening, speaking, reading and writing. Nursery teachers also must apply a correct methodology and follow an accurate assessment.

Axes of development and learning are the bases for the whole initial levels process. The aims/focuses are divided to guide the students towards specific achievements and skills. Nursery teachers apply the contents according to specific fields established in the Ecuadorian initial curriculum so that children will carry out the learning objectives. These objectives must be proposed at the beginning of school year by teachers to children.

The educative community bears in mind all aspects mentioned above; in fact, it considers English as a foreign language must be taught since initial educational levels. Researchers have inquired at different schools and the educative community agrees that children learn a foreign language as English. However, English is not one of the main subjects in these schools; English is imparted as a complementary subject. As a result, researchers are supporting that English must be reinforced in those initial levels.

More significantly, children should be immersed by all aspects about their education for this reason; the researchers have focused on zone of proximal development theory stated by Vigotsky in order to acquire English as a foreign language at initial levels. This psychologist proved that children imitate everything consequently they learn something. Also, According to CROSSE, Kay (2007) claims that:

“where staff from nursery school and children are able to appreciate and value diversity then children learning English as an additional language are more likely to integrate into the nursery and take part more readily in the curriculum activities. When children learning English initially come to the nursery with their parents, the first impressions they have of the setting as an inclusive environment are crucial.”(pg. 39)

Referring Crosse’s ideas researchers share this information about English as an additional language at nursery school where teachers, parents and students recognize the real value of learning English at early age. However, the learning process for acquiring English as a foreign language must be developed in a good environment to interact with teachers and students. Equally important, English teachers have to follow pertinent information from curriculum in order to develop correctly activities with children.

Furthermore, the teaching English at the nursery levels is very difficult in Ecuadorian reality, owing to the fact that English does not currently have a place in the Ecuadorian initial curriculum. Nursery teachers are focused on three axes that do not include English. Those axes are personal and social development, immersion in the

natural and cultural environment, and the development of communicative and social interactions.

Those all axes have a specific goal: to define the children's personality and behavioral standards. In addition, kids must develop their knowledge and improve their abilities, values, and attitudes through stimulating environments.

However, the researchers focus on the physiological processes of the human brain. They believe that the teaching and learning English as a foreign language is advantageous at early ages. Additionally, the children benefit from acquirement and reinforcement through practice. Therefore, day-care centers in Latacunga can offer English focused on topics within the axes specified in the initial education curriculum.

English can be included in the development of communicative and social interaction. Children learn their mother tongue and non-verbal language in which they express their feelings, ideas, thoughts, and emotions with other people. By using this axis to begin English development, the students will be able to talk about all of these topics by using English.

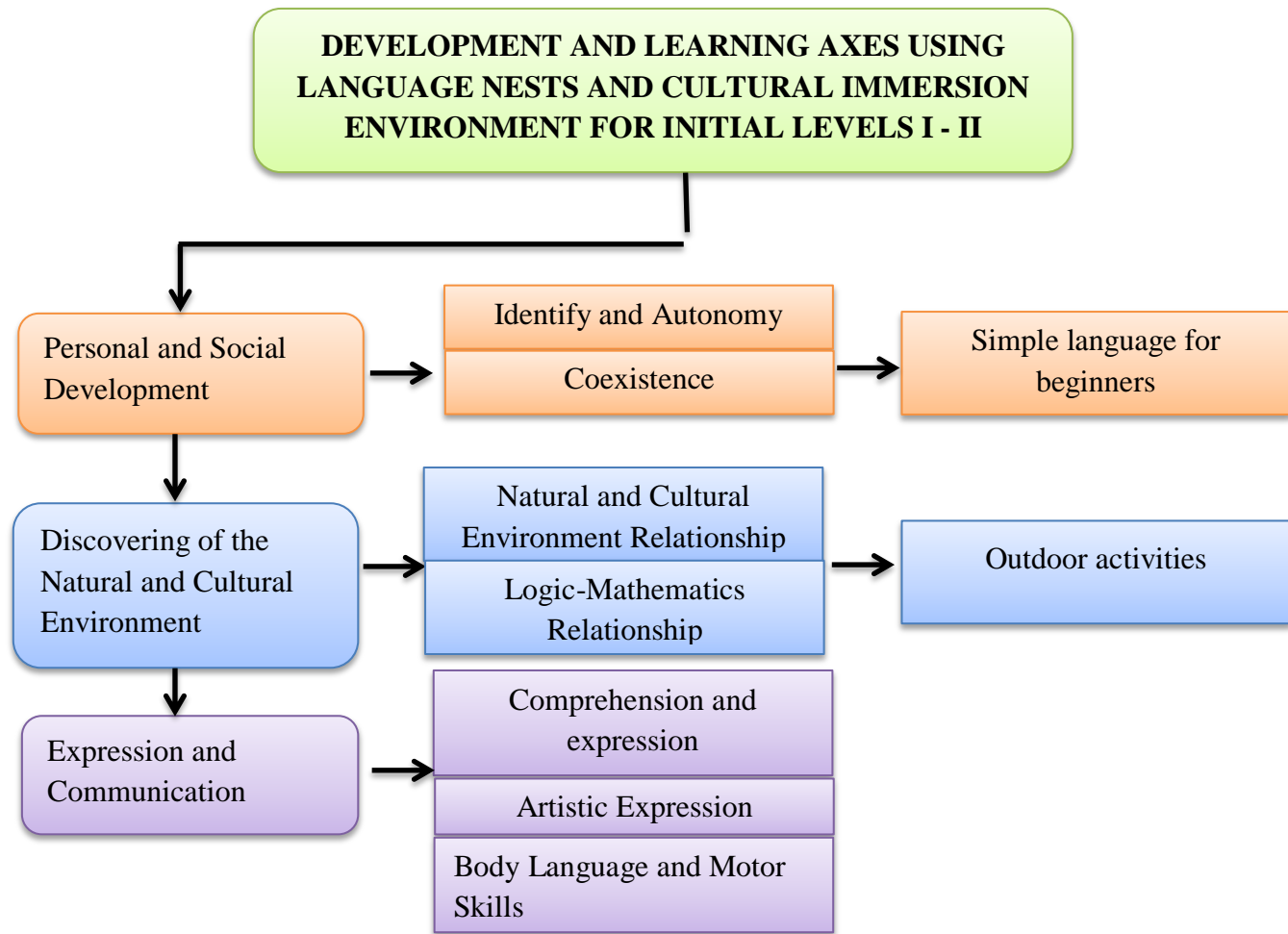
Day-care centers have all school equipment to teach English. Each class is divided into learning corners (reading corner, workshop corner, play corner and so on). Nevertheless, bilingual nursery teachers are indispensable at day-care center to perform all activities with children.

In many private day-care centers authorities had implemented an English teacher that is in charge of working just with kids of Initial 1 and 2. Moreover, these kids have their own books which are focused on learning simple vocabulary that is used by them every day in real situations after each class. In some cases, these books are being provided by the Cambridge University which nowadays is providing to some Educative institutions a complete English program of study.

Due to this, is that Language Nests and Cultural Immersion Environments seem to be the most adequate Methods that need to be applied or used while teaching English in the nursery levels. These two methods have great characteristics that will be useful during this process.

As a result of their knowledge in the class, they will grow up with pedagogical bases related to English language. If the Ecuadorian government includes English as a foreign language starting at initial levels, students will have excellent proficiency in a new language.

While applying Language Nests and Cultural Immersion Environments as methods to teach English according to the curriculum for Nursery levels. All the things that are taken into account inside this instrument will be taught by following the same process in which students will be able to develop every single skill that Ecuadorian education has established for children at this level.



In the previous figures the process of teaching English by using the new methods is explained so, students will learn English in real situations while developing the needed skills according to their age.

1.2 Learning of a Language

Language is a useful tool; people use it to communicate and express ideas with other people. Babies learn a language through sounds, imitations, and repetition of words or phrases. They are immersed in this language-learning process since they are born and parents are the first teachers because they are in charge of guiding them and give advice to improve their knowledge of their mother tongue. Seeing that; children are owners of their language and knowledge.

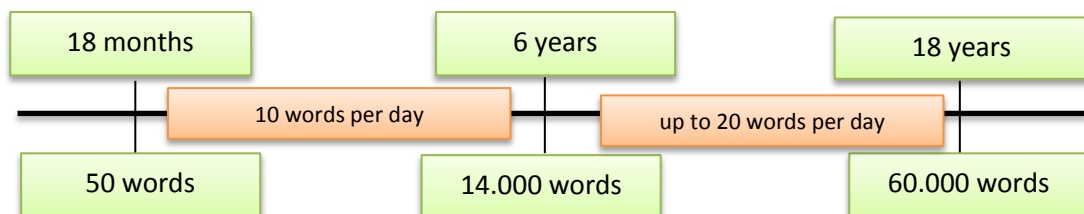
According to LITTLEWOOD, William (1984) states that *“Language is not a mental phenomenon, it is behavior. Like other forms of human behavior, it is learnt by a process of habit-formation.”*(pg. 5). Arguing, learning a language is a process in which every child is involved since his/her birth, in this process the child starts to acquire a language firstly, by listening, after that child tries to imitate sounds that he listens around him.

Moreover, this imitation becomes a habit when children are repeating and repeating the same sounds in order to do it better. So in this way to LITTLEWOOD, William (1984) mentions that *“Verbal behavior is conditioned until the habits coincide with the adults models”* (pg.5). Then, children are able to communicate and express ideas not in a correct way but their parents understand what they say.

Next, according to ERNELING, Christina (1993) states that the famous psychologist Skinner mentions that *“Verbal behavior of a person could be predicted and controlled by manipulating the environment of the speaker. This manipulation of the environment is the essence of learning”* (pg.22) researchers consider children learn a language because of the necessity of communicating. Therefore, children learn at first words that are related with the environment in which they are growing. Also, children can use words and understand their

meaning when they almost master all of the sounds that belong to a specific language. So, it means that all of the words that they already know belong to objects or every single shape that is in the speaker environment.

Also, when children are 18 and 24 months they start producing the first sentences, but this occurs when children's vocabulary is around 50 words. To continue according to O'GRADY, William (2005) presents a figure which explains better how many words a child learns per day and at what age it is done.



On the other hand, according to ERNELING, Christina (1993) mention that

“The most forceful criticism of Skinner’s project has come the linguist Noam Chomsky, who pointed out that our language is creative, or productive. We are not limited in understanding or speaking to what we have earlier heard but can, and do as a matter of fact, say and understand linguistic utterances never encountered before.”(pg.23)

By the way, humans are able to construct new utterances or sentences that are more complex than those ones that they have listened before. That is because we just have to join words or simple letters in order to give sense for expressing ideas. Since, in many languages we well know the idioms or short forms to say something and this event occurs because of every single person is the owner of his or her language and its use.

1.2.1 Learning of a Foreign Language

Nowadays, English is the best communicative tool around the world subsequently; people need to acquire one or two in order to spread ideas, thoughts, emotions, information and so on. Learning a foreign language changes people's lives because they can communicate and exchange cultures with other people.

There are thoughts about the meaning of “foreign language” from authors. To KNAPP, Karlfried. SEIDHOFER, Barbara. WIDDWSON, H.G. (2009) state that :

“The foreign language may be one that has an important status as a means for international communication, or it may be one that has more local national or regional significance [...] foreign language is a term used to refer to a language that is induced by teaching rather than naturally acquired. But the concept of foreignness is a complex one”. (pg. 3)

Thus, people acquire a foreign language to communicate with other people in a same country. People might study a foreign language in educative institutions as many Ecuadorian students have to do. They receive English classes; they learn English as a foreign language starting at school, during high school and at the university.

Researchers base on some psychologies’ theories about cognitive development; so an important psychology is Lev Vygotsky (1978) who contributed with social-cultural theory with regarding with Zone of Proximal Development (ZPD). According to Vygotsky content that *“social interaction between a learner and a more knowledgeable peer or adult drives both language and cognitive development”* (pg.32)

According to this reference about zone of proximal development stated by Vygotsky; it is useful when a student interact with other who has developed the same abilities and they advise to provide enough information in acquisition process.

Then, the first students will clarify their doubts and make senses new language despite difficulties to acquire it. On the contrary, an adult is able to control all cognitive process in order to acquire a language and their mental process will be successful.

Moreover, people acquire a foreign language taking into account their needs to talk with other people in their country or outside it. For instance, many Ecuadorian people are multilingual and they need to communicate using a foreign language for social interaction. Maybe, they cannot pronounce very well some

words, but they are able to express good ideas to interact.

The majority of Ecuadorian students acquire English as a foreign language. They are guided by educational instruction. This means that they maintain in social connection with other students with whom they might practice listening, speaking, reading and writing language skills. It can be transmitted informally, but they can use English as a foreign language in order to interact together.

Likewise, a foreign language can be learned by using the mother tongue. At the beginning of the acquisition process students use their mother tongue to understand vocabulary and instructions. Consequently, the acquisition process is complex; teachers must apply methodology, scientific knowledge, learning environments, assessments and so on. All these elements must be together to achieve a meaningful knowledge on students.

Afterward, people can practice a foreign language through variety of tool is key to develop their skills the soon as possible, so they will not communicative problems in the future. They prove several options using technological aids which are closer to them and these aids they may find anywhere.

Internet is the most powerful tool to find out audios, writings, readings, tutorials, guides about any foreign language in order to acquire any one. If they focus on more practice more, they will communicate effectively with people from other culture, ethnics and so on.

Methodology has a big influence in learning a foreign language to achieve the objectives of learning process. Material and methods must be well-ordered to acquire a foreign language. The whole learning process should be developed in natural way in order that students learn basing on their communicative and cognitive necessities.

So, they should be aware that a limited time to learn a foreign language; that is why they have to acquire it as soon as possible. To COLLIER (1995) states the following about acquisition of a language:

“The innate ability of human beings to acquire an oral language as well as the meta-linguistic, conscious, formal teaching of a language and the acquisition of the written system of language come under language development factors. These factors also include the acquisition of the oral and written systems of the student’s first and second language domains, such as phonology, vocabulary, morphology and syntax, semantic, pragmatics, nonverbal and other extra-linguistic features and discourse” (pg. 33)

Researchers can add especially children develop this innate ability in the acquisition process of any language. They target to make sense oral and written language manipulating the language in a correct way to learn and use appropriately it in different situations.

Besides, factors support in this important process, since understanding, awareness, follow a teaching process will complement the acquisition process to develop oral and written language. Hence, children will face a great challenge used two language the mother one and second or foreign language using several features of it.

Teacher must in particular provide basic knowledge to acquire a language as English. They academically assist them through development of language feature; so children are working out in their skills and abilities to acquire English language.

Children need to be taught in the approved manner to will not have problems in the future; they must know the correct pronunciation, basic vocabulary, their spelling, be concise and express clearly their ideas in an oral or written form, too.

In fact, features of language are essential to acquire a foreign language. Vocabulary is a primary element which supports the students’ communication. Students attempt to say something using words when they do not speak very well a foreign language.

Pronunciation contributes to understand the students’ ideas. Students must target that words should be spoken clarify. They should study linguistic features about words and phrases from a foreign language. Besides, pronunciation part will afford an efficiently spoken or written communication with foreign people.

Moreover, grammar is fundamental to speak and read. It involves three relevant aspects rules, spelling, sentences structure and grammatical senses. If students use correctly grammar, they will cause a good understanding on readers. Also, they might structure sentences to be conveyed in a spoken way.

People take into account their personal education. They acquire a foreign language because they need to know about other cultures, ethnics and how other people think. A foreign language enriches the people's lives. They are more competitive to find out a job and share information with the rest of the world.

Students must be aware which the correct foreign language that they can acquire is. They have to establish their needs to learning a foreign language during a specific time. They immerse with the language. So, encounters or meetings anticipate before to start a class, it will help to learning and develop the four language skills.

1.2.2 English Learning in the Childhood

English is a way to communicate starting in the childhood. Home languages as Spanish or English are not easier to learn or acquire. Children are able to acquire any language through hearing and communicative process. Besides, the environment is so important; children need to be comfortable to keep in touch with others. To CARRASQUILLO Angela (2013) states that

“Children learn language within a natural environment of language use. Student's ability to organize the new language system depends largely on how well they can understand what they hear. When students are at the early stages of learning how to speak a new language, they know few words in the language and therefore need to see the meaning of what they hear”. (pg. 1)

Children must be guided by teacher in adequate environments. Academic instruction is the way to acquire a language. Children need stipulation to interact through speaking with others as teachers, parents or family. On the contrary, if they had not been motivated, they would not express ideas or thoughts.

Moreover, classrooms should be a warm place where they can find and use didactic resources to acquire a foreign language. Thus, they will improve their cognitive development about new language in a stimulating environment.

However, children internalize knowledge considering their understanding of a spoken language. At the beginning of the cognitive part, they experience with heard vocabulary or phrases to make sense. Consequently, they will have a great deal with a foreign language and they are going to correct it.

Additionally, English learning in the childhood is a complex task because learning English is a challenge for children and teachers, too. Sometimes young children are confused between English pronunciation and spelling.

Issues and approaches are relevant aspects in the learning process to acquire a foreign language. Teachers have to apply different strategies and academic activities taking into account children's needs and interests to talk. Teachers should be patient with children because they could have cognitive problems at the moment to communicate something; their first language interferes with the second one. So, both of them have to work so hard to achieve learning goals. English learning might reward at the end of the English learning.

According to MUKHERJI, Penny and DRYDEN, Louise (2014) share significant information from some psychologists in their book *"Foundations of Early Childhood: Principles and Practice"* so they mention the following Chomsky's contributions about acquisition of language in early childhood:

"Chomsky suggests that the facility to learn languages with ease begins to fade as we reach puberty. The optimum time for language acquisition appears to be in early childhood, and the best possible conditions for this learning to take place are naturally in context. Young children entering nursery need to be supported as they begin their journey towards becoming a fluent English speaker. At first the child needs to listen to key vocabulary, become familiar with the rhythm and accent of the new language, and hear repetitive phrases" (pg. 403)

Hence, the learning process of a language must be done at early childhood because children are exposed to receive classes in adequate environments; in fact, they will acquire a language easily at early age.

Moreover, the education in nursery levels support that children learn significant knowledge to progress in their English learning in order to assure the students' successful. If learners acquire essential part of English speech; they will gain good English level in future days. Nursery English teachers are responsible of teaching key terms, improving intonation and pronunciation using repetition or imitation.

Further, teachers have to speak English with their students most of the time while children are learning another one in order to immerse them in the English language. Teachers focus on English system about pronunciation and spelling.

So, young children accustom to listen, write some words and practice English as a foreign language in initial levels. If children know the correct pronunciation of any word, they will write or identify the word.

Moreover, three writers mention relevant aspect about pronunciation and spelling. To HALL Nigel, LARSON Joanne, MARSH Jackie (2003) state that:

“Each language uses a particular system for mapping pronunciations of significant units to a system of written symbols. In theory, writing systems can be divided into two general classes: those whose symbols represent units of sound, which combine to form pronunciations of linguistic unit, those whose symbols cue meanings, which are then mapped to particular pronunciation” (pg. 272).

Due to pronunciation and spelling work together, students have to develop writing skills taking into account units of sound and correct pronunciation of the words. They are going to progress the system of writing when their mother tongue does not interrupt linguistic system.

In addition, children must recognize and make differences between sound of a letter and how a word is pronounced. All of this will be achieved through the practice. That means that teacher encourage to learn correct English language. Since, English pronunciation is too different that English writing.

In short, English learning in the childhood is a complex system; family and teachers have to achieve that children improve language and cognitive development taking into account English as a foreign language.

Experienced learning contributes that children correct mistakes such as pronunciation, spelling, and grammatical rules to communicate with people. Also, children acquire a language in a natural environment. If their attitude is great, they will acquire English without any problem.

1.3 Teaching Learning Process

Teaching-learning process is an educational activity keeping in mind students' ages and stages which the main characters are students and teachers guide them to achieve learning goals.

Students acquire knowledge depending on their needs; they learn something through different activities such as listening, speaking, reading or writing inside or outside the class. So, students share useful information with others as teacher and they check whether that information is verifiable. Moreover, students set knowledge which will use along their live enjoying their knowledge.

According to CAMPOS PERALES, Vilma and RAUBEL MOYA, Ricardo (2011) mention that:

The teaching-learning process essential purpose is to help in the formation of the learner's personality, constituting a main route for obtaining knowledge, behavior patterns, values, procedures and learning strategies. In this process the student must appropriate laws, concepts and theories of different subjects that are part of the curriculum of his career while interacting with the teacher and other students they are provided with procedures and learning strategies (pg.2)

All students need to have a pre-established way in order to acquire knowledge in the most suitable way. Curriculum is part of the formation of students. And when they are involved in interacting environment they are able to catch new knowledge that will be practiced later.

The teaching-learning process contributes that students and teachers socialize a useful language; it is social process allowing a great communication between both characters. Therefore, teaching learning process provokes knowledge if teachers apply teaching strategies. As a result, the whole process change the students' live when they are learning significant facts to be used in their daily lives.

In addition, the teaching-learning process encompasses two powerful aspects (teaching – learning) in the education. Teaching and learning are always together because teaching contributes that students acquire a meaningful knowledge and learning is the result of that process how students apply correctly their knowledge in their daily lives.

Teaching stimulates that students might learn something. They develop abilities, skills, and improve their knowledge about specific subject, but only students are encouraged. The teacher's role is focused on students acquire meaningful knowledge during a limited time.

Moreover, teacher regards children's experience, previous knowledge or skills, individual learning, children's readiness, teaching objectives and methods or strategies in order to share specific information about English or another subject. Therefore, motivation is primordial for teaching.

Learning refers an evaluating part from teaching-learning process. If teaching process was successful; students will demonstrate their meaningful acquired knowledge, or skill about learnt something. In this part teacher checks out whether his/her didactic resources, methods or strategies caused any modification on students' behavior. Consequently, students have learnt specific contents showing purposeful knowledge.

In addition, the teaching-learning process promotes the appropriate development as teachers as well students considering mechanisms about teaching and learning. Teachers are conducted through didactic process to achieve educational objectives. Additionally, the methodology is fundamental in order that teaching-learning process will be successful.

1.3.1 Didactic Process

Didactic process is an interrelated activity between teacher and student and it schematizes several steps in the class to develop the teaching-learning process effectively. In fact, it combines theory with the practice. Teacher also bases on principles of teaching in order that students and teachers mutually interact.

Also, teacher must follow the ordered steps within the didactic process to achieve effective learning. The success of the didactic process depends on the teacher's knowledge and performance to convey and set the knowledge on students.

Teacher applies a set of different activities to facilitate the students learning because learning activities are linked with their needs, culture and teacher carries out any actions in class emphasizing a goal which is the achievement of specific learning. However, if teacher does not motivate his/her students, they will not be willing to learn contents.

The didactic process depends on educational facts such as teaching content, students' features, learning environments. Thus, the whole elements contributes that didactic process might complex one taking into account teacher, students, learning goals, content, context and didactic strategies.

Additionally, teacher must know, manage and domain steps of didactic process to success in the educative field. The steps of didactic process are fundamental and these are motivation, presentation, development of the lesson, fixation, integration, assessment, rectification.

1.3.1.1 Motivation.

The first step is motivation which is indispensable to start a class noticing the good mood of students and teacher. Motivation contributes to active the students' interest in order to learn. It is valuable that motivation may be permanent, in this way students will not lose interest in the activities in class.

To JOHNSON, Virginia and WALVOORD, Barbara (2011) state ideas about motivation.

“A teacher must consider the issue of students’ motivation. As teacher, we can facilitate learning, but we cannot make it happen alone. Students must take an active role in shaping their own learning through motivation in the whole class”(pg. 25).

Motivation is a key point to start a class with motivated students and they may develop a good job inside of class. Teacher and students should be encouraged in order that they enrich knowledge during the whole class. Equally, teacher must not forget about motivation and students have not neglect of improving their knowledge.

The teacher’s way to begin a class so students will take part in the class and as teacher as students interact together to facilitate the knowledge. Likewise, encouraged activities take part in the students’ motivation for instances played activities in group or recognizing about students’ work or participation and so on. That is why teacher need motivated students to achieve an effective learning.

1.3.1.2 Presentation.

It refers to inform what students will learn orderly in general and specific way during a limited time. When a teacher introduces the topic; students associate contents which must be significant, advantageous, interesting and useful to students. Moreover, teacher will present the content clearly and simply using methodological strategies or didactic material.

1.3.1.3 Development.

Development phase in the class consists to guide conceptual, procedural and attitudinal activities in order to acquire knowledge. It is interactional phase and it is the correct order of the presented contents. The teacher’s role must be a former professor and he must not pass information. So teacher and students need to interact in class to understand information and its relevance in context. Teacher has to focus on cognitive part of the students and the development of their skills,

too. That is why teacher need to give the meaning, importance and consequences that students have to know and internalize their knowledge.

1.3.1.4 Fixation.

This phase refers that students assimilate new knowledge about teaching-learning process. Thus, the fixation phase is the acquirement knowledge of topics and contents base on uninterrupted and meaningful ways to improve students' knowledge. Also, students will apply their knowledge whenever they need and demonstrate their developed competences. In a brief, fixation is the continual knowledge of different things each lesson.

1.3.1.5 Integration.

The objective of this phase is that students have a general idea about learned contents and integration permits to contrast and compare new knowledge with previous one. Moreover, teacher contributes those students active their previous knowledge through some questions focused to integration of knowledge.

1.3.1.6 Assessment.

Teacher must assess whether learning-teaching process was successful with students considering learning achievements and learning objectives. Equally, this phase analyzes the correct use of didactic material, strategies and technological resources that teacher used during the class. The assessment part must be taken into account during the whole class developing skills, attitudes and improving knowledge on students. In addition, teacher has to apply tools such as observation sheets or rubrics to evaluate cognitive part and abilities or attitudes that students have developed.

1.3.1.7 Rectification.

Rectification is the last phase of the didactic process which is responsible to correct any mistake about taught lesson to students. According to the assessment teacher identifies the students' cognitive weaknesses and teacher reinforces and

clarifies any doubt about treated topic.

1.3.2 Methodology

Methodology is very important to achieve learning objectives in the English teaching-learning process being teacher who step by step training students. Teacher is responsible to apply one or more teaching methods according to the students' situation.

According to ALCÓN SOLER, Eva and CODINA ESPURZ, Victoria 1998 state that

“Methodology refers to the set of teaching-learning process used by teachers and students when doing tasks individually, in groups or on a whole-class basis. It is open ended by definition and more suitable notion to describe what goes on a classroom” (pg.175)

Researchers come to an understanding the idea about above quotation referring methodology which describes how a project will be performed and what methods will be applied in a specific field of study. In this case, teacher has to apply correctly methodology to transmit significant knowledge. So, children will take part in the class and understand it.

Thus, according to RICHARDS, Jack C. 2002 mentions in his book that *“The 1970s and 1980s were perhaps the years of greatest enthusiasm for methods” (pg.5)*. Referring to mention previously, teaching English as a second language many methods had been described or proposed by many authors and also many of them were criticized as useless for teaching English as a second language. However, many of them have given many results in doing it by long years and now they continue being used.

Methods like Grammar Translation, Silent Way Audio-lingual Method, and others have been considered as the most suitable at the moment of teaching languages specially English as a second language.

1.3.3 English Teaching Methods

According to BHASKARA RAO, Elizabeth (2004) states that;

“A good teacher always wants that his teaching should be effective. He wants that all the students of the class should properly attend, listen to him and try to grasp what he teaches in the class.”(pg.1)

The main role of a teacher is to share knowledge with students in the most suitable way, so at the end of the teaching learning process teachers and students will get good results. It requires of having a good previous planning and the right selection of methods will help them in doing that.

To BHASKARA RAO, Elizabeth (2004) mentions that *“teaching is not as easy to teach as it appears.”(pg.1)*. So, teachers also have to keep in mind what they want to get by teaching any subject, it means what are the main goals in every subject and BHASKARA RAO, Elizabeth (2004) remarks that *“behind teaching English, the objectives usually are listening, speaking reading and writing.”(pg.2)*. Thus, every English class has to be well planned in order to reach the objectives that were mentioned previously.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) state that;

“Changes in language teaching methods throughout history have reflected recognition of changes in the Kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study”(pg.3)

The world has suffered great changes in all aspects, in fact; today's students require new things in order to be part of this competitive society. Many new methods and techniques have been introduced in the last years in order to empower or improve language teaching process.

Then, most of the teachers continue using the traditional methods; in order to reach the pre-established objectives for the English Subject. The only difference is the way in which they are applied or used because some students' proficiency is better than others.

1.3.4 Types of Methods.

Nowadays, there is a great variety of methods that are used to teach foreign languages, since vernacular languages were introduced to European schools because of the decline of Latin.

Thus, to teach Latin in the past centuries teachers used to apply a method which was based in translation. They used books that were divided into lessons that only contain lists of vocabulary that the students learnt by heart. There were also some grammar sections those which teachers used to explain and students were limited to write sentences in order to know the grammatical position or function of every word in that sentence.

Moreover, according to RICHARDS, Jack C. and RODGERS, Theodore S. (2001) mention that *“speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated.”*(pg.4) Researchers might enhance that objective of teaching Latin in those years was that students were able to read and understand its literature rather than using this language to communicate with others.

However, some years later this way of learning languages became the standard one around the world, since; by the nineteenth century teaching languages became more difficult for some students because teachers also used to taught morphology and syntax too; in this way, the language was codified and students were in charge of understanding it by determining grammar rules as always.

After that, teachers used to teach grammar rules again, but in this part students just had to analyze them for writing sentences as exercises; in order to demonstrate that they had learnt what was explained at the beginning of the class. Thus, this way of teaching became more and more popular and nowadays, it is known as Grammar Translation Method; which is going to be explained in the following part.

1.3.4.1 The grammar translation method.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) mention that;

“Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language” (pg.5).

That is right because until now it is used in some schools where teaching a foreign language means to have a better intellectual development, as a result of learning it. However, in the present days, this method is not useful enough because students need to be immersed with the foreign language to acquire it.

Some characteristics of this method are:

- In Grammar translation method the texts are based on grammar rules, which are practiced by writing sentences and translating them by using a dictionary.
- Also here some bilingual lists of vocabulary are presented in order to be memorized by the students.
- Students practice reading and speaking just reading the sentences that they have written and translated previously.
- The last one is that accuracy is the most important item when learning a language with method.

According to the characteristics of this method, it does not contribute in any way in the new the English teaching-learning process because while using Language Nests and Cultural Immersion Environments learning English is based on learning vocabulary for using it then in real situations and spontaneously.

Finally, according to the some teaching language innovations some rejections were done against this method, to RICHARDS, Jack C. and RODGERS, Theodore S. (2001) *“Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages” (pg.7.)*

Communication was becoming important and also because of the creation of a new market for conversation books that were addressed to private schools due to the bad results that were presented by students as in public schools as in private ones. Thus, in many European countries new methods and approaches for teaching English were developed.

1.3.4.2 The direct method.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) mention that;

“Saveur and other believers in the natural method argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action”(pg.11).

This method begins when many strong critics were made against the Grammar Translation Method. As when using this method the foreign language is taught directly, it means teaching English without using students’ mother tongue.

Furthermore, into the direct method the long vocabulary list were not bilingual because when students were going to learn new words, the teacher was in charge of giving the meaning of them by using mime, doing actions or showing pictures that will help students to understand the word and the meaning.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) state that:

“A language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching.” (pg.12)

That is why, in the direct method all of these characteristics are omitted and the foreign language in this case English is used all the time and the classes are based on large discussions of readings or conversations about them. This permitted to the students to develop their speaking skills better. Grammar rules were also taught, but in this case in an inductively way.

Finally, some guidelines that ruled this method are presented

- Never translate – demonstrate
- Never imitate mistakes – correct
- Never use the book – use your lesson plan
- Never be impatient – take it easy
- Never speak too slowly – speak normally
- Never make a speech – ask questions

This method is so similar to the new ones because in both mother tongue is not necessary used in any circumstance. Just, actions and demonstrations are the key factors for developing the English teaching learning process in children in a good way.

1.3.4.3 The audio-lingual method.

This method became well known by the middle of the twentieth century because of the necessity of communicating while being abroad or interacting with English native speakers. As a result this method emerged from the intensity of being in contact with the target language.

Also, this method was created by the American Army that is why it was known at first as the Army Specialized Training Program. To BELTRAN LLAVADOR, Fernando. HOBBS, Valerie. HOUSE, Susan. LINARES, Ana. MOTTERAM, Gary. PARAN, Amos. SANCHEZ REYES, Sonsoles. and WHITTAKER, Rachel. (2011) state

“The outbreak of World War II created the need to send American soldiers abroad. It was necessary to provide them overnight with strong verbal communication skills for their military operations” (pg.32)

When American soldiers went out of the United States they were going to be immersed in other cultures and in other languages too; so, they have to be well prepared in order to carry out every single maneuver during the war without any mistake.

Accordingly, the army created this new program for acquiring languages such as; French, Italian, German and others. Thus many Universities of the country took part during designing the classes and the techniques that were principally based on repeating drills and more drills which until now form part of the basic way of teaching while using the Audio-lingual Method.

To BELTRAN LLAVADOR, Fernando. HOBBS, Valerie. HOUSE, Susan. LINARES, Ana. MOTTERAM, Gary. PARAN, Amos. SANCHEZ REYES, Sonsoles. and WHITTAKER, Rachel. (2011) mention that

“With the Audio-lingual Method, students learn the foreign language through extensive repetition of a variety of drills so as to project the linguistic patterns of the language into their minds to form a habit. In audiolingualism, there is no explicit grammar instruction. The teacher presents the correct model of a decontextualized sentence, introducing new word for the students to sample in the same structure, and the students repeat it until they can use it spontaneously in error-free utterances with the correct pronunciation”(pag.33)

As, it is well known that when somebody do the same thing many times it becomes a habit so, this is what students do with the English language when learning it by using the audio-lingual method and when they have repeated the sentences many times they are able to produce new ones by using the same structure without any kind problem.

This method as Cultural Immersion share the same principle that is being immersed in a new culture and talking all the time the target language helps learners to develop easier and faster their productive and receptive skills.

Moreover, it is not focused on learning grammar rules; learners also will feel confident in using the target language without taking into account the mistakes that they commit when talking. Obviously these mistakes will be corrected at the end for not confusing to the students.

1.3.4.4 Total physical response.

It is a method which combines speech with action. It was developed by James Asher; this teacher proposed the use of this method for teaching language since he

realized that the way in which children acquire their mother tongue will be useful if it is applied on adults for teaching a second language.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) mention that;

“Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consist primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adult should recapitulate the process by which children acquire their native language. ”
(pg.73)

In this way of learning how children learn their native language and if this method is used or applied on adults it would be easier for an adult to learn a foreign language. Since, people relate a word with an action is easier to remember it for using at a determined moment.

Moreover children learn by playing so, the methodology to apply this method will also help in catching students’ attention during the whole class, due to the actions that students are asked to perform.

On the other hand, HALL, Graham. (2011) mentions that *“Asher suggests that L2 learners can learn in a similar way, through commands that require a physical response.”* Children and adults are able to learn by doing something by acting. So, in this case this method proposed some systematic series of exercises that students have to develop while learning a language.

These exercises consist of clear commands that are going to be performed by the students in the moment that the teacher indicates. Here there are some examples

- Close the window – students close the window
- Open the door – students open the door
- Write on the board – students write on the board
- Read the words in blue – students read the words in blue
- Jump – students jump

Relating words with actions will contribute in a great manner to the fact of learning a new language in this case English, thus, this method seems to be useful to use while applying Language Nests and Cultural Immersion Environment because mother tongue is not used and students just need to remember the action that a word or phrase means to produce and understand what the teacher is saying or talking about.

1.3.4.5 The silent way.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) mention that “*The Silent Way belongs to a tradition that views learning as a problem solving, creative, discovering activity, in which the learner is a principal actor.*” (pg.81)

Emphasizing about this method which was developed by Caleb Gattegno stands on the premise that the students are in charge of creating, developing and discovering their own knowledge. Even so, students are who speak and produce language during the class while the teacher has to be silent most of the time. This activity also permits students to improve and increase their intellectual potency.

It is believed that this method was addressed specially to teach pronunciation that is why, one of the essential tools in a silent way class was a sound color chart that helps students in combining words to create phrases and also in modeling intonation and rhythm.

In this chart the vowels were separated from the consonants by colors and also diphthongs were showed in this chart in this way students were addressed to recognize every one for using them in words then in sentences which are the basic unit of teaching inside this method. Additionally, vocabulary plays an important role in a Silent Way class that is why it has to be carefully chosen by the teacher in every class.

1.3.4.6 Suggestopedia.

It is a method developed by Dr. Georgi Lozanov which is used in three different fields, but in this case it is used to teach foreign languages. Its developer had

proved that when applying this method students can learn between three or five times faster. Then, its main objective is to optimize conversational proficiency more quickly.

To RICHARDS, Jack C. and RODGERS, Theodore S. (2001) comment that *“The most conspicuous characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.”*(pg.100)

In this method the environment in which classes are carried out plays the most important role; it has to be comfortable in order to help students in feeling sure and concentrated. Moreover, if the teacher is totally authoritative during the class students will learn better and faster because they will know what the role that they play while learning is.

Additionally in this method music and certain yoga exercises are practiced for helping students in memorizing vocabulary while teacher is reading. All of these activities are systematically ordered in order to get effective and fast results.

As this method is related to the environment in which a language is learnt, it also fit with the new ones, due to the fact that the environment plays an important role in learning vocabulary. Children learn vocabulary related to the environment in which they are growing up.

In addition, in nursery levels the classroom are divided into corners that are spaces for a specific activity, and with Language Nests and Cultural Immersion Environment a new corner just with English words and phrases is required to carry out the English teaching-learning process.

1.3.5 Language Nests and Cultural Immersion Environment

The premise that, every year there are many languages in danger of disappearing around the world; it is actually the main reason for creating language nests.

According to NWT GOVERNMENT DEPARTMENTS states that *“A Language Nest is an immersion -based approach to Language development first used by Maori grandmothers in New Zealand to teach the Maori Language to children”*

According to mention above, by the 80’s the first language nests were created in New Zealand for revitalizing *Maori language* and in Hawaii for *Aha Punana Leo* language. Into these language nests elder people were in charge of teaching its aborigine language to younger population.

Moreover, parents and other relatives were also immersed in this activity due to they will help children in practicing the target language at home and in real situation in students’ daily routines.

According to HOBSON, John. LOWE, Kevin. POETSCH, Susan. and WALSH, Michael. (2010) mention on their book that *“Language nests have been one of the most successful examples of immersion programs used in the school context”* (pg.232)

In language nests students will be totally immersed in a new language and in its culture. A clear example is the fact that during the whole class mother tongue is not used as in the Direct Method because all the activities that students do are by using the target language; in order to practice it most of the time.

Thus, according to FIRST PEOPLES’ CULTURAL COUNCIL (2013) mention that

“The goal of the Pre-school Language Nest Program is to create new language speakers by creating language and cultural immersion environments for pre-school children and their parents to become fluent in their First Nations languages.”

In this case, it is possible to realize that what language nests look for is to increase the speakers population in order to revitalize the endangered language.

Another important characteristic of Language Nests and Cultural Immersion Environment is that the classes were not focus on teaching grammar rules;

teachers were worried about teaching language by speaking it, by practicing it in real situations as it was mentioned in the Audio-lingual Method. As a result, the environment is a key factor during the classes; the classrooms had to have many materials in order to learn vocabulary.

Thus, the environment also had to be comfortable and needs to be according with each class. So, students will produce the language in some cases by themselves as it is done in the Silent way. So as it is obvious language nests use the same methodology as in the most common methods for teaching English as a second language.

However, the great difference stands on the fact that students will be totally immersed in a new culture which means dealing with speaking English in real situations.

Thus, when the first language nest was created, people in New Zealand created a kindergarten for children and parents too so, in this way both of them were being immersed on the activities not only inside the kindergarten, but also out of it such as:

- Saying prayers,
- Singing songs,
- Playing traditional games,
- Cooking traditional food, etc.

Likewise, according to FIRST PEOPLES' HERITAGE, LANGUAGE AND CULTURE COUNCIL a language nest and cultural immersion environment is based on five language learning principles

- *“Learning a language requires patience from teachers and from learners.*
- *Language is learned by speaking it; give learners lots of chances to speak.*
- *Repetition is crucial; the more language a person hears, the more they learn.*
- *People learn in many different ways at different rates.*

- *Language is essentially used for communication, and the goals of language teaching should be to allow learners to communicate in the language.”* (pg.3)

According to FIRST PEOPLES’ HERITAGE, LANGUAGE AND CULTURE COUNCIL states that *“Language and cultural immersion has proven to be the most successful method for the transmission of language and culture from generation to generation.”* researcher agree because many studies show that some languages were revitalized by using this two innovative and effective methods.

To YAMAMOTO, Akira Y. and YAMAMOTO Kimiko Y. mention that *“Cultural diversity and language diversity are the expression of the most basic human rights.”* Also these two methods permitted people to change their way of thinking in relation to what is the real meaning of speaking a new language and how valuable it is into a culture in a group of people.

On the other hand, Language Nests and Cultural Immersion use a different methodology since it not only takes in to account Linguistics while teaching English but also the link that students stablish with the teachers as MCIVOR, Onowa (1998) mention on her thesis project

“ One might expect a thesis project on language revitalization to be located in a discipline such as linguistics rather than child and youth care. However, a core issue of language revitalization is the deeply psychological issue of identity”(pg.2)

Childhood is considered as the informative and critical age in which children imitate and do what adults do.

In addition, the methodology of Language Nests and Cultural Immersion Environment is based on a serie of activities that are related to the fact of learning vocabulary through reading books practicing the target language in real situations at day-care center, and obviously teachers are in charge of organizing activities in which also the parents will take part while children are at their homes.

So, children will be totally immersed and they will practice the target language as many times as they can and teachers will not be worried about their behaviour when being out of the center and what is more, the results at the end of the program will be better enough as to continue with the next levels.

1.4 Curricular Design

Curriculum design is an important element in education, since it contributes that all elements are in sequential way. Moreover, curriculum design organizes the basic curricular elements, objectives, contents, methodology, learning experiences and assessment. It is a wonderful sequential way where people find the curricular elements into a whole.

It is relevant know opinions about curriculum design from different writers. The following quotations will help to understand the meaning of curriculum design and how teacher and students are interrelated. To MICKAN, Peter (2012) voices the following aspects about curriculum:

“A curriculum is a framework for the planning and implementation of educational programmes. Essentially, education or training programmes have to do with induction, apprenticeship or further training in the practices of communities. Membership of communities is marked by some common purpose and share use of semiotic resources and joint activities” (pg. 43)

Researchers concur with Mister Mickan’s statement about curriculum because it is essential in education in order to adequate educational programmes dedicate to students. The students’ improvement can be done through different educational practices anywhere; besides, the training programmes should be developed focusing on students’ learning and how they may improve it. Apart from that, didactic material or resources contribute to advance different activities inside or outside of class among teachers and students.

Equally important emphasizing curriculum design produces learning experiences through teaching several contents to different group of students. Teachers are responsible to teach academic matters in an assemble way in order to accomplish specific knowledge.

On the other hand, to NATION, I.S.P and MACALISTER, Jhon (2009) mention that:

“Curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process. Moreover, Curriculum design involves the integration of knowledge from many of the areas in the field of Applied Linguistic, such as language acquisition research, teaching methodology, assessment, language description and material production.” (pg. 1)

According to the above ideas, curriculum design helps students to build significant knowledge based on different issues related to education. Curriculum design is a strategic plan which presents educational activities to improve students' knowledge and taking into account how influence language acquisition, the correct methodology to transmit knowledge and prove whether students have learnt using resources.

In addition, a curriculum design considers the target group to select the relevant topics or contents, texts, goals and didactic resources to practice educational programmes. Consequently, teacher must exactly know what they are teaching and how they achieve that student show their knowledge. The whole academic process has to carry out around limited period.

A successful curriculum design must contain five core elements and teachers or curriculum designers have not forget any part of it because the five ones will fulfill expectations to students' learning.

1.4.1 Levels of Curriculum Design

Curriculum design presents third levels of concretion which help people who work in the educational area. The first level is the base of curriculum design, the second one is a guiding instrument in the educational practice and the last one is the moment of the application in the class to cover the students' and society needs.

1.4.1.1 Macro-curriculum.

It is the base curriculum and Educational Ministry is responsible of its development; it will be a guide where educative community is concentrated in order to improve the quality of education in all educational levels. Actually, Educational Ministry analyzes the Ecuadorian academic situation to develop of macro curriculum which is an educational tool to draw the outline of the educational thoughts, policies, main goals and so on.

Additionally, macro curriculum is a plan that teachers should follow, in its three levels. Macro curriculum has two main functions such as: to explain the intention of the education system and manage the pedagogical practice.

According to CURRICULUM UPDATING STRENGTHENING OF THE GENERAL BASIC EDUCATION (2012) focuses on the four knowledge areas (mathematics, language and literature, social studies and natural sciences) determines different components in the curriculum such as:

“output profile, integrator axis, learning axis, educational objectives of the areas, educational goals of the year, curriculum blocks, skills with performance criteria, details of teaching and learning and essential indicator of evaluation”(pgs. 17-18).

As stated in Curriculum Updating Strengthening of the General Basic Education researchers recognize that all elements mentioned are valuable in Ecuadorian education because teacher may be conducted in order to enhance their teaching performance.

Similarly, Ecuadorian Educational Ministry proposes to apply each element from macro curriculum. Thus, it is achieving an educational advance in the educative system; components of the macro curriculum are included in the main learning contents to obtain a good output profile in each level of Ecuadorian education. As a result, researchers consider describing the function of components of the curriculum.

- a) **Output profile:** The performance that the students need to show at the end of a year.
- b) **Integrator axis:** It is a generalization of the contents of study that have the whole curriculum. It generates the skills, knowledge and expressions of human development, constituting the main guide of the educational process within each area.
- c) **Learning axis:** These are derived from the integrating curricular axis in each study area and to help articulate the curriculum blocks
- d) **Educational objectives of the area:** They guide the integral performance that the student should have in a specific area.
- e) **Educational goals of the year:** Express the maximum aspirations that we can get in the educative process within each area of study in a specific year.
- f) **Curriculum blocks:** Components that articulate and integrate a set of skills and knowledge around a topic.
- g) **Skills with performance criteria:** They are criteria that regulate what the student should know to do with the theoretical knowledge and with a level of difficulty.
- h) **Details of teaching and learning:** It guides the teacher in the methodological and didactic treatment of knowledge and gives wide information about how to develop the skills.
- i) **Essential indicator of evaluation:** They are concrete evidence of the learning results that the student need to show. They are connected with the year objectives.

1.4.1.2 Meso curriculum.

This curriculum is designed by authorities and teachers from each educative institution according to their reality and subjects. Meso curriculum design is focused on theoretical and practice aspects for each subject from specific area

According to ORTIZ OCAÑA, Alexander says:

“Meso curriculum allows operationalize and materialize macro curriculum. It sets bases and defines patterns to design micro curriculum. The meso

curriculum structure of any subject includes competences, problematizing questions, achievements, contents and methodology in order to develop of determine knowledge area” (pg. 15)

Therefore, teachers are guided by meso curriculum and they may contribute to develop knowledge taking into account concrete, feasible, and evaluative aspects from macro curriculum. Moreover, meso curriculum design is focused on developing micro curriculum in each classroom with different students' group. Hence, meso curriculum is useful when it is broke down and it is used like didactic pedagogical instrument for each knowledge area.

Equally important to ORTIZ OCAÑA, Alexander states a basic structure about meso curriculum design of specific area and subject.

- a) Description:** Name of subject, course and limited time to get good outcomes.
- b) Justification:** Describing and explaining the reason that a subject is importance for students.
- c) Problem:** Difficult of teaching and learning. It is like an education goal that students have to solve at the end of the teaching-learning process.
- d) Problematic axe:** Explanation the possible problems that students may face.
- e) Achievement:** Three relevant aspects are considered essential to analyze the learning outcomes such as: cognitive, procedural and attitudinal achievements.
- f) Contents:** Specific topic must be taught and learnt of each subject which must provoke changes on students. Students' skills and abilities should be shown at the end of the process. Additionally, contents have to be focused on cognitive, procedural and attitudinal part of each area,
- g) Methodology:** The correct way to teach; students could internalize powerful knowledge through specific methods, strategies, procedures and techniques. All this knowledge is applied for each subject.
- h) Didactic Resources:** These are the means which can be used in the teaching-learning process. Didactic resources facilitate it in order that students catch the knowledge.

- i) **Assessment:** How students may demonstrate and apply their knowledge. Closed and opened questions are asked.
- j) **Bibliography:** It is the source of the information that is used in the whole teaching-learning process.

1.4.1.3 Micro curriculum.

Micro curricular design is developed by teachers; it is based on activities during time-bound. All documents that teachers designed, annual planning, unit planning and lesson plans; these papers have to be presented to analyze the teacher's job and accomplish the students' output profile.

To AREND E, Carl (2009) describes about components in a micro-curriculum:

“the components are situation analysis, goals, objectives, outcomes, selection and handling of core and learning contents, selection of teaching methods and evaluation”(pg. 75).

Researchers agree that micro curricular design is an essential part in education. That is why, teachers must include in micro curriculum design elements such as planning goals, learning outcomes, contents, teaching strategies and assessment for each class.

The components in micro curriculum add to attain the educational mission by teachers. So, researchers consider analyzing each one.

- a) **Situation analysis:** This component is focused on educational goals and values from philosophers to improve education. Indeed, teachers want to develop skills and values in students through programmes which consider good educational environment, topics, and aims and so on.
- b) **Goals and objectives:** Those elements are powerful at the beginning of the lesson and teachers will evaluate whether the objectives were caught at the end. Those ones determine the students' abilities, their behavior and assess if students are able to use in a correct way the acquired knowledge.
- c) **Outcomes:** Students must be academically prepared using different methodology; but they have to know very well what teacher taught. The

knowledge should be reinforced to be applied by learners in real situations. This process will have success when teacher explains which will be the outcomes to the class and how they might improve them.

d) Selection and handling of core and learning contents: Contents are the core of teaching and the students' success in the teaching-learning process. This task is difficult because teacher must take into account certain academic factors. According to AREND E, Carl (2009) establishes that:

“Various aspects must be considered during the classification of contents, for example the intended aims and goals, level of development and needs of learners, the teacher’s subject perspective, preferences of both learners and teachers, the nature and extent of the content aims of the relevant curriculum, the teacher’s curriculum knowledge skills, familiarity and relevance and the degree of difficulty of the content” (pg. 92)

Concerning the above quotation investigators consider that all aspects play a role to establish the rest of components of micro curriculum design. Selection of contents is primordial because teacher should guide which is the students' age, level, circumstances, goals, outcomes and so on. Furthermore, teacher must calculate a limit of time to finish all contents with the group of students. However, teachers should be sure that the whole class has good commands of the contents to advance.

a) Selection of teaching methods: Each group of class is different and each student, too. Nowadays, there are a lot of teaching methods and the teacher's job is to look for the best one, taking into account learners styles. The planned activities is other factor; due to develop such as individual and peer or group ways. At the end of the teaching-learning process teachers and students will feel satisfied with the learning outcomes.

b) Evaluation: The last part of micro curriculum allows analyzing how the teaching-learning process was. Teachers may evaluate in two means quantitative as well as qualitative evaluation. Evaluation depends on learning environment; so students feel motivated to demonstrate their abilities and new knowledge. In fact, teachers will know the student's weaknesses and evolution of students' intellectual development.

1.4.2 Syllabus

It is an important teaching document which helps to organize what will be taught to specific students according to the subject. It plays a fundamental role in the teaching-learning process because teachers and students will be guided by a syllabus during the whole academic year. Thus, syllabus contains key pieces of information which will be discussed by teachers and students. To MICKAN, Peter (2012) states that:

“A syllabus sets out the goals of a programme - the aims and objectives of a programme for a particular group of learners. A syllabus might include learning outcomes as well. A syllabus is often externally prepared and monitored, as with a national curriculum and with external assessment schemes. Where the curriculum or syllabus is predetermined as part of a national policy or an institutional programme, teachers prepare teaching plans based on a prescribed syllabus” (pg.45)

In agreement with the definition of syllabus above investigators approve those ideas because teachers have educational goals and they propose all of them in a syllabus. Accordingly, teachers create an organized programme to students including output profile students', objectives and learning results thinking about explicit subject matter.

And, further, macro curriculum influences in the development of syllabus on account of established policies and guidelines referring to contents and evaluations. Therefore, researchers believe teachers design a syllabus incorporating powerful topics and applying relevant assessments in order to be successful in students' intellectual development.

Syllabus must reach unambiguous functions in education and students and teachers participation is vital in order to design a syllabus of any subject. Syllabus is also designed to attain some functions in application and development of respective matters.

The first function is based on teacher's and students' responsibility and expectations, the second one is the analysis of students' skills and abilities and the last one, successful cognitive development through different activities.

Additionally, if a syllabus is designed by teachers; not only them but also students must understand the whole classroom course in which teacher sets out what should be taught and students will know the topics to be learnt.

Expectations are great because of desires and personality of each one at the beginning and at the end of the course. Teachers feel obligated to select the most relevant contents in order to comprise in the syllabus; teachers should prepared it to teach adequately and students can identify what are their strengths and weaknesses.

On the other hand, syllabus allows knowing the teacher effectiveness, when students should apply their knowledge. This function has to be focused on containing points bear in mind; the pedagogical procedures and time to be taken and achieve main goals. Then, teacher puts into use the syllabus on students conforming with educational polices to complete the course.

Finally, syllabus permits to evaluate and prove the increasing cognitive development in students. Teachers must know the personal styles of studying from students in order to associate methods and techniques correctly.

Afterward, the way of teaching from teacher might be excellent when he/she challenges students about development of exercises for working out students' skills. At the end of this process everybody will realize the learning outcomes and they can discuss the teacher and students' effort.

As it has been noted, syllabus reflects the teacher's attitude to build a high education level in students fortifying their skills and improving their weakness. Syllabus can serve as a manual for teachers in the class about recognized subjects in a particular level of education. However, the syllabus design must be structured with parameters to be appreciated and comprehended by educative community.

1.4.2.1 Components of Syllabus.

This structure should have accurate components to design favorable syllabus which supports to improve students' knowledge developing their skills, abilities, their way of thinking and other important aspects related to education. And, then, teacher plans his/her syllabus at the beginning of the course and clarify the purpose of it.

To WLODKOWSKI Raymond J, and GINSBERG Margery B (2010) state some main components of syllabus such as:

“General information, introduction and teaching philosophy, course purpose, course description, learning goals or objectives, learning outcomes, methodology, reading, resources, course outline or calendar, course requirements (attendance, participation, assignments, assessment and grading procedures)” (pgs. 67-69).

According to quotation mentioned above researchers regard those elements are fundamental to add in syllabus design. In addition, those components of syllabus follow a sequence and it contribute to understand what, when and how all of them will be completed at the end of the course.

To demonstrate the main features of each component, they will be specified in the following descriptions:

- a) General information:** Informative data is the guideline to describe important elements in the syllabus about the subject matter and institution. So, teacher must specify the name of institution, course, academic year, subject, teacher's information (name, e-mail, telephone number) and code.
- b) Introduction and teaching philosophy:** This part is about norms and description that teacher does in order to inform what students will do to complete with the planned course.
- c) Course purpose:** It establishes the main goal of the course; teacher wants to prepare students for a high level of knowledge about the subject matter.

In this part, teacher explains what, when and how he/she attains good outcomes in students.

- d) Course description:** It is an explanation of the subject and its contents which will develop and how it contributes to students' output profile. Indeed, teacher emphasizes the main topics and the method or technique to improve the students' knowledge.
- e) Learning goals or objectives:** Teacher defines what students will develop, do, perform and share information with others. Those learning goals will be assessed during and at the end of the course. Besides, teacher and students evaluate their effort and effectiveness of each job and responsibility in the educational field.
- f) Learning outcomes:** Those elements depend on the contents and they are evaluated according to the level that teacher needs to get. Learning outcomes are more precise because students will realize what will be their strengths.
- g) Methodology:** It is key to learn correctly the contents; it is the way of transmitting knowledge from teacher to students. There are some methods and techniques that teacher can use in students.
- h) Reading:** Some suggestions to develop the course with available and basic readings and supplemental ones. Teacher shows relevant resources to improve their skills through some materials and readings.
- i) Resources:** There are three types of resources which are elemental parts to show and develop cognitive intellectual skills in students such as: conventional, technological and bibliographical resources. Students appreciate the use of them in each moment.
- j) Course outline or calendar:** It refers to the essential topics limited by time and different assignments or activities to reinforce each topic. It supports to students organize what they have to do taking into account the time and how they can develop their skills through the activities previously designed.
- k) Course requirements:** Teacher bases on some parameters in order to evaluate the students' performance during academic year. Ecuadorian education states two periods and those are subdivided by three partials to

evaluate and get grades. Those scores can be achieved by attendance, participation, workshops, tests, quizzes and so on.

CHAPTER II

2. Analysis and Comparisons of the Results

2.1 Brief Characterization of the “Grandes Genios Nursery Bilingual Center”

This nursery bilingual center was created in 2001; it is focused towards management of training preschool in children. In addition, Mrs. Ibeth Marcela Grandes Villamarín was the founder. She had a dream to provide care to children in Latacunga; that is why; she studied at Technical University of Cotopaxi. She graduated from Bachelor of Early Childhood. Mrs. Grandes achieved to create a nursery school with her family's support. Consequently, “Grandes Genios” was regulated since April 19th, 2001.

“Grandes Genios” nursery bilingual center is located in the North of the city in Sigsicalle sector, Rosero Sánchez neighborhood, La Matriz Parrish, Latacunga, Cotopaxi Province.

This nursery center has a great infrastructure such as parents' room, wonderful spaces, and gardens to play, restrooms, equipment and so on.

There are five teachers who contribute to develop aspects like: cognitive, psicomotor, affective with each student.

- Director: Ruth Villaroel

- Maternal 1: Mariana Quimis
- Maternal 2: Irma Villaroel
- Initial 1: Carla Tovar
- Initial 2: Gissela Ibañez
- English teacher: Katherine Vaca

MISSION: Training children in order to develop physical, emotions, intellectual and social abilities based on pedagogical educative model, it is focused on integral unit of human beings; trained teachers, adequate infrastructure and innovative technology; so they may continue with their studies and children will be able to overcome new educational challenges facing the modern society.

VISION: Be a leading institution in quality with warmth and educational excellence in this province and region. Thus, this nursery bilingual center will achieve effectively with goals and objectives related to education in order to get totally all proposals such as raising propositional kids who will change the future. So, they demonstrate their social, civic, ethical and moral values.

2.2 Description, analysis and interpretation of results

This chapter is based on descriptive method; it was applied because researchers had to know about details from population in order to get relevant information related to teaching English problem in nursery levels. Besides, observation technique was very important to identify the problem in nursery levels observing English classes in Initial 1 and Initial 2 at “Grandes Genios”; researchers applied a survey and an interview to teachers and authorities respectively, too.

At “Grandes Genios” Nursery Bilingual Center, there are 5 teachers and its authority; that will not be a representative sample size in this research. That is the reason why; researchers must look for teachers from other nursery centers in Latacunga in order to apply the survey, interview. Thus, it will be feasible work having an appropriate population, which represents all sample size.

2.3 Analysis and Interpretation of the Survey Results Applied to English Teachers at “Grandes Genios Nursery Bilingual Center”

Researchers present the analysis and Interpretation of the survey results from different authorizes, teachers, English coordinators are.

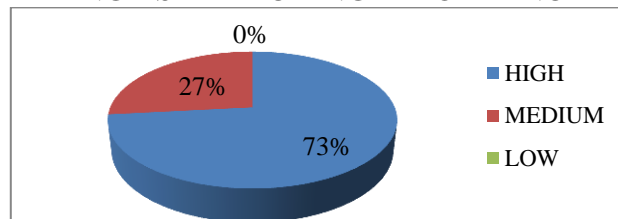
Question N° 1. How important is for you the fact of teaching English in the Nursery levels?

TABLE N° 1

Question	#Teachers	%
High	11	73%
Medium	4	27%
Low	0	0%
TOTAL	15	100%

GRAPHIC N°1

ENGLISH TEACHING IMPORTANCE



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

According to the survey, 73% which corresponds to 11 English teachers who reported that the importance of teaching English in the Nursery levels is high. Meanwhile, 27% represented by 4 English teachers, said that it is medium and nobody of the teachers considers a low importance to this fact.

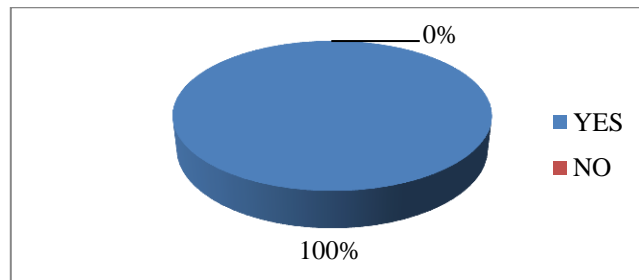
Rendering to the results, it is possible to say that the fact of teaching English in the Nursery levels is very important for teachers because learning a language at early age permits to children acquire it in a better way because of Vigotsky theory exposed that they imitate everything to learn it at nursery levels. However, teaching English in our country does not consider as a matter subject in the educational curriculum; in spite of its importance about learning English at early ages.

Question N° 2. Do you consider that the most appropriate age to learn a foreign language is from 3 to 5 years?

TABLE N° 2

Question	#Teachers	%
Yes	15	100%
No	0	0%
TOTAL	15	100%

GRAPHIC N°2
ENGLISH ACQUISITION AT EARLY AGES



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

To this question, 100% population mentioned that the most appropriate age to learn a foreign language is from 3 to 5 years. Since, that people learn more and better when they are children; taking into account this rank of age.

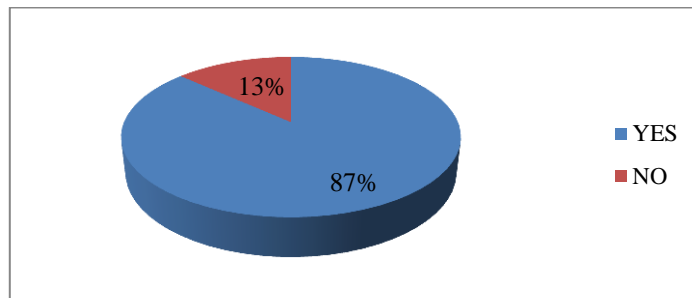
Concerning to this question, English teachers stated learning English on children from 3 to 5 years old contributes to good schooling formation about them because children are able to develop their language acquisition when they are on these ages; since their brain is ready to do that. Even so English is not emphasizing on nursery levels around of our society consequently; it is clear that English must be taught at early ages.

Question N° 3. Do you teach English by using real situations?

TABLE N° 3

Question	#Teachers	%
Yes	13	87%
No	2	13%
TOTAL	15	100%

GRAPHIC N°3
USE OF THE ENGLISH LANGUAGE



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

87% represented by 13 English teachers stated that they teach English by using real situations. On the contrary, just 13% which corresponds to 2 English teachers do not use them while teaching English to their students.

In the present day, English teachers must use real situations to teach English because students will feel more confident with the language if it is taught in this manner.

Moreover, it will be easier and faster to speak this language since vocabulary is learnt spontaneously and used in real contexts as mentioned Bruner that children could immerse in other language when there is a communicative situation about any problem that the teacher states. Although, English teachers are wrong about teaching English using real situations just at school; the reality will be another if the whole educative community will participate about learning context.

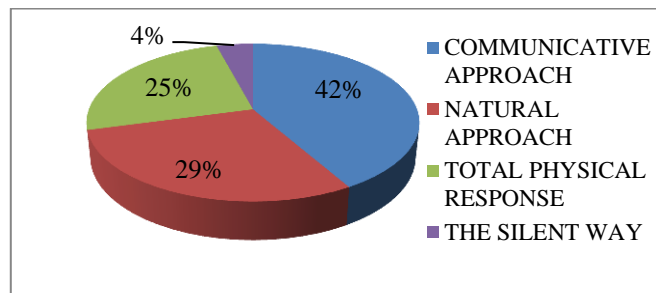
Question N° 4. Which of these methods do you use in your teaching-learning process?

TABLE N° 4

Question	#Teachers	%
Communicative Approach	7	42%
Natural Approach	4	29%
Total Physical Response	3	25%
The Silent Way	1	4%
TOTAL	15	100%

GRAPHIC N°4

ENGLISH TEACHING METHODS



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

According to the results 42% which corresponds to 7 of teachers reported that they use “Communicative Approach” the majority of the time; 29% represented by 4 of teachers apply “Natural Approach” during their classes. “Total Physical Response” is relevant for teaching English, too by 25% represented by 3 of teachers. And the less used method is “The Silent Way” which is applied just by 4% which corresponds to 1

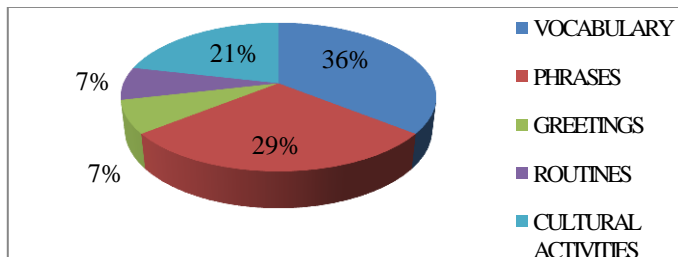
Communicative Approach does not relate with other subjects. Natural approach is used to teach English like the first language tongue; but it must be reinforced with other activities in classroom. The Silent Way takes into account the experience and discovery if teach apply correctly in classes. Nevertheless, teachers must be innovative and look for new methods combining with useful activities which can improve English knowledge on children from 3 to 5 years.

Question N° 5. What aspects do you consider are the most important when you teach English to children?

TABLE N° 5

Question	#Teachers	%
Vocabulary	6	42%
Phrases	4	29%
Greetings	1	25%
Routines	1	4%
Cultural activities	3	20%
TOTAL	15	100%

GRAPHIC N°5
IMPORTANT ASPECTS TO TEACHING ENGLISH



Source: Grandes Genios Nursery Bilingual Center
 Elaborated by: Cando Gina and Hidalgo Sandra

According to the results, 36% represented by 6 teachers consider that teaching vocabulary is important when learning English. Besides, 29% that is 4 teachers also consider important to teach phrases. Then, 21% that is 3 teachers stated that cultural activities are significant topics to be taught. However routines and greetings are also representative for 7% represented by 1 teacher and 7% that is 1 teacher respectively.

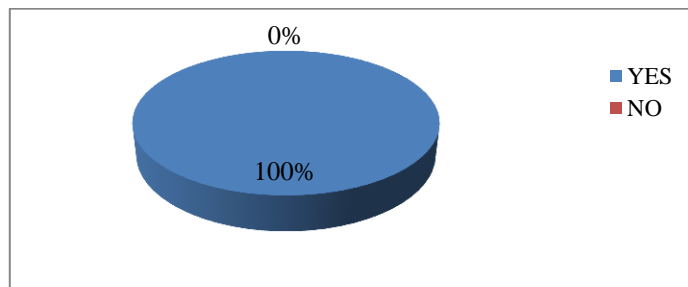
English teacher focused on teaching vocabulary and it does not allow to children make sentences or communicative phrases; they do not have any patterns of syntax. As could be realized phrases and cultural activities are sometimes apply with students being that those elements encourage students to acquire a foreign language. Besides, teachers have to keep in mind that English must be taught not only as a language but also as a culture; due to, the today's needs of this globalized world.

Question N° 6. Do you consider that the contents of the Curriculum to Initial levels of Education could be contextualized in real life situations to motivate students' English learning?

TABLE N° 6

Question	#Teachers	%
Yes	15	100%
No	0	0%
TOTAL	15	100%

GRAPHIC N°6
CURRICULUM CONTEXTUALIZATION TO MOTIVATE STUDENTS



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

To this question, 100% of teachers stated that the contents of the Curriculum of the Initial levels of education must be contextualized in real life situations in order to motivate students to learn English.

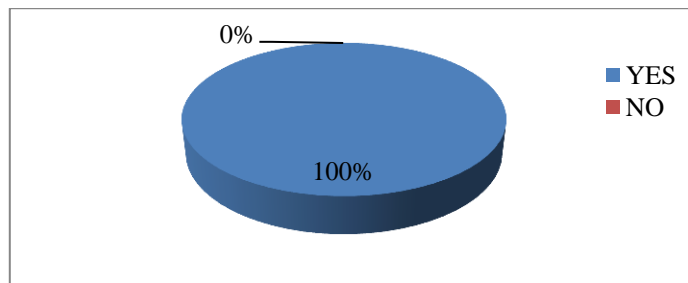
Interpreting these results, it is possible to say that English can be learnt in a better manner if teacher state a relationship between contents and real situations. Moreover, English teachers could do any changes to improve the teaching-learning process in the institutional curriculum. So, those modifications will be strength as bilingual center; owing to in the Ecuadorian Nursery Curriculum there is not this possibility, since Ecuadorian Government states other aspects that children must acquire.

Question N° 7. Does the English language syllabus in your institution help to achieve the learning goals?

TABLE N° 7

Question	#Teachers	%
Yes	15	100%
No	0	0%
TOTAL	15	100%

GRAPHIC N°7
USE OF THE ENGLISH LANGUAGE SYLLABUS



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

Most of the teachers, it means 100% of them say that the use of an English language syllabus helps to achieve the learning goals.

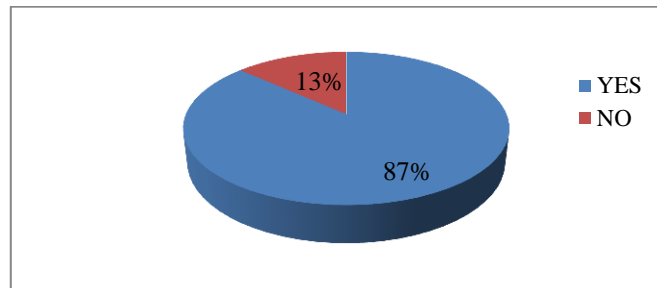
Being the whole population who agree with the use of an English language syllabus it is possible to say that if the curricular elements are not clearly defined to achieve real outcomes, the syllabus will not be useful as nursery bilingual center as children from 3 to 5 years old. English teachers most of the time do not carry out totally the objective, contents, outcomes, assessment without a correctly methodology, resources; so they have to modify their institutional syllabus or if they do not have an English syllabus insert in the institutional curriculum.

Question N° 8. Do you agree teachers should encourage on children an interest in a foreign language at nursery levels through innovative methods?

TABLE N° 8

Question	#Teachers	%
Yes	13	87%
No	2	13%
TOTAL	15	100%

GRAPHIC N°8
INNOVATIVE METHODS TO ACQUIRE A FOREIGN LANGUAGE



Source: Grandes Genios Nursery Bilingual Center
 Elaborated by: Cando Gina and Hidalgo Sandra

Most of the population represented by 87% represented by 13 English teachers stated that teachers should encourage on children an interest in a foreign language through innovative methods. Opposite to this, 13% which corresponds to 2 teachers mention that it is not necessary.

According to these results it is very important to motivate children to acquire a language at nursery levels using innovative methods and combining them with technology, games, pictures, all of these resources will be useful instruments for improving awareness on students to learn English. Nowadays, motivation must be all the time during the didactic process; it is difficult when teachers apply the same methodology and dynamic without achieving learning goal. Therefore, English teacher need to update in order to develop the shared learning on children.

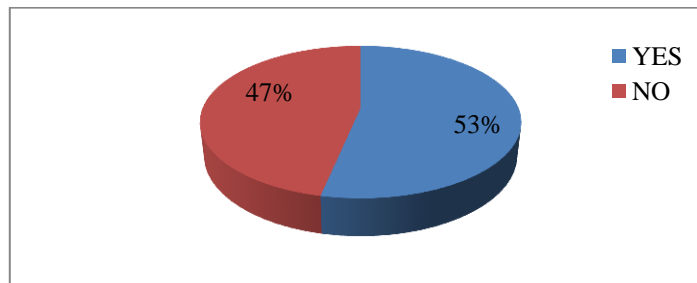
Question N° 9. Have you ever heard Language Nest and Cultural Immersion Environments as methods to teach English to children which expect an immersion of English since early ages?

TABLE N° 9

Question	#Teachers	%
Yes	8	53%
No	7	47%
TOTAL	15	100%

GRAPHIC N°9

LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

On the first hand, 53% which corresponds to 8 teachers said that they have heard about Language Nests and Cultural Immersion as methods to teach English. On the other hand, 47% represented by 7 teachers have not heard about these methods.

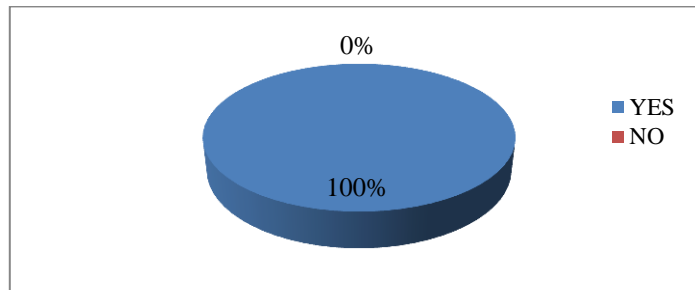
With the results from the surveys, even when teachers have heard about these two methods; they do not know how to apply them exactly in the English teaching learning process. Since this methodology is related more of a way of living using a foreign language than a manner to teach it. These methods are not only new also innovative and useful since they propose a total engagement of the students with the target language. Teachers did not apply and immersed them in their institutional syllabus. Thereby, they have not changed children's expectations.

Question N° 10. Will you apply a new syllabus based on “*Language Nests and Cultural Immersion Environment*” as new methods for teaching English in this institution?

TABLE N° 10

Question	#Teachers	%
Yes	15	100%
No	0	0%
TOTAL	15	100%

GRAPHIC N°10
NEW SYLLABUS APPLICATION



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

The whole teachers represented by 100% could apply a new syllabus based on “Language Nests” and “Cultural Immersion Environment”.

The population accepts this idea because it does not have an English language syllabus as guide to teach a foreign language. Teachers just use a book which does not present the whole curricular elements, they need clarify objectives, improving learning results, new methodology and interesting assessment. Moreover, this Bilingual center counts with English and Nursery teachers who are able to carry out a better English teaching learning process. However, they need a syllabus which allows achieving the learning goals based on excellent education.

2.4 Interviews to Authorities from Nursery Bilingual Center

2.4.1 Interview N° 1: Teacher Ruth Villarroel: Director from Grandes Genios Nursery Bilingual Center.

Question N°1. According your point of view. Do you believe teaching English is important if it is taught at early ages?

Director mentions that is very important any learning when it is at early ages; taking into account the English level. Nowadays, it is priority then; if English is taught at early ages; children will absorb it because they are as a sponge and it is very necessary this subject at nursery levels.

Question N° 2. Do you agree that English teachers continuously apply the Translation method to teach it?

The interviewee mentions she does not agree with the translation method, but if the English class is 100%, it is important teacher applies a 20% or 30% during the class since teachers is working with children from 2 or 4 years old, then it is necessary that children know about the content in order that they go adapting with English, so both of them could work using English and Spanish.

Question N° 3. Do you think teachers should translate the contents of class to mother tongue to thereby gain a better understanding and faster?

Director states teachers should translate the contents but it must not be the whole class in order that children can grasp much better the classes.

Question N° 4. Do you agree of children must acquire a language through a new immersion methodology to foreign language?

Teacher expresses her agreement that both nursery centers as schools should provide another methodology; teachers may use technological advancement resources like didactic material in each institution. So, education will be quality.

Question N° 5. As an authority. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

Director states taking into account technology has advanced and everything is processing rapidly. Furthermore, she considers if teachers improve methodology in the teaching-learning process and is necessary change or apply more didactic resources using technology, too. Emphasizing that there are many methods which should go innovating each teacher according to the subject especially English as a foreign language.

Question N° 6. Taking into account your experience in education. What elements of didactic process should be strengthened so that children acquire a foreign language better?

Teacher mentions all teachers should provide didactic material; they should be more creative and dynamic, too. It is indispensable English teachers have knowledge to work with children from 3 or 5 years old in order that this manner they can get with English learning and knowledge which they plan during a class.

Question N° 7. If you would present an English syllabus with a new methodology. Would you be willing to apply it to cement good foundation in the English area?

Director says syllabus are interesting, there are many new things. In fact students from Technical University of Cotopaxi have gone to Grandes Genios Nursery Center and they have present some proposal related to Graphic Design and nowadays, an

interesting proposal about English area; then, director is interested to accept different things related to methodology to improve the English teaching learning-process.

Interpretation.

Director from Grandes Genios Nursery Bilingual Center supports the idea about teaching English at nursery levels but teachers have to change the methodology because the most of the time they use the same and children do not show learning outcomes in the future. English teachers must immerse children into English and manage Spanish but it does not use every minute.

Nowadays, teachers apply most Spanish than English and it must be vice versa to present a quality education starting at nursery levels. Also, didactic elements teachers have to improve and create attractive and useful material that children reinforce their knowledge. Technology is an excellent tool and teachers does not use continually. The syllabus proposed will be accept and immersed in the institutional curriculum in this institutions to progress the English teaching-learning process.

2.4.2 Interview N° 2: Director from Gabriela Mistral Educative Center

Question N°1. According your point of view. Do you believe teaching English is important if it is taught at early ages?

Director says that acquisition of knowledge is usually from early ages in all subjects and he believes that English should and must have been taught since many years ago in order that children begin to understand from an early age this subject which is extremely important for the daily life.

Question N° 2. Do you agree that English teachers continuously apply the Translation method to teach it?

Director mentions that logically, students should learn both languages English and translation must be in Spanish. Teacher has a challenge to accustom children manage both languages.

Question N° 3. Do you think teachers should translate the contents of class to mother tongue to thereby gain a better understanding and faster?

The director says logically, children learn from early ages and when English teacher translates the content into mother tongue and it will encourage the student.

Question N° 4. Do you agree of children must acquire language through a new immersion methodology to foreign language?

He states that new immersion methodology should be long before applied in education by people with the increased use of technology. It is important mention that technology field is advancing rapidly and many instruments are in the English. Then it is necessary that children and teenagers are ready to translate and manage two languages English and Spanish.

Question N° 5. As authority. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

Director says that nowadays there are enough English texts, but it is necessary that teachers are trained to introduce a new methodology for teaching this language exclusively.

Question N° 6. Taking into account your experience in education. What elements of didactic process should be strengthened so that children acquire a foreign language better?

He mentions that teacher should improve the skills that students have to develop according to the subject and not only English as a subject matter.

Question N° 7. If you would present an English syllabus with a new methodology. Would you be willing to apply it to cement good foundation in the English area?

Director states that obviously it is necessary in the teaching English and in this institution offers and dedicates to teach English since early ages besides teachers encourage the teaching English to use in their daily lives.

Interpretation.

Director from Gabriela Mistral Educative Center agrees with the teaching English at early ages since many years ago, in order to help children in understanding it and make them to be familiarized with this but it is not taking into account in our country. In addition, translation method can be used during English classes but it should not be applied each minute because children are very smart and they may understand if teacher develops an interactive and fun one. Students will be to manage both languages as English as Spanish. Also, it is relevant that technology is useful tool, however; many teachers do not use for their class and students need to know in order to develop their skill in the today's society.

2.4.3 Interview N° 3. Dr. Alex Velásquez: Psychologist from International Basic Education Cotopaxi School.

Question N°1. According your point of view. Do you believe teaching English is important if it is taught at early ages?

The doctor mentions that teaching English is basic nowadays against globalization and other topics related to the world, so that around a 50 % of people speak English and it is not only mother tongue also like basic language even without being born in English-speaking countries. Besides, the psychologist considers that is very important and logic that children start to learn English at early ages in order to promote confidence and they are related with English because it will serve them in the future and the present days.

Question N° 2. Do you agree that English teachers continuously apply the Translation method to teach it?

The psychologist states that translation method does not an intrinsic inspire to students about learning English; rather students are accustomed to speak Spanish then; they will not feel interested in order to practice English if they speak Spanish continuously. Moreover, there are even cases of people who travel to USA and American do not speak Spanish and the majority of the time they communicate through English and people have to learn this language just listening and they will get to speak other language in a few weeks or months practicing.

Question N° 3. Do you think teachers should translate the contents of class to mother tongue to thereby gain a better understanding and faster?

The interviewee considers that a teacher should apply translation process at early ages because logically and even physiologically their neo cortex is the organ responsible for reason people; it forms until twelve years old then; if a child just learnt by listening he/she does not know the meaning and the learning will not be fruitful.

Question N° 4. Do you agree of children must acquire a language through a new immersion methodology to foreign language?

Physiologist thinks students must acquire a language through a new immersion methodology to foreign language, also; more languages should not be taught as a language but rather as a culture because when learn as a culture is much better to learn it as a subject or interest.

Question N° 5. As an authority. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

He mentions as teachers in the institutions there are trained people who know what and how teach and it is the most important.

Interpretation.

Physiologist supports about English learning is very important for every one because of the different advances that the society has and most of the people around the world use this language as mean of communication in many situations of their lives; even when it is not their mother tongue. In this case, translation method does not contribute that children or people acquire English, it can be a barrier and since early age it is necessary an adaptation to way of learning and it can be by listening as people do when they travel abroad and they do not have translator to help them in understanding. In addition, learning a language as part of the culture will permit to keep students motivate during the English teaching and learning process. Teachers must consider their way of teaching to involve with students' culture so they will practice it. The methodology is an important factor to give a quality education if a teacher knows what and how to teach.

2.5 Interviews to English Coordinator and English Teachers from Nursery Bilingual Center

2.5.1 Interview N° 4. Teacher Mery Recalde: Coordinator of English from Jean Piaget School

Question N° 1. As coordinator of English Area. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

Teacher says that as teachers are continuously improving the methodology and at this institution has a policy which is to share positive outcomes through a methodology applies during the class. Moreover, if teachers change their methodology; they will be not always applying the same thing. Since, teachers have to be creative in whatever level teachers are with children or teenagers. Taking about contents particular

institutions have advantage because teachers can use different books which help to improve contents to children.

Question N° 2. Taking into account your experience in education. What elements of didactic process should be strengthened so that children acquire a foreign language better?

Coordinator mentions as English teachers sometimes make a mistake. They believe that only grammar helps to children to learn English which coordinator disagrees because teachers must focus on teach through speaking activities since at the moment that students travel or have a work English will be a useful communicative tool.

Question N° 3. If you would present an English syllabus with a new methodology. Would you be willing to apply it to cement good foundation in the English area?

Coordinator states her agreement with English syllabus and she considers through this syllabus teachers acquire experience according to children's needs and it is useful and she accepts to receive the syllabus to nursery levels as a new resource to teach English.

Interpretation.

According to English Coordinator's ideas, it clears that English teachers need to change the methodology to teach especially when they teach to children. Besides, they have to be creative to encourage students love studying English since early ages. In our present days, teachers apply the methodology many times and they can show a few positive results in the learning of English. A great mistake that the majority of English teachers make is just to teach grammar, it must be changed because children do not develop communicative skills to interact with others. Finally, at particular institutions have advantages to improve and research methodological tools to apply and insert in the institutional curriculum about English that is the reason why; particular one will accept the proposal syllabus to include so they can realize other learning outcomes.

2.5.2. Interview N° 5. Teacher Irma Villarroel: Teacher from Grandes Genios Nursery Bilingual Center

Question N°1. According your point of view. Do you believe teaching English is important if it is taught at early ages?

Teacher states it is important any teaching being into English or Spanish to children at early ages because it is very good. They acquire good knowledge and important foundations for their students' future and as professionals.

Question N° 2. Do you agree that English teachers continuously apply the Translation method to teach it?

Teacher considers children are very smart and they learn much better at early ages. However, children need to adapt and they feel interested is necessary that English teacher applies 50% of English and 50% Spanish. This process will be until children acquire basic knowledge and so they go on with learning English.

Question N° 3. Do you think teachers should translate the contents of class to mother tongue to thereby gain a better understanding and faster?

Teacher considers is necessary the translation of the content to mother tongue but she thinks that English teacher should use 50-50% of both languages in order that children acquire good knowledge. Besides, when children can manage English, after teacher will apply English during the whole class.

Question N° 4. Do you agree of children must acquire a language through a new immersion methodology to foreign language?

Teacher states when teachers work children is relevant to apply games, posters. In the present days, methods play an important role in the teaching-learning process so teachers have to use technology to immerse with English and use methods according to progress of dairy lives.

Question N° 5. As teacher. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

Teacher says as teachers have being working with children using games because they learn better and their knowledge is acquired through games, videos, pictures; that is the manner to teach and knowledge is constant.

Question N° 6. Taking into account your experience in education. What elements of didactic process should be strengthened so that children acquire a foreign language better?

Teacher states at her institutions has worked using pictograms, videos, and the use of the computers and playful activities but as teachers need to know another form to teach correctly to get good learning outcomes.

Question N° 7. If you would present an English syllabus with a new methodology. Would you be willing to apply it to cement good foundation in the English area?

Teacher manifests a positive agreement if will present an English syllabus she considers it will be a useful tool to children and through this manner is easier because teacher will know clear objectives, how and what to teach.

Interpretation

According to the teacher's answers, it is possible teach any language or any knowledge since early ages because children acquire much better and this knowledge will be used in a future. Moreover, translation method is important but it is not necessary the majority of the time as some teachers apply continually; it may be change during English teaching learning process. Translating middle English class (50%) is not good strategy; this way of working is not successful. Technology plays an important role to be creative and innovative teachers. The methodology based on games, picture has not be changed. In this way their knowledge will be useful and durable. It is required a syllabus to facilitate teaching English.

2.6 Analysis and Interpretation of Results about English Observation Records to Students from “Grandes Genios Nursery Bilingual Center”

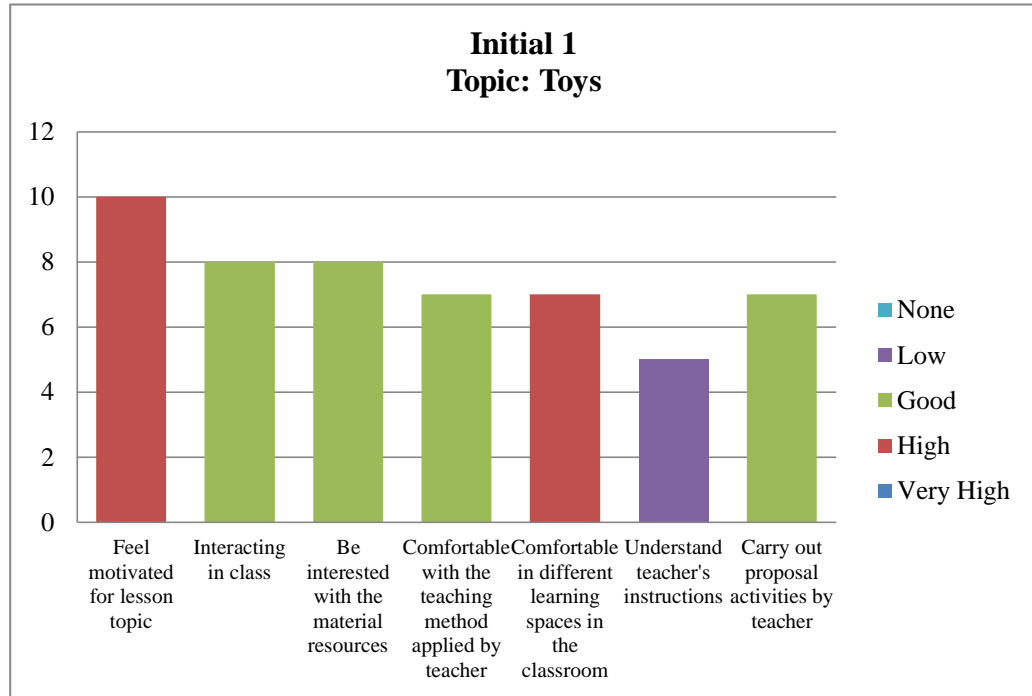
2.6.1 OBSERVATION RECORD N° 1

Researchers observed an English class in Initial Level 1, where there are 12 children, who are three years old. This class was taught on February 5th, 2015 and the topic was “toys”. The class was 25 minutes and this observation record had like objective observe how to teach, know the methodology and how children interact in an English class during English teaching-learning process to know the weakness and straightness of English , taking into account:

- **Feel motivated for lesson topic:** To start the English class about TOYS teacher started walking around classroom with children recognizing some toys. After, children named each toy that they know. After that, teacher chose three important toys which were a ball, a doll and a car. She explained how those toys are said into English and students repeated several time. During this time two students did not pay attention to teacher’s explanation, they were looking other things. The rest of children tried to repeat correctly the words, some ones could do it and others pronounce not very well.
- **Interact in class:** Teacher passed the 3 toys to children in order to mention in English each toy but just eight students repeated into Spanish and some in English. Moreover, four students did not say the name of any toy. After that, teacher presented a video with flaschards about toys to children repeat and they repeat looking at the picture on the screen.

- **Interested with the material resources:** During the class researchers may observed that eight students liked the material resources (the video and flashcards) and the rest of students did not show interest just they looked.
- **Comfortable with the teaching method applied by teacher:** Teacher applied Director and Audio-Lingual methods for this class, seven students were comfortable with the way of teach from their teacher and other students given a boring attitude.
- **Feel comfortable in different learning spaces in the classroom:** Teacher used learning space to reinforce the knowledge through sheet of paper about toys.
- **Understand teacher's instructions:** Teacher gave some instruction like commands, explanation about how to stick pieces of paper. At this time, teacher repeated several times the same instructions and just five children understood and the rest of students received the same instructions but in Spanish.
- **Carry out proposal activities by teacher:** In this part of the class teacher delivered sheet of paper to stick pieces of paper on the picture. Researchers realized seven students finished faster than others.

BAR N° 1.



Source: Grandes Genios Nursery Bilingual Center
 Elaborated by: Cando Gina and Hidalgo Sandra

The first bar graphic is about a class period of 35 minutes in Initial Level 1 which there are 12 children and the topic that English teacher taught about “toys”. At the beginning the majority of students feel motivated for lesson topic, 15% children interact in class, 15% students are interested with the material resources, 14% of them are comfortable with the teaching method applied by teacher, 14% students, too feel comfortable in different learning spaces in the classroom, 9% children understand teacher’s instructions and 14% students carry out proposal activities by teacher.

According to the results the English teacher has to improve the methodology and activities in order to acquire a foreign language on children from initial 1 level. That is the reason why; the “language nests and cultural immersion environment” methods may play an important role to acquire English in a better way. However, teacher from this institution focused on vocabulary and she did not teach English as a culture and not only a language.

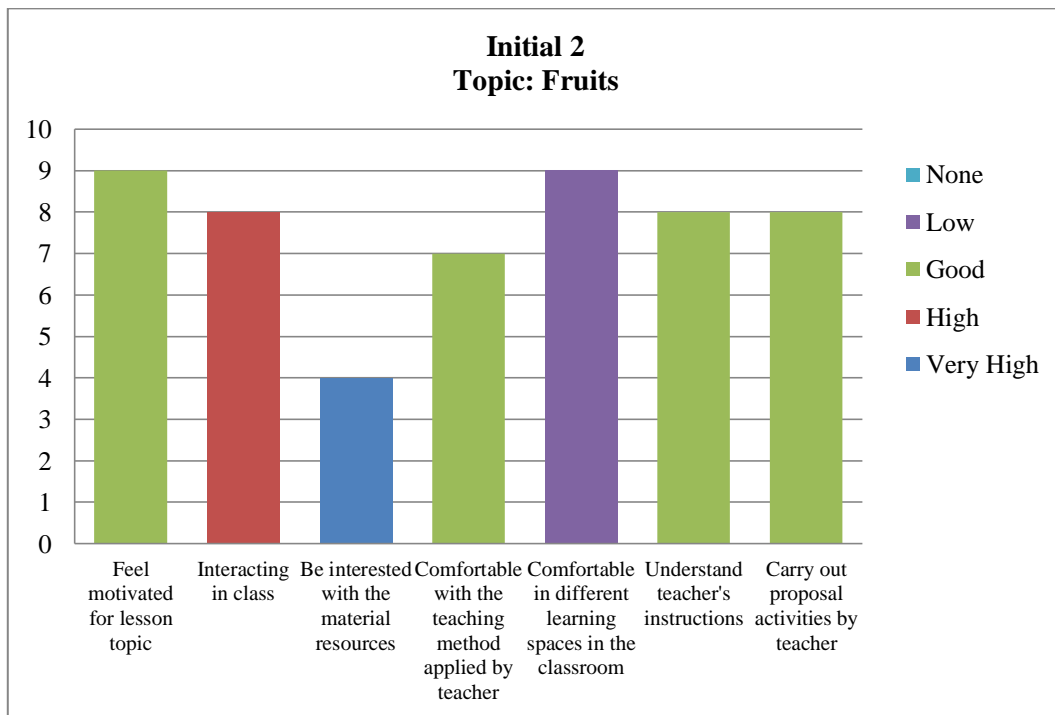
2.6.2 OBSERVATION RECORD N°2

Researchers observed an English class in Initial Level 2, where there are 10 children, who are three years old. This class was taught on February 5th, 2015 and the topic was “fruit”. The class was 20 minutes and this observation record had like objective observe how to teach, know the methodology and how children interact in an English class during English teaching-learning process to know the weakness and straightness of English , taking into account:

- **Feel motivated for lesson topic:** Teacher started to greeting and students answered. After, teacher presented a big poster about fruits and some students expressed in Spanish they love some fruits like apple, banana and so on. Researchers observed motivation on students but one student was distracted while teacher was presenting the topic.
- **Interact in class:** Teacher sat down on the floor and children were in front of her. Teacher showed some flashcards about fruits (apple, banana, orange, pear) students looked at the picture and they had to repeat after teacher. Then, teacher put on the floor different flashcards and she requested to identify what flashcard belongs to fruit. Just two children did not want to participate with teacher.
- **Interested with the material resources:** During last step mentioned four students were encourage because teacher just used flashcards. The rest of students saw but they did not show relevant interest and teacher realized of this situation.
- **Comfortable with the teaching method applied by teacher:** The seven children who were participating during the class felt comfortable with the teaching method applied by teacher. They were immersed with the direct and audio-lingual method.

- **Feel comfortable in different learning spaces in the classroom:** This group of children were quiet. If teacher needed that one student does any activity this child did not refused that request.
- **Understand teacher’s instructions:** Teacher said some commands and instructions of recognizing or identifying the fruits. Two students did not understand and just followed that teacher did.
- **Carry out proposal activities by teacher:** Researchers considered eight children do correctly the activities during the class and two students needed teacher’s helpful to complete worksheets about fruit.

BAR N° 2



Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

The second bar graphic was for children from initial 2 level from “Grandes Genios” Nursery Bilingual Center. Teacher taught them about “fruits” and researchers considered some aspects to assess children. This level there are 10 children and the first result was that 17% of children felt motivated for lesson topic, 15% of student interacted in class, 8% of students be interested with the material resources, 13% of them were comfortable with the teaching method applied by teacher, 17% of children were comfortable in different learning spaces in the classroom, 155% of students understood teacher’s instructions and 8 children carried out proposal activities by teachers at the end of the class.

Children are always encouraged to learn something and they love to interact with teacher or classmates, but they are very absent-minded and the teacher could not take control of that. The material resources are very important and the teacher has them but she does not use them correctly. Moreover, the methodology is not so good, since children learn something in a fun and interactive way. Also, in initial 2 classroom has learning spaces where children feel good learning English. Children follow teacher’s instructions because of demonstrating from teacher and they get excited to complete English task if their teacher applies interesting activities.

2.7 Conclusions

After the application of the surveys, researchers state the following:

- For teachers from nursery bilingual centers teaching English at Nursery levels has high importance since children's brain is ready to acquire any language starting from 3 to 5 years old. However, English teachers who are responsible about contextualize English classes with real situations they have could not guide what is the most essential that children should learn, yet at early ages.
- Teachers have not focused on methods which allow interact with others and being cultural activities where children can apply their knowledge about English in their daily life. Since, they used common traditional methods the majority of the time.
- Technological resources are a powerful educative tool that English teachers have not being applying continually in their classes immersed English through interactive activities and games using English.
- Just particular institutions can promote English teaching from nursery levels and this kind of establishment can improve its institutional. Public institutions could not do that because in Ecuadorian Nursery curriculum does not state English as an important subject to be taught.
- Authorities and English teachers stated their interest in introducing the proposed English syllabus based on "Language Nest and Cultural Immersion Environment" to 2 nursery levels in each institutions because they do not have any English syllabus in their institutional curriculum to improve the English teaching-learning process starting from these levels.

2.8 Recommendations

- English teachers should take advantage of children aptitudes at early ages in order to acquire any language through clear and relevant English activities developing with real situations at nursery bilingual centers.
- It is necessary that English teachers change their traditional methods by “Language Nest and Cultural Immersion Environment ones” in order to improve the English teaching-learning process applying cultural activities according to children’s life.
- English teachers and who teaches English at nursery levels should be more creative and innovative with the didactic material and using technological resource in order that children acquire English as a foreign language through fun and attractive way to love learning English from 3 to 5 years old.
- Particular institutions should maintain supporting and reinforcing the English teaching at nursery levels. Also, Ecuadorian Nursery Curriculum should allow teaching English as a foreign language to improve English on children and so they will change their level that they are currently reflecting in the society.
- Particular institutions should insert in their institutional curriculum the proposal English syllabuses designed for Initial 1 and Initial 2 nursery, so they will realize changes in the English teaching-learning process on children from these educative levels.

CHAPTER III

3.1 PROPOSAL

“DESIGNING ENGLISH LANGUAGE SYLLABUSES FOR INITIAL I AND INITIAL II NURSERY LEVELS BASED ON ACTIVITIES BY USING LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT AS NEW METHODS FOR ENGLISH TEACHING LEARNING PROCESS IN STUDENTS AT “GRANDES GENIOS” NURSERY BILINGUAL CENTER DURING THE ACADEMIC CYCLE MARCH-AUGUST 2014”

3.2 Background

In this investigation “Language Nests and Cultural Immersion Environment” are new methods which have not applied on children from nursery levels in Ecuador. These ones have appeared in New Zealand the first time with the objective of reviving the *Maorí* language.

Researchers were interested on these innovative methods in order to change the methodology at nursery levels in order to teach English in a better way. They worked with children and observed English classes to analyze about used common methods. So, they have known some mistakes with the methodology in order to teach English to children from 3 to 5 years old and they realized several things that children like to do during these classes.

That is why; researchers thought in designing syllabuses to Initial I and Initial II at “Grandes Genios” Nursery Bilingual Center focused on Ecuadorian Nursery Curriculum because that document describes the scopes that children have to be immersed. These scopes and topics or abilities will be developed in the syllabuses and children will feel confident learning Ecuadorian culture and English to acquire it at early ages.

In fact, all educative community takes part to students acquire English and overcome learning difficulties during teaching-learning process. Since, in New Zealand, parents, authorities, teachers and children supported the revival process of their ancestral language through different cultural activities. Researchers want English teachers may do including the syllabus to institutional curriculum in order to they can apply the above new methods.

3.3 Importance

English language has been taught many years ago, that is the reason why, this language has become the most important worldwide, enabling the humanity to communicate in any situation in life. Despite the importance of the English language, for years it has been taught through the same methodology, which has not allowed students to develop these language skills totally and feel comfortable when speaking it. Today, there are many students who reject learning this language for several reasons, such as it is a difficult language to learn and also because teachers do not use the correct methodology.

Since this problem is that, through this research a new way of learning English language is proposed. This is based on the practice of the target language most of the time and from an early age through the application of two new methods as “Language Nests and Cultural Immersion Environment” at “Grandes Genios Nursery Bilingual Center”. This research becomes relevant and interesting because none has used these two methods to teach English; they were just used in the past for revitalizing endangered languages. Also, it is unique as children start acquiring the language since early ages allowing them to feel familiarized with it.

Finally, this research is remarkable due to the way of learning in which children are immersed, they will be able to learn the language by practicing it in real situations, so, they will learn English language as part of their culture thus; children can use it spontaneously at any circumstance.

3.4 Justification

The interest for this research work grew when the researchers were working with kids at day care centers some months ago. They realized that one of the most important needs of a child is to make the learning and ESL process entertaining and engaging. As a result their academic performance should improve at school and this proposal work is guided to improve that.

The purpose of this proposal is to design two English syllabuses to Initial I and Initial II at nursery levels and those ones have to be include in the institutional curriculum in order that English teachers may apply them at “Grandes Genios Nursery Bilingual Center”.

Besides, English syllabuses will be designed in relevant and necessary curricular elements emphasizing how “Language Nests and Cultural Immersion Environment” methods may be used through several activities, contents, resources, assessment and so on. All of this for improving English teaching-learning process, so; children will acquire English in a fun and interactive way, through which the researchers will teach them.

The main benefit of these English syllabuses is to develop in children English skills to express, interact and communicate with teacher or other people what they learn in each session in a foreign language. Also, teaching-learning process will change with the methodology suggests giving a better way to teach to children at early ages. Thus; it will be a useful guide in order to change today’s method of teaching English.

This research aspires to achieve a meaningful social impact in the educative community which has been chosen by the researchers. “GRANDES GENIOS” nursery center is a very suitable, perfect for developing this proposal topic by the end of the research, students, teachers and researchers will all be beneficiaries of the results.

It is important describe that this nursery bilingual center will be the first one which has English syllabuses to change the learning outcomes on children from early ages. Thanks to the scientific relevance of the project is that there is a clear possibility that in the future many other educational institutions join to this project.

Finally, this research project is feasible because it is supported by the authorities of the center. In addition, the desires of researching and working on this project give enough support for doing it. What is more, the researchers have material resources in order to carry out the proposed research project.

3.5 Foundations

3.5.1 Psychological Foundation

Psychological foundation takes an important role in the proposal because it links to acquisition theories as Vigotsky's and Skinner's theories about language acquisition. Thus, teacher knows how children acquire a foreign language and elements which interfere to this change.

Researchers had considered Vigotsky's theory because of children acquire a language through social interaction. Students from early ages may feel more confident by themselves when they communicate something in English with other and interchange ideas and knowledge and fortify it at the moment to interact. In this investigation, researchers have focus on children use English language inside and outside classroom. For that cause, children need a good environment to acquire English.

Also, Skinner's theory is taken in account because children are influenced by behavior to acquire English and this case could be signals, gestures, and so on. Researchers agree children at early ages learn something when they are immersed in adequate environment to work and teacher's attitude is fundamental to teach English

and children develop their abilities to communicate using English as a foreign language.

Finally, acquisition theories must be known what is the manner of each one to work with children. Researchers have considered these theories in order to develop some activities relate with Language Nests and Cultural Immersion Environment methods. In this way, teacher trains children to acquire English as a foreign language since 3 to 5 years old day to day.

3.5.2 Pedagogical Foundation

The role of Nursery Bilingual “Grandes Genios” Center in this proposal paper is fundamental because this a perfect place where researchers may propose different something as are syllabuses and they have based on Piaget’s theory (social interaction to intellectual development) which involve stimulating children language development on intellectual abilities, which allow discovering the way to teacher in order to transmit educative information. English teaching has to take into account studying rhyme and organize situations which help intellectual, affective and social development.

That is the reason that, researchers need to apply social interaction to acquire English as a foreign language with children at early ages. Since, Piaget made language an integral part of his ideas on intellectual development and this contributes that formation of mental structures underlying feelings of logical necessity requires social interaction using a conventional sign system.

Besides, this proposal paper is concentrated that children discover their personal knowledge through proposed innovative methods; this situations will contribute children encourage when they are immersed with English because they love each new thing to learn and teacher does not fail in the teaching-learning process.

As a consequence with mention above, teacher takes on functions related as educational adviser, guide or facilitator on students' knowledge and their physiological characteristics of them in the development. The syllabuses will help students understand and acquire knowledge through different learning forms, teachers, and books and so on.

Generally, it is necessary that students acquire English by himself or herself based on an intrinsic way in several steps of teaching-learning process as is observe, experience, combine arguments. As a conclusion, this pedagogical proposal teaches several conditions in order that children by theirselves acquire English knowledge and motivating them to pursue learning more.

As a result, pedagogical foundation is useful in order to know what, how, when and why for to learn something to specific learners group. Teacher has to establish real learning outcomes, contents, activities and the correct pedagogical process or methodology in the teaching-learning process. All above elements are fundamental in this proposal to realize any change.

3.5.3 Sociolinguistics Foundation

Researchers have took account Chomsky's theory relates to approach in the field of linguistic because it has concordance to develop communicative competence with children in early childhood. Moreover, in this proposal will realize that some children can have the same knowledge but they cannot express it the same form; in this case some factors interfere such as: age, dialect, way to communicate and so on.

In addition, sociolinguistics foundation will be more important to English teacher because this foundation refers linguistics phenomena focused on social factors. During English classes children from 3 to 5 years old will expose some linguistic variations which depend on some situations and speakers' attitudes. Since, children at early ages do not have good pronunciation and teacher has to demonstrative patience

and wisdom for teaching English as a foreign language and promoting acquisition language.

One factor is the age is the principal factor and challenge to teacher because children maybe will not pronounce correctly words, phrases or something like that by the children's age or their dialect is not so good. However, it is not a barrier because teacher has the opportunity to avoid this mistake. Taking into account this reference, sociolinguistic teacher has to assure effective communicative interchange among children at early ages. Due to children show positive attitude to acquire new things if these one are taught through interaction and dynamic way in the teaching-learning process.

Moreover, educative information or contents have to be adapted to children who are in different levels; paying attending on their likes and interests in their linguistics levels. Also, cultural contents are essential and they have to be contextualized and related to what children from 3 to 5 years old already know. For instance, children know how to say a request or apologize, invite and so on. These things they can express in English with other classmates, too.

As a conclusion, sociolinguistics foundation relates linguistic problems of communication with others. All of this can be changed if it can be used before students continuous more times.

3.6 Objectives

3.6.1 General

- To fortify the English teaching-learning process at early ages through the use of syllabuses based on “Language Nests and Cultural Immersion Environment” as innovative methods in order to acquire English language.

3.6.2 Specifics

- To select the most relevant contents, activities, assessments which are immersed in the respective syllabuses keeping in mind what must be taught to children from 3 to 5 years old.
- To define how English teachers have to apply respective topics during the learning-teaching process at Initial I and Initial II nursery levels.
- To design a mesocurricular and microcurricular planning for nursery levels applying a new methodology on children from 3 to 5 years old.

3.7 PROPOSAL DESCRIPTION

The development of Language Nests and Cultural Immersion Environments through the use of two new syllabuses to teach English to children from 3 and 5 years is like the perfect change to improve the English teaching-learning process at early ages. Thus, students and teachers will be benefit because teachers will have the right opportunity to use some established strategies and activities in the syllabus all of them based on the methods mentioned above in order to increase students' cognitive and social abilities.

Moreover, while applying this new methodology for teaching English; researchers combine the contents of the curriculum for initial 1 and 2 levels with the English language skills so, students can acquire the target language by developing an immersion environment at the same time they develop their first skills. So, this innovative tool will help to strengthen the English teaching learning process at nursery centers.

It is well known that, every single tool that is created to improve education has great acceptance and this is the case for these innovative methods inside the English teaching learning process because with the proposed activities, strategies and contents inside the syllabuses; researchers contribute to the establishment of some new and more adequate environments to carry out this process, not only inside the classroom but also outside it.

Through these two syllabuses the two new methods explain in a clear way how the knowledge will be transmitted to students of 3 and 4 years at nursery centers. They detail the contents that have to be taught at every level, how teachers are going to teach them, also here the strategies and activities based on “Language Nests” and “Cultural Immersion Environment” is explained.

In addition, every syllabus is also composed by a set of eight micro-curricular plans; which are addressed to every single month of the school year. All of these enlightenments are done taking into account the reality of our country and the today's needs in the Education field.

3.8 SYLLABUS DESCRIPTION

The syllabus proposed by researchers have the following elements which are described taking into account the respective information to design them.

- **Informative data:** This is the first part in a syllabus; where researchers establish the name of the institution, the academic year, teacher's name, pre-requisites if the student have any knowledge about the area, level that children start, the teacher's e-mail, and the axes that syllabuses were developed and these are took from Ecuadorian Nursery Curriculum.
- **Development of curricular plan:** The following important aspects to describe information about the whole syllabus structure.
- **Description of the axes of development and learning and its contribution to the students' output profile at the end of Initial Level:** This aspect is about a brief description that is related to the three axes of development and learning which will help to children develop abilities in the personal, social and cultural aspects.
- **Objectives of the axes of development and learning:** In this step researchers write the main objective during the academic year that children have to get. The objectives are linked about the three axes of development and learning
- **Learning outcomes:** They refer to the results that researchers want to get at the end of the English course at nursery level. Besides, those ones are based on the three axes of development and learning and these are focused on three levels which are: Acquire (A), In process (B) and Starting (C)

- **Methodology:** It specifies the methods to teach English, in this case, Language Nests and Cultural Immersion Environment.
- **Tips for language Immersion activities:** Researchers mention some advices that teachers have to remember all the time to apply correctly the methods mentioned above, so the process will have good results.
- **Principles for English Language Learning:** In this part people can find some standards which will be useful in the development of the English language syllabuses
- **Contents:** In other words, these are the topics which will be developed during the academic year in the respective nursery level. Also, contents are proposed in a format establishing the period and activities according to the content.
- **Assessment:** It is about techniques and instruments to assess to children. For example, teacher will need lists of comparisons to check the students' progress.
- **Material - resources:** This aspect is about the whole material and resources that teachers and students will use in the English classes.
- **Bibliography:** Researchers present some web pages to find material, topics, worksheets, and videos and so on. In order to facilitate the process.

SYLLABUSES FOR NURSERY LEVELS

“GRANDES GENIOS” NURSERY BILINGUAL CENTER



“DESIGNING ENGLISH LANGUAGE SYLLABUSES AND MICRO-CURRICULAR PLANS FOR INITIAL 1 AND INITIAL 2 NUERSERY LEVELS BASED ON ACTIVITIES BY USING LANGUAGE NESTS AND CULTURAL IMMERSION ENVIRONMENT AS NEW METHODS FOR THE ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS FROM INITIAL ONE AND INITIAL TWO LEVELS AT “GRANDES GENIOS” NURSERY BILINGUAL CENTER DURING THE ACADEMIC CYCLE MARCH-AUGUST 2014”

MACRO CURRICULUM FROM ECUADORIAN NURSERY CURRICULUM

The following graphic is about the macro curriculum from Ecuadorian Nursery Curriculum. The researchers had based on it to design the syllabuses to Nursery levels because this curriculum has the axes of development and learning and the development and learning fields which were useful, since, this format presents the seven fields in which researchers designed a meso-curriculum (syllabuses) and micro curriculum (nursery projects by each eight months from October until May).

THE AXES OF DEVELOPMENT AND LEARNING	NURSERY EDUCATION	
	DEVELOPMENT AND LEARNING FIELDS	
	0-3 Years old	3-5 Years old
PERSONAL AND SOCIAL DEVELOPMENT	Emotional and Social Relationships	Identify and Autonomy
		Coexistence
DISCOVERING OF THE NATURAL AND CULTURAL ENVIRONMENT	Discovering of the Natural and Cultural Environment	Natural and Cultural Environment Relationships
		Logic – Mathematics Relationship
EXPRESSION AND COMMUNICATION	Verbal and Non- Verbal Manifestation	Comprehension and Expression
		Artistic Expression
	Exploration of Body and Motor Skills	Body Language and Motor Skills



SYLLABUS

INFORMATIVE DATA

INSTITUTION:	“Grandes Genios” Nursery Bilingual Center
ACADEMIC YEAR:	2013-2014
TEACHER:	Sandra Hidalgo
PREREQUISITES:	-----
LEVEL:	Initial 1- 001
E-MAIL:	shax1714@hotmail.es
AXES:	Personal and Social Development, Discovery of the Natural and Cultural Environment and Expression and Communication

MICROCURRICULAR PLAN

a) DESCRIPTION OF THE AXES OF DEVELOPMENT AND LEARNING AND ITS CONTRIBUTION TO THE STUDENTS’ OUTPUT PROFILE AT THE END OF INITIAL LEVEL 1

- The axes of Personal and Social Development, Discovery of the Natural and Cultural Environment and Expression and Communication, prepare students in different fields like cultural identity, practice of values to life in harmony inside the society and social interaction.
- The first axe allows students to know their personal characteristics by establishing differences and similarities between them and other people. Once they have determined their identity they are able to start social relations with others by using feelings values and attitudes.

- Then, students develop their own knowledge through the use of many environment items. Also they discover and learn costumes, traditional activities proper of the students' environment in order to promote curiosity and investigation.
- By the development of the third axes students consolidate some processes to communicate and express their ideas, experiences and emotions. Students are able to interact with others through the use of different languages, too.
- Finally, while developing all these axes using English language in every activity in the classroom, students will be able to acquire and use this language in contrast with their culture by using funny and interesting activities.

b) OBJECTIVES OF THE AXES OF DEVELOPMENT AND LEARNING:

- To develop skills that allow students to interact socially with more sureness and confidence since previous knowledge about family, community by using English language to benefit autonomy, personal and cultural identity.
- To increase the development of students' thinking through the comprehension about objects and relationships of the natural and cultural environment in real situations to understand them.
- To develop verbal and no-verbal language through "Daily Conversation Repetition" as mean of communication to express their needs, emotions and ideas.

LEARNING OUTCOMES	LEVEL
a) Recognize themselves as self-sufficient children with a name and specific characteristics that belong to a family.	A
b) Identify themselves as unique people with some individual differences that make them different from others, demonstrating confidence and security interacting positively inside the society	A
c) Interact with other people respecting cultural diversity, rules and values to live in harmony.	A
d) Recognize and apply temporal-spatial notions for solving problems in real situation according to the age.	A
e) Express their ideas, emotions, feelings and thoughts by using the target language in a comprehensive manner according to their environment and culture.	A
f) Apply their English learning through observation and participation in art and cultural knowledge activities to express their ideas and emotions.	A
g) Develop well-structured movements and displacement to understand better the parts of the body.	A

Acquire (A) In process (B) Starting (C)

METHODOLOGY:

METHODOLOGICAL STRATEGIES:

a) Language Nests

- Do not use the majority of the time Spanish just English.
- Focusing on listening and speaking.
- Taking part of the class in an active way.
- Daily conversation and repetition.

b) Cultural Immersion Environment

- Language is also culture.
- Aim for real communication using the target language.
- Learn and teach the language through activities.
- Work and play methodology.

TIPS FOR LANGUAGE IMMERSION ACTIVITIES

- Language immersion includes a little percentage of use of Spanish inside and outside the classroom just by the teachers.
- Create own material and possible resources according students and teachers' needs and taking into account the topic of the class.
- Do funny activities most of the time to get successful English learning.
- Practice daily conversation and repetition to encourage students learning vocabulary every day.

PRINCIPLES FOR ENGLISH LANGUAGE LEARNING

- The Educative community needs to be patient during the English teaching Learning process.
- Parents have to be respectful with teachers' proposal activities.
- Try to speak and repeat as many words, phrases and conversations as possible while being in the nursery center, *“the more language a person hears, the more they learn”*.
- Teachers have to set up opportunities for children to construct their own knowledge.
- Respect students' learning styles and adjust the activities to their needs.

CONTENTS

FIELD	CONTENTS	PERIOD	ACTIVITIES
Personal and Social Development	1 SIMPLE LANGUAGE FOR BEGINNERS		
	1.1 Starting activities Greetings and farewells. Dairy commands. Classroom objects.	8	<ul style="list-style-type: none"> • Sing and watch the video about “ Say hello and say good-bye everyone” • Identify flashcards about topics.
	1.2 I love my family! Introducing by yourself. Introducing to family members. Cultural activities. Soul’s day	11	<ul style="list-style-type: none"> • Teacher models the introduction and children imitate. • Make Ss draw the family members. • Present the family members using a poster. Have Ss recognize them. • Ss repeat and recognize the colors using objects of the environment.
	1.3 Playing with colorful clothes for Christmas. Primary colors. Clothes. Christmas.	10	<ul style="list-style-type: none"> • Show Ss two little tents which represent day and night with the corresponding elements. • Have Ss dressing dummies. • Sing Christmas songs. • Describe geometric shapes and colors in the environment. • Interact children with people around them using sentences.

Discovery of the Natural and Cultural Environment	1.4 With geometric shapes and colors I enjoy so much! Geometric shapes. Secondary colors.	11	<ul style="list-style-type: none"> ● Identify geometric shapes selecting into secondary colors. ● Sing a song about geometric shapes. ● Mix colors and recognize them.
	2 OUTDOOR ACTIVITIES		
	2.1 Visiting a zoo! Domestic animals. Wild animals.	10	<ul style="list-style-type: none"> ● Select vulnerable animals. ● Make collages. ● Visit a zoo. ● Describe each animal and what is the role of them.
Expression and Comprehension	2.2 Everybody is happy today! My body part. Feelings and emotions.	10	<ul style="list-style-type: none"> ● Ss represent their bodies by making figures with playdough. ● Cut and paste parts of the body on worksheets. ● Listen a short story and children identify how people feel. ● Interpret the professions that each children want to become in the future.

	<p>2.3 My father is a doctor and we have a car.</p> <p>Professions. Buildings / Places. Means of transportations.</p>	10	<ul style="list-style-type: none"> • Speak about what means of transportations they use. • Watch a video about some professions and the role in the society. • Teach how children have to wash hands, face, teeth and fruits and vegetables. • Count specific numbers of fruit to make a fruit salad.
<p>2.4 Counting 1 to 5 for our nutritious food</p> <p>Numbers 1-5. Fruits. Vegetables.</p>	11		

ASSESSMENT:

According to the Ecuadorian Nursery curriculum in this level teachers have to apply qualitative assessment in different situations that children require to be evaluated.

Moreover, there are specific techniques to analyze the students' knowledge and social development during nursery levels, some of them are interview, observation records and dialogues.

Due to this teachers should use similar instruments as presented in the curriculum to evaluate their students.

- Lists of comparisons

MATERIAL - RESOURCES:

- Classroom resources
- Audiovisual material
- Tic's
- Graphic material

BIBLIOGRAPHY

BOOKS

- SELBY, Claire with MCKNIGHT, Lesley and METCALF, Paula, Hippo and Friends Book, Cambridge University Press, (2006)
- Ecuadorian Nursery Curriculum, Ministerio de Educación, (2014)

RECOMMENDED WEB-SITES

- <http://educacion.gob.ec/wp-content/uploads/downloads/2014/06/curriculo-educacion-inicial-lowres.pdf>
- <https://www.youtube.com/watch?v=gdeB9kDT6uI>
- <https://www.youtube.com/watch?v=ibwO6v-e2Xw>
- <https://www.youtube.com/watch?v=lW5TXrKbsq4>
- <http://www.mes-english.com/flashcards/kitchen.php>
- https://www.youtube.com/watch?v=kOrC64u_Qjc
- <https://www.youtube.com/watch?v=BGa3AqeqRy0>
- <https://www.youtube.com/watch?v=UoWFJ690U6E>
- <https://www.youtube.com/watch?v=1T9v8dmIKbM>
- https://www.youtube.com/watch?v=zXEq-QO3xTg&list=SP028565C616627F50&feature=iv&src_vid=l4WNrvVjiTw&annotation_id=annotation_2452711111
- <https://www.youtube.com/watch?v=02W4L3l6660>

- <http://www.dibujosparapintar.com/>

Teacher's signature



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** October 6th **ENDING:** October 31st **TEACHER:** Sandra Hidalgo
LEARNING EXPERIENCE: Interacting at school
RECENT TOPIC WORK: Dialogues with children **RECENT LANGUAGE WORK:** Starting activities
LEARNING OBJECTIVES: To interact with classmates and teacher using some greetings and farewells every day.
To follow some dairy commands.
To identify objects and spaces from students' classroom environment.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and autonomy	Communicate some courtesy actions with others.	<ul style="list-style-type: none"> ✓ Doing integration activities. ✓ Relating songs with courtesy actions. ✓ Talking about greetings and farewells to students use with security. ✓ Making differences between greetings and farewells alone. ✓ Identifying and painting pictures relate with greeting and farewells alone. 	Worksheets Computer Cd Speakers TV Flashcards	4 days	<ul style="list-style-type: none"> ✓ Integrate during group activities. ✓ Sing individually and in group. ✓ Use greeting and farewells. ✓ Identify greetings and farewells 	<p align="center">Technique Observation</p> <p align="center">Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Establish relationships with people of their friendly and familiar environment for interaction.	<ul style="list-style-type: none"> ✓ Playing with flashcards. ✓ Interacting with educative community greetings and farewells. ✓ Participating with initial activities in class and out class in group. ✓ Performing dairy commands during classes (teacher-Ss') ✓ Collecting common classroom objects to use them individually. ✓ Interacting in each classroom environment with the teacher. 	Flashcards Pictures Worksheets Crayons Gum Paper	1 week	<ul style="list-style-type: none"> ✓ Interact with members of his/her environment ✓ Understands dairy commands. ✓ Recognize objects from classroom to use. ✓ Work in the classroom space that teacher says. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Practice good habits to care environment following dairy instructions.	<ul style="list-style-type: none"> ✓ Watching a video about good and bad habits and reinforce dairy instructions like: don't throw rubbish; don't waste water and so on. ✓ Going out bathrooms to analyze the water's use in group. 	Computer Video Speakers Environment Flashcards	2 days	<ul style="list-style-type: none"> ✓ Use vocabulary with his/her classmates and teachers. ✓ Practice good habits with the environment 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

EXPRESSION AND COMMUNICATION	Logic mathematics relationships	Identify some characteristic of the objects: big/small Heavy/weight	<ul style="list-style-type: none"> ✓ Talking about features of classroom objects individually. ✓ Identifying these features through flashcards alone. ✓ Watching and repeating a video about characteristics of the classroom objects. ✓ Classifying classroom objects in group. 	Computer Video Speakers Flashcards Classroom objects	3 days	<ul style="list-style-type: none"> ✓ Describe classroom objects and their features. ✓ Identify specific objects. ✓ Interact with classmates and teacher. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Increase oral expression capacity using correct vocabulary to interact with others	<ul style="list-style-type: none"> ✓ Dialoguing about greetings and farewells; dairy commands (go to the classroom, go to the bathroom, come in from the class, sit down, stand up, and so on.) and vocabulary about objects and spaces in the classroom (table, chair, computer, paper, crayon, pencil, notebook, building space, reading space, interacting spaces and so on) ✓ Dramatizing actions where children express greetings and farewells (hello, hello everybody, good bye, bye, see you tomorrow.) in group 	Computer Speakers Flashcards Television Pictures Worksheets	2 days	<ul style="list-style-type: none"> ✓ Use the learnt vocabulary with classmates and teacher all the time. ✓ Interact in classroom using all expressions. ✓ Repeat correctly the words and phrases. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Artistic expression	Sing songs with the correct rhythm to improve their pronunciation	<ul style="list-style-type: none"> ✓ Singing a song about greetings individually and in group or pairs. ✓ Singing a song about commands that children use in classroom. ✓ Singing a song about classroom objects. 	Television Data projector Speakers Classroom objects	3 days	<ul style="list-style-type: none"> ✓ Do not have problems to sing. ✓ Pronounce well the words. ✓ Point the object when he/she is singing. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Use body movements to interpret songs.	<ul style="list-style-type: none"> ✓ Interpreting songs about established topics using body movements in small group. 	Video Television	1 day	<ul style="list-style-type: none"> ✓ Use his/her hands. ✓ Use body language to sing. ✓ Feel active 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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TEACHER

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DIRECTOR



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

MICROCURRICULAR PLANNING

LEVEL: Initial I

SUBLEVEL: 1st

N° Students: 12

TIME: 4 weeks

STARTING: November 4th

ENDING: November 28th

TEACHER: Sandra Hidalgo

LEARNING EXPERIENCE: I love my family

RECENT TOPIC WORK: Starting activities

RECENT LANGUAGE WORK: Introducing yourself and family.

LEARNING OBJECTIVES: To introduce by herself or himself.

To identify his/her family members and introduce them, too.

To participate cultural activities according to the event during November.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUE S/ TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and Autonomy	Communicate some personal and familiar data to establish relationships.	<ul style="list-style-type: none">✓ Using phrases to introduce in from of the class and present family members to others.✓ Identifying the family members through pictures alone.✓ Establishing relationships between children and family in group.	Photos Worksheets Flashcards	1week	<ul style="list-style-type: none">✓ Introduce by himself or herself with security.✓ Feel as a family member, too.✓ Identify his/her family members.	Technique Observation Tool List of comparison



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Establish relationships with close people in their familiar and escolar environments to develop interaction.	<ul style="list-style-type: none"> ✓ Making a collage using photos about family members from each student. ✓ Forming groups to simulate a family and the role of each family member. ✓ Watching a video about teacher's family. 	Photos Cardboard Gum Flashcards Television Dvd Video	3 days	<ul style="list-style-type: none"> ✓ Recognize each his/her family member. ✓ Describe the role of each family member through performance ✓ Interact with teacher and classmates answering questions. 	Technique Observation Tool List of comparison
	Natural and cultural environments relationships	Recognize and appreciate some cultural expressions in their environments "All souls' day"	<ul style="list-style-type: none"> ✓ Explaining about "All souls' day" the custom and events that family does in this date. ✓ Visiting a close cemetery. ✓ Serving colada morada with guaga de pan 	Pictures Colada morada Bread Caps Glasses	2 days	<ul style="list-style-type: none"> ✓ Integrate to another group of students. ✓ Share experience about this event. ✓ Express opinions with classmates using new vocabulary. 	Technique Observation Tool List of comparison



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Differentiate between big and small family	<ul style="list-style-type: none"> ✓ Establishing the big family members and family members who form a small one. ✓ Giving phrases to introduce a big and small family individually. ✓ Painting and identifying family members. 	Crepe paper Gum Worksheet Posters about big and small family.	2 days	<ul style="list-style-type: none"> ✓ Recognize a big and small family. ✓ Describe their family if it is big or small. ✓ Introduce their family 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Participate in short conversation maintaining family topic.	<ul style="list-style-type: none"> ✓ Presenting useful vocabulary through big poster about family. (mother, father, grandfather, grandmother, aunt, aunt, cousin, pet, baby, boy, girl) ✓ Speaking about how to introduce children (name, last name, family information) in group. ✓ Correcting pronunciation using audios. ✓ Participating in a dramatization about family members' role all Ss'. 	Poster Pictures Worksheets Audios Computer Speakers Video Television Clothes to dramatize	1 week	<ul style="list-style-type: none"> ✓ Identify family members ✓ Introduce his or her family. ✓ Pronounce correctly vocabulary ✓ Answer teacher's questions. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
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	Artistic expression	Sing short songs watching a video about family following the rhyme	<ul style="list-style-type: none"> ✓ Singing individually the family song. ✓ Joying family members on paper individually. ✓ Decorating family and child alone. ✓ Identifying where each family member is in some pictures individually. 	Computer Speakers Audio Video Worksheet Gum Crayons	2 days	<ul style="list-style-type: none"> ✓ Sing the whole song. ✓ Use correctly the materials to make classwork ✓ Like sing and participate in class. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Coordinate movements and gesture to interpret the video.	<ul style="list-style-type: none"> ✓ Using hands and feet to follow different actions on the video I love my family. ✓ Singing individually and in group. 	Video Television or Data projector Poster	1 day	<ul style="list-style-type: none"> ✓ Use body movement. ✓ Sing aloud the voice. ✓ Participate with others. 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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TEACHER

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DIRECTOR



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** December 1st **ENDING:** December 23th **TEACHER:** Sandra Hidalgo
LEARNING EXPERIENCE: Playing with colorful clothes for Christmas.
RECENT TOPIC WORK: Introducing yourself and family. **RECENT LANGUAGE WORK:** Colors, Clothes, Christmas
LEARNING OBJECTIVES: To participate at Christmas event according Ecuadorian custom.

To differentiate forms and colors developing children's perceptive capacity to understand the environment.

To know and distinguish clothes for boy, girl, man and woman to select by himself or herself clothes.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUE S/ TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and Autonomy	Select activities, clothes and demonstrate preferences to take decisions and share with others.	<ul style="list-style-type: none"> ✓ Selecting the children's favorite color or colors. ✓ Speaking about children's preferences taking into account colors and clothes. ✓ Taking part on Christmas event during December with their classmates. ✓ Making a collage with children's experience at Christmas with friends and family members. ✓ Sharing food with educative community at nursery bilingual center. 	Poster Fomix Flashcards Clothes Phrases	3 days	<ul style="list-style-type: none"> ✓ Select the favorite color. ✓ Choose correctly clothes ✓ Integrate in Christmas. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Collaborate spontaneous with old people in activities and simple situations.	<ul style="list-style-type: none"> ✓ Interacting with classmates to know the colors, and play using simple rules. ✓ Delivering present in the classroom for Christmas to classmates. ✓ Singing Christmas song using Christmas clothes in group. 	Presents Colorful Paper Gum Television DVD Christmas clothes Pictures.	4 days	<ul style="list-style-type: none"> ✓ Participate in social activities. ✓ Demonstrate willingness. ✓ Integrate without any problems. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Participate in some traditional activities in their environment enjoying different cultural events.	<ul style="list-style-type: none"> ✓ Going out classroom to speak about colors and clothes in the environment. ✓ Organizing a Christmas festival. 	Objects from the environment. Christmas objects	4 days	<ul style="list-style-type: none"> ✓ Identify colors in their environment ✓ Select the adequate Christmas clothes. ✓ Participate in the Event 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Logic Mathematics relationships	Establish relationship with correct object to child.	<ul style="list-style-type: none"> ✓ Observing different kinds of clothes. ✓ Classifying clothes for boys and girls individually. ✓ Using clothes to dress dummies taking into account colors and situations in group. 	Clothes Dummies	1 day	<ul style="list-style-type: none"> ✓ Recognize clothes for boys and girls. ✓ Select by himself/herself. ✓ Demonstrate preferences 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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Comprehension and expression	Play song and short poems giving learned vocabulary and develop memorizing	<ul style="list-style-type: none"> ✓ Describing pictures about clothes in group. ✓ Reading pictograms in pairs. ✓ Following a rhythm from a song about clothes in pairs. ✓ Interpreting music from Don Nicolas in group. ✓ Speaking about colors in pairs. 	Flashcards Poster Computer Audio Speakers Clothes	2 days	<ul style="list-style-type: none"> ✓ Speak about colors from environment ✓ Read pictograms ✓ Interpret the song 	<p>Technique Observation</p> <p>Tool List of comparison</p>	
	Artistic expression	Express like and dislike to observe and artistic topic to make clothes.	<ul style="list-style-type: none"> ✓ Agreeing with the topic. ✓ Making a dress to mother figure using brilliant paper. ✓ Describing the clothes using vocabulary individually. 	Picture Worksheets Brilliant paper Gum Primary colors Scissors	2 days	<ul style="list-style-type: none"> ✓ Develop of their creativity ✓ Use correctly material ✓ Describe their work in front of the class 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Use digital clamp to take pencils, markers, paint-brush and several types of materials	<ul style="list-style-type: none"> ✓ Doing different movements of their body. ✓ Sing a song about family and me. ✓ Playing see to see identifying colors. ✓ Making a collage. 	Posters Markers Crepe paper Gum Paint-brush	1 day	<ul style="list-style-type: none"> ✓ Do body movements. ✓ Develop how to take a paint-brush. 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** January 5th **ENDING:** January 30th **TEACHER:** Sandra Hidalgo

LEARNING EXPERIENCE: With geometric shapes and colors I enjoy so much!

RECENT TOPIC WORK: Colors, Clothes, Christmas **RECENT LANGUAGE WORK:** Geometric shapes/Secondary colors

LEARNING OBJECTIVES: To develop temporal-spatial notions applying English language to follow instructions.

To know and use vocabulary about secondary colors to describe objects according their features.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and Autonomy	Identify physical characteristics about geometric shapes taking into account secondary colors	<ul style="list-style-type: none"> ✓ Participating in a dance about geometric shapes. ✓ Relating the song with geometric shapes and secondary colors. ✓ Observing and manipulating geometric shapes with different texture and colors. 	Geometric shapes Television DVD	3 days	<ul style="list-style-type: none"> ✓ Show security to dance ✓ Listen and show the correct object. ✓ Know the topic 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Demonstrate preferences to play with specific child establish good friendships	<ul style="list-style-type: none"> ✓ Designing groups to follow instructions to form geometric shapes. ✓ Mixing colors to make secondary colors and repeat the colors name in English. ✓ Identifying colors with geometric shapes between teacher and Ss' 	Music Computer Speakers Paints Table Worksheets	2 days	<ul style="list-style-type: none"> ✓ Work in group to form geometric shapes. ✓ Mix the correct colors ✓ Repeat them 	Technique Observation Tool List of comparison
	Natural and cultural environments relationships	Recognize different elements in the environment through sensorial capacity.	<ul style="list-style-type: none"> ✓ Going out to the classroom to identify geometric shapes with secondary colors. ✓ Using seeds make several learnt shapes. ✓ Using leaves decorate shapes. 	Paper Objects from environment Seeds Leaves Gum	1 week	<ul style="list-style-type: none"> ✓ Contribute in activities related with the topic. ✓ Identify the colors and geometric shapes in the environment ✓ Interact among teachers and classmates ✓ Use the materials 	Technique Observation Tool List of comparison



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Classify objects with their attributes (form and color)	<ul style="list-style-type: none"> ✓ Separating geometric shapes by their colors in pairs. ✓ Drawing some shapes. ✓ Describing what children draw. ✓ Using fruits children have to cut them making shapes 	Geometric shapes Paper Fomix Fruits	1 week	<ul style="list-style-type: none"> ✓ Do correctly activities design by teacher ✓ Work in group ✓ Share knowledge about topic 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Describe orally pictures that children observe in graphic and digital material using sentences	<ul style="list-style-type: none"> ✓ Interacting children with people around them using sentences. ✓ Listening an audio about geometric shapes and their colors to speak in classes. ✓ Identifying what children look in the computers. ✓ Describing geometric shapes and colors in the environment. 	Computer Audio Speakers Worksheets Computer Pictures Objects from environment	1 week	<ul style="list-style-type: none"> ✓ Use of sentences to describe ✓ Listen correct information ✓ Interact with others ✓ Describe geometric shapes and colors 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Artistic expression	Sing and follow a dance about geometric shapes	<ul style="list-style-type: none"> ✓ Following the rhythm of the music. ✓ Singing to improving their pronunciation. ✓ Using geometric shapes to sing the song. ✓ Painting the geometric shapes using secondary colors. 	Television DVD Video Geometric shapes Worksheets	2 days	<ul style="list-style-type: none"> ✓ Sing individually ✓ Pronounce correctly vocabulary ✓ Paint the object using secondary colors. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Draw geometric shapes using the children's body to form them.	<ul style="list-style-type: none"> ✓ Going out classroom ✓ Forming groups. ✓ Using pictures to children form geometric shapes on the floor 	Environment Flashcards Music Computer speakers	1 day	<ul style="list-style-type: none"> ✓ Follow instructions ✓ Work in group ✓ 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 2 weeks **STARTING:** February 3rd -6th **ENDING:** February 23rd -27th **TEACHER:** Sandra Hidalgo
LEARNING EXPERIENCE: Visiting a zoo!
RECENT TOPIC WORK: Geometric shapes/Secondary colors
RECENT LANGUAGE WORK: Domestic and Wild Animals
LEARNING OBJECTIVES: To identify and differentiate between domestic and wild animals through

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and Autonomy	Show interest about wild and domestic animals through practicing values to care animals.	<ul style="list-style-type: none"> ✓ Sharing some values about care animals and nature. ✓ Participating in a game about cat and mouse. ✓ Dialogue about wild and domestic animals 	Pictures Video Television DVD Flashcards.	2 days	<ul style="list-style-type: none"> ✓ Practice values to care animals ✓ Collaborate with the game ✓ Identify wild and domestic animals 	Technique Observation Tool List of comparison



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Increase their interaction with others or familiar members without trouble.	<ul style="list-style-type: none"> ✓ Encouraging to children to talk about wild and domestic animals. ✓ Playing with puzzle ✓ Put in correct barnyard several animals 	Puzzles Barnyards Animals	2 days	<ul style="list-style-type: none"> ✓ Establish relationships with others. ✓ Divide the animals ✓ Order the puzzles. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments	Do actions about care and protection of plants, animals and their environment avowing abusive activities.	<ul style="list-style-type: none"> ✓ Socializing about caring of animals. ✓ Selecting vulnerable animals. ✓ Making collages ✓ Visiting a zoo 	Big paper Markers Material from environment	2 days	<ul style="list-style-type: none"> ✓ Care animals ✓ Identify animals ✓ Use their creative to explain the collage 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Logic Mathematics relationships	Identify temporal-spatial notions according to actions before and now	<ul style="list-style-type: none"> ✓ Speaking changes that animals have. ✓ Watching video about illness that domestic animals transmit. ✓ Decorating an animal 	Crepe paper Gum Worksheets Television DVD Video	2 days	<ul style="list-style-type: none"> ✓ Indicate actions ✓ Speak about before and now actions 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Participate in short conversations maintaining in the topic	<ul style="list-style-type: none"> ✓ Speaking about animals which are close them ✓ Describing each animal and what is the role of them. 	Flashcards Domestic and wild animals	2 days	<ul style="list-style-type: none"> ✓ Speak about animals from their house. ✓ Interact with classmates and teacher 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Artistic expression	Sing songs following the rhythm and coordinate with body movements.	<ul style="list-style-type: none"> ✓ Looking at pictures and reading pictograms. ✓ Repeating the song many times ✓ Singing with rhythm and melody. 	Pictograms Music Speakers Computer	2 days	<ul style="list-style-type: none"> ✓ Sing and do body movements ✓ Sing individually and in group 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Develop body language imitating sounds from wild and domestic animals	<ul style="list-style-type: none"> ✓ Playing some audios about animals' sounds. ✓ Imitating sounds to guess the rest of children ✓ Practicing body language to guess what is the animal 	Audios Computer Speakers Masks Costumes	2 days	<ul style="list-style-type: none"> ✓ Imitate the animals' sounds ✓ Dramatize animals ✓ Use their bodies to imitate. 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** March 2nd **ENDING:** March 31st **TEACHER:** Sandra Hidalgo

LEARNING EXPERIENCE: Everybody is happy today!

RECENT TOPIC WORK: Domestic and Wild Animals **RECENT LANGUAGE WORK:** My body parts and feelings/emotions

LEARNING OBJECTIVES: Identify their body parts through touching by themselves to know where they are.
 Discriminate feelings and emotions using gestures to develop body language.
 Imitate articulatory movements with lips, cheeks, and tongue to improve their pronunciation.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and Autonomy	Show their emotions and feeling using oral and gestural expressions and identify the face's parts.	<ul style="list-style-type: none"> ✓ Speaking about why everybody is happy today. ✓ Speaking about emotions and feeling through oral and gestural expressions. ✓ Touching some their body parts following teacher's instruction during the class. 	Computer Speaker Music Emotions and feelings faces Poster	1 week	<ul style="list-style-type: none"> ✓ Identify their emotions. ✓ Differentiate between children are sad or happy. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Demonstrate interest with emotions and feelings from the people of their educative and familiar environment.	<ul style="list-style-type: none"> ✓ Participating in an imitation game. ✓ Relating different gestures that teacher does. ✓ Creating some grimace about several feelings. ✓ Painting and decorating the human body to difference between a boy and girl using playdough. ✓ Assembling and disassembling a doll putting all body parts. 	Paper Playdough Dolls Paper dolls.	1 week	<ul style="list-style-type: none"> ✓ Do different gestures to classmates guess. ✓ Create different grimaces. ✓ Put in order the body parts. ✓ Identify the body parts ✓ Recognize the body parts from a boy and girl. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Differentiate the people from children's environment attitude in difference situations.	<ul style="list-style-type: none"> ✓ Speaking about situations and emotions or feelings of some people. ✓ Dramatizing some emotions and feelings between children and teacher. ✓ Teaching to wash their faces, hands, teeth in specific situations. ✓ Using technology teach how children have to take a shower to cartoon. 	Masks Water Computers	1 week	<ul style="list-style-type: none"> ✓ Demonstrate the correct emotion and feelings like: happy, sad, angry... ✓ Wash their faces, hands and teeth ✓ Follow teacher's instructions 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Identify temporal –spatial notions in actions that happen before and now.	<ul style="list-style-type: none"> ✓ Dialoguing what happen when they arrive to school. ✓ Dancing the song HAPPY TO SCHOOL. ✓ Looking at the picture about song. ✓ Decorating the picture that teacher indicates ✓ Analyzing how children felt when they look at the flashcard and when they look at another the same person. 	Computer Speakers Music/Video Pictures Flashcards Posters Worksheet	1 week	<ul style="list-style-type: none"> ✓ Interact with teacher and classmates using learnt vocabulary. ✓ Dance and identify the parts of the body. ✓ Decorate the worksheet. ✓ Recognize the notions before and now. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Participate in songs, short poems to learn vocabulary to retentiveness	<ul style="list-style-type: none"> ✓ Observing or imagining emotions and feelings from classmates and teacher. ✓ Describing masks. ✓ Reading pictograms ✓ Listening a short story and children identify how people feel. 	Materials from environment. Masks Pictograms Story Worksheets Flashcards	1 week	<ul style="list-style-type: none"> ✓ Describe the emotions and feeling. ✓ Read pictograms about body parts. ✓ Identify how people feel. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Artistic expression	Sing short songs relating with the content with expressions of their bodies.	<ul style="list-style-type: none"> ✓ Singing HEAD, SHOULDERS, KNEES AND TOES; doing different activities. ✓ Completing the some children's faces expressions. 	Television DVD Parts of the face and expressions Worksheets	1 week	<ul style="list-style-type: none"> ✓ Follow the rhythm of the song. ✓ Sing alone or in group ✓ Put in order the part of the face with respective expressions 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Do exercises that refer segmented movements taking into account head, trunk and extremities	<ul style="list-style-type: none"> ✓ Following a short dance. ✓ Following teacher's instructions with segmented movements. ✓ Doing exercises repeating the body parts alone and in group. 	Space out of classroom	1 week	<ul style="list-style-type: none"> ✓ Dance following instructions ✓ Recognize the body parts. 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** April 1st **ENDING:** April 30th **TEACHER:** Sandra Hidalgo

LEARNING EXPERIENCE: My father is doctor and we have a car.

RECENT TOPIC WORK: My body parts and feelings/emotions **RECENT LANGUAGE WORK:** Professions (buildings-places) – Means of transportation

LEARNING OBJECTIVES: Develop their identify through identifying physical characteristics to differentiate among others.
 Identify different people from their environment and understand their role to value them.
 Improve oral expression through correct use of the vocabulary to facilitate interaction with others

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and autonomy	Identify danger situations in the environment using warning norms.	<ul style="list-style-type: none"> ✓ Speaking about professions and the work places that some people work. ✓ Explaining about danger situations and the correct actions that children have to do. ✓ Interpreting the professions that each children want to become in the future. 	Flashcards Poster Video Television DVD	1 week	<ul style="list-style-type: none"> ✓ Identify the professions and work places. ✓ Know the danger situations. ✓ Interpret what they want to become 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Recognize people professions and know the role that they carry out in the society.	<ul style="list-style-type: none"> ✓ Showing a video about professions and the role in the society. ✓ Asking children what is the professions of their family members. ✓ Speaking about what means of transportations they use. 	Television DVD Flashcards	1 week	<ul style="list-style-type: none"> ✓ Remember the professions after the video. ✓ Interact in class. ✓ Recognize the means of transportation. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Identify the professions and the means of the transportation in their environment.	<ul style="list-style-type: none"> ✓ Organizing a short walk by work places in the city. ✓ Speaking with classmates about the walk. ✓ Identifying the means of transportations as teachers show them using toys. 	Car Toy about means of transportation Flashcards.	1 week	<ul style="list-style-type: none"> ✓ Recognize without trouble the people professions. ✓ Interact with classmates. ✓ Identify the means of transportation 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Identify temporal-spatial notions that happen now and before	<ul style="list-style-type: none"> ✓ Dialoguing about activities that happen before and now. ✓ Painting a taxi driver and his means of transportation. ✓ Matching professions and means of transportation 	Crayons Paper worksheets	1 week	<ul style="list-style-type: none"> ✓ Understand the before and now situations. ✓ Use their creative. ✓ Match the person with the object. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Describe orally pictures in permanent and digital material using short sentences.	<ul style="list-style-type: none"> ✓ Describing the toys which are means of transportation. ✓ Playing and singing a song “THE WHEELS ON THE BUS” ✓ Speaking about people professions and the means of transportations they use. ✓ Speaking about places that people work and the means of transportations that they know. ✓ Watching a video about some professions and the role in the society. 	Flashcards Computer Speakers Video / Music Television	1 week	<ul style="list-style-type: none"> ✓ Describe pictures. ✓ Sing alone or in group ✓ Share knowledge about the topic. ✓ Argue about professions and the role. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Artistic expression	Express their likes and dislikes to look an artistic work relating with sculpture.	<ul style="list-style-type: none"> ✓ Creating a map with the common places where the means of transportations are used. ✓ Designing the means of transportations using playdought. ✓ Decorating worksheets 	Paper places of a city. Means of transportation. Paper people Playdought Worksheets Crepe paper Paper dolls.	1 week	<ul style="list-style-type: none"> ✓ Work in group with any problem. ✓ Design four means of transportation. ✓ Decorate worksheets using paper dolls. 	Technique Observation Tool List of comparison
	Body language and motor skills	Use their body language in the dramatizations.	<ul style="list-style-type: none"> ✓ Acting without speaking to children guess the profession and means of transportation. ✓ Sing a song about professions following the activities that the video presents. 	Television DVD Video Flashcards.	1 week	<ul style="list-style-type: none"> ✓ Use their body language to communicate something ✓ Practice the different activities in group. ✓ Sing and use body movements. 	Technique Observation Tool List of comparison

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MICROCURRICULAR PLANNING

LEVEL: Initial I **SUBLEVEL:** 1st **N° Students:** 12
TIME: 4 weeks **STARTING:** May 4th **ENDING:** May 29th **TEACHER:** Sandra Hidalgo

LEARNING EXPERIENCE: Counting 1 to 5 for our nutritious food.

RECENT TOPIC WORK: Colors, Clothes, Christmas. **RECENT LANGUAGE WORK:** Numbers 1-5/Fruits/Vegetables

LEARNING OBJECTIVES: To count small quantities using fruits and vegetables.
 To eat good food like fruits and vegetables to grow up very strong.
 To follow indications about hygiene.

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identify and Autonomy	Do actions like wash hands, face, teeth after each meal to promote hygiene.	<ul style="list-style-type: none"> ✓ Teaching how children have to wash hands, face, teeth and fruits and vegetables. ✓ Select appropriate utensils to eat fruits and vegetables. ✓ Making a collage about favorite food and hygiene. 	Video Television Fruits Vegetables Worksheets Gum	4 days	<ul style="list-style-type: none"> ✓ Follow hygiene rules in and out class. ✓ Use utensils to eat. ✓ Share food with classmates 	Technique Observation Tool List of comparison



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Interact with close people to prepare fruit salad	<ul style="list-style-type: none"> ✓ Counting specific numbers of fruit to make a fruit salad. ✓ Making a picnic with nutritious food. 	Fruit Utensils	1 day	<ul style="list-style-type: none"> ✓ Select the correct fruit. ✓ Wash the fruit. ✓ Share food 	Technique Observation Tool List of comparison
	Natural and cultural environments relationships	Make a minimarket to expose about nutritious food using fruits and vegetables	<ul style="list-style-type: none"> ✓ Selecting fruits that they have in each house. ✓ Making different dishes using vegetables and fruits counting how many ones they used. ✓ Visiting a close market. ✓ Making vegetables salad and sharing with their parents and classmates. 	Fruits Vegetables Dishes Utensils Paper Pictures	2 days	<ul style="list-style-type: none"> ✓ Select the correct numbers of fruits to make a salad. ✓ Like to eat vegetables ✓ Share nutritious food. ✓ Serve by himself or herself. 	Technique Observation Tool List of comparison



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Distinguish between fruits and vegetables and make groups of them according to teacher's instructions	<ul style="list-style-type: none"> ✓ Playing with puzzles related with fruits and vegetables. ✓ Differentiating about fruits and vegetables according to weight. (light/heavy) ✓ Observing pictures and describing features. ✓ Singing a song "Delicious fruits using numbers, too" 	Puzzles Fruits Vegetables Flashcards Television DVD Video	1 week	<ul style="list-style-type: none"> ✓ Order correctly fruits and vegetables ✓ Identify what is light / heavy ✓ Count without trouble 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Speak about songs, poems to teach more vocabulary to use in short conversations	<ul style="list-style-type: none"> ✓ Describing pictures. ✓ Reading pictograms ✓ Following and put rhythm to the music ✓ Interpreting music about Fruits. 	Flashcards Musical instruments Computer Speakers Audio	1 week	<ul style="list-style-type: none"> ✓ Reading pictograms ✓ Follow the rhythm of the music. ✓ Describe what they see 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Artistic expression	Take part during serenaders, dances, artistic works and traditional games	<ul style="list-style-type: none"> ✓ Remembering taught topic to represent them using playdough. ✓ Decorating pictures about fruits, vegetables and groups of them from 1 to 5 elements. 	Playdough Worksheets Crayons Fruits Vegetables	2 days	<ul style="list-style-type: none"> ✓ Identify the learnt topic. ✓ Use correctly colors to decorate. ✓ Use all materials. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Body language and motor skills	Demonstrate attitudes to dance in group.	<ul style="list-style-type: none"> ✓ Selecting an appropriate dance about learnt topic. ✓ Making a costume for each child. ✓ Dancing with teacher 	Television Video DVD Costumes	1 day	<ul style="list-style-type: none"> ✓ Dance according to the rhythm ✓ Dance and sing ✓ Interact with classmates 	Technique Observation Tool List of comparison
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SYLLABUS

INFORMATIVE DATA

INSTITUTION:	“Grandes Genios” Nursery Bilingual Center
ACADEMIC YEAR:	2013-2014
TEACHER:	Gina Cando
PREREQUISITES:	Initial 1-001
LEVEL:	Initial 2- 002
E-MAIL:	clorena_86@hotmail.com
AXES:	Personal and Social Development, Discovery of the Natural and Cultural Environment and Expression and Communication

MICROCURRICULAR PLAN

a) DESCRIPTION OF THE AXES OF DEVELOPMENT AND LEARNING AND ITS CONTRIBUTION TO THE STUDENTS’ OUTPUT PROFILE AT THE END OF INITIAL LEVEL 2

The axes of Personal and Social Development, Discovery of the Natural and Cultural Environment and Expression and Communication, prepare students in different fields like cultural identity, practice of values to life in harmony inside the society and social interaction.

The first axe allows students to know their personal characteristics by establishing differences and similarities between them and other people. Once



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they have determined their identity they are able to start social relations with others by using feelings values and attitudes.

Then, students develop their own knowledge through the use of many environment items. Also they discover and learn costumes, traditional activities proper of the students' environment in order to promote curiosity and investigation.

By the development of the third axes students consolidate some processes to communicate and express their ideas, experiences and emotions. Students are able to interact with others through the use of different languages, too.

Finally, while developing all these axes using English language in every activity in the classroom, students will be able to acquire and use this language in contrast with their culture by using funny and interesting activities.

b) OBJECTIVES OF THE AXES OF DEVELOPMENT AND LEARNING:

- ✓ To fortify the independence and reliability levels relating in the social environment of coexistence and demonstrating positive attitudes to relate to others.
- ✓ To describe characteristics of objects or elements from the environment by encouraging curiosity and problem solving that they face in daily occasions around them.
- ✓ To develop verbal and no-verbal language through “Daily Conversation Repetition” as mean of communication to express their needs, emotions and ideas.



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LEARNING OUTCOMES	LEVEL
a) Recognize themselves as self-sufficient children with a name and specific characteristics that belong to a family.	A
b) Identify themselves as unique persons with some individual differences that make them different from others, demonstrating confidence and security interacting positively inside the society	A
c) Interact with other people respecting cultural diversity, rules and values to live in harmony.	A
d) Recognize and apply temporal-spatial notions for solving problems in real situation according to the age.	A
e) Express their ideas, emotions, feelings and thoughts by using the target language in a comprehensive manner according to their environment and culture.	A
f) Apply their English learning through observation and participation in art and cultural knowledge activities to express their ideas and emotions.	A
g) Develop well-structured movements and displacement to understand better the parts of the body.	A

Acquire (A) In process (B) Starting (C)

METHODOLOGY:

METHODOLOGICAL STRATEGIES:

a) Language Nests

- Speak just the foreign language; do not translate the majority of the time.
- Focusing on listening and speaking.
- Taking part of the class in an active way.
- Daily conversation and repetition

b) Cultural Immersion Environment

- Language is also culture.



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- Aim for real communication using the target language
- Learn and teach the language through activities
- Work and play methodology.

TIPS FOR LANGUAGE IMMERSION ACTIVITIES

- Language immersion includes a little percentage of use of Spanish inside and outside the classroom just by the teachers.
- Create own material and possible resources according students and teachers' needs and taking into account the topic of the class.
- Do funny activities most of the time to get successful English learning.
- Practice daily conversation and repetition to encourage students learning vocabulary every day.

PRINCIPLES FOR ENGLISH LANGUAGE LEARNING

- The Educative community needs to be patient during the English teaching Learning process.
- Parents have to be respectful with teachers' proposal activities.
- Try to speak and repeat as many words, phrases and conversations as possible while being in the nursery center, *“the more language a person hears, the more they learn”*
- Teachers have to set up opportunities for children to construct their own knowledge.
- Respect students' learning styles and adjust the activities to their needs.



CONTENTS

FIELD	CONTENTS	PERIOD	ACTIVITIES
Personal and Social Development	1 DAILY ACTIVITIES		
	1.5 Saying hello to my family Simple greetings and farewells Family trees / members	8	<ul style="list-style-type: none"> • Sing and watch the video about “ Say hello and say good-bye everyone” • Ss introduce themselves and some family members’ names (dad, mom, brother, sister and grandparents.
	1.6 Discovering my body Parts of the body Hygiene habits	11	<ul style="list-style-type: none"> • Play with puzzles about boy and girl, identifying and parts of the body • Teacher and Ss create a poster with hygiene rules for the class
	1.7 My city Professions Workplaces	10	<ul style="list-style-type: none"> • Ss select the correct flashcard to describe the professions of their family members • Teacher creates a mock up about places of the community which offer services (hospital, police



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Discovery of the Natural and Cultural Environment			<p>office, school and so on)</p> <ul style="list-style-type: none"> • Ss watch a video about life cycle of plant teacher delivers pictures of the life cycle to Ss order them • Teacher gets some fish for students taking care during certain school time <ul style="list-style-type: none"> • Teacher represents some daily' students activities and they repeat the actions • Ss paint and stick on the worksheets identifying the parts of the day <ul style="list-style-type: none"> • Ss practice and celebrate every holiday according their society's traditions and costumes. • Ss paint on the worksheets pictures using and recognizing the new colors
	1.8 Growing small great plants Life cycle of a plant Dear pets	11	
	2 OUTDOOR ACTIVITIES		
	2.1 Shining sun Daily routines Day and night	10	
	2.2 Great Ecuadorian traditions Ecuadorian traditions Holidays Colors	10	



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Expression and Comprehension	2.3 There are four balls Geometric shapes Numbers	10	<ul style="list-style-type: none">• Ss look for objects related to shapes around the classroom and answer the teacher's questions• Ss create shapes using plades• Ss count items in the classroom and they write the number from one to five• Teacher gives Ss flashcards about number and Ss form sets of similar objects that correspond to the correct number of the flashcard.
	2.4 My story picture Reading pictures Onomatopoeic sounds	11	<ul style="list-style-type: none">• Teacher delivers Ss picture and they say the story oral• Teacher plays the audio about onomatopoeic sounds of some animals and Ss reinforce their pronunciation about r-l-s-t



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ASSESSMENT:

According to the Ecuadorian Nursery curriculum in this level teachers have to apply qualitative assessment in different situations that children require be evaluated.

Moreover, there are specific techniques to analyze the students' knowledge and social development during nursery levels, some of them are interview, observation records and dialogues.

Due to this teachers should use similar instruments as presented in the curriculum to evaluate their students.

MATERIAL - RESOURCES:

- Classroom resources
- Audiovisual material
- Tic's
- Graphic material

BIBLIOGRAPHY

BOOKS

- SELBY, Claire with MCKNIGHT, Lesley and METCALF, Paula, "Hippo and Friends Book," Cambrigde University Press, (2006)
- "Ecuadorian Nursery Curriculum", Ecuadorian Education Ministry, (2014)
www.educacion.gob.ec



RECOMMENDED WEB-SITES

- <http://educacion.gob.ec/wp-content/uploads/downloads/2014/06/curriculo-educacion-inicial-lowres.pdf>
- https://www.youtube.com/watch?v=5_t4SE_UX5M
- <https://www.youtube.com/watch?v=wUakDOHAmVg>
- <https://www.youtube.com/watch?v=5zmEZ2Wsg4U>
- <https://www.youtube.com/watch?v=cZ60zhvMlGk>
- <https://www.youtube.com/watch?v=Aq4m2Ms4z7Q>
- <https://www.youtube.com/watch?v=LULzOE1IVYk>
- <https://www.youtube.com/watch?v=xGQiv6Ykl4U>
- <https://www.makewav.es/story/271601/title/plantlifecyclestories>
- <https://www.youtube.com/watch?v=xldSRWtNMXE>
- <https://www.youtube.com/watch?v=vyaoDaAWwb4>
- <https://www.youtube.com/watch?v=uRp73C31UC8>
- <https://www.youtube.com/watch?v=9cAGoxFqSFQ>
- <https://www.youtube.com/watch?v=J7-FUbao3wQ>
- <https://www.youtube.com/watch?v=TfR21r9Oo5s>
- <https://www.youtube.com/watch?v=2QdhILjv-zA>
- <https://www.youtube.com/watch?v=YxOrQM2IM-0>

Teacher's signature



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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** October 6th **ENDING:** October 31st **TEACHER:** Gina Cando

LEARNING EXPERIENCE: Saying hello to my family

RECENT TOPIC WORK: Brainstorming **RECENT LANGUAGE WORK:** Simple greetings and farewells/ family trees

LEARNING OBJECTIVES: To interact with people through the use of greetings and farewells
 To identify members of the family

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Communicate some details of their identity as full names, age, names of close relatives and places where they live	<ul style="list-style-type: none"> ✓ Teaching greetings according parts of the day and night. ✓ Watching the video about greetings and farewells. ✓ Teaching formal and informal greetings and farewells. ✓ Doing simple self-introductions about them using formal greetings. 	Videos Laptop Speakers Pictures of people greeting	1 week	<ul style="list-style-type: none"> ✓ Use the correct greetings ✓ Repeat correctly the greetings and farewells ✓ Differentiate formal and informal greetings 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Increase their field of interrelation with other people over the family group and school interacting more easily	<ul style="list-style-type: none"> ✓ Teaching how to meet other people using greetings ✓ Teaching family members by watching a video about it ✓ Establish little conversations using the learnt greetings and self-introductions 	Laptop Video about family members	1 week	<ul style="list-style-type: none"> ✓ Use formal and informal greetings correctly ✓ Recognize family members ✓ Talk about them 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Identify phrases about the topic in the school environment through pictures	<ul style="list-style-type: none"> ✓ Interacting with people around them. ✓ Introducing their family members in an exposition 	Pictures on the wall Materials from environment.	2 days	<ul style="list-style-type: none"> ✓ Intact with others. ✓ Share knowledge about the topic. ✓ Feel comfortable. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Identify characteristics of morning, noon and night	<ul style="list-style-type: none"> ✓ Teaching the meaning of morning, noon and night with pictures ✓ Watching the video about greetings ✓ Teaching the greetings related them with morning, noon and night 	Pictures Laptop Speakers Flashcards about greetings	3 days	<ul style="list-style-type: none"> ✓ Recognize morning, noon and night ✓ Greet according the situations and the part of the day 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Communicate incorporating new words to their vocabulary related to the environments and experiences in which they are immersed	<ul style="list-style-type: none"> ✓ Practicing short conversations introducing the learnt vocabulary ✓ Practicing every day greeting and farewells with teachers and classmates ✓ Presenting family trees to talk about family members 	Videos about conversations Pictures about family members	2 days	<ul style="list-style-type: none"> ✓ do short conversations and keep inside the topic ✓ greet every day ✓ present correctly to the family members 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Artistic expression	Express their experiences and learning through the free drawing	<ul style="list-style-type: none"> ✓ Singing and watch the video about “ Say hello and say good-bye everyone” ✓ Drawing family trees using photos of their relatives 	Photos Sheets of paper Glue Scissors Laptop Speakers Cd	1 day	<ul style="list-style-type: none"> ✓ Sing the song pronouncing correctly ✓ Identify correctly the family members to do the family trees 	Technique Observation Tool List of comparison
	Body language and motor skills	Maintain proper posture control in different body positions and movements	<ul style="list-style-type: none"> ✓ Teaching them how to use body language while presenting family members ✓ Teaching how to pronounce easily some difficult words 	Videos about body language Laptop Speakers	2 days		Technique Observation Tool List of comparison

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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** November 3rd **ENDING:** November 28th **TEACHER:** Gina Cando
LEARNING EXPERIENCE: Discovering my body
RECENT TOPIC WORK: Simple greetings and farewells/ family trees **RECENT LANGUAGE WORK:** Parts of the body/hygiene habits
LEARNING OBJECTIVES: To recognize parts of the body
To know habits of hygiene
To practice hygiene habits by them-selves

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Practice with autonomy personal hygiene habits such as washing hands, face and brushing teeth	<ul style="list-style-type: none">✓ Teaching students how and when to wash their face and hands✓ Teaching some techniques to brush their teeth through watching Pin Pon video.✓ Presenting pictures about parts of the body	Pictures Laptop Speakers Video Brush Water Soap	1 week	<ul style="list-style-type: none">✓ Know how and when washing hands and face✓ Recognize hygiene habits on the video✓ Repeat parts of the body	Technique Observation Tool List of comparison



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Practice hygiene habits in the nursery center by interacting with others	<ul style="list-style-type: none"> ✓ Teaching students how and when to wash their hands in the classroom ✓ Practicing hygiene habits in a groups 	Pictures Posters	2 days	<ul style="list-style-type: none"> ✓ Wash their hands after going to the bathroom ✓ Encourage to their partners for practicing hygiene habits 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Practice habits of care and conservation of the environment to avoid pollution of air, soil and water	<ul style="list-style-type: none"> ✓ Teaching students how and when to wash their hands in the classroom ✓ Create rules for cleaning the classroom. ✓ Telling students where they must put the garbage in the classroom and out of it. ✓ Teaching how to wash their hands by saving water. 	Posters Pencils Markers Bin	2 days	<ul style="list-style-type: none"> ✓ Tell rules to keep clean the classroom ✓ Recognize adequate places to throw the garbage ✓ Follow the instructions to wash their hands 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Arrange in logical sequence rules to practice hygiene habits during activities of daily routine	<ul style="list-style-type: none"> ✓ Watching a video about daily hygiene habits ✓ Describing their routines to be clean by using pictures. 	Video Laptop Speaker Pictures	3 days	<ul style="list-style-type: none"> ✓ Practice hygiene habits respecting the sequence 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Describe graphic images structuring more elaborate sentences that describe what they see	<ul style="list-style-type: none"> ✓ Presenting pictures with utensil to wash hands ✓ Describing the pictures ✓ Teaching new words about hygiene habits 	Pictures Flashcards with new vocabulary	4 days	<ul style="list-style-type: none"> ✓ recognize the utensils to wash hands ✓ describe pictures using the correct structure and vocabulary 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Artistic expression	Sing songs in rhythm and coordinating the expression of their bodies	<ul style="list-style-type: none"> ✓ Playing with puzzles about boy and girl, identifying and parts of the body ✓ Singing the song Pin Pon ✓ Singing and dramatize what the song says 	Puzzles Video Laptop Speakers pictures	3 days	<ul style="list-style-type: none"> ✓ Identify and say parts of the body ✓ Sing and do what the song says through movements 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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	Body language and motor skills	Exercises that involve segmented movements of thick and thin parts of the body	<ul style="list-style-type: none"> ✓ Playing “Simon says” ✓ Teaching students thick and thin parts of the body ✓ Doing exercises like jump, crawl and walk 	flashcards	1 day	Follow the instructions Recognize thick and thin parts of the body while they do exercises	Technique Observation Tool List of comparison
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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** December 1st **ENDING:** December 26th **TEACHER:** Gina Cando
LEARNING EXPERIENCE: My city
RECENT TOPIC WORK: Parts of the body/hygiene habits **RECENT LANGUAGE WORK:** Professions / workplaces
LEARNING OBJECTIVES: To talk about what people do and where they work
To identify mom's and dad's professions
To recognize places of work around the city or the area where they live

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES/ TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Know some places of work around the city and who works there	<ul style="list-style-type: none"> ✓ Creating a mock up about places of the community ✓ Teaching what services are offered in every place such (hospital, bakery, pharmacy, bank, so on) ✓ Showing pictures about places around the city 	Flashcards Mock Pictures Photos	3 days	<ul style="list-style-type: none"> ✓ Recognize the learnt places ✓ Say the names of the places 	Technique Observation Tool List of comparison



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Identify institutions and professions that serve the community and the roles they fulfill	<ul style="list-style-type: none"> ✓ Teaching professions and where every people work ✓ Saying what every people do in their workplace ✓ Teaching how these professional people can help them ✓ Watching a video about professions 	Video Laptop Speakers Flashcards Mock Toys	1 week	<ul style="list-style-type: none"> ✓ Tell the professions ✓ Recognize the place where every people work 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Know about institutions where people can help to the care of animals and plants and identify people that work there	<ul style="list-style-type: none"> ✓ Watching a video about taking care of animals ✓ Teaching professions related to environment care ✓ Showing pictures about people who health animal and plants 	Videos Laptop Speakers Pictures	2 days	<ul style="list-style-type: none"> ✓ Distinguish people who help on caring animals and plants ✓ Discriminate places in the city or community 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Logic Mathematics relationships	Recognize the location of the workplace in relation to their place of study and housing according to the notions of space (between, behind, next to near and far)	<ul style="list-style-type: none"> ✓ Teaching prepositions of place ✓ Playing with the mock for locating the workplaces according the instructions ✓ Practicing prepositions of place by watching a video 	Laptop Video Mock Flashcards about prepositions of place	4 days	<ul style="list-style-type: none"> ✓ Use prepositions of place ✓ Follow the instructions to locate places ✓ Repeat every preposition of place 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Comprehension and expression	Describe graphic images structuring more elaborated sentences that describe the location of some workplaces	<ul style="list-style-type: none"> ✓ Remembering prepositions of place using flashcards ✓ Modeling some sentences to describe pictures ✓ Giving some pictures about workplaces to students for describing ✓ Matching the correct workplace with the appropriate profession 	Flashcards Pictures Worksheets Pencils Erasers	3 days	<ul style="list-style-type: none"> ✓ Tell the prepositions of place ✓ Describe picture using the correct vocabulary ✓ Recognize the profession and its workplace 	Technique Observation Tool List of comparison
	Artistic expression	Participate in role-plays, assuming roles of different people around and characters of tales and stories	<ul style="list-style-type: none"> ✓ Watching a story ✓ Assigning the roles to every child ✓ Practicing and present the role play at any celebration in the nursery center 	Costumes Instruments to work Video laptop speakers	2 days	<ul style="list-style-type: none"> ✓ Represent every character of the role play in a correct way 	Technique Observation Tool List of comparison
	Body language and motor skills	Represent the professions by using mimic	<ul style="list-style-type: none"> ✓ Modeling the activity and give students some advices to mimic professions 	Pictures	1 day	Use the adequate parts of the body to represent professions	Technique Observation Tool List of comparison

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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** January 5th **ENDING:** January 30th **TEACHER:** Gina Cando

LEARNING EXPERIENCE: Growing small great plants

RECENT TOPIC WORK: Professions / workplaces **RECENT LANGUAGE WORK:** life cycle of a plant / Dear Pets

LEARNING OBJECTIVES: To know the life cycle of a plant
 To recognize the parts of a plant
 To talk about pets

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Make decisions regarding the choice of his/her favorite pet according to their likes and preferences arguing the same	<ul style="list-style-type: none"> ✓ Teaching some kinds of domestic animals that can become a pet ✓ Watching a video about pets care ✓ Showing pictures of people taking care of pets 	Pictures Videos Laptop Speakers flashcards	4 days	<ul style="list-style-type: none"> ✓ Recognize domestic animals and possible pets ✓ Know how to care a pet 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Demonstrate attitudes of solidarity in situations of need of some pets of their environment	<ul style="list-style-type: none"> ✓ Watching the video about Puppy day care and do the activities based on the video ✓ Getting some fish for students taking care during certain school time 	Fishbowl Food for fish Videos Laptop Speakers Worksheets	3 days	<ul style="list-style-type: none"> ✓ Follow the steps to feed some fish ✓ Be worried about caring a pet 	Technique Observation Tool List of comparison
	Natural and cultural environments	Perform actions on care and protection of plants and animals in their environment eradicating attitudes of abuse	<ul style="list-style-type: none"> ✓ Watching a video about life cycle of plant ✓ Giving instructions them about experiment of life cycle of a plant 	Laptop Speakers Video Pictures Glass Bean seed Cotton	1 week	<ul style="list-style-type: none"> ✓ Know the life cycle of a plant ✓ Follow the instructions to grow a plant 	Technique Observation Tool List of comparison
	Logic Mathematics relationships	Sort events in logical sequence five or more graphical representations of events in the life cycle of a plant	<ul style="list-style-type: none"> ✓ Delivering pictures of the life cycle to Students order them ✓ Describing every picture of life cycle of pant 	Pictures Flashcards	3days	<ul style="list-style-type: none"> ✓ Order the pictures about life cycle of a plant 	Technique Observation Tool List of comparison



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EXPRESSION AND COMMUNICATION	Comprehension and expression	Describe graphic images structuring more elaborate sentences that describe what they see	<ul style="list-style-type: none"> ✓ Teaching vocabulary to talk about the life cycle of a plant ✓ Talking about parts of a plant. 	Pictures	1 day	<ul style="list-style-type: none"> ✓ Use the correct vocabulary to expose about the target topic 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Artistic expression	Do creative activities using a variety of materials and techniques	<ul style="list-style-type: none"> ✓ Teaching the parts of a plant ✓ Showing a plant and its parts ✓ Encouraging students to do a plant using recyclable materials 	Bottle Fomix Glue Plastic Paper	2 days	<ul style="list-style-type: none"> ✓ Do the plant with all of the parts 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Walking and running with ease and safety by keeping the balance while playing with a pet	<ul style="list-style-type: none"> ✓ Teaching how to play with a pet ✓ Watching a video of walking dogs 	Video Laptop Speakers Pictures Dog	2 days	<ul style="list-style-type: none"> ✓ Keep the balance while playing with a dog ✓ Follow the instructions to walk a dog 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** February 2nd **ENDING:** February 13th **TEACHER:** Gina Cando

LEARNING EXPERIENCE: Shining sun

RECENT TOPIC WORK: life cycle of a plant / Dear Pets **RECENT LANGUAGE WORK:** daily routines / day and night

LEARNING OBJECTIVES: To know what they do since they get up

To describe daily routines

To differentiate the elements between day and night

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Perform independently daily routines in the day and at night	<ul style="list-style-type: none"> ✓ Teaching the difference between day and night ✓ Showing pictures about activities that are done at night or in the day 	Flashcards pictures	2 days	✓ Establish differences between day and night	Technique Observation Tool List of comparison
	Coexistence	Offering games to identify the day and night interacting with peers	<ul style="list-style-type: none"> ✓ Watching a story about "Twinkle little star" ✓ Teaching students the element of the day and night 	Video Laptop Speakers Pictures	1 day	✓ Recognize the elements of day and night	Technique Observation Tool List of comparison



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DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Natural and cultural environments relationships	Explore or identify different elements and phenomena of the natural environment, through processes that promote research	<ul style="list-style-type: none"> ✓ Watching the video about the sun and moon ✓ Teaching how the days and nights were created 	Video Laptop Speakers Bulb White ball	2 days	✓ Talk when it is night and when it is day	Technique Observation Tool List of comparison
	Logic Mathematics relationships	Sort events in logical sequence five or more graphical representations of their daily routines in the day and at night	✓ Ordering flashcards about their daily activities on their tables by following the number sequence from one to ten	Flashcards worksheets	1 day	✓ Order their daily routines respecting the number sequence	Technique Observation Tool List of comparison
	Comprehension and expression	Express orally by pronouncing well most of the words	<ul style="list-style-type: none"> ✓ Modeling a description of daily routines presentation for students to repeat ✓ Exposing about daily activities 	Pictures	2 days	✓ Talk about daily routines using the correct vocabulary	Technique Observation Tool List of comparison



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EXPRESSION AND COMMUNICATION	Artistic expression	Express their experiences and learning through the free drawing	<ul style="list-style-type: none"> ✓ Painting and stick on the worksheets identifying the parts of the day 	Worksheets Color pencils Glue pictures	1 day	<ul style="list-style-type: none"> ✓ Represent what they do in the days and at nights. 	Technique Observation Tool List of comparison
	Body language and motor skills	Do exercises that help represent activities during the day and at night	<ul style="list-style-type: none"> ✓ Modeling the exercises using some instruments ✓ Giving instructions to do the exercises 	blanket rope pillow	1 day	<ul style="list-style-type: none"> ✓ Respect the sequence to do the exercises 	Technique Observation Tool List of comparison

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MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** March 2nd **ENDING:** March 27th **TEACHER:** Gina Cando

LEARNING EXPERIENCE: Great Ecuadorian traditions.

RECENT TOPIC WORK: Parts of the day/ daily routines **RECENT LANGUAGE WORK:** Ecuadorian traditions /Colors

LEARNING OBJECTIVES: To know specific holidays in Ecuador to celebrate them every date.
 To interact with other people by respecting their individual differences.
 To recognize the colors in different objects around the class

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Identify the most important holidays and celebrate them as part of a society respecting others' opinions.	<ul style="list-style-type: none"> ✓ Presenting to students the most important holidays in Ecuador. ✓ Teaching students how holidays are celebrated. 	Videos Laptops Flashcards about holidays Photos of people celebrating special events	4 days	<ul style="list-style-type: none"> ✓ Know the names of some holidays ✓ Recognize new colors. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Collaborate with adults in simple activities during the celebration of a holiday.	<ul style="list-style-type: none"> ✓ Teaching children the most important traditions and holidays of Ecuador. ✓ Creating material with children for every special event or holiday 	Video laptop Flashcards Worksheets	4 days	<ul style="list-style-type: none"> ✓ Recognize every holiday. ✓ Create adequate material to celebrate holidays 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Identify, practice and participate in traditional events in your area enjoying and respecting cultural differences.	<ul style="list-style-type: none"> ✓ Doing roles play about celebrating teacher's day. ✓ Preparing material to give mothers on her day 	Videos Laptop Speakers Data projector Color pencils Cardboards	2 days	<ul style="list-style-type: none"> ✓ Use the adequate vocabulary to celebrate teacher's day. ✓ Create nice cards to give teachers in the nursery center. 	<p>Technique Observation</p> <p>Tool List of comparison</p>



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EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Experience the mixture of two primary colors to form secondary	<ul style="list-style-type: none"> ✓ Mixing two watercolors to create a new one. ✓ Teaching students the new color to recognize them on the environment. ✓ Using the new colors while creating some cards to celebrate teacher's day. 	Cardboards Watercolors Water Brushes	1 week	<ul style="list-style-type: none"> ✓ Mix the correct colors to create the shown one ✓ Recognize the colors around the class and students say the name 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Communicate incorporating new words to their vocabulary as a function of environments and experiences in which they interact	<ul style="list-style-type: none"> ✓ Describing pictures. ✓ Providing students with common phrases for holidays. ✓ Interpreting music about colors 	Flashcards Videos Computer Speakers Audio	1 week	<ul style="list-style-type: none"> ✓ Describe what they see in the pictures ✓ Use the correct phrases to congratulate on holidays ✓ Sing the song about colors 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

	Artistic expression	Do creative activities using great variety of techniques and materials.	<ul style="list-style-type: none"> ✓ Doing a picture about mother's day. ✓ Decorating cards and pictures for holidays sing the taught colors. 	Playdough Worksheets Crayons Pictures cardboards	2 days	<ul style="list-style-type: none"> ✓ Identify the learnt topic. ✓ Use correctly colors to decorate. ✓ Use all materials. 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Demonstrate attitudes to dance in groups keeping the balance during every single step to dance.	<ul style="list-style-type: none"> ✓ Selecting an appropriate dance about the learnt topic. ✓ Making a costume for each child. ✓ Dancing with teacher at any program in the institution 	Television Video DVD Costumes	2 days	<ul style="list-style-type: none"> ✓ Dance according to the rhythm ✓ Dance and sing ✓ Interact with classmates 	<p>Technique Observation</p> <p>Tool List of comparison</p>

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TEACHER

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DIRECTOR



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** April 6th **ENDING:** April 30th **TEACHER:** Gina Cando

LEARNING EXPERIENCE: There are four balls.

RECENT TOPIC WORK: Ecuadorian traditions /Colors **RECENT LANGUAGE WORK:** Shapes and numbers

LEARNING OBJECTIVES: To count from 1 to 15 respecting the sequence
 To comprehend the relationship between number and quantity from 0 till 10
 To identify easy shapes around the class and relate them with other objects

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Practice habits of order placing the objects into the correct place	<ul style="list-style-type: none"> ✓ Teaching students the shapes of some objects to place them in the correct place ✓ Relating the shape of the objects with the place in which they are to students put them there. ✓ Watching videos about ordering the classroom 	Objects from the classroom Bags Videos Laptop Speakers	2 days	<ul style="list-style-type: none"> ✓ Know the correct place for the objects ✓ Order the objects according the place 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Accept and respect rules of coexistence in the nursery center and home agreed with the adult	<ul style="list-style-type: none"> ✓ Teaching students how they have to order the classroom after any class work ✓ Ordering the classroom after playing with the students ✓ Giving students some rules to keep clean their room at home 	Videos Toys Books Pencils Boxes	2days	<ul style="list-style-type: none"> ✓ Keep clean the classroom ✓ Order the toys after playing ✓ Recognize the place for every object in the classroom 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Explore or identify different elements and phenomena of the natural environment, through processes that promote research and numerical sequence	<ul style="list-style-type: none"> ✓ Looking for things related to shapes out of the classroom and answer the teacher's questions ✓ Teaching the steps in which a plant grows ✓ Showing flashcards about daily routines to follow the sequence counting to 5 	Flashcards about daily routines Toys Videos Laptop plants	1 week	<ul style="list-style-type: none"> ✓ Relate objects with shapes ✓ Know the sequence in which a plant grows ✓ Practice daily routines according the taught numerical sequence 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

<p align="center">EXPRESSION AND COMMUNICATION</p>	<p align="center">Logic Mathematics relationships</p>	<p>Identify basic geometric shapes such as circle, square, triangle in environmental objects and graphic representations</p>	<ul style="list-style-type: none"> ✓ Teaching the sequence of number from 0 to 15 ✓ Matching objects of the classroom with the geometric shapes ✓ Looking for objects with the assigned shape and number out of the classroom ✓ Making sets of objects taking into account the shape, color and size 	<p>Worksheets Pictures Objects of the classroom</p>	<p>1 week</p>	<ul style="list-style-type: none"> ✓ identify the number and the sequence ✓ Relate objects with the correct geometric shape, color and size ✓ Recognize the quantity and the shape of an object 	<p>Technique Observation</p> <p>Tool List of comparison</p>
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GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

	Comprehension and expression	Follow simple directions that involve the execution of three or more activities	<ul style="list-style-type: none"> ✓ Ordering the classroom with children ✓ Giving students instructions to put the toys in the correct place after playing ✓ Telling a story through pictures using numbers for the sequence 	Pictures Flashcards Toys Videos Television	3days	<ul style="list-style-type: none"> ✓ Understand and follow the directions to order the classroom ✓ Retell the story respecting the sequence by taking into account the numbers 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Artistic expression	Keep the rhythm and sequences of simple steps during dancing	<ul style="list-style-type: none"> ✓ Singing the song about shapes ✓ Teaching the steps to do the dance by using numbers 	Videos Laptop Speakers	2 days	<ul style="list-style-type: none"> ✓ Sing the song respecting the order of the words ✓ Do the dance with the correct order of the steps 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

	Body language and motor skills	Do coordinated activities with the adequate control of strength as throwing, catching and kicking objects and balls	<ul style="list-style-type: none"> ✓ Giving students objects to throw them in the yard ✓ Having students catching balls while playing baseball or basketball ✓ Playing soccer to kick balls with different levels of strength 	Balls Toys	1 day		Technique Observation Tool List of comparison
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TEACHER

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DIRECTOR



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

MICROCURRICULAR PLANNING

LEVEL: Initial II **SUBLEVEL:** 2nd **N° Students:** 10
TIME: 4 weeks **STARTING:** May 4th **ENDING:** May 29th **TEACHER:** Gina Cando

LEARNING EXPERIENCE: My story picture

RECENT TOPIC WORK: Shapes and numbers **RECENT LANGUAGE WORK:** reading pictures / identifying sounds of animals

LEARNING OBJECTIVES: To retell a story by using pictures
 To order a story according the logic sequence of the pictures
 To identify animals through listening sounds

LEARNING AXIS	FIELD	SKILLS	ACTIVITIES	RESOURCES	TIME	ASSESSMENT	
						INDICATORS	TECHNIQUES / TOOLS
PERSONAL AND SOCIAL DEVELOPMENT	Identity and autonomy	Identify and express their emotions and feelings through telling a short story by verbal language	<ul style="list-style-type: none"> ✓ Giving a few words and phrases about any story tale to Students create one orally by use of story making. ✓ Delivering Students pictures and they use them to say the story orally. ✓ Watching a video about feelings and emotions 	Flashcards Pictures Videos Laptops Story tales	1 week	<ul style="list-style-type: none"> ✓ Tell a story using the provided words and phrases ✓ Express feelings and emotions while they say the story orally 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

DISCOVERY OF THE NATURAL AND SOCIAL ENVIRONMENT	Coexistence	Participate in group games following the rules and taking on roles that will maintain a harmonious environment with peers	<ul style="list-style-type: none"> ✓ Making groups of tree people to create a story by using pictures ✓ Doing a dramatization about any story tale using costumes 	Costumes Pictures Sheets of paper	2 days	<ul style="list-style-type: none"> ✓ Follow the sequence of the picture during the story ✓ Work in groups to do the story 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Natural and cultural environments relationships	Identify the characteristics of domestic and wild animals establishing differences between them	<ul style="list-style-type: none"> ✓ Listening the audio about onomatopoeic sounds of some domestic animals ✓ Teaching some wild animals through pictures ✓ Teaching the differences between domestic and wild animals taking into account place of living and food 	Cd recorder Cd Videos Pictures Speakers Laptop	1 week	<ul style="list-style-type: none"> ✓ Identify the domestic animals through sounds ✓ Tell the names of some wild animals ✓ Recognize place of living and food between domestic and wild animals 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

EXPRESSION AND COMMUNICATION	Logic Mathematics relationships	Order in a logic sequence events of up to five activities in graphical representations of their daily activities and scenes of story tales	<ul style="list-style-type: none"> ✓ Remembering students daily routines by giving them pictures ✓ Telling a new story to children ✓ Numbering the pictures of the story and present it to the students 	Pictures Story tales Flashcards about numbers	2 days	<ul style="list-style-type: none"> ✓ Order daily routines using pictures ✓ Put the pictures of the story in the correct order by using numbers 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Comprehension and expression	Telling a story based on its images from the cover and following the sequence of the pages	<ul style="list-style-type: none"> ✓ Giving students a story tale text and read it to them. ✓ Describing the pictures of the story from the cover and page by page ✓ Photocopying the images of the story 	Stories Texts Pictures	2 days	<ul style="list-style-type: none"> ✓ Read the pictures of the story ✓ Describe the objects of the pictures ✓ Follow the sequence of the story by using the pictures 	<p>Technique Observation</p> <p>Tool List of comparison</p>



GRANDES GENIOS NURSERY BILINGUAL CENTER
LATACUNGA-ECUADOR

	Artistic expression	Distinguish onomatopoeic sounds and differentiate the natural sounds of artificial sounds.	<ul style="list-style-type: none"> ✓ Playing the audio about onomatopoeic sounds of some animals ✓ Teaching artificial and natural sounds ✓ Watching the video about domestic and wild animals 	Videos Laptop Speakers Pictures about animals	3 days	<ul style="list-style-type: none"> ✓ Recognize the animals through the sound ✓ Differentiate natural and artificial sounds ✓ Recognize wild and domestic animals 	<p>Technique Observation</p> <p>Tool List of comparison</p>
	Body language and motor skills	Do coordinated activities to imitate sounds and activities carried out by domestic and wild animals	<ul style="list-style-type: none"> ✓ Mimicking the sounds using parts of the body. ✓ Imitating how some animals walk, crawl and climb 	Cd record. Cd Videos Laptop	1 day	Do sounds using parts of the body Walk, crawl and climb keeping the rhythm and the balance	<p>Technique Observation</p> <p>Tool List of comparison</p>

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TEACHER

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DIRECTOR

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ANNEXS



TECHNICAL UNIVERSITY OF COTOPAXI
Academic Unit of Administrative and Humanistic Sciences
ENGLISH CAREER

SURVEY ADDRESSED TO “GRANDES GENIOS NURSERY BILINGUAL”
TEACHERS

OBJECTIVE:

- To inquire about acceptance for the design of a syllabus based on two new methods to improve the English teaching learning process.

INSTRUCTIONS: Read the questions carefully and cross (X) the best answer.

1. How important is for you the fact of teaching English in the Nursery

levels?

High

Medium

Low

2. Do you consider that the most appropriate age to learn a foreign language is from 3 to 5 years?

YES

NO

3. Do you teach English by using real situations?

YES

NO

4. Which of these methods do you use in your teaching-learning process?

- a) Communicative approach
- b) Natural Approach
- c) Total Physical Response
- d) The Silence Way

5. What aspects do you consider are the most important when you teach English to children?

- a) vocabulary
- b) phrases
- c) greetings
- d) routines
- e) cultural activities

6. Do you consider that the contents of the Curriculum to Initial levels of Education could be contextualized in real life situations to motivate students' English learning?

YES

NO

7. Does the English language syllabus in your institution help to achieve the learning goals?

YES

NO

8. Are you agree teachers should encourage on children an interest in a foreign language at nursery levels through innovative methods?

YES

NO

9. Have you ever heard Language Nests and Cultural Immersion Environments as methods to teach English to children which expect an immersion of English since early ages?

YES

NO

10. Will you apply a new syllabus based on "*Language Nests and Cultural Immersion Environment*" as new methods for teaching English in this institution?

YES

NO

Thanks for your collaboration



TECHNICAL UNIVERSITY OF COTOPAXI
Academic Unit of Administrative and Humanistic Sciences

ENGLISH CAREER

**INTERVIEWS TO AUTHORITIES, ENGLISH COORDINATOR AND
TEACHERS FROM NURSERY BILINGUAL CENTER**

Objective: To inquire into different points of view about teaching English from at early ages applying two innovative methods such as “Language Nests and Cultural Immersion Environment”

Question N°1. According your point of view. Do you believe teaching English is important if it is taught at early ages?

Question N° 2. Do you agree that English teachers continuously apply the Translation method to teach it?

Question N° 3. Do you think teachers should translate the contents of class to mother tongue to thereby gain a better understanding and faster?

Question N° 4. Do you agree of children must acquire a language through a new immersion methodology to foreign language?

Question N° 5. As an authority. Do you consider teachers should change their methodology and some content to enhance the teaching-learning process?

Question N° 6. Taking into account your experience in education. What elements of didactic process should be strengthened so that children acquire a foreign language better?

Question N° 7. If you would present an English syllabus with a new methodology. Would you be willing to apply it to cement good foundation in the English area?

OBSERVATION RECORD N° 1

Students' Aspects	Indicators					Time	%
	VERY HIGH	HIGH	GOOD	LOW	NONE		
Feel motivated for lesson topic		10				35 minutes	19%
Interacting in the class			8				15%
Be interested with material resources			8				15%
Comfortable with the teaching method applied by the teacher			7				14%
Comfortable in different spaces in the classroom		7					14%
Understand teacher's instructions				5			9%
Carry out proposal activities by the teacher			7				14%
Total	12 students						35 minutes

Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra

OBSERVATION RECORD N° 2

Students' Aspects	Indicators					Time	%
	VERY HIGH	HIGH	GOOD	LOW	NONE		
Feel motivated for lesson topic			9			35 minutes	17%
Interacting in the class		8					15%
Be interested with material resources	4						8%
Comfortable with the teaching method applied by the teacher			7				13%
Comfortable in different spaces in the classroom				9			17%
Understand teacher's instructions			8				15%
Carry out proposal activities by the teacher			8				15%
Total	10 students						35 minutes

Source: Grandes Genios Nursery Bilingual Center
Elaborated by: Cando Gina and Hidalgo Sandra