



**AN ENGLISH CURRICULUM PROPOSAL FOR THE PRE-SCHOOL EDUCATION
PROGRAM AT CESMAG BASED ON A NEEDS ANALYSIS STUDY**

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ABSTRACT

The aim of this research is to design an English curriculum proposal for students of Preschool Education at the Institución Universitaria Cesmag based on a needs analysis study. In order to reach this objective, it was relevant to work with the current students of the program who are in 5th, 6th, 7th, and 8th semester, the alumni who work in 7 different preschools and three representatives of the administrators. For the data collection, two different surveys, which contained semi-structured questions, were applied to students and alumni, and an interview with open questions was applied to the administrators. As a result of the needs analysis, it was concluded that students and alumni are not making significant progress in their level of English, thus it does not provide the necessary foundations to teach this language at their workplaces. This situation is caused by the lack of a methodology that fosters the development of the communicative skills of the learners. Additionally, it was found that alumni's language needs are based on accurate oral interaction with their students. The results obtained were the foundations to design an English curriculum proposal that provides learners the necessary conditions to achieve a B1 level of English under a Communicative Approach.

Key words: curriculum design, needs analysis, preschool, communicative approach, assessment.

INTRODUCTION

Learning English as a second language become an important concern in Colombia, since this language has become one of the most useful resources around the world to establish academic, scientific, cultural, political and financial connections among countries with similar or dissimilar interests, thus being competent in the use of a second language, specifically English, opens a numerous opportunities in the fields mentioned above. As part of the process of becoming a bilingual country, the Ministry of Education of Colombia has designed some principles and objectives for public schools in relation to the teaching of English as a foreign language with the purpose of achieving a B1 level by the end of the high school. However, there is no evidence of any regulations for the teaching of English at universities to foster the learning of the second language, except for the programs of Bachelor in Languages. This issue tends to provide universities a sense of autonomy about how English should be taught in the different programs offered in private or public higher education institutions.

Based on the fact that the main objectives of the universities is to provide learners high standards of education, that sense of autonomy allows the administrators to design programs, curricula, and syllabi that meet the needs of students and alumni of each undergraduate program, and to create the most appropriate environment for the learning process.

Therefore, in order to meet those needs and interests of students and alumni, this study has focused on a needs analysis process, being this a crucial element to design a language curriculum, since it takes into consideration what Hutchinson and Waters (1987) call target needs and language needs.

Hence, the present study provides the researcher the basis to understand the actual needs of students and alumni of the Degree in Preschool Education program in order to design a language curriculum proposal that enriches the learning of English as a foreign language. The proposal does not only attempt to improve the level of English of the learners, but also the teaching practice in the specific field in which they are involved.

1 RESEARCH PROBLEM

1.1 BACKGROUND OF THE STUDY

According to the Ministry of Education, it is mandatory that universities have English classes in their curriculum considering that this will have a great effect on learner future careers of the learners. In the case of the Institución Universitaria Cesmag, the Department of Humanities and Spirituality is in charge of designing and offering the English classes that the students of each program must take throughout their studies. Thus, students have to take an English course that is divided into three different levels. Each level of English represents two credits in the curriculum of each program, and students have to obtain the 6 credits that the English course provides before they start eighth semester in most of the programs.

The English classes can be offered into two categories, as a course or as a subject. English as a subject means that it is included in the curriculum of the program and the grades obtained will have a direct impact on the grade point average of students, whereas English as a course means that it is not part of the curriculum of the program; for this reason students must take English at any moment during their studies and the grades obtained will not have any incidence in their grade point average. These two types of classes exist as a result of a continuous update process. It started offering English as a course and with the time it changed to be a subject as part of the programs. As a result, all students will be taking English as a subject eventually.

Despite the policy of giving the necessary tools to students in order to have high standards of education, the current English curriculum does not demonstrate the inclusion of the actual needs of learners and their wants and wishes. In contrast to this fact, the existing curriculum only takes into account the number of hours, and the distribution of teachers to develop classes with a determined group of topics without considering a specific methodology or assessment criteria at all.

The existence of a curriculum is vital because the language teaching learning process is a complex activity that requires careful planning in order to achieve the instructional objective. The

current English curriculum at Institución Universitaria Cesmag was created based on a list of topics contained in a booklet that was designed some years ago by previous teachers. Those booklets are grammar based and they only provide information about structures and vocabulary with poor exercises to practice. In order to answer to the demands of the University, those topics are organized in a micro curriculum format in which teachers include the description of methodology and assessment criteria. However, the methodology and the assessment parts are not built under a careful study and agreement of all teachers nor on the characteristics, interests and needs of the students.

Recently, a new format for the micro curriculum was released with the purpose of having a more practical one which includes: objective of the course, significance of the subject, assessment criteria, and grammar topics.

In relation to the assessment criteria and methodology, teachers describe in the micro curriculum what they would work under the communicative approach and the way they plan to evaluate learners through formative and summative assessment, in which they would include a variety of tools like quizzes, written tests, and oral presentations. The methodology is supported by a software called Tense Buster, which aims at helping learners to practice vocabulary and grammar only.

In order to put into practice the curriculum established, a group of fourteen teachers are currently involved in the English area at the Institución Universitaria Cesmag; two of them are full time teachers and the other 12 are hourly teachers. One of the full time teachers is in charge of the coordination of the area and to support the Department of Human Sciences and Spirituality administratively, whereas the rest of the teachers are in charge of leading the classes programed. The type of contract of the hourly teachers can become a problem for the area, because the time devoted for planning or meetings is restricted.

Some specific problems related to the teaching of English at the Department are: 1) disposition of some teachers to participate in meetings; 2) lack of material for teaching like, flashcards, videos and audios; 3) number of hours per level, 48 hours; 4); large groups per

semester; 5) poor training teachers on the teaching of English; and 6) reduced number of levels of English, which offer a total of 144 guided hours of class.

The weaknesses of the current curriculum for the teaching of English will directly impact on the performance of the students and the alumni of the Preschool Education program, since it has not been designed based on the needs and interests reported.

1.2 SIGNIFICANCE OF THE STUDY

Nowadays English is a language used as a tool to achieve better job opportunities and to have access to more information that helps people improve in any specific field of study. In order to contribute to this, Colombia has some policies in elementary and higher education. That is the case of programs on education in universities, which have to demonstrate that their students have achieved a B1 level of English (CEFR) by the end of their studies.

As a response to that need, universities have designed English courses that let students learn English as a second language so that it provides better opportunities for their future and to perform in appropriate conditions in future academic opportunities such as specializations or Master's studies. In the specific case of the students of the Preschool Education program at Cesmag, they will be guiding the first contact children have with the world. Thus they need a series of tools, like English for example, that enriches their role as teachers. In that way they will not only have a better performance as teachers, but also they will be able to teach that language to the little learners.

For that reason, it was considered important to determine and analyze the needs that current preschool teachers in San Juan de Pasto have in relation to the teaching of English. Hence, having that information becomes a relevant resource to design and propose a curriculum that satisfies and benefits the future generation of teachers that would work in preschools teaching English. Additionally, it was crucial to think about the level of English that students require in order to understand and take advantage of a class on the didactics of English, as the one offered in ninth semester of the Preschool Education program. It is possible to say that if students do not have an appropriate level of English, they are not going to learn the basic foundations of how to teach that language, firstly, because they could lack the level of English to

understand the class, and secondly because they might not be able to carry out an activity or lesson in the target language.

Having considered the aspects mentioned above, this study is a contribution to the School of Education, especially to the Preschool Education program, since its results might be used as a guideline to improve the existing English course offered. Thus, suggestions to develop a more effective curriculum will be given in order to achieve the goal of becoming a certified program and to provide the necessary tools that future teachers will need in their actual jobs.

1.3 RESEARCH QUESTION

This research will answer the following question:

What are the characteristics that the English curriculum must have in order to improve the level of English of the students of the Preschool Education program at Cesmag based on the actual needs of the students and alumni?

2 OBJECTIVES

2.1 GENERAL OBJECTIVE

To design a curriculum proposal, based on a needs analysis, in order to improve the level of English of the students of Preschool Education program at the Institución Universitaria Cesmag.

2.2 SPECIFIC OBJECTIVES

1. To identify the linguistic profile of Preschool Education program students established by the institution.
2. To examine the resources provided by the University to teach English
3. To inquire the perspective of the students about the current English courses
4. To deduce to what extent alumni need to use English in their job areas
5. To analyze the current syllabus and its assessment process

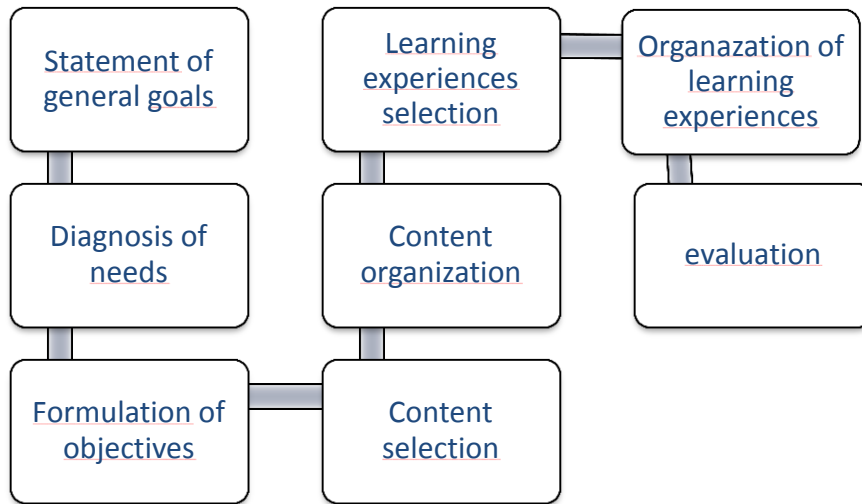
3 LITERATURE REVIEW

3.1 CURRICULUM FOUNDATIONS

Richards (2001) defines curriculum design as the process of deciding what students learn in a certain program in terms of knowledge, skills, and values, as well as how this learning should take place in terms of planning and evaluating. This description is also supported by Nation and Macalister (2010) when they state that curriculum design is similar to a “writing activity” in which many steps are taken to achieve this task. Hence, successful learning partially relies on how the curriculum of a specific program is designed to meet the learning objectives. The process of curriculum design goes through a number of steps in order to make learning valuable. Taba (1972, cited by Gass, 2012) suggests a model in which the curriculum process encompasses seven steps: needs diagnosis, formulation of objectives, content selection, organization of content, selection of learning experiences, organization of learning experiences and determination of the assessment process. In this model, the teacher is able to set the objectives of the curriculum after he has identified the needs. Thus, having the objectives clear, it is necessary to select the content that will be relevant in a specific order that helps the learner reach the goal. The learning experiences are directly linked to the content, since these learning experiences are the match point that will engage learners in learning. This inductive model can be synthesized in the following on the next page:

Figure # 1.

Inductive model for curriculum design. Taba (1962)



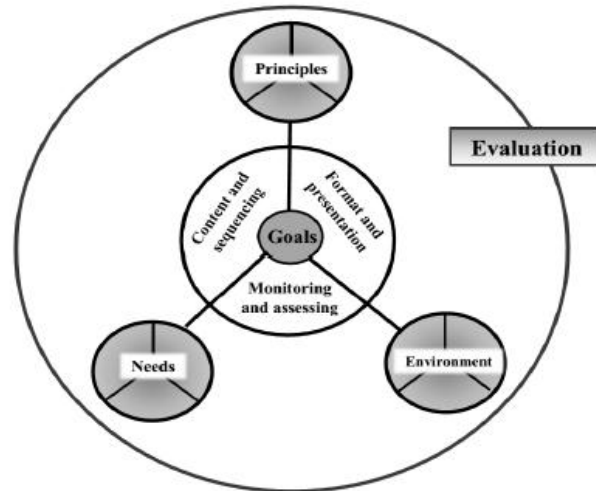
Nation and Macalister (2010) present some variables that should be taken into account when designing a language curriculum. The authors also consider the analysis of needs as an essential starting point. They can be of two kinds: environment analysis and needs analysis. Each of these, plus some principles is achieved through the consideration of the factors involved in the context and situation in which the course will be developed. From their position, environment analysis refers to studying various factors affecting the situation or setting of the learning process. Secondly, needs analysis involves the investigation of students' expectations, objectives, and needs from the language program.

The principles that guide curriculum design belong to the pedagogical perspective of the teacher designer. Those principles stated by Nation and Macalister (2010) are supported by theory and practice within any of the three fields: second or foreign language learning, first language learning, and general educational research and theory. However, they clarify that none of the principles belongs to language teaching only.

Nation and Macalister (2010) not only consider needs analysis as an important factor to develop a curriculum design, they have also established a series of elements that directly intervene when designing and deciding what will guide the construction of a language curriculum. In their model, they have distributed the elements into three outside circles and a subdivided inner circle.

Figure # 2.

Curriculum design model. Nation and Macalister (2010)



In addition to the models presented above, Eisner (1991, cited in Lunenburg, 2011) offers a systemic and dimensional view of curriculum in which behavioral principles and aesthetic components are combined. The author lists five dimensions for curriculum design: intentional, structural, pedagogical, curriculum, and evaluative.

First, the intentional dimension focuses on what actually matters in schools; this means that the characteristics of the curriculum and its component have to be carefully selected to work properly. As a second dimension, the author presents the structural one, which refers to the internal organization of the schools and the role of the participants, and the time advocated to activities. If the organization is not updated, the learning opportunities are not going to be offered in the conditions they should. A third dimension is called pedagogical; this dimension supports the core of the educational system which is the school improvement. As a fourth dimension, the author presents curriculum, in which it is important to consider how students will be engaged and the interaction required to learn the different skills. Finally, the fifth dimension, evaluation, refers to the process carried out to know how successful the course or program is, and how well students are doing it.

Based on the above models and suggestions to develop a language curriculum, one can agree with the fact that the core of the design relies on the needs and interests of the learners. That is the ideal starting point, since it provides the necessary guidelines to establish clear objectives and the methodology that should be used for a specific group of learners. Additionally, the setting up of a curriculum has to consider the environment where it will take place and how that process will be evaluated. This information and theory is vital for this study, because it allows the researcher to generate a proper order of the steps to follow when designing a language curriculum. Thus, the present study has started the process of curriculum design by gathering information about the needs and interests of the students and alumni of the Preschool Education program at the Institución Universitaria Cesmag in order to obtain the core of the design.

3.2 CONTENT AND SEQUENCING

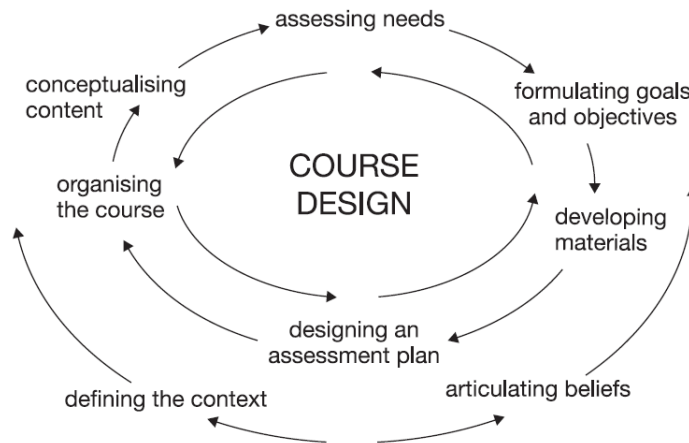
According to Nation and Macalister (2010), the content of a language course should include language items, ideas, skills and strategies that meet the objectives. It is not only important to include the topic and units of progression, it is also important to add some elements like reviews of topics, and check of vocabulary and grammar. The sequence or the order of the content selected must help the teachers to observe a progress in the learning of the language. Taba (1962, cited by Gass, 2012) and Laurillard (2010) support the importance of the appropriate sequence of the content by considering that the pre-requisites and the outcomes play an important role to see and measure the progress of the learners. Hence, this concept of a well-structured curriculum will benefit the students to whom this curriculum proposal is addressed to, since teachers and students will have a clear guidance that allows all the participants to clearly know where they are and where they are going.

3.3 MODELS FOR CURRICULUM DESIGN

In order to look for the most appropriate curriculum for learners, many authors have developed and proposed a series of models that adapt to the needs of a particular group of learners. The models proposed by Graves (2000) and Nation and Macalister (2010) match perfectly in both proposals, however Graves takes the assessment part as an only unit in which she incorporates monitor and assessment and evaluation.

Figure # 3.

Grave's Model of Curriculum Design (Graves 2000, in Nation and Macalister, 2010)

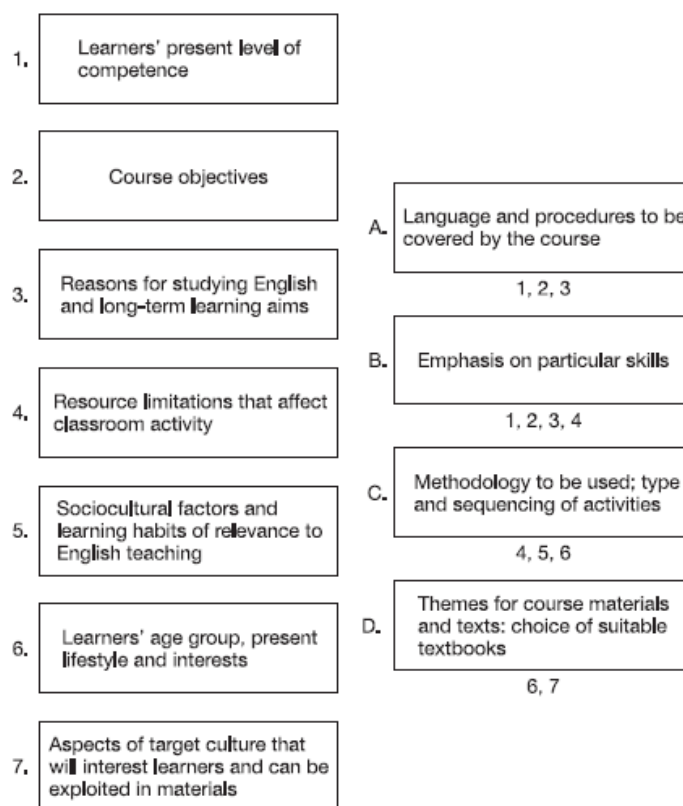


Grave's model (2000, cited in Nation and Macalister 2010) describes the importance of assessment in relation to the content and the syllabus proposed. By comparing the models presented by Nation and Macalister (2010) and Grave's (2000) we can see that they focus on similar aspects, especially in terms of the content and sequence, the only difference presented is the role of assessment in the different stages of curriculum.

Laurillard (2010) presents Murdoch' model. In this model, the environment needs are highlighted and there is a clear emphasis on the affective part of the students. However there are some possible weaknesses since principles, monitoring and assessment, and evaluation are not present.

Figure # 4.

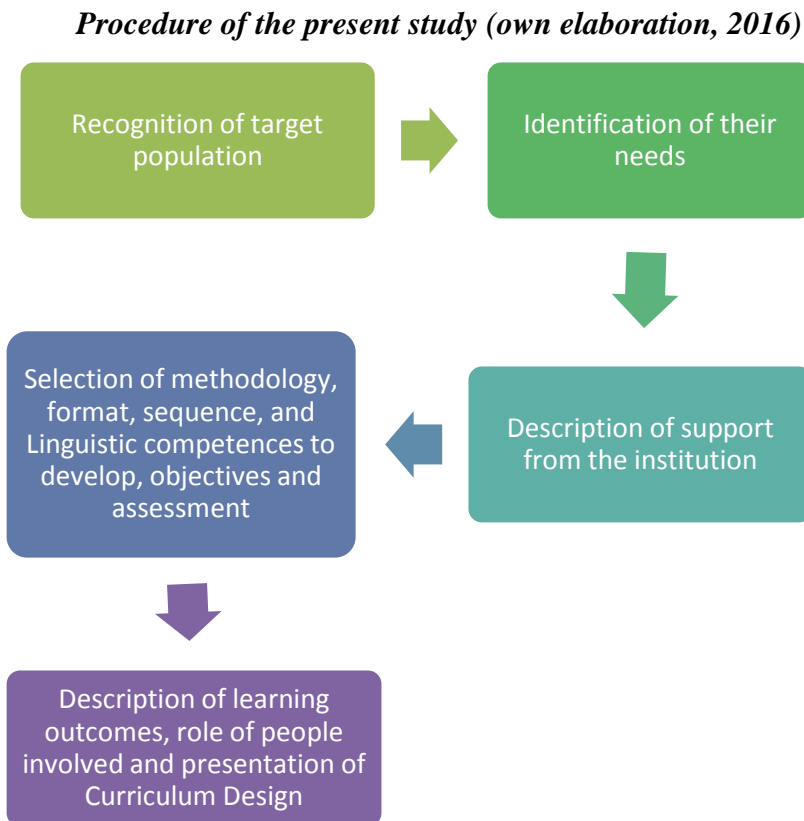
Murdoch's model of curriculum design (in Laurillard, 2010)



Murdoch's model matches with the previous models in relation to the target needs, sequence, lacks and necessities. This model supports the concept of starting to determine the needs of the learners in order to establish the objectives to be achieved. Despite that this model does not offer information about how assessment has to be conducted, it helps the designer make decisions about the sequence that has to be developed for the creation of a language curriculum.

The models presented complement each other in order to provide the foundations that make experts set up a curriculum according to the context in which learners will be involved. The following chart summarizes what the researcher considers relevant for the design of the English curriculum proposal for the students of the Preschool Education program of the Institución Universitaria Cesmag.

Figure # 5.



3.4 AIMS AND LEARNING OUTCOMES

For Richards (2001) the words aim and goal are interchangeable when discussing curriculum design. What must be clear is the role of the aims when setting a language curriculum. Thus, Nulty (2012) and Rumpus (2008) affirm that the aims describe the point to be achieved and what teachers expect learners to be able to do by the end of a specific course. For Rumpus (2008), specifically, the learning outcomes are sentences that display the expected achievement. In addition to this, Nulty (2012) suggests the Constructive Alignment, which determines the alignment that must exist between the teaching activity and the assessment of the outcomes. Therefore, writing the aims and the learning outcomes is based on some sentences that commonly start by a verb that indicates the actions the students will be able to do with the language after taking a specific course. Therefore, it is relevant for the creation of the curriculum of this study to establish in a clear way what the learners of the program will achieve by the end of the English course.

3.5 FORWARD DESIGN AND CENTRAL DESIGN

Richards (2013) makes a clear distinction between these two terms. Forward design is understood as a process in which the steps of the design are carried out through this order: content, syllabus, methodology, outcomes, and assessment. These steps are supported by the waterfall model proposed by Tessmer and Wedman (1990, cited by Richards, 2013). Contrary to this, in the central design, the order in which curriculum is set comes different; here, the starting point is the methodology and the selection of the teaching activities, and techniques. For the sake of courses which the intention is to go through general English, the forward design is the most appropriate one. However, in order to have a clear guideline, objectives have been added to the forward model as the starting point of the design of the English curriculum.

3.6 NEEDS ANALYSIS

The term needs should be seen in this case from the linguistic perspective or in terms of the language learning, Richards (2001) describes this term as a linguistic deficiency, more precisely referring to the point between the actual knowledge of the learner and the point to be achieved after instruction. Thus, the needs are around the subject waiting to be analyzed.

Curriculum design is a process that involves the use of many elements to be developed as seen before. Needs analysis is the first step in this process. Hutchinson and Waters (1987) provide three essential components included in needs analysis: necessities; lacks; and wants. The former refers to what the learner requires to communicate effectively; the second issue intends to collect information about the actual knowledge of the learner and what is still missing; whereas the latter gathers information about what the students consider is important, and what they want to learn from the target language.

Despite that the needs analysis emerged in language teaching with the purpose of developing English for Specific Purposes curricula, it has become a useful tool for language planning in general (Nunan, 1988). Foreign language needs are generally categorized into objective needs, which are related to what the learner needs to do with the language, and

subjective needs, referring to the wants of the learner (Nation and Macalister, 2010). One can obtain the necessary information for objective needs by observing, gathering papers or exams, while the self-assessment of learners, questionnaires and interviews are suitable to gather some information for the subjective needs.

Additionally, Stufflebeam et al. (1985, cited in Brown, 1995) established four philosophies underlying needs analysis:

1 Discrepancy philosophy: needs are any differences between future desired student language performance and their actual state.

2 Democratic philosophy: needs are any learning goals desired by teachers or tutors involved.

3 Analytic philosophy: needs are any students' progress in learning after determining the information about them and the learning processes involved.

4 Diagnostic philosophy: needs are any language elements or skills that must be considered as vital.

It is considered important to know these philosophies, since the needs taken as a source of information or starting point of curriculum design will be objective and thus the designer could not be biased towards one of them. For the present study, the four philosophies are considered equally relevant.

3.7 LEARNING NEEDS AND PRESENT SITUATION

It is not only important to carry out a target analysis to determine what the learners will need to do with the language, it is also relevant to identify what students are like at the beginning of a course or before taking it. The present situation analysis was presented by Richterich and Chancerel (1980, cited by Songhori, 2008), in their approach students, the teaching establishment, and the user-institution are the sources of information to understand how the beginning is. Based on these elements, it is possible to also determine what Hutchinson and Waters (1987) called learning needs. Although Hutchinson and Waters (1987) propose the following questions to obtain information for an ESP course, it is possible to use them for a general English course:

1. Why are the learners taking the course?
 - Compulsory or optional,
 - Apparent need or not
 - Are status, money, promotion involved?
 - What do learners think they will achieve?
2. What do learners learn?
 - What is their learning background?
 - What is their concept of teaching and learning?
 - What methodology will appeal to them?
3. What resources are available?
 - Number and professional competence of the teachers
 - Attitude of teachers
 - Materials
4. Who are the learners?
 - What do they know already about English?
 - What subject knowledge do they have?
 - What are their interests?
 - What teaching styles are they used to?
 -

The above questions are significant for the researcher in order to create the surveys and interviews that will guide the process of gathering information in relation the needs of the alumni and students of the program.

3.8 CONDUCTING NEEDS ANALYSIS

Long & Doughty (2011) established a series of steps that the researcher has to consider when developing a needs analysis procedure: 1) Define the purpose of the needs analysis 2) Delimit the student population 3) Decide upon approach(es) and syllabi 4) Recognize constraints 5) Select data collection procedures 6) Collect data 7) Analyze data 8) Interpret results 9) Determine objectives 10) Evaluate and report on the needs analysis project.

Additionally, Richards (2001) states that the design of a needs analysis relies on one of these means of data collection: questionnaires, self-ratings, interviews, meetings, observations, and tasks analysis. Based on this, it is crucial to determine who will use one of these methods, since it may influence on how accurate the information will be. In the case of young learners, for example, who take English as a compulsory subject, the information may not show their wishes towards the learning of a second language as their parents would do.

Based on these suggestions, it has been important for the present study to establish the instruments that will allow the researcher to collect the data for the needs analysis stage. Thus, it has been considered to use an interview for the administrators and two different surveys for alumni and students.

The proposal aims to be a Learner Centred Curriculum. As Nunan (1988) claims, the nature of this curriculum means that teachers and students are involved in the process of making decisions about curriculum development. Hence, it allows the participants to take part in the development and evaluation of curriculum.

When talking about Learner Centred Curriculum, Nunan (1988) provides key elements involved in its development: data collection about students, selection of content, methodology and ongoing monitoring, assessment and evaluation. To this respect, Richards (2001) and Graves (2000) establish the relevance these elements have in order to design a curriculum proposal.

According to the theory stated above, the learner-centred curriculum is directly connected with a needs analysis process, since it provides information about who the students are and the most appropriate methodology to meet their environment and needs.

As it has been presented, a language curriculum becomes a process of creation and shaping what an institution will provide to its students in a teaching-learning process. Many authors support the idea of starting the design of a language curriculum from the identification of who the students are and the circumstances that influence on their learning. The factors that will make the curriculum successful are directly linked to the needs and interests they have towards

the learning of a second language. Thus, the fundamental theory supports this study in relation to the process carried out to design an English curriculum that meets the needs of the current students of the Degree in Preschool Education program of the Institución Universitaria Cesmag in Pasto.

4 METHODOLOGY

The present study was designed under both a quantitative and qualitative method, since the surveys utilized for data collection contained open and closed questions. Two different surveys were administered, one for the current students of the program and a different one to the alumni. Some information regarding number of participants, alumni of the program, and the number of the students was also considered for the data collection. Additionally, three interviews with open questions were applied to three members of the administrative part: the Academic Vice Rector, the Dean of the School of Education and the Director of the Department of Human Sciences and Spirituality. These interviews were intended to know the resources that the university has for the teaching of English, also the interviews were addressed to know the perspective they have towards the linguistic profile of the learners and the alumni of the Preschool Education program.

The surveys applied to students contained questions that were addressed to find: a) students perceptions of the current classes b) evaluations students commonly face in English c) interests and needs towards the language d) background in the learning of English. On the other hand, the surveys applied to the alumni were addressed to discover what needs and necessities they find in their jobs in relation to the use of English and how they perceived the program had helped them to face them at work. Finally, the interviews to the administrators of the university contained 5 open questions in which it was possible to discover the position towards the teaching of English and how the Institución Universitaria Cesmag could support the English program in order to achieve the goals proposed.

4.1 PARTICIPANTS

The subject of this study was 79 students who belong to 5th, 6th and 9th semester of the Preschool Education program, three administrators: the Academic Vice Rector, the Dean of the School of Education, and the Director of the Department of Human Sciences and Spirituality. As a third resource 17 alumni who belong to 5 different private preschools in the city were surveyed.

Two of the preschools where the surveys were applied belong to private schools, while the other 3 preschools are private institutions that are well recognized in the city.

4.2 INSTRUMENTS

In order to obtain the information required this research was focused on three different groups of people: 1) current students; 2) alumni of the program; 3) administrators of Cesmag. Hence, two different surveys and one interview were designed for this purpose. The surveys were applied to current students of the Preschool Education program and a different survey was applied to the alumni. The survey for alumni (see appendix A) was designed in order to identify the needs teachers in practice have in relation to the use of English Language in their workplaces, and their perspective of the English classes they had taken during the undergraduate program. On the other hand, the survey applied to the current students of the program was designed to see the wishes, perspectives, expectations and needs of the students in relation to the English course they are taking or have taken during their studies (see appendix B).

The interviews (see appendix C) applied to three administrators consisted 6 of semi-structured questions. The focus was mainly on three aspects: the perception of how English has been taught, the resources of the University to support the teaching of the target language, and the main objectives of the English courses. The interviews were recorded, translated to English and transcribed for a better analysis.

4.3 PROCEDURE

In order to apply the surveys to in-practice teachers, it was necessary to look for a database where there is information about the places where alumni from Institución Universitaria Cesmag are currently working. Then, it was crucial to ask for permission in 6 kinder gardens and 3 private schools to apply the surveys. Since there was no complete acceptance for the procedure, the surveys were applied to 2 private schools and 4 kinder gardens.

Furthermore, in order to apply the interviews to the administrators, it was indispensable to ask for a meeting with the Academic Vice Rector, the Dean of the School of Education, and the Director of the Department of Human Sciences and Spirituality. The meetings were carried out independently.

Finally, the director and the teachers were willing to take some minutes of classes to let the researcher apply the surveys to students of the program.

Figure # 6.

Procedure of the present study

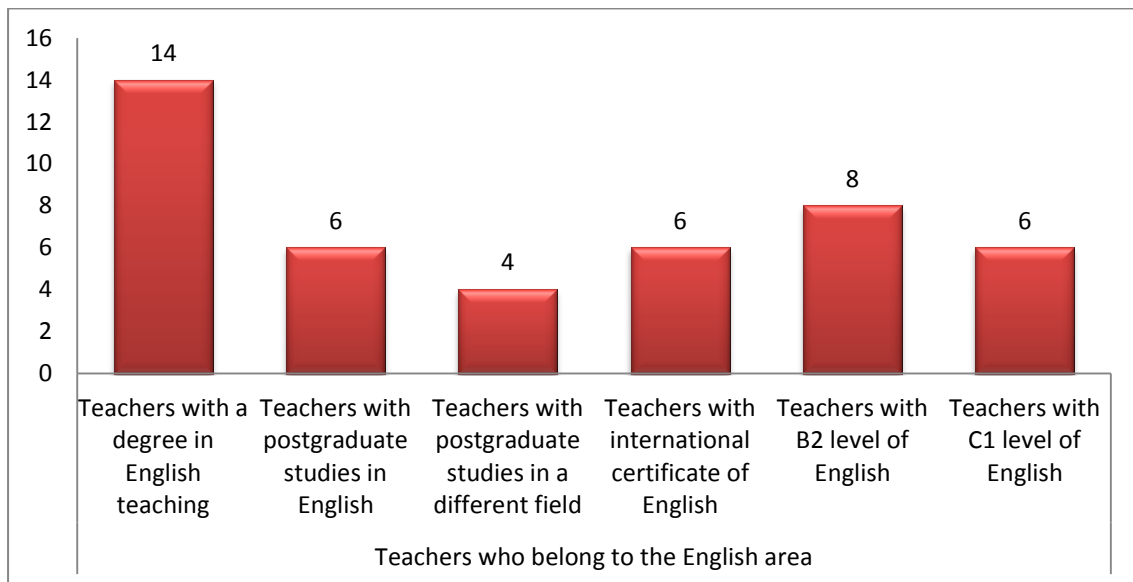


5 RESULTS

5.1 Characterization of English teachers

Graph 1

Results regarding characterization of the profile of English teachers



5.2 Interview to Administrators

Interview to the Director of Human Sciences and Spirituality Department

Question #1

What do you know about the teaching of English in the Bachelor's degree in Preschool Education Program? How is it carried out?

Answer:

“The teaching of English is taken as a requirement from the government, to achieve this purpose the department is in charge of administering the classes that each program needs, in the

case of the preschool program, the students have to take 4 levels of English as a requirement of their studies. They take the same English classes than the rest of the programs.”

Question # 2

What level of English is intended to achieve through the English course offered to the students of the Bachelor’s degree in Preschool Education Program?

Answer:

“According to what the government has established, the university aims at achieving a B1 level of English. However, the current curriculum containing four levels with 48 hours each does not help achieve that purpose, and it barely achieves a A2 level. From the politics of the Department, the department has submitted a project in order to generate a better course constituted of 5 levels of English and more hours a week; this is with the purpose of improving the level of English and obtaining the B2 level in students. To conclude, it is difficult to achieve a B1 level with the program we are offering.”

Question #4

Do you consider that the students should have an English profile? If so, what is that profile?

Answer:

“The idea is to provide a profile that helps the learner to emphasize on the type of language they need, it is a technical vocabulary in order to make the learner be successful in their future activities.”

Question # 5

How can you support the improvement of the teaching of English from your position as Director of this Department?

Answer:

“I would help in two ways, number 1 is by the generation of the language center that is directed by a person who is an expert in the teaching of foreign languages, because I am able to do it administratively, but it is important to know more about the teaching of English in order to provide proper guidelines. This will help to provide the learners to have a more appropriate

profile. As a second option, I have always considered that it is important to hire Native English teachers in order to improve the process. The native teacher has to be a person who has studied pedagogy.”

Question #6

Do you know how important or necessary is to have a certain level of English for the alumni of the program?

Answer:

“I would say first that people in our region are not aware of the importance of learning a second language. Despite some students take English as a not important subject, more students are being aware of the importance for their future studies or job requirements. It is very important for the alumni to have a level of English, especially because they will be able to have a better job and better salary. The idea is to be competitive around the country.”

Interview to the Vice Rector of the Institución Universitaria CESMAG

Question #1

What do you know about the teaching of English in the Bachelor’s degree in Preschool Education Program? How is it carried out?

Answer:

“The students of this program have to take 4 levels of English that are currently offered and administered by the Department of Human Sciences and Spirituality. Its purpose is to generate communicative skills so that they can face different situations. There is a laboratory that helps the teaching of English and students can practice there.”

Question # 2

What level of English is intended to achieve through the English course offered to the students of the Bachelor’s degree in Preschool Education Program?

Answer:

“The English classes are addressed to prepare the students to obtain a B1 level, according to the MCERF. This is the policy we have to follow because it has been established by the government in the Colombia Bilingue program. The program at the university, however, has not been able to achieve this goal.”

Question #4

Do you consider that the students should have an English profile? If so, what is that profile?

Answer:

“I think that the students have to be prepared for facing many situations that involve the use of English, in the case of the program of Preschool Education, they have to focus on the English they will work with children. However, they need to learn the English that requires a B1 level. I don't consider it is necessary to have a specific profile, because we should create a different program of English to every professional program we have as University.”

Question # 5

How can you support the improvement of the teaching of English from your position as Academic Vice Rector?

Answer:

“For many years, I have worked on the improvement of the English program we offer and have. By this moment, I have proposed and asked for proposals that help improve the English curriculum we have, and also the way it is being administered. I consider that it is important to create a language center, and I am promoting so, because we can reduce the number of students per classroom. Also the processes are going to be improved in relation to the organization of this center. I am also promoting the possibility to certify our students after changing the way English is being taught in this moment.”

Question #6

Do you know how important or necessary is to have a certain level of English for the alumni of the program?

Answer:

“It is well known that English is important everywhere, and according to some new orders of the government, students who belong to a Bachelor’s degree in education has to demonstrate a B1 level of English. This is measured through the national test called Pruebas Saber Pro. Since the education in Colombia is intended to improve the level of English in students, the alumni of this program have to be able to support those purposes since they are also going to teach. In the future, I consider that having a good level of English will be mandatory for the alumni of the Preschool program.”

Interview to the Dean of the School of education of the Institución Universitaria CESMAG**Question #1**

What do you know about the teaching of English in the Bachelor’s degree in Preschool Education Program? How is it carried out?

Answer:

“Well, the students of the program take 4 levels of English starting in four semester. And by 9th semester, they have to take English Didactics, so this means that our students are given with the necessary tools in order to learn English and the necessary strategies that involve the teaching of it. The department of Human Sciences and Spirituality manages the policies to teach English, and the teachers that belong to that department are the people in charge of preparing the syllabus and what our students have to take. For the subject, English didactics, a teacher is the responsible to organize the content and the material that will be used for that subject with the students of 9th semester.”

Question # 2

What level of English is intended to achieve through the English course offered to the students of the Bachelor’s degree in Preschool Education Program?

Answer:

“Our students have to achieve a B1 level of English, as the norm says, and this is what we have recently programmed in the redesigning of the “document maestro.” We know that there will be some changes in the teaching of English in the University, so we hope that we can manage properly the factors involved.”

Question #4

Do you consider that the students should have an English profile? If so, what is that profile?

Answer:

“I would not say an English profile as itself, however I consider that they need to learn the things they will use in the places where they are going to work, most of our students start their practicum in the kinder garden of some public schools or in private places, there they perceive how English has to be taught and what they will need. I consider that they need a lot of vocabulary and sentences that people use every day.”

Question # 5

How can you support the improvement of the teaching of English from your position as Dean of this School?

Answer:

“I think that we have given the necessary tools to the University and the learners. From my position, I think that it is important to support the decisions made by the principal and the Vice Rector, and to provide the time and the flexibility of the program to adjust English in the curriculum.”

Question #6

Do you know how important or necessary is to have a certain level of English for the alumni of the program?

Answer:

“As a professional of the same program, I consider that today it is more important to know English, because many of the alumni have to teach it, and also because this is important for further studies and to grow as a professional. I consider that not only the students of this program

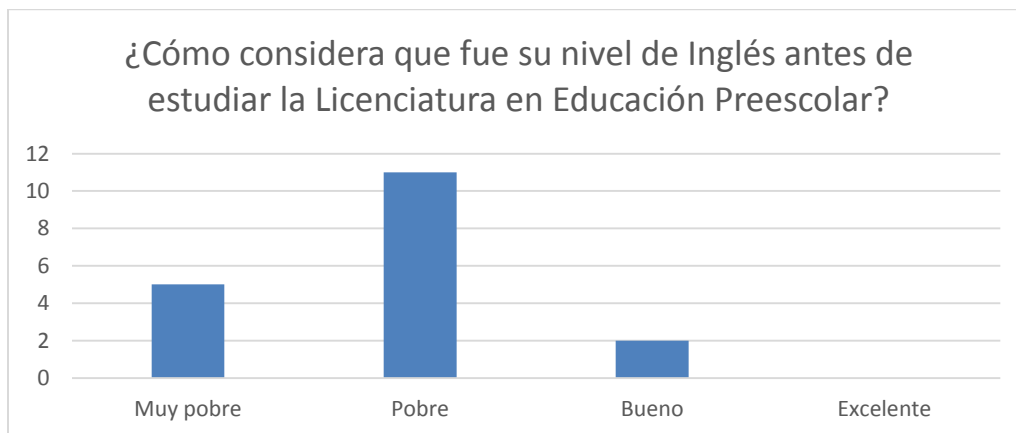
need to learn English, but also all the people who are involved in the educational side need to learn English. In the case of our learners, they have to have a good level of English, I would say that it is important to have a B1.”

5.3 Survey applied to in-practice teachers

As part of the data collection, a survey with 15 semi-structure questions was applied to 17 current teachers of kinder gardens in the city. The teachers who took the survey are alumni of the Degree in Preschool Education program from the Institución Universitaria Cesmag.

Graph 2

Results regarding question 1. Survey A



This graph represents that 60% of the teachers consider their level of English was poor before starting their undergraduate studies, while 30% of them state that it was very poor. 10 % added that their English was good by that moment.

Graph 3

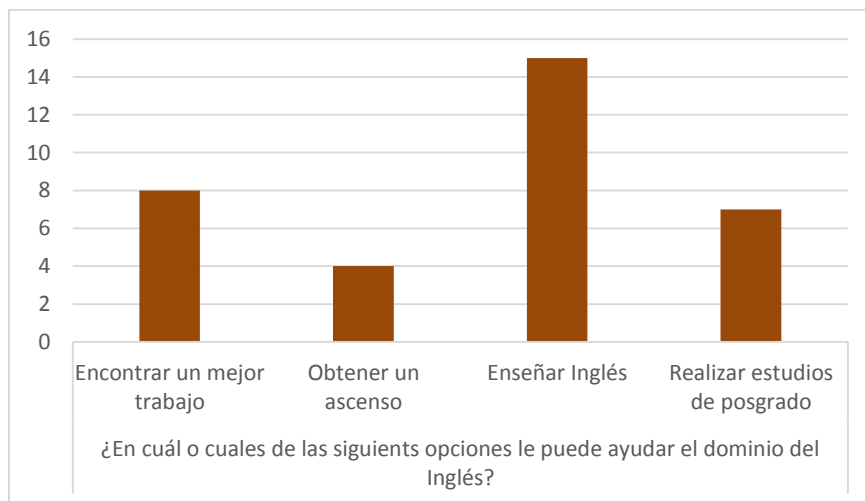
Results regarding question 2. Survey A



Graph number 2 reveals that the respondents agree unanimously that Learning English is important for their jobs.

Graph 4

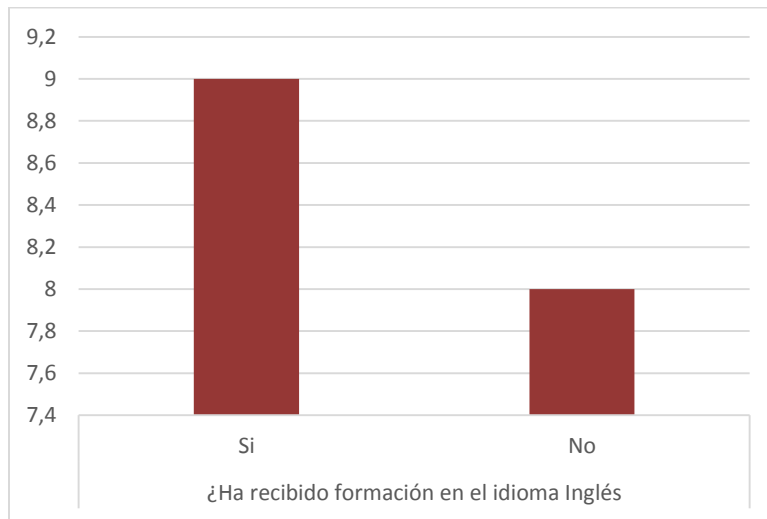
Results regarding question 3. Survey A



This graph demonstrates that the most important reason to learn a language is to be able to teach it, this can be seen because 88% of the participants agreed on this option. The second highest option in which teachers agreed was to find a better job; this option was chosen by 47% of the surveyed teachers. For 41% of them, the third most important reason is to get further studies. The fourth important reason for 23% of the teachers is to be promoted.

Graph 5

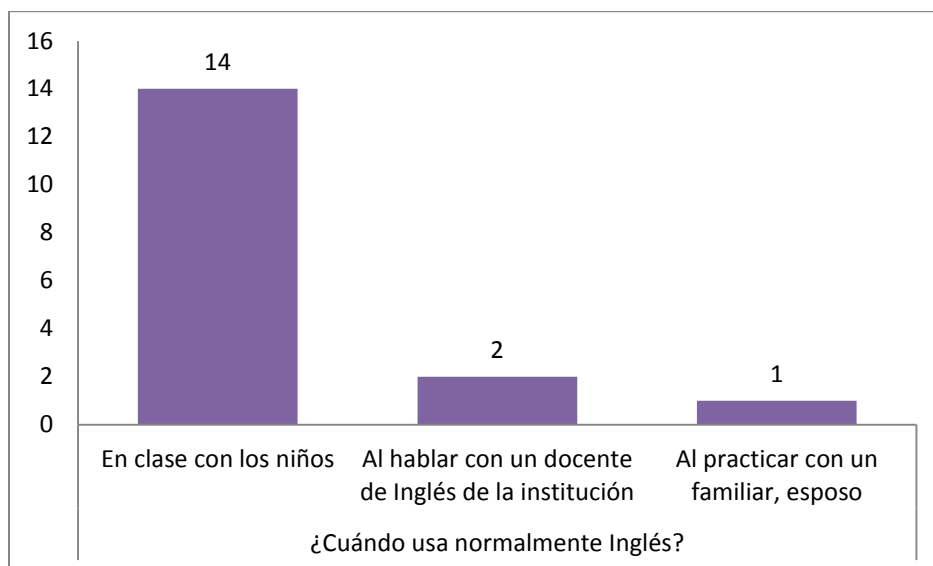
Results regarding question 4. Survey A



In question number 4, almost half of the participants mentioned they had had English classes. This majority, represented by 60%, affirmed that the instruction they were exposed to was throughout the courses offered by the Institución Universitaria Cesmag.

Graph 6

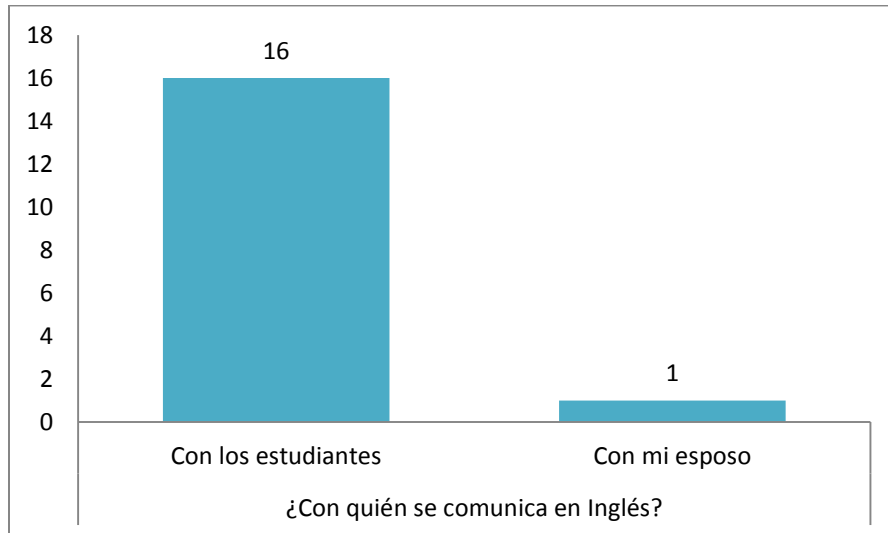
Results regarding question 5. Survey A



Graph 5 discloses that 83% of the respondents affirmed that they only use English during classes with students, while 12% added they regularly practice the second language with the English teachers who belong to the same school. Additionally, one teacher expressed that she practices some English with her husband, representing the 5% of the teachers interviewed.

Graph 7

Results regarding question 6. Survey A



Graph 6 displays that 94% of the teachers only use English to communicate with their students. One teacher, representing the 6%, stated that she also uses English to communicate with her husband.

Graph 8

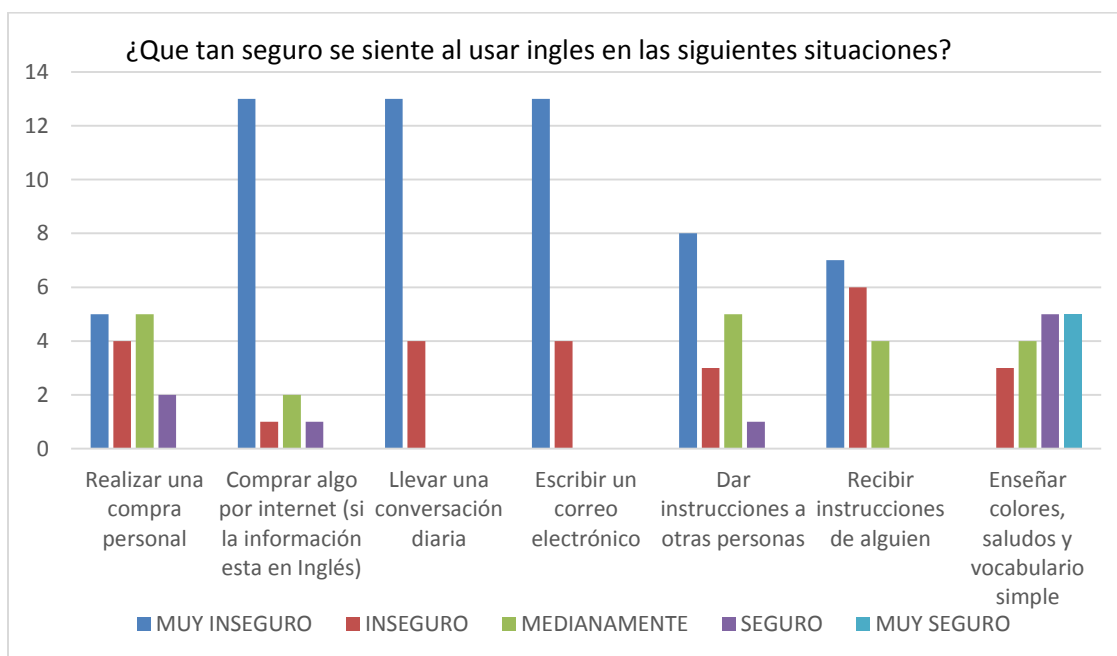
Results regarding question 7. Survey A



The graph above illustrates that for all the alumni surveyed, English is used at work. The alumni supported their answer by expressing that they commonly use English to communicate with children, especially to give directions, commands, and to teach some vocabulary.

Graph 9

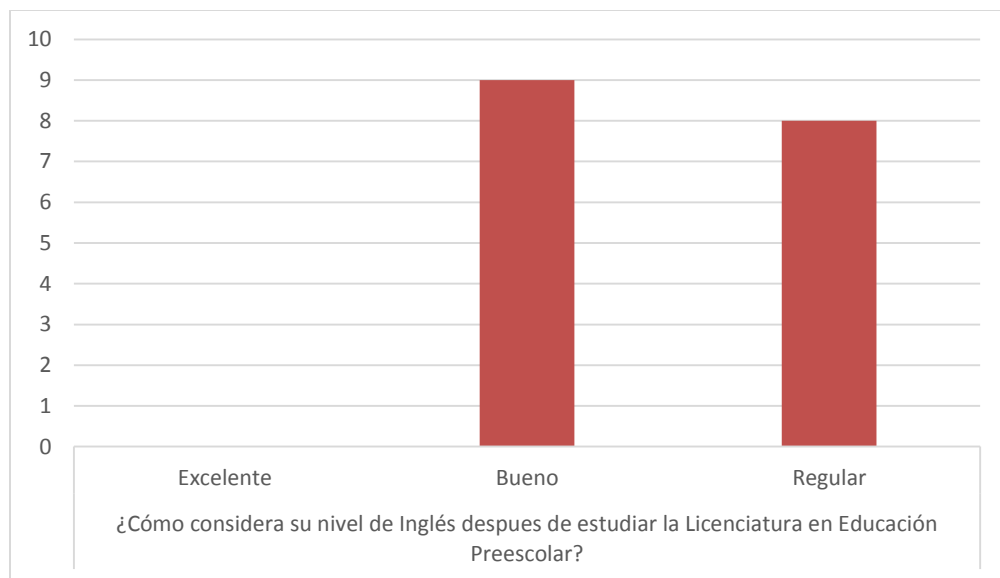
Results regarding question 8. Survey A



Graph 8 highlights how confident the participants feel towards the use of English in the given situations. It is possible to see that most students feel very insecure in 85% of the given options, especially when written or spoken output is required. The only option in which 35% of the respondents feel very confident is the teaching of colors and simple vocabulary such as names of animals and objects of the classroom. Moreover, the second highest results belong to the insecure category, in which understanding or following directions from a person was difficult to follow. The graph also shows that teachers do not feel confident when starting conversations on daily topics, the top answers were insecure, selected by 73% of teachers (13 people); and very insecure, selected by 27% of the teachers (4 people).

Graph 10

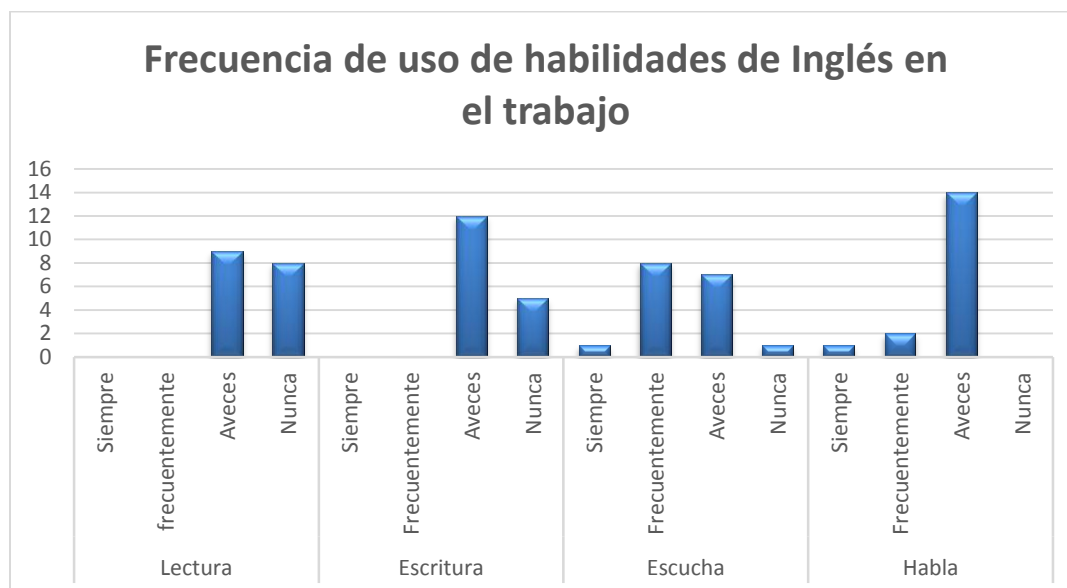
Results regarding question 9. Survey A



The graph above shows that 60% of the respondents consider their level of English was good after graduating from the University, while 40% mentioned that their level was poor after the same process.

Graph 11

Results regarding question 10. Survey A



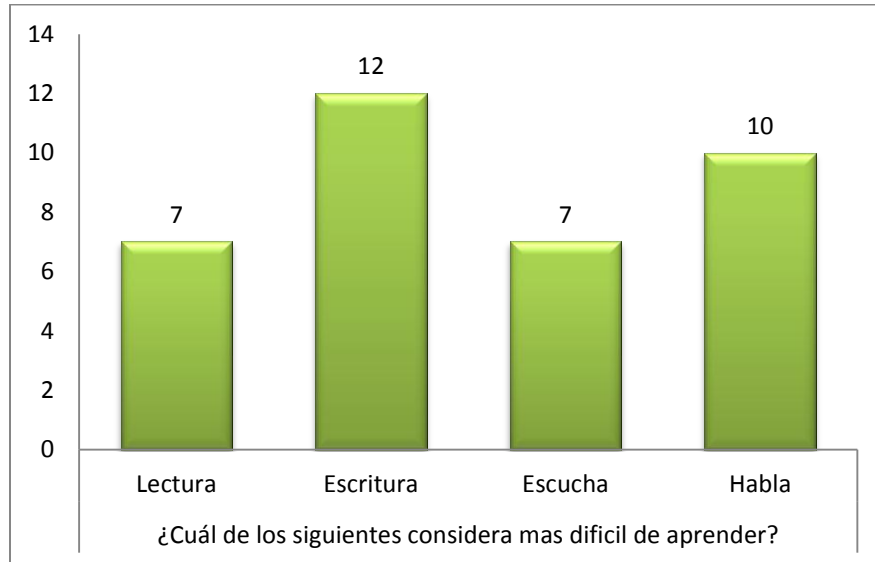
Question number 10 is addressed to know how frequent preschool teachers have to use each one of the 4 skills in English. Four options were given to each skill: always, frequently, sometimes and never. Here, the options which received the highest scores were sometimes and never. In relation to reading, 60% of teachers stated that they sometimes use this skill in classes, whereas the 40% of them mentioned that they never use it. On the other hand, 70% of the surveyed teachers mentioned they use writing, and the other 30% stated they never use it.

The graph also shows that listening is used in a varied frequency, 45% of teachers frequently use listening in classes, and 40% of them mentioned that they sometimes use it; finally, 7,5% of teachers stated that they never use listening and the final 7,5% claimed they always use it in classes.

According to the graph, speaking is the most frequent skill used in classes, since 82% of the teachers said they sometimes use it, 11% of them claimed they frequently use it, and 7% of the teachers established that they always use it.

Graph 12

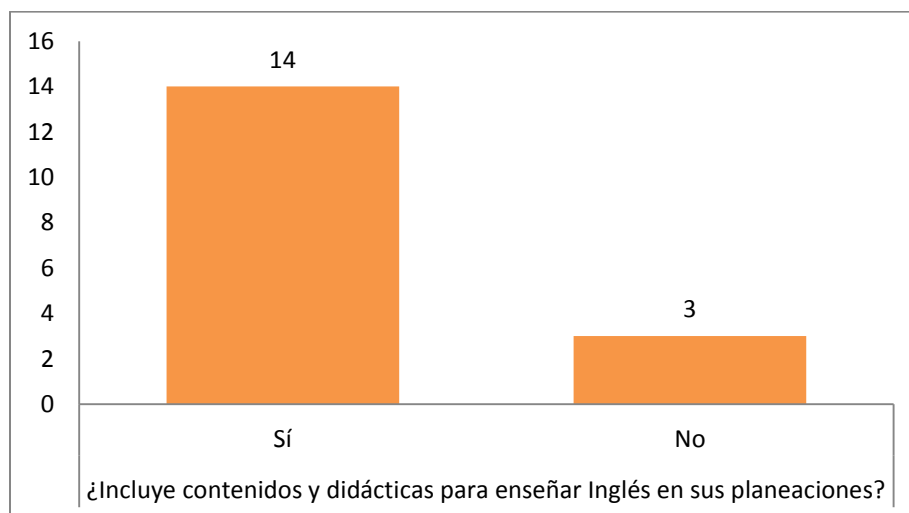
Results regarding question 12. Survey A



According to the results in the graph above, the correlation between questions 8 and 12 is interesting, since the participants reported that the skills in which they feel less confident are the most difficult to learn from their experiences. This graph shows that writing is the most difficult skill for them to learn; the second most difficult was speaking, whereas reading and listening were categorized as equally difficult as a third option.

Graph 13

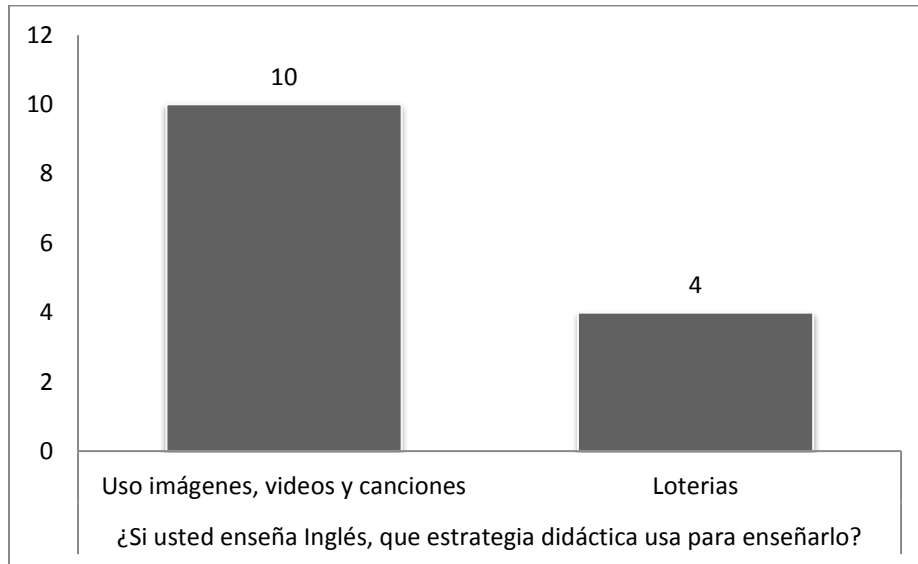
Results regarding question 13. Survey A



Graph 13 unveils that 90% of the teachers use some didactics and content to teach English. They reported games as the didactics used, and vocabulary related to greetings, colors, objects and animals as the content they usually teach.

Graph 14

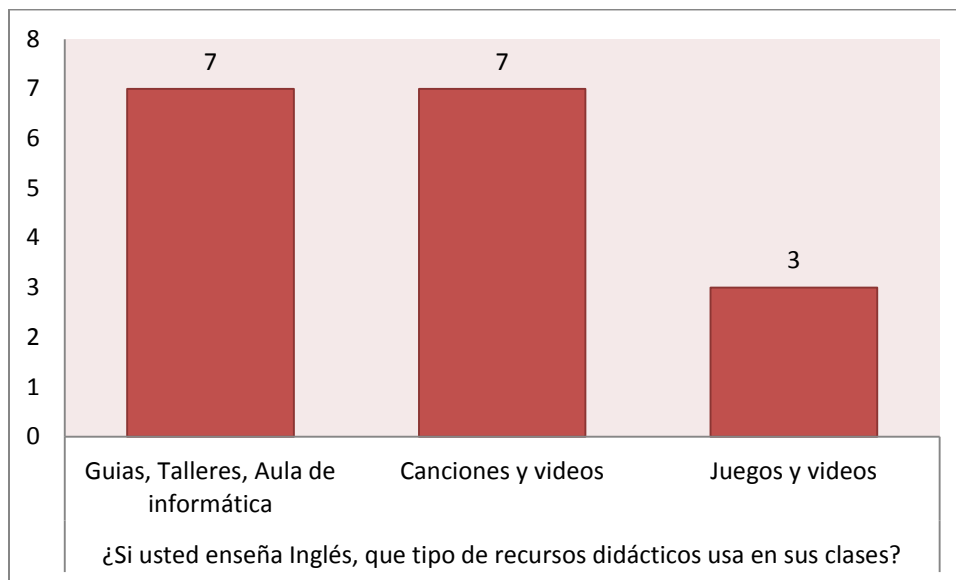
Results regarding question 14. Survey A



Graph 13 discloses that 59% of the surveyed teachers use images, songs and videos to teach English. 24% of the participants use lotteries as an additional tool. The other 17% of teachers did not answer this question.

Graph 15

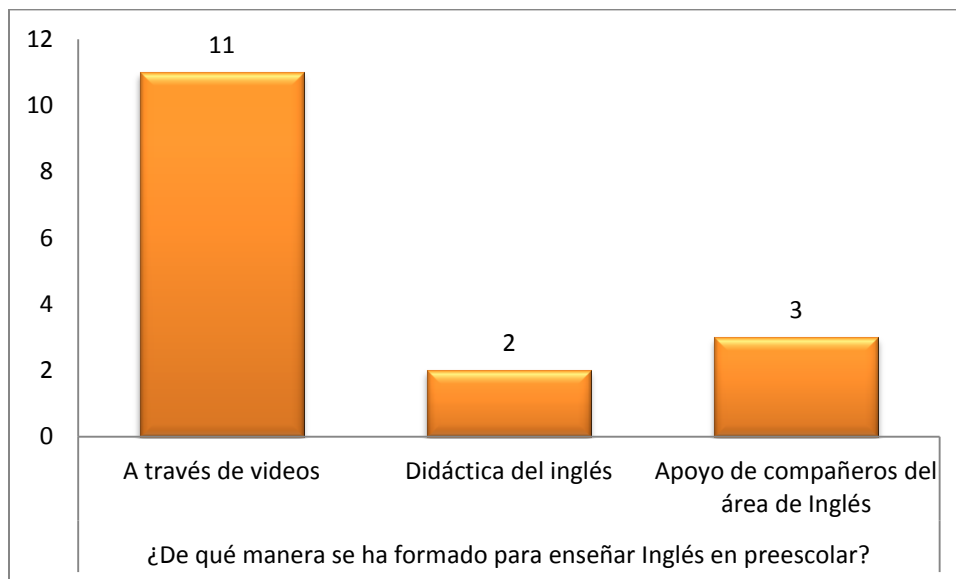
Results regarding question 15. Survey A



Graph 14 shows the didactic resources teachers use to teach English. 41% of the teachers use workshops and ICT tools. Songs and videos are used by other 41% of the surveyed people while games and videos are used by 18% of the respondents.

Graph 16

Results regarding question 16. Survey A



In question 16 teachers expressed the way they have learnt how to teach English. According to the results, 65% of the teachers have used videos as a source of learning, 25% of the respondents claimed that they have shared ideas with the English teachers that work in the same institution. Finally, 10% of the teachers have had English didactics class.

Graph 17

Results regarding question 17. Survey A



Graph number 18 demonstrates that preschool teachers consider necessary to know English in order to teach it, all of them added in their answers that they think it is especially important to learn vocabulary and how to pronounce it properly.

Graph 18

Results regarding question 18. Survey A



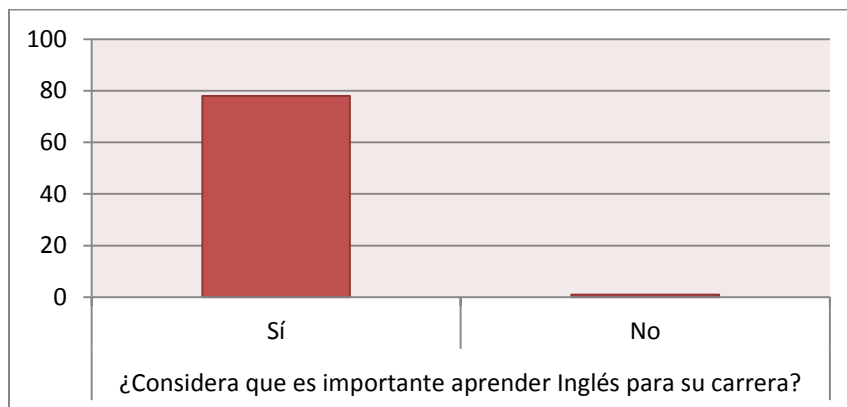
Graph 16 discloses what the alumni consider important to learn for their jobs in relation to the teaching of English. According to the respondents, 47% consider that they should learn a lot of vocabulary. 30% think that they should focus on pronunciation, while 23% of the teachers claimed that it would be important to learn English didactics.

5.2 SURVEY APPLIED TO CURRENT STUDENTS OF THE PROGRAM

As part of the data collection, a survey with 16 semi-structured questions was applied to current students of the Preschool Education Program. The students who took the survey belong to 5th, 6th, 7th, and 8th semester. A total number of 79 students were surveyed for this purpose.

Graph 19

Results regarding question 1. Survey B



According to the results obtained in question number 1, current students of the program consider English as an important language to learn for their careers. Most of them agree that it is necessary to increase their job and study opportunities.

Graph 20

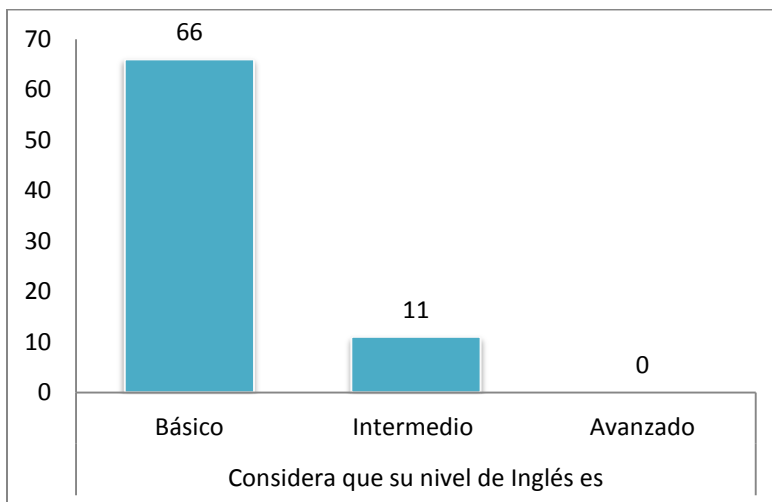
Results regarding question 2. Survey B



Question number 2 reveals a remarkable issue in terms of the English background of the learners. 20% of the participants stated that they had not had any exposure to English before the undergraduate program. The majority, represented by 80%, reported that they have had English classes before their studies in the University.

Graph 21

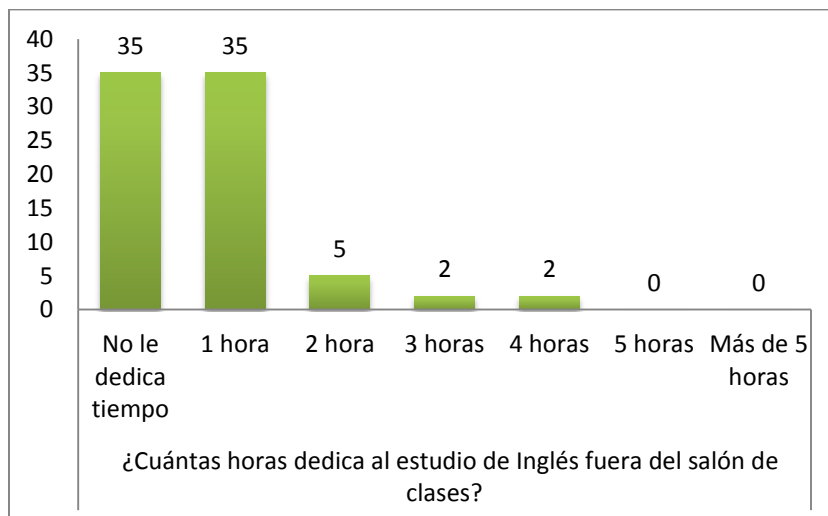
Results regarding question 3. Survey B



Graph number 3 displays how students consider their level of English. One can see that 85% classified themselves as having a basic level of English, and 15% said they have an intermediate level. This result was obtained with students who are currently taking English courses and with students who already took the three courses required.

Graph 22

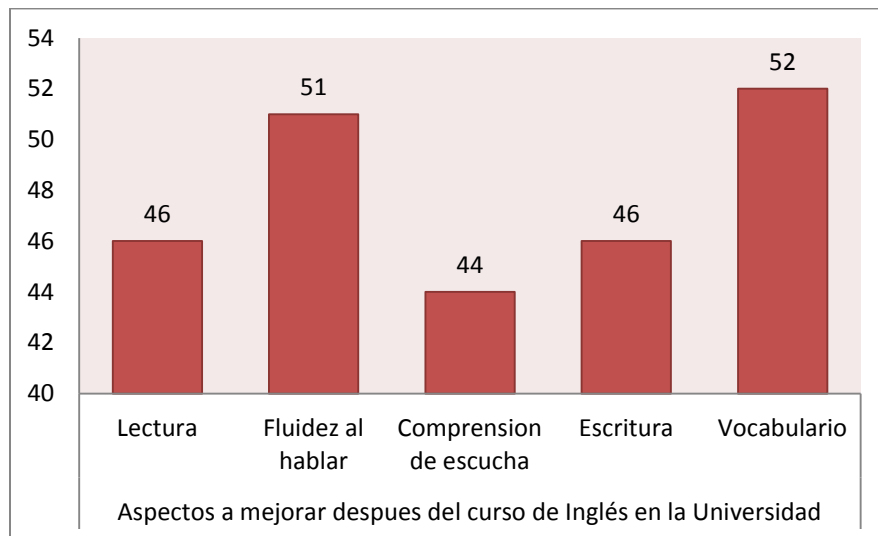
Results regarding question 4. Survey B



The graph above discloses that 44% of the students do not spend additional time to study English out of the University. Only 9 respondents out of 79 answered that they spend some time to study English on their own, meaning that 44% of students spend 1 hour to study English on their own, 6% spend 2 hours, and 6% spend between 3 or 4 hours.

Graph 23

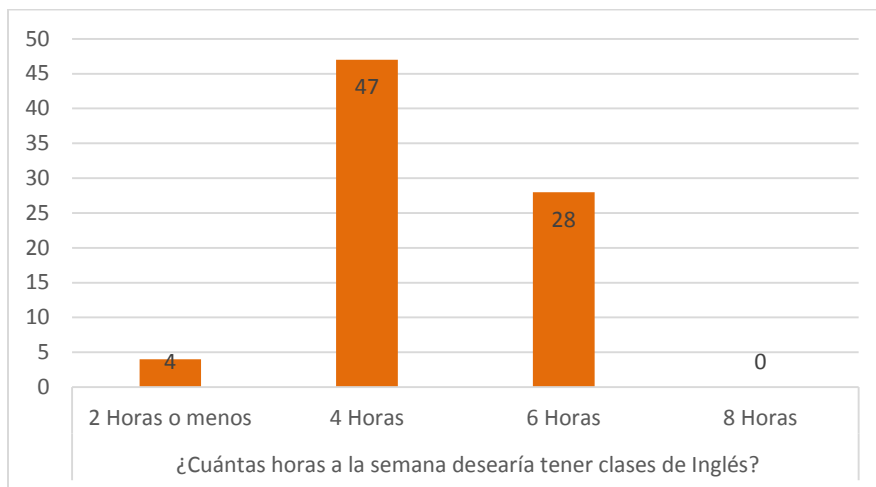
Results regarding question 5. Survey B



Based on question number 5, 64% of preschool students informed that they would like to have a high level in speaking skill and enough vocabulary to communicate after having taken the English course. On the other hand, 36% of the learners suggested that reading and writing as important skills to learn after having taken the course.

Graph 24

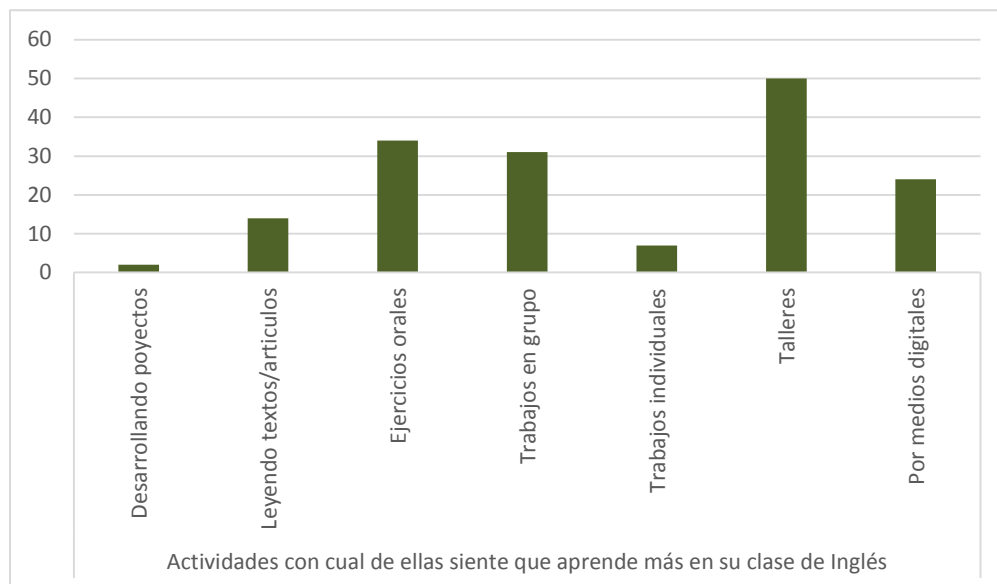
Results regarding question 6. Survey B



This graph presents the opinion students have towards the optimal number of class hours per week. 59 % agree with having 4 hours a week, one more than the current number. 8% desire to have less hours (4 a week), and 33% of the students said it was necessary to have 6 hours per week.

Graph 25

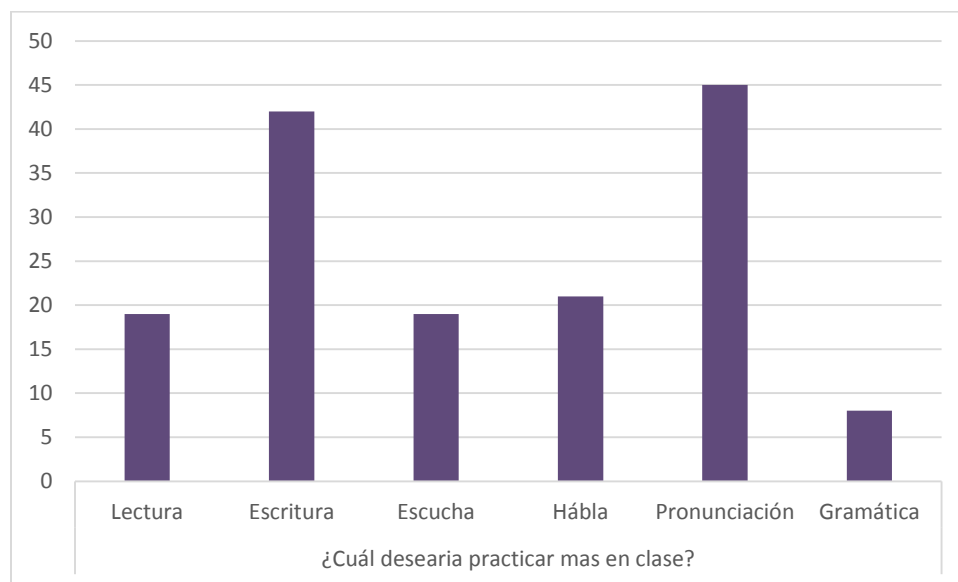
Results regarding question 7. Survey B



In order to support the subjective needs of students, this graph presents how students feel towards the activities carried out in class. 66% of the learners reported workshops as a strategy that helps them learn more, 41% stated that oral exercises were a useful tool. And average of 38% of the learners chose group work as an activity that makes them learn more in class. 10% of students reported that individual work can help them in their learning process, while 6% claimed that developing projects was the tool they preferred. The use of ICT was chosen by 30% of the learners as an important tool that improves their learning process.

Graph 26

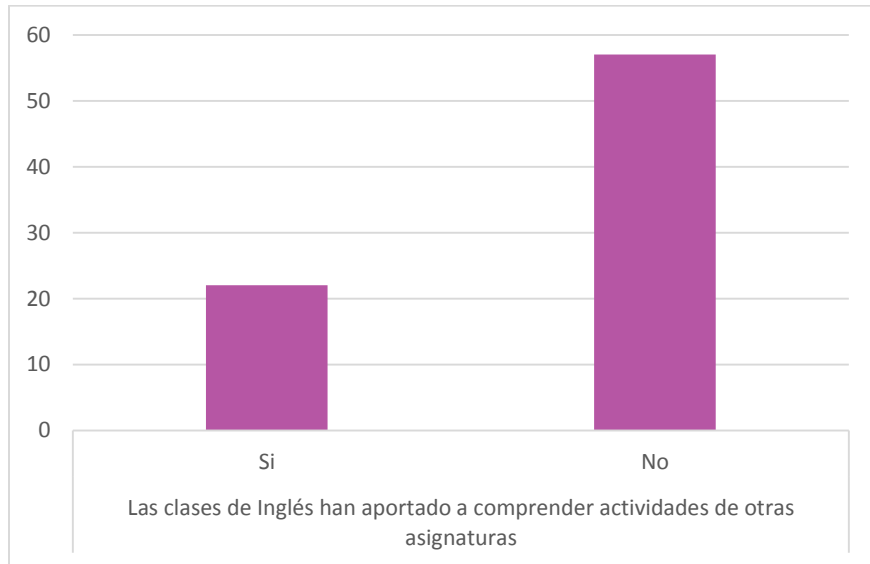
Results regarding question 8. Survey B



The above graph shows that pronunciation, with 56%; and writing, with 49%, are relevant for students of the program. An average of 26% of the students stated that speaking, listening and reading were the second most important things to learn. On the other hand, grammar was the least important for students, only 10% of the students considered this as something important to practice in class.

Graph 27

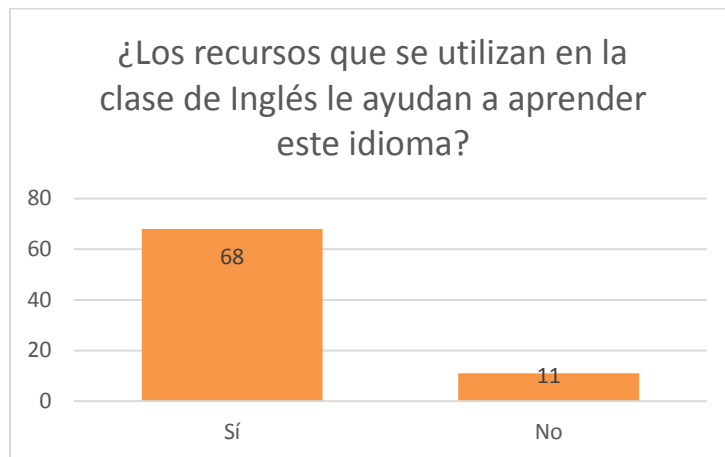
Results regarding question 9. Survey B



Graph # 9 shows how English is useful for learners in different subjects. 73% of the students reported that they are not exposed to too much information in the target language in a different subject, whereas 27% claimed that they find it useful for research classes.

Graph 28

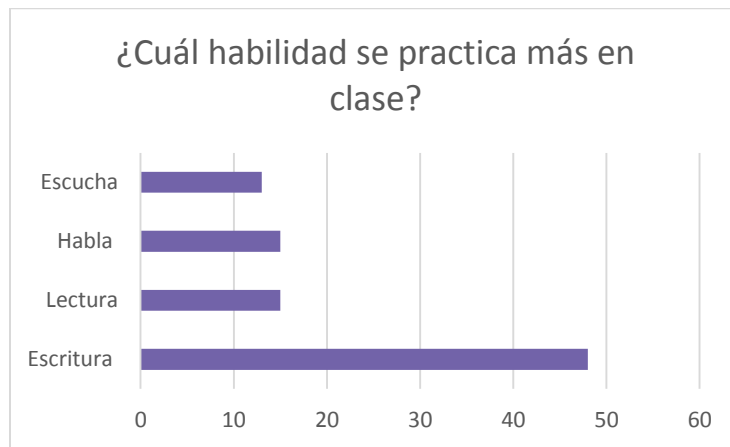
Results regarding question 11. Survey B



The graph discloses that 86% of the learners affirmed the resources used in classes are useful to learn the target language, while a small percentage, 11%, claimed they are not useful.

Graph 29

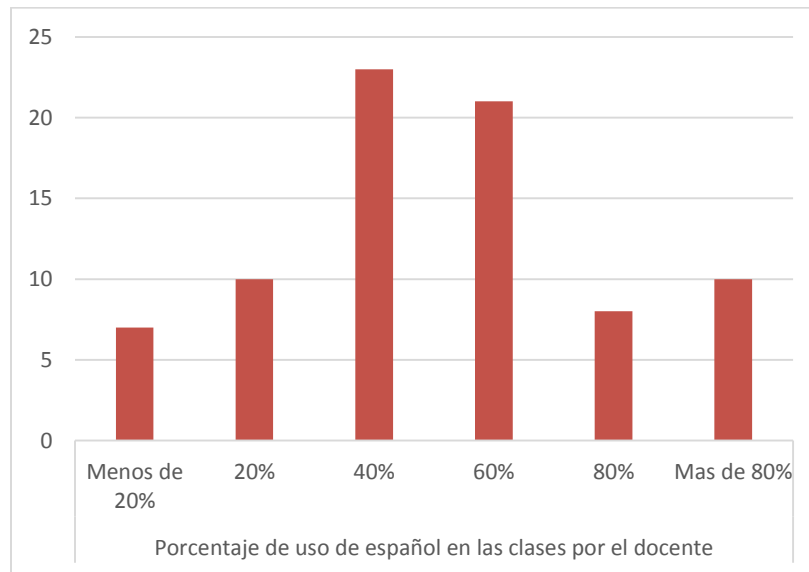
Results regarding question 12. Survey B



Students were asked about the skills that teachers tend to develop more in classes. The graph above demonstrates that 62% of the learners consider that teachers tend to use more writing activities. The other three skills share a common percentage in their use in classes, for 22% of the learners, speaking is the second most used skill in the classes, sharing the same percentage with reading. Listening is the least used in classes according to 18% of the surveyed learners.

Graph 30

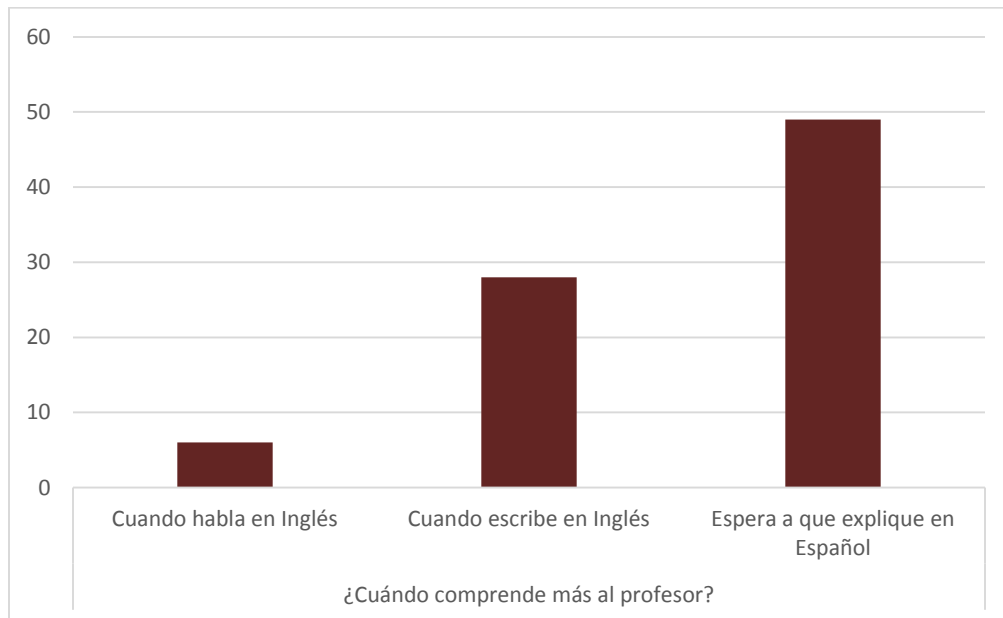
Results regarding question 13. Survey B



The graph above discloses the use of Spanish in classes by the teacher. According to 30% of the learners, teachers use Spanish during 40% of the class time. 26% of the learners affirmed that 60% of the three-hour class is developed through Spanish, being this the second highest score. 12% of the surveyed learners consider that teachers use less than 20% of the mother tongue for instruction, while other 12% state that, on the contrary, teachers use more than 80% of the time to teach classes in Spanish. For seven students, which means 8% of the surveyed population, teachers use less than 20% of the class time for instruction.

Graph 31

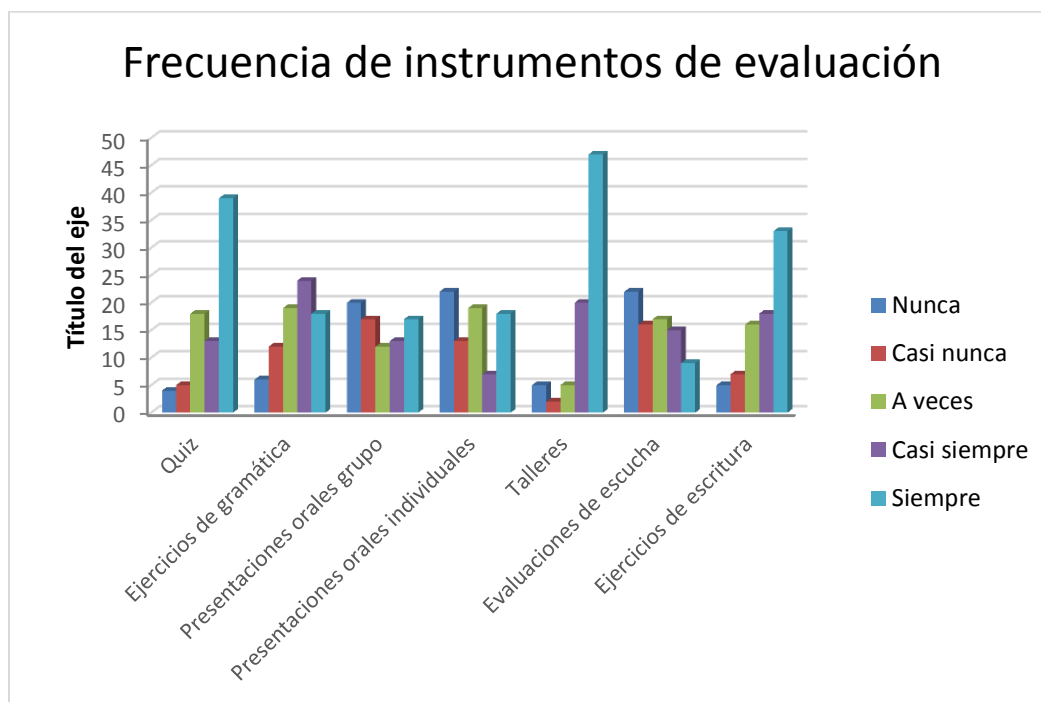
Results regarding question 14. Survey B



This graph shows that for 62% of the learners, it is easier to understand classes when the teacher explains topics in the mother tongue. For 31% of the learners, understanding English classes becomes easier if the teacher writes what he is explaining. For 7% of the students of the program, they can understand better the class when the teacher uses oral instruction.

Graph 32

Results regarding question 15. Survey B



This graph shows the frequency of time in which each instrument is used for assessment. In relation to workshops, 59% of the students stated that this was the most frequent instrument for assessment in classes, according to 49% of the learners, the second most frequent instrument are quizzes, and the third most frequent is writing exercises, as stated by 41% of the participants.

According to an average of 19% of the surveyed students, oral presentations are the least frequent used for evaluations, either individual or in group. In the graph, one can see that for 30% of the students, grammar exercises are developed with more frequency. For the students, listening is the skill least presented in the assessment tasks, since 28% stated that it is never used by teachers, and only 11% claimed that it is always used.

OPEN QUESTIONS:

QUESTION 10

¿Antes de empezar su proceso de inglés en la Institución Universitaria Cesmag, cuáles eran sus expectativas frente a esta materia?

- a) 38% of the current students, meaning 30 people, of the program established that they expected to learn correct pronunciation and to write appropriately.
- b) 25 learners, that represent 32% of the respondents, added that for them it was important to get fluency when speaking the second language.
- c) 14% of the surveyed learners, represented by 11 students, established that they expected to learn how to write properly.
- d) 13 people, which represent 10%, responded that they wanted to learn how to speak and write well.

QUESTION 16

¿De qué manera le gustaría ser evaluado y por qué?

- a) 50 students answered that they would like to be evaluated with of oral excises, and worksheets
- b) 12 students said that they would like to be evaluated through the use of worksheets only
- c) 14 learners responded that written exams were appropriate.
- d) 45 students said that they would like to be evaluated on both written and oral exercises.

6 ANALYSES AND DISCUSSION

6.1 NEEDS SURVEY APPLIED TO ALUMNI

Based on the surveys applied to alumni, it was possible to get information about the perception towards the English classes they took when studying the Preschool Education program. Questions 1 and 9 have a remarkable information, since they disclose that the alumni do not find considerable progress in the learning of the second language after having taken the three level-course offered by the institution.

Surprisingly, none of the participants consider their level of English as excellent, on the contrary many of them still feel they have a low proficiency level even after having been exposed to the target language. This issue let the researcher know that the English course does not have a considerable impact on the learning of English.

From the data, it is striking to see that despite the fact that all the respondents studied in the same institution, there are many people who affirm they had never received any formation in the foreign language. This may be due to the impact the English classes had on them or on the previous number of levels they should take some years ago, which were two. This opinion towards the English classes generates a series of concerns in relation to the effectiveness of the English classes, because alumni expressed that they actually need English at their workplaces, especially to teach basic vocabulary, expressions and pronunciation to the students they work with.

According to the results obtained through the surveys, English language is used in all the preschools visited, especially to teach basic vocabulary and oral expressions. However, it is worrying to think about how accurate English is being taught, since most alumni reported that they feel insecure to use the second language for basic communicative situations, and that they consider they have a poor level of English. This issue may directly influence on the first hypothesis their students create as part of their interlanguage. As the communicative approach establishes, the role of the teacher is as a facilitator of the acquisition and learning of the second language, what implies that teachers must have an acceptable level of English in order to be able to teach it.

The correlation between questions 8 and 12, which refer to how confident they feel using English and their skills, is interesting, since the participants reported that the skills in which they feel less confident are also the ones they reported as the most difficult to learn from their experiences. This can lead us to consider if those skills have been covered throughout the English courses at the university. The receptive skills share the same appreciation, according to the preschool teachers, those skills do not represent the same difficulty as the productive ones, writing and speaking.

The findings show that for in-practice teachers of preschools the development of correct pronunciation and speaking skill is important for their work. This is because children at preschools are just starting to learn listening and speaking in their mother tongue, so they have also to be exposed to these two skills in the second language. Considering this fact, it is essential that teachers master the pronunciation of words and expressions and that they have fluency in the second language.

6.2 NEEDS SURVEY APPLIED TO CURRENT STUDENTS

On the basis of the evidence currently available, it is possible to see that most students share a basic level of English, it is important to see that there are some students who stated that they had never received any type of formation in a second language. Hence, some students should start their English classes as true beginners, whereas the others can begin their classes from a different point or level.

The results also provide information about the extra time students spend to revise or study English on their own. Surprisingly, most students affirm they do not spend any time working on their own in order to improve in the second language. This is a factor that influences the process carried out in the classrooms. Since English classes take place one day per week, it could be difficult for teachers to keep students on track. In spite of the fact that the current curriculum establishes that students have to work around 48 hours per week on their own, this time is not being used. Based on this, it would be preferable to make use of those hours in class so that students could take advantage of them to learn the target language.

Questions 7, 8, 11, 12 and 13 reveal three important aspects. Firstly, students interests are around the learning and improvement of pronunciation, writing and speaking. Secondly, the most practiced skill is writing, while the reading, listening and speaking are not sufficiently practiced. Thirdly, teachers use a great amount of L1 for instruction. This information enables the writer to establish that classes are not addresses to make students progress in the mastery of the second language, and that they do not have enough exposure to the language neither from the material, nor from the teacher. If students do not have meaningful input, it would be difficult to expect they achieve a high level of English by the end of the course. Interestingly, this fact connects with answers in question number 14, where students claim that they normally expect their teacher to use the first language to understand better or do something.

6.3 INTERVIEW TO ADMINISTRATORS

After interviewing the administrators of the University, it can be said that there is a clear idea of what is expected from the classes of English in the institution. However, they affirm that the setting and the conditions that the University currently offer are not sufficient to foster management of the language from the part of students.

The administrators do not only recognize the importance of the English course as a tool to obtain more job opportunities, but they also consider that this will help learners to have a broader view of how the world works. For this reason and based on the regulations of Colombian policies, they agree with the fact that students of the Institución Universitaria Cesmag should achieve a B1 level by the end of their studies. In order to reach this, the different academic and administrative units are working on proposals that can meet the expectations of the University and needs of the students.

7 THE PROPOSAL

7.1 ENGLISH CURRICULUM

The English program that is being proposed to the students of the Bachelor in Preschool Education program has been organized through 4 different levels in order to develop a communicative competence in English that allows the alumni to interact adequately with their pupils, co-workers and other speakers of this language. Thus, the distribution of the topics and the correspondent objectives and description is presented in the charts number 33, 34, 35 and 35 on pages 57-66.

The present English curriculum proposal is based on the needs analysis of both the current students of the program and its alumni. Additionally, it was important to know the available resources at the university Cesmag and the considerations of some administrators that directly work with the undergraduate program in preschool education. Thus, this proposal attempts to provide the learners with appropriate and pertinent linguistic foundations that will help them be competent in the target language under the communicative approach. The scope and sequence of the curriculum presented intends to reach a B1 level described by the Common European Framework of Reference for Languages.

7.2 LINGUISTIC PROFILE

The student who takes this general English course will develop and enhance the reading, writing, listening and speaking skills in the target language in order to reach a B1 level (CEFR) through 4 different course stages. By the end of the program, the student will be competent to communicate in English as an independent user and to use this language as a means of instruction in preschools.

Speaking

The student will be able to speak fluently with adequate pronunciation in social and professional situations, to express their own ideas and to relate them to those of other speakers.

Listening

The learner will be able to understand other's opinions in daily conversations as well as to understand extended speech in videos and lectures.

Reading

The learners will be able to understand long and complex written texts and to search valuable information in the internet that provides them additional tools to improve their performance in their workplaces.

Writing

The learner will be able to write complex sentences and texts that help them communicate effectively with others and to present topics in their workplace.

7.3 METHODOLOGY

The present language curriculum was designed to be developed under the communicative approach, which considers communication as the main key in order to foster the interaction through the different language skills, reading, listening, speaking and writing. This approach, according to Richards (2006), compiles a set of principles that establish how learners learn the language and how teachers make proper use of the materials and resources to achieve the proposed goals. Thus, the methodology of this course is based on the concept that learning is successfully achieved through having the need to communicate real meaning in which the learner makes use of their own communicative strategies.

Having said that, the classes of this program will provide the learners the opportunity to develop their communicative skills in activities that do not only require the linguistic knowledge, but also the communicative strategies acquired. Making reservations on the internet, asking for

information to a foreign university, interacting with a partner as if they were lost in another country, expressing needs, talking about their own and their friends and family, likes and dislikes, identifying parts of the city and parts and objects of the house, demands and requests, describing the environment around them, making phone calls, writing to a friend and to a director, going shopping, giving advice, apologizing, expressing probability, sharing past experiences with enough details, talking about future and going to the doctor are activities that will place students in real situations that involve the use of the English expressions, vocabulary and structures learnt. The main purpose of each class is to make students improve in the different language skills through the use of authentic material and activities that let them interact with each other and the context. The English program attempts to integrate the four skills, reading, listening, speaking and writing, through activities that make learners play a variety of roles when performing using the second language; activities such as role plays, acting out, surveying partners and transferring information are some of the resources that must be used for the purpose.

In this order of ideas, the communicative approach has been considered as the best option for the students of the Preschool Education program, since some of the alumni of this program will work with children who are developing their communicative strategies and where one of the main purposes is to boost student's interaction through the second language.

In addition, this English program will be student-centered and the classes will be carried out with activities and materials that promote the interaction of the learner with the surrounding society, thus the student is the core of the learning process and the teacher will be a guide to achieve the specific purposes. This approach will highly contribute to the objectives of the curriculum being proposed, because the learning starts from meeting the needs and the interests of the learners. As a consequence, the content is not the central part of the process, although it is a key component. As part of this methodology, the learner plays an important role when making decisions in relation to the development and sequence of the curriculum. For Jones, (2007) a learner-centered classroom considers learners' needs, as a group and as individuals, and learners are stimulated to actively take part in the learning process all the time.

In order to promote the use of English, the classes will be mainly developed through the use of the target language, providing enough input and exposure to the language. Such exposure is important in the context of the learners to whom this curriculum is addressed, because the target language is only practiced and fostered inside the classroom. Hence, the context has to be brought as close as possible providing simulating situations as in real life. Also, students will be receiving comprehensible input so that they can start using a variety of structures pertinent to the language learning process they go through. Furthermore, students are not only learning about the language, but also through the language. To provide this environment, the classes will be developed by using different resources such as realia, videos, flash cards, internet activities, role plays, oral presentations, and software activities such as pronunciation exercises and listening for details.

7.4 THE ROLE OF THE TEACHER

The teacher will provide the learners with enough resources and opportunities to establish communication not only with their classmates, but also with external entities or people to whom they feel a need to express their own ideas and feelings. The teaching material and the assessment part will be carefully designed in order to provide the learner with the opportunity to make progress in the learning of the target language.

According to Breen and Candlin (1980, cited by Vongxay, 2013), the teacher has two main roles under this approach, as a facilitator and as an independent participant. The first role intends to promote communication among participants, and thus to make them feel more confident to interact with others in different situations. The second role enables the teacher select the most appropriate material and content in order to let students acquire the second language. Taking into account that the communicative approach meets the needs of the learners, the teacher should use authentic material that contributes to the interests of the students and the program. Thus, coordinating and implementing materials and activities is only a part of the role of the teacher, since it is important that the teacher motivates and engages students in the learning and use of the target language. Furthermore, teachers will coordinate activities that benefit the contact with English speakers' culture.

In order to achieve this, it is essential that the teacher has a degree in the teaching of modern languages or be competent in the second language with a Masters' Degree in Education. Additionally, the teacher will have a Master's degree in the same field and an English level over B1.

7.5 ASSESSMENT

Assessment will be an integral part of the classroom. Through the use of different tools, the teacher will be able to identify both the short term and long-term needs of the class. As part of this process, the institution will apply a diagnostic test that allows the teachers and the learners to know the current level of English prior the beginning of the course. This step lets teachers organize the groups according to their level of English and have more homogeneous groups. The process of assessment will be supported by two types, summative assessment and formative assessment.

7.5.1 Summative assessment

As Brown (2004) claims, summative assessment summarizes quantitatively what the students have learnt during a course. This is normally carried out by the end of a topic, a unit or a term. Through this type of assessment teachers can know if the learning objectives have been achieved. According to the students' code of conduct of the university, this kind of assessment has to be taken into account in the English course, since it is necessary to apply a minimum of 3 different tests in order to provide the learner and the institution with the quantitative result of the process. The design of these tests will be based on standardized tests like PET, KET, FCE and IELTS which are designed by Cambridge Assessment and are used as international tests to know the actual level of the learners.

7.5.2 Formative assessment

Formative assessment takes place during the process of learning. According to Brown (2004) formative assessment is used to monitor students' learning to give ongoing feedback. In order to help students identify their strengths and weaknesses and also to let the teachers know how the learning process is taking place, formative assessment tasks will be developed throughout each level in order to promote students' learning. The use of formative assessment in the English program will also let the teacher predict how students will perform in standardized tests based on the linguistic and communicative competence demonstrated through the different strategies used in class., additionally, this form of assessment can help the students feel more engaged in the class and demonstrate their mastery of the language.

The curriculum that is being presented focuses on the learners' needs and interests under a communicative approach, for that reason formative assessment permits to see how useful the methodology and the activities are for the learning of English, since it provides immediate information about the progress of each student or a group. Hence, teachers can change the resources or specific details of the class and enrich the ongoing procedure.

On top of that, by considering that the profile of the alumni of the program is focused on working in preschools, the use of formative assessment will raise awareness on the different types of evaluations that can take place in a language classroom and how they interfere positively in the development of the classes.

7.5.3 Assessment tools

Teacher will monitor students' progress by using the following tools:

- Diagnostic tests: these tests will be designed in order to obtain accurate results that display the actual level of English of the learners. These tests will measure the four skills as well as vocabulary and grammar.

- Worksheets: this tool will allow the learners to put concepts and ideas into practice. This will help students to practice specific topics.
- Quizzes: is a quick form of gathering information on how well students are meeting the learning objectives. This will be normally addressed to test vocabulary.
- Digital presentations: through this tool, students will have the opportunity to be familiar with technological elements to support their oral presentations. This will make students take advantage of the electronic resources available for their tasks.
- Debates: This resource will be used not only as an assessment tool, but also as a way of fostering students' proficiency. This will help students use their communicative strategies to interact with their classmates.
- Listening comprehension tests: This will test the ability to listen details and general information provided in some recordings, videos and songs that are created or recorded with English speakers.
- I-clickers: this tool will motivate students since it gives a different perspective about evaluation. Additionally, this helps the students reduce the level of anxiety when facing assessment tools. This will be mainly used as an exit test by the end of a lesson.
- Standardized tests: these tests will serve as a means to obtain information in relation to the objectives achieved by the end of the course and terms. These tests are mainly designed by the University of Cambridge, which provides free samples on their web page to be used in classes. Moreover, students will be engaged to take international standardized test in order to get a certificate that supports their level of English obtained at Institución Universitaria Cesmag.

7.6 RESOURCES

Currently, the Institución Universitaria Cesmag counts with valuable resources like projectors, mp3 players and a computers room with 30 desktops computers to support the English classes. However, in order to promote the learning process it is suggested through this proposal the use of some more resources like:

- Flashcards: Considering important the different learning styles, flashcards will engage students in the classes and help them learn vocabulary by associating the images and different vocabulary presented.
- Text book: The use of a text book will be important to work homogeneously with all the groups of the university, since it provides a specific lexical group and supporting resources like videos, language platform, and additional resources for each language skill. Considering that the Department of Human Sciences and Spirituality has been carrying out a proposal to create a language center, some publishing houses have presented their text books and supporting material for university. After a series of meetings and reunions to evaluate and determine the most appropriate option, the material presented by Cambridge Publishing House has been considered to have the necessary characteristics to fulfill the needs of the learners of the University through two series of books: Interchange 4th Edition and Face2Face 2nd Edition.

7.7 ENGLISH CURRICULUM PROPOSAL

The number of hours established for each one of the levels was determined based on the suggestions provided by Cambridge Assessment. According to this institution and what the Common European Framework of Reference for Languages, the minimum of hours to reach a B1 level is after having been exposed to a range of 350 – 400 learning hours. Therefore, it has been considered 120 learning hours per level, as a total of 460 hours, in order to achieve a B1 level as the institution expect.

7.7.1 Objectives and learning outcomes

The objectives and learning outcomes established in the present curriculum were created based on the scales offered by the Common European Framework of Reference for Languages. These scales propose a specific number of hours to reach a certain level of English (A1, A2, B1), and also it provides the can do statements per level. According to these specifications and the characteristics found in a needs analysis research, the created objectives are differentiated at the beginning of each level.

7.7.2 Level I

Number of hours: 120 distributed in 8 hours a week.

General objective

By the end of this level, the learner will be able to describe people, places and his environment by the use of basic phrases. Also, the learner will be able to interact in a simple conversation by asking and answering simple questions that refer to personal information using adequate pronunciation.

Learning outcomes

In addition, the learner will be able to:

- Introduce himself and a different person.
- Provide personal information with details.
- Be familiar with English sounds and produce them.
- Use specific vocabulary depending on the topic presented.
- Exchange information related to any time in his life.
- Speak and understand simple terms and follow instructions.

Table 1
Syllabus level I

TOPIC	CONTENT	ASSESSMENT
1. Practice basic classroom vocabulary	<ul style="list-style-type: none"> • Can you repeat that please? Can you spell it? • Numbers from 1 to 1000 	Use of expressions throughout the class
2. Getting to know my friends	<ul style="list-style-type: none"> • Personal information: my name is..., I am __ years old... • Introducing yourself • Verb to be. Affirmative negative, questions • Adjectives for physical appearance and personality • Describing others • Possessive adjectives • Nationalities • Vowel sounds 	Students develop a presentation about themselves and someone from his family.
3. A break at the cafeteria	<ul style="list-style-type: none"> • Check vocabulary related to food and prices. Practice numbers • Everyday actions (work, study, live, have lunch, go to bed...) • Simple present for daily routine. Affirmative sentences. • Exchanging personal information with a partner. Simple present questions. • Hobbies and leisure. Vocabulary • Using connectors with simple sentences (and, because, so) • Vowel sounds. Third person pronunciation -s 	Students are asked to create a dialogue in which they will put into practice the vocabulary.
4. Shopping and life style	<ul style="list-style-type: none"> • Check vocabulary related to size, colors, quality and shape. • Simple present. Negative sentences and questions. • Demonstratives • Giving reasons based on preferences • Talking about people's life style • Prepositions of place • Adverbs of frequency • Consonant sounds pronunciation 	Through the development of a worksheet provided by the teacher.
5. Health and exercise	<ul style="list-style-type: none"> • Sports vocabulary • Health problems, describing feelings • Can and can't for abilities. 	Students create a concept map to see the relationship between some sports and health problems.

		<ul style="list-style-type: none"> • Adverbs of place • Consonant sound pronunciation. 	
6. Having a party		<ul style="list-style-type: none"> • There is and there are • Countable and uncountable nouns • Quantitative (some, any, many, much, a few, a lot of, all, other, every...) • Articles. Definite and indefinite. • Pronunciation /o/ 	<p>Students create a report in which they limit the things they will use for the party.</p> <p>Role play on buying the necessary elements.</p>
7. Travel and holidays		<ul style="list-style-type: none"> • Describing places and choosing the best. • Comparison of nouns. • Prepositions of direction • Superlative adjectives • Transport vocabulary. • Pronunciation letter h. 	Students create a brochure to promote the tourism in their city.
8. Amazing pictures		<ul style="list-style-type: none"> • Describing images and photos • Say what people are doing by using present progressive. • Prepositions of place (location) • Vocabulary about seasons, time and weather. • Word stress. Pronunciation /θ/ /ð/ 	Students create a presentation based on a personal album created in class.
9. Childhood memories		<ul style="list-style-type: none"> • Talking about where you were in specific moments. Verb to be in past. • Time expressions for past (last, ago, before). • Regular and irregular verbs in past • Simple past affirmative sentences • There was, there were. • Sentence stress. 	Students describe a picture that reminds them a good moment in their lives.
10. Plans and predictions for holidays		<ul style="list-style-type: none"> • Future with will • Time expressions vocabulary. • Adverbs of sequence • Using will for future predictions • Describing time table for next holidays. • Going to for future intentions and plans. • Pronunciation: /ɪ/ /i:/ 	Learners create a role play on prediction or future plans for holidays.

7.7.3 Level II

Number of hours: 120 distributed in 8 hours a week.

General objective:

By the end of this level, the learner will have learned to communicate through the different linguistic skills in the foreign language. The learner will be able to communicate their ideas and to interact with others using appropriate vocabulary depending on the context.

Learning outcomes:

In addition, the learner will be able to:

- Compare and contrast places, people, objects and animals.
- Use accurate pronunciation and intonation in sentences.
- To recognize and use new vocabulary in given contexts.
- To describe and give details about experiences in his life.
- To increase the vocabulary.
- Write notes, e-mails, and paragraphs using connectors accurately.

Table 2
Syllabus level II

TOPIC	CONTENT	ASSESSMENT
1. General review	<ul style="list-style-type: none"> • Using simple present for routines and habits • Present continuous to describe actions happening now. • Comparative and superlative adjectives • Adjectives to describe people, places and objects. • Sentence stress 	Students will develop a workshop that lets them put into practiced what they have already learned.
2. Last holidays	<ul style="list-style-type: none"> • Using simple past to narrate events. • Regular and irregular verbs • Telling experiences by using: however, but, then, later, so, in the end. • Describing places for holidays (amazing, breathtaking, memorable...) • -ed pronunciation 	Students will share their experiences in a blog created for the class.
3. Talking about your life	<ul style="list-style-type: none"> • Exchange information about your life using simple past. Negative, interrogative and affirmative sentences. • Saying what you were doing at a certain moment in your life. • Time expressions • Using <i>when</i> and <i>while</i> • Silent letters 	Students interview their partners about their life and some experiences.
4. Rules around the world	<ul style="list-style-type: none"> • Have to/must/mustn't/can't/should/don't have to • Giving advice for future trips. Should/shouldn't • Present continuous for plans • Prepositions of time and place • Pronunciation: ea combination in words. 	Students work in groups to choose a country and to share in class the rules that are similar to their country and give some advice about things they could do there.
5. Promises and decisions	<ul style="list-style-type: none"> • Will/won't • Verb+back • Sightseeing expressions • How to apologize • Pronunciation: /ʌ/ /u:/ /ʊ/ 	Learners create a role play to represent common situations in which people make promises and apologize because of daily problems or situations.

6. Planning a day out	<ul style="list-style-type: none"> • Food and drink • Would like to, plan to • Going to • Ordering in a café • Asking about others' plans with going to and present continuous. • Getting an appointment. Expressions and vocabulary related. • Pronunciation: /ə/ 	Students will plan a day out based on different purpose of famous actors and singers.
7. Future possibilities	<ul style="list-style-type: none"> • Using might/may/will • Everyday problems • Vocabulary about outdoor activities • Vocabulary related to decisions. • Word stress 	Based on some movie trailers, students will express some future situations about the movie.
8. Memorable experiences	<ul style="list-style-type: none"> • Present perfect. Affirmative, interrogative and negative • Regular and irregular verbs • Sports vocabulary • Present perfect with just, already and yet • Minimal pairs 	Students draw a mind map to stick it around the classroom and share experiences with their partners.
9. Talking about my life	<ul style="list-style-type: none"> • Simple past vs. present perfect. • Health and illnesses vocabulary • Expressions to talk to the doctor • Exchanging information on experiences and details • Minimal pairs. 	Students act out an appointment with the doctor in couples.
10. The best day of my life	<ul style="list-style-type: none"> • Using superlatives and present perfect • Adverbs of manner • Comparison of adjectives and manner • Connecting words. Only, before, after, because, then, afterwards. Minimal pairs. 	Students post a picture and its description in a blog.

7.7.4 Level III

Number of hours: 120 distributed in 8 hours a week.

General objective:

By the end of this level, the learner will be able to express their and understand viewpoints in formal and informal settings. Also, the learner will be able to express needs in different circumstances with appropriate vocabulary and clear pronunciation.

Learning outcomes:

In addition, the learner will be able to:

- Use English through a variety of tasks.
- To express accurately the position assumed towards specific situations using the target language.
- To improve pronunciation of vocabulary and the intonation in sentences.
- To use English to interact with others by using complex sentences.
- Show control of a topic established in a daily conversation.

Table 3
Syllabus level III

TOPIC	CONTENT	ASSESSMENT
1. My biography	<ul style="list-style-type: none"> • Review of tenses: present simple, present continuous, simple past, present perfect. • Your favorite moment in your life. Learning to write short paragraphs in past. • Feelings vocabulary • Pronunciation: common words with /eɪ/ 	Students will write a short written composition about a moment in their life.
2. 10 years from now	<ul style="list-style-type: none"> • Future events with will/won't, present continuous, plan to, to be going to, would like to. • Jobs vocabulary • Global problems • Intensifiers • Pronunciation: common words with /aɪ/ 	Students will have an oral presentation on the personal or global changes in the future.
3. Going out in another country	<ul style="list-style-type: none"> • Modals of obligation and necessity • Useful expressions: I don't mind, anyway, let's, why don't we... • Make/do • Asking for and giving directions • Likes and dislikes about travelling • Pronunciation: common words using /dʒ/ sound. 	Students record a video simulating they are in a different country and how they would behave there.
4. Life changes	<ul style="list-style-type: none"> • Present perfect using for and since • Vocabulary related to media • Present perfect continuous. 	Students create a newspaper or magazine for the class.
5. Expressing purposes	<ul style="list-style-type: none"> • Infinitive and gerund • Social events vocabulary • Word stress • Common Phrasal verbs • Verbs followed by infinitive and gerund • Pronunciation: /ʒ/ sound in words. 	Students interact on a forum discussing what to do or not to do in certain social situations.
6. Strange facts	<ul style="list-style-type: none"> • Telling past facts. Past perfect • Vocabulary to talk about books 	Based on a movie, students give a brief summary about it and write

	<ul style="list-style-type: none"> and films Expressions to check understanding. Pronunciation: /tʃ/ sound in words. 	their own opinion.
7. Horror stories	<ul style="list-style-type: none"> Narrative tenses: past simple, past perfect, simple past, past continuous. Linkers. Words and expressions to give sequence to speech Collocations Pronunciation: /ʃ/ sound. 	Students narrate a nightmare they had once.
8. Inventions	<ul style="list-style-type: none"> Talking about inventions using passive voice. Adjectives and adverbs Confusing verbs. Borrow/lend, make/do... Pronunciation: long and short vowels. 	Students describe their favorite object through a show and tell activity.
9. Having a debate	<ul style="list-style-type: none"> Expressions to show agreement and disagreement. So, neither, either. Initiating and closing a conversation. Describing emotions and feelings. Question tags. Pronunciation: stress in two-syllable words. 	Students discuss in small groups about current important topics in the country.
10. Making decisions	<ul style="list-style-type: none"> Zero and first conditional Deducing present facts. Must, can, can't, might, may Making deductions about past: Must have, can have, can't have, might have, may have Pronunciation: stress in questions with to be. 	Students write a paper post on the different topics presented in class.

7.7.5 Level IV

Number of hours: 120 distributed in 8 hours a week.

General objective:

By the end of this level, the learner will be able to express his attitude towards different situations or problems. The learner will express in written and oral way relevant information for him and the others.

Learning outcomes:

In addition, the learner will be able to:

- Use and understand complex sentences in written and spoken texts.
- Express the main point in a given context with clear sentences avoiding ambiguity.
- Deal with different situations that the student can face in English speaking countries.
- Write brief reports and letters expressing his thoughts and feelings clearly.
- Have a basic repertoire that helps them follow a conversation without long pauses.

Table 4
Syllabus level IV

TOPIC	CONTENT	ASSESSMENT
1. Hypothetical situations	<ul style="list-style-type: none">• Second conditional• Question forms• Phrasal verbs• Stress and rhythm• Vocabulary about nature and animals• Writing a cause and effect paragraph• Pronunciation: word stress.	Students will provide their partners hypothetical situations after having a day out in the forest.
2. Regrets	<ul style="list-style-type: none">• Third conditional• Get used to, used to, be used to• Past perfect continuous• Vocabulary about science and technology	Students create a power point to share in the class how life would be without some inventions.

	<ul style="list-style-type: none"> • Pronunciation: sentence stress. 	
3. Services	<ul style="list-style-type: none"> • Have/get something done • Vocabulary for failure and difficulty • Reflexive pronouns • Long and short vowels pronunciation. 	Students will develop a workshop using the vocabulary and grammar provided.
4. News	<ul style="list-style-type: none"> • Reported speech • Quantifiers • Reflexive pronouns • Writing a report • Expressions of reason and result. • Pronunciation of /ch/ 	Based on a talk show, students will write a report in which they mention the most important elements in the discussions.
5. Wishes and regrets	<ul style="list-style-type: none"> • Wish/if only • Vocabulary about likes, dislikes and desires. • Should, ought to, had better. • Participle clauses • Mixed conditionals • Pronunciation: /z/ /s/ 	Students will give an alternative end to the movie <i>If only</i> and they will write their opinion about the movie.
6. Changes in family	<ul style="list-style-type: none"> • Future contrast. Will/won't, to be going to, present continuous, present simple, shall. • Future continuous • Family vocabulary • Participle adjectives. • Personality vocabulary • Suffixes and prefixes. • Intonation in sentences. 	Students will create and describe a family tree about how families will be 20 years from now.
7. Going to the bank	<ul style="list-style-type: none"> • Time clauses • Financial and money vocabulary • Present perfect and past simple • Present perfect continuous • Phrasal verbs • Pronunciation: /əʊ/ and /ɔɪ/ 	Students will act out a common situation presented at banks or school.
8. Going out with friends	<ul style="list-style-type: none"> • Can, could, be able to (possibility and ability) • Strong adjectives • Relative clauses. Defining and non-defining. • Expressions for speculations. 	Students will develop a worksheet about expressing possibilities and making speculations.
9. Life stories	<ul style="list-style-type: none"> • Reported speech: commands, questions and commands. • Collocations • Indirect speech • Compound nouns • Social English 	Students will present a video in which they created t.v. news.

8 CONCLUSIONS

The main objective of this research was to design a curriculum proposal for the Preschool Education program. For this purpose, it was necessary to go through different steps that were included in the specific objectives of this study.

Having done the sequential stages in the design of the curriculum, it is concluded that this is appropriate for the general English course since it is developed based on the needs analysis involving both the current students of the program and the alumni. Hence, the curriculum that is being presented is built under the communicative approach and emphasizes on speaking and pronunciation. It has also determined that it is relevant to use formative and alternative assessment throughout the course.

Some important features were found after gathering the necessary information for the needs analysis stage and the identification of the current profile of the students of the Degree in Preschool Education program. In contrast to what the University expects from their learners, it was perceived that the minimum requirements for the teaching of English as a second language are not being provided. More specifically, the administrators claim that the students of this program have to achieve a B1 level of English; however, the number of hours per week, the methodology used and the current curriculum does not provide acceptable conditions for appropriate progress in the learning takes place.

In order to fulfill the purpose of this study, it is necessary to see how the results are connected with the objectives planned.

Specific objective number 1

To identify the linguistic profile of Degree in Preschool Education students established by the institution.

Conclusion 1: Taking into account the importance of the profile of future teachers, it was necessary to identify the characteristics that this program offers to its future students and alumni. Thus, it can be seen that the program promotes the research and the innovation in the field of education. However, it does not incorporate the use of a second language as a resource or means of expanding their projects, ideas, studies and research results.

Despite the fact that the program has a subject called English Didactics, it seems that it does not foster the use of English as part of their future development as professionals; this can be concluded after the alumni and current students stated that they do not feel confident after having attended that class. It can also be said that students cannot take advantage of this class, since there is incidence of two factors: 1) English didactics is a subject mainly taught in English and 2) if students have stated that they feel they have a poor level of English, it would be difficult for them not only to understand the class, but also to lead activities that involve the use of the second language.

Specific objective number 2

To examine the resources provided by the University to teach English

Conclusion 2: In relation to this objective, it can be said that two types of resources were considered; teachers, as human resources, and physical resources. Firstly, in terms of the teachers, it can be concluded that most of them have the formation required by the University to work there. However, few of them have further studies in the specific field of the teaching English or languages. This fact may influence on how the principles of communicative language teaching are being applied in the classroom. Secondly, a few resources are available for teaching English:

- A computers room with less number of computers than the number of students per class.
- Projectors.
- Laptops for teachers to take classes.
- Booklets for grammar and vocabulary exercises designed by some teacher of the University.

It can be concluded that the resources listed above play an important role; however they are not enough to fulfill the needs presented in classes. Notwithstanding the fact that the booklets were designed by teachers of the Institución Universitaria CESMAG, they are grammar based and they do not contribute to development of the communicative approach in the classroom.

Specific objective number 3

To inquire the perspective of the students about the current English courses.

Conclusion 3: Students consider important to develop the communicative competence and they prefer to improve in pronunciation and speaking. From the surveys applied to the students, it is possible to establish that they do not perceive too much progress after taking the English course at the University and they claim they have the same level. On the contrary, they consider they need to work more on skills like reading, speaking and listening. This goes on the opposite direction of the expectations students had towards the English classes, since they expressed that they would expect the course could help them improve in specific parts such as vocabulary, writing and pronunciation. The subjective needs displayed that students want to improve in speaking and pronunciation due to the lack of practice offered in classes, this lack takes place as a result of large groups, and the tendency of teachers to work more on reading and writing. Also, because apparently there is not a model to follow in terms of pronunciation, this can be concluded after students stated that many teachers use the mother tongue as a means of instruction.

This can lead the researcher to think that the communicative approach is not taking place as it is established in the current curriculum. Therefore, students are not going to develop their communicative competence or skills that allow them to completely interact with preschool students.

Specific objective number 4

To deduce to what extent alumni need to use English in their job areas

Conclusion 4: The surveys applied help to conclude that the alumni have specific needs towards the use of English in their jobs. Firstly, the preschools where most of the alumni work do not count with an English teacher, so they have to be able to teach basic grammar, vocabulary and pronunciation. This situation takes some difficulties to their jobs since they established they have a poor level of English.

Alumni expressed that they did not see a significant improvement in their level of English after studying at University, from this it is possible to assume that they will not be able to teach well what it is demanded by institutions and preschools. Based on the results of the surveys, in-practice teachers do not have basic competence for simple interaction through the use of English. This means that the objective the administrators have in relation to achieve a B1 level is not being reached, and that the course offered to students is not useful for alumni, even to achieve an A1 level. Despite alumni acknowledge the importance of having a good level of English, the conditions provided in the program are not satisfactory to accomplish this need.

Specific objective number 5

To analyze the current syllabus and its assessment process

Conclusion 5: After analyzing the current syllabus and taking into account what the Common European Framework of Reference for Languages establish, the number of hours that are being worked in each level are not sufficient for achieving B1. On the contrary, the number of hours the institution offers, 144, can only help learners to achieve A2. However, this is not possible since the methodology and resources are guided to make students progress in grammar and basic writing. Despite the current syllabus mentions that teaching is being carried out under the principles of the communicative approach, the evidence found let the researcher establish that it goes in an opposite way, and communicative competence is not being fostered.

From the data collected, it can be concluded that the assessment is only carried out as a summative process, and that the assessment activities are mainly designed to measure written skills and vocabulary. This implies that teachers measure what they have taught in classes. In this order of ideas, speaking, listening and reading are not being developed in the English course.

9 RECOMMENDATIONS

The present research provides some recommendations and ideas for further studies:

- To identify how teachers with large groups are applying the principles of communicative language teaching in classroom and how they carry out the process of assessment that goes hand-in-hand with this approach.
- It would be important for the University to provide an updating course that helps alumni grow in the teaching strategies they use for second language instruction in preschools.
- Despite it exists a mechanism to evaluate teachers by students in most institutions, it is relevant to establish a different mechanism that helps coordinators or directors to know if teachers are following the approach and methodology that has been proposed in each University.
- It would be important for the Institución Universitaria CESMAG to identify if the English Didactics class provides enough tools that will improve the teaching of English in preschools. This is relevant, since apparently students are taking that class without having appropriate foundations of the language they are supposed to teach.

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APPENDIXES

APPENDIX A: Needs analysis survey to alumni

ENCUESTA DIRIGIDA A DOCENTES DE EDUCACION PREESCOLAR

La siguiente encuesta tiene como objetivo conocer el manejo de inglés de los docentes de educación preescolar.

Las respuestas aquí consignadas no tendrán ninguna incidencia en los vínculos laborales del encuestado y su lugar de trabajo. De igual manera se la realiza de manera anónima conservando la discreción de la institución y del docente.

1. ¿Cómo considera que fue su nivel de Inglés antes de estudiar la Licenciatura en Educación preescolar?

a) Excelente ____ b) Bueno ____ c) Pobre ____ d) muy pobre ____

2. ¿Considera que el Inglés es importante en su trabajo? Sí ____ No ____

3. ¿En cuál o cuáles de las siguientes opciones le puede ayudar el dominio del Inglés?

a) Encontrar un mejor trabajo ____

b) Obtener un ascenso ____

c) Enseñar Inglés ____

d) Realizar estudios de postgrado ____

4. ¿Ha recibido formación en el idioma Inglés? Sí ____ No ____

Si su respuesta es afirmativa, indique en qué lugar (es) y cuando fue su última formación

5. ¿Cuándo usa normalmente Inglés?

6. ¿Con quién se comunica en Inglés?

7. ¿Utiliza Inglés en el trabajo? Sí ____ No ____

Si su respuesta es afirmativa mencione con qué propósito

8. ¿En una escala de 1 a 5, qué tan seguro se siente usted usando Inglés en cada una de las siguientes situaciones (1 siendo el valor más bajo y 5 el más alto)

a. Realizar una presentación personal ____

b. Comprar algo por internet (si la información está en Inglés) ____

c. Llevar una conversación diaria ____

d. Escribir un correo electrónico ____

e. Dar instrucciones a otras personas ____

f. Recibir instrucciones de alguien ____

g. Enseñar colores, saludos y vocabulario simple ____

9. ¿Cómo considera su nivel de Inglés después de estudiar la Licenciatura en Educación Preescolar?

10. Indique marcando con una X que tan frecuentemente usa estas habilidades del inglés en su trabajo

Habilidades/Frecuencia	Siempre	Frecuentemente	A veces	Nunca
Lectura				
Escritura				
Escucha				
Habla				

11. Si marcó la opción “siempre” en alguna casilla indique en que situaciones:

12. En su experiencia aprendiendo Inglés, cuál de las siguientes considera más difícil de aprender:

- a. Lectura ___ b. Escritura ___
 c. Escucha ___ d. Habla ___
 Otro, Cuál _____

13. ¿En la planeación de sus clases usted incluye contenidos y didácticas para enseñar Inglés?

Sí ___ No ___

En caso afirmativo nombre alguno de los contenidos que usted incluye.

En caso negativo indique por qué no incluye contenidos y didácticas para desarrollar su clase.

14. ¿Si usted enseña Inglés, ¿qué didáctica emplea para enseñar Inglés?

15. Si usted enseña Inglés, ¿qué tipo de recursos didácticos usa en sus clases?

16. ¿De qué manera se ha formado para enseñar Inglés en preescolar?

17. ¿Considera que esa formación ha sido útil para su trabajo? Sí ___ No ___

18. ¿Cree usted que para enseñar Inglés en educación preescolar es necesario saber ese idioma?

Sí ___ No ___ ¿Por qué?

19. ¿Qué elementos considera necesarios en su formación de Licenciatura para la enseñanza del Inglés en preescolar?

APPENDIX B: Needs analysis survey to current students

ENCUESTA DIRIGIDA A ESTUDIANTES DE LICENCIATURA EN EDUCACIÓN PREESCOLAR DE LA INSTITUCIÓN UNIVERSITARIA CESMAG

La siguiente encuesta tiene como objetivo conocer la percepción de los estudiantes frente al aprendizaje del idioma Inglés.

Las respuestas aquí consignadas no tendrán ninguna incidencia en el desempeño académico. De igual manera se la realiza de manera anónima conservando la discreción de encuestado.

1. ¿Considera que es importante aprender inglés para su carrera? Sí ___ No ___
¿Por qué?

2. ¿Ha estudiado inglés antes?

Si ___ No ___

Si su respuesta es afirmativa describa donde y por cuanto tiempo

3. Considera que su nivel de inglés es:

Básico ___

Intermedio ___

Avanzado ___

4. ¿Cuántas horas dedica al estudio de inglés fuera del salón de clases?

No le dedica ___ 1___ 2___ 3___ 4___ 5___ más de 5___

5. Indique a continuación cuál de los siguientes aspectos considera que usted debería mejorar más después de tomar las clases de inglés en la I.U. Cesmag

a. Su comprensión lectora ___

b. Fluidez al hablar en inglés ___

c. Comprensión auditiva ___

d. Escritura en inglés ___

e. Vocabulario en el idioma inglés ___

6. ¿Cuántas horas a la semana desearía tener clases de inglés?

2 o menos ___ 2___ 4___ 6___ Mas ___ ¿cuántas? ___

7. ¿Entre las siguientes actividades con cual de ellas siente que aprende más en su clase de inglés?
(Señale 2 de ellas)

a) Desarrollando Proyectos ___

b) Leyendo textos o artículos ___

c) Haciendo ejercicios orales ___

d) Trabajando en grupos ___

e) Trabajando individualmente ___

f) Desarrollando ejercicios en talleres ___

g) Desarrollando ejercicios a través de medios digitales (Tablets, celulares, salas de computo) ___

8. ¿Cuál de las siguientes habilidades desearía practicar más en clase? (señale máximo 2)
Lectura___ Escritura___ Escucha___ Habla___ Pronunciación___ Gramática___
¿por qué?_____

9. ¿Las clases de inglés de la I.U CESMAG han aportado a que usted pueda comprender las lecturas que se desarrollan para otras materias?
Si ___ No___ Si su respuesta es afirmativa describa como

10. ¿Antes de empezar su proceso de inglés en la I.U. Cesmag, Cuáles eran sus expectativas frente a esta materia?

11. ¿Los recursos que se utilizan en la clase de inglés le ayudan a aprender inglés?
Si___ No___ ¿Enliste o enumere los recursos que se han utilizado?

12. ¿Marque cuál de estas habilidades practica más en su clase de inglés?
Escritura___ Lectura___ Habla___ Escucha___

13. ¿Se utiliza español para las explicaciones de los temas?
De ser afirmativo marque en que porcentaje.
Menos de 20% ___ 20%__ 40%___ 60%___ 80%___ más de 80%___

14. ¿Con cuál de estas opciones le es más fácil comprender al profesor?
a) Cuando el profesor habla en inglés _____
b) Cuando el profesor escribe en inglés _____
c) Espera a que se explique en español _____

15. Asigne un número a cada una de las siguientes formas de evaluación según la frecuencia que suceden en sus clases de inglés. (en una escala de 1 a 5 siendo 1 la menos frecuente y 5 lo más frecuente)

- a) Quiz _____
- b) Ejercicios de gramática _____
- c) Presentaciones orales en grupo _____
- d) Presentaciones orales individuales _____
- e) Talleres _____
- f) Evaluaciones de escucha _____
- g) Ejercicios de escritura _____
- h) Otro: _____ frecuencia _____

16. ¿De qué manera le gustaría ser evaluado y por qué?

APPENDIX C: Interview to administrators

The following questions are addressed to know the support the institution have towards the teaching of English at the Institución Universitaria Cesmag

1. ¿Qué información tiene sobre la formación en inglés que tienen los estudiantes de la licenciatura en educación preescolar?
2. ¿Por qué los estudiantes de Licenciatura en ed. Preescolar deben aprender inglés?
3. ¿Por qué un nivel B1?
4. ¿Cuál cree usted que sea el perfil de inglés que los estudiantes de ed. preescolar deberían obtener al finalizar sus estudios?
5. ¿Qué políticas tiene la institución para la enseñanza del idioma Inglés?
6. ¿Cómo cree usted que podemos lograr este perfil de inglés de los estudiantes de la licenciatura en ed. Preescolar?
7. ¿Qué tipo de apoyo desde su cargo como _____ Puede ofrecer para mejorar el programa de inglés?
8. ¿Conoce usted qué tan necesario es para los egresados del programa de lic. en educación preescolar tener un nivel de inglés específico?