PEDAGOGICAL PRINCIPLES AND GUIDELINES

TRANSITION TO 5TH GRADE BOOKLET FOR TEACHERS

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Suggested **English** Curriculum

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PEDAGOGICAL PRINCIPLES AND GUIDELINES
SUGGESTED ENGLISH CURRICULUM

TRANSITION TO 5TH GRADE
ENGLISH FOR DIVERSITY AND EQUITY

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Estimada Comunidad Educativa:

El Plan Nacional de Desarrollo 2014-2018 "Todos por un nuevo país", tiene como objetivo construir una Colombia en paz, equitativa y educada. El Ministerio de Educación Nacional se hace partícipe de esta meta a través de programas como "Colombia Bilingüe", cuyas acciones se enmarcan dentro del propósito de hacer de Colombia la mejor educada de la región para el año 2025.

Hoy tenemos el gusto de presentar al país los **Derechos Básicos de Aprendizaje de Inglés** y el **Currículo Sugerido de Inglés grados Transición a 5º de Primaria**. Estas herramientas buscan que los docentes tengan unos lineamientos curriculares sugeridos y claros, contribuyendo, por un lado, a mejorar las prácticas pedagógicas en el aula de clase y, por el otro, a que los estudiantes alcancen el nivel de inglés esperado en cada grado. Por esta razón, se integran diferentes temáticas esenciales a través de la formación en inglés, tales como la salud, la convivencia, la paz, el medio ambiente y la globalización. A través de la implementación de esta propuesta, los docentes de inglés y las instituciones educativas del sector oficial aportarán cada vez más a la construcción del país bilingüe que deseamos.

Estos dos documentos se construyeron teniendo en cuenta las necesidades y características propias de los docentes de educación básica primaria del sector oficial, lo que permitió establecer ejes transversales adaptables a estos contextos particulares. Se trata de una propuesta dirigida también a las Secretarías de Educación, a las Escuelas Normales y a las Facultades de Educación del país, debido a que son dichos actores quienes, en su autonomía curricular, podrán analizar, adaptar e implementar cada uno de los elementos dentro del marco de los procesos de enseñanza y aprendizaje del inglés en sus instituciones educativas.

Los **Derechos Básicos de Aprendizaje** y el **Currículo Sugerido de Inglés** para Transición y Primaria son apuestas que buscan generar igualdad educativa y hacer que la enseñanza y el aprendizaje del inglés sean vistos como una herramienta fortalecedora de la formación integral y pertinente para los estudiantes del siglo XXI en Colombia.

Agradecemos a la comunidad educativa por sus valiosos aportes, dirigidos a la construcción de un país que busca abrirse cada vez más al mundo globalizado y multicultural en el que vivimos.

Ministerio de Educación Nacional de Colombia.

INTRODUCTION

Education constitutes an essential tool for the social, cultural, and economic development of Colombia. Therefore, much effort has been channeled toward improving coverage and quality in the educational system, following high international standards aimed at reducing the gap between individuals, social groups, and regions; and offering equal development opportunities to all citizens. The design of a Suggested English Curriculum for Transition to 5 becomes a tangible contribution to achieve equal opportunity, as well as improve the overall quality of the country's educational system.

This document offers the educational community and diverse sectors of society a flexible, open curriculum proposal that can serve as input for planning, implementing, evaluating and revising the English curriculum in schools nationwide. This Suggested English Curriculum for grades Transition to 5 of the Colombian educational system complements the curricular proposal already available for grades 6 to 11.

This curricular proposal serves as common ground for the articulated achievement of goals established by the Colombia Bilingüe program. The proposal also serves as a guide for decision-making that may contribute to the improvement of English teaching and learning conditions in our schools; prioritizing on projects that are relevant to the current and desired realities of our educational institutions.

This proposal aims to become a guide for Transition and Primary English teachers in terms of what children need to learn, how they learn it and how they are evaluated in each grade level.

Furthermore, this document gives students and parents the opportunity to actively participate in the construction of the teaching and learning processes of a foreign language, both in and outside the classroom.

The document has eight essential components that include the pedagogical, curricular, methodological, and assessment guidelines of the proposal. They are organized from general to specific. First, a brief overview of English teaching and learning in Colombia as well as the needs analysis that led to this proposal is provided. Then, a description of the theoretical basis and methodological and assessment principles that underlie the approach taken for the Suggested Curriculum are given. Finally, a description of the participants to whom the proposal is addressed, and recommendations for the selection of materials and resources to support the implementation of the curriculum are presented.

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1– WHAT IS THE STATE OF ENGLISH
TEACHING AND LEARNING IN COLOMBIA?

This section introduces the reader to a brief summary of the actions and policies around the teaching and learning of English in Transition and Primary schools nationwide. This section's purpose is to establish an overview of the state of current regulations, curriculum proposals, and projects schools have designed and implemented based on their particular contexts throughout the country.

This reading should be supplemented with publications referenced throughout this document especially the "Guía 22: Estándares Básicos de Competencias en Lengua Extranjera: Inglés" (Ministerio de Educación [MEN], 2006a) and "Orientaciones para la implementación de proyectos de fortalecimiento del inglés en las entidades territoriales" (MEN, 2014c). These documents reflect the country's interest in providing high quality education in order to develop skills and competencies that would improve competitiveness at the international level.

1.1. TOWARDS A BILINGUAL COLOMBIA

The Programa Nacional de Bilingüismo 2004 - 2019 (GNP) was initially introduced by the MEN as a long-term strategy that included the following components: design and socialization of the "Basic Standards of Competence in Foreign Languages: English"; diagnosis of language proficiency levels of English teachers and learners; teacher development both in language and methodology provided by partner institutions; and mentoring programs for Local Educational Authorities and language institutes accreditation processes (PNB socialization Document, 2004).

Then, the program was identified as *Programa de fortalecimiento de competencias en Lenguas extranjeras (PFDCLE)*. This program offered 9,500 teachers professional development opportunities both in language and methodology (Socialization Document, Colombia very well, 2014). The following pedagogical strategies were also initiated: Bunny Bonita, ECO, English Please and My Abc English Kit. Additionally, 65 Local Education Authorities were included in mentoring programs and during the same period, law 1651 also known as Bilingualism law (MEN 2013) was enacted.

Finally, in 2015 the program became known as *Colombia Bilingue Program*, and according to its letter of introduction, the program "resizes its components with large-scale interventions, more investment and includes new components such as social mobilization, partnership management and involvement of parents" (2014, p. 4). Components of this new strategy are: design of a suggested national curriculum; immersion programs for students; mentoring programs for Local Education Authorities and schools by "bilingualism managers"; implementation of the teaching materials English, Please! and Fast Track; Native Speaker teacher assistant programs in educational institutions; and incentive plans for elementary and high school teachers to encourage participation in national and international (USA, India) English immersion programs.

1.2. BILINGUAL POLICY (SPANISH - ENGLISH) IN THE COLOMBIAN CONTEXT

In 1991, the Colombian Constitution as part of its fundamental principles recognized Colombia as a multicultural nation. Chapter 1, Article 7 and Article 10 confirms for the first time Colombia's bilingual status by recognizing communities with their own linguistic traditions. Three years later, the General Education Law (1994) establishes the following specific objectives for primary education: "The acquisition of conversation and reading elements in at least one foreign language" and, for secondary education: "The ability to understand and speak in a foreign language" (1994).

Another relevant contribution is to declare foreign languages a fundamental and mandatory part of the curriculum and the institutional educational project (PEI). Five years later, in 1999, the foreign language curriculum guidelines are published, emphasizing "multilingualism as an educational priority" (MEN, 1999 p.1). These guidelines see the teaching of a foreign language beginning at primary as a way to approach other cultures. In 2006, the MEN introduces the "Basic Standards of Competence in Foreign Languages: English." The new document proposes "clear and public criteria" to classify students by levels: A1, A2, B1 (see table 1) according to the "Common European Framework of Reference for language learning" (2002) which consistently unifies "the purposes of the educational system" (2006) regardless of region, socioeconomic strata, or special conditions.

This new proposal aims for students finishing primary to achieve initial A1 and A2 levels of proficiency with the understanding of "contributing to the definition of realistic processes and achievable goals in each grade group" (2006, p. 11).

Law 1651 of 2013 added some substantial contributions to the General Education Law, strengthening the process of transforming the country into a bilingual nation. For example, the following objective was included as part of the objectives that the different levels of education have in common: "competencies and skills that promote equality and equity of access to higher education and the labor market" (Literal j, 2013). Also, there is an addition to Article 20, which establishes within the general objectives of basic education (1994) the need for students to develop communication skills in order to "read, understand, write, listen, speak and express themselves correctly in a foreign language" (2013). Regarding the specific objectives of basic education in Primary and Secondary, included in Articles 21 and 22 respectively, there were modifications related to the development of conversation, reading and writing skills. As for the specific objectives of Secondary education expressed in Article 30, it simply added to Article 21 the levels of comprehension and the ability to perform successfully in at least one foreign language.

Furthermore, another document, *Orientaciones para la Implementación de Proyectos de Fortalecimiento de inglés en las entidades territoriales y en las instituciones educativas*, seeks to "ensure Colombian students develop better communication skills in a

CEFR levels		Levels for Colombia	Grades
INDEPENDENT USER	B1	Pre-intermediate 2	10° - 11°
		Pre-intermediate 1	8° - 9°
BASIC USER	A2	Basic 2	6° - 7°
		Basic 1	4° - 5°
	A1	Beginner	1° - 3°

Table 1. Taken from Guía 22: Basic Standards of Competence. English, MEN, 2006

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foreign language throughout the educational cycle "(MEN, 2014c). The MEN specifically proposes for primary schools, the design and implementation of methodology and use of resources workshops, as well as teacher development programs aimed at achieving the A2 level. It also proposes increasing the number of English teaching hours in primary: between one and three hours for the first three grades and three to five for the second group of grades (2014c).

1.3. TEACHING TOOLS FOR TRANSITION AND PRIMARY

This section highlights certain educational tools developed by MEN, the first three of which were specifically aimed at strengthening English in Primary.

The first educational tool, **Learn English with Bunny Bonita**, was created in 2012 to develop the core competencies of level A1 in Primary school according to the proposed standards. The material included a set of 15 videos and user guides for teachers (with lesson plans) and student books which told the adventures of a cute bunny and her friends. This proposal included teacher training in different urban centers in the country for those who were without prior training or who had received inadequate foreign language or pedagogical training in the past; the proposal also included training materials.

A second educational tool developed by MEN was **English For Colombia (ECO)**, which focused on student development through radio for first to third grade teachers in rural schools. The material included 90 audio lessons, 7 educational posters, a teacher's guide with lesson plans, a self-training teaching DVD, a student book and a storybook. As a high-impact tool, the program as mentioned before, mentored both teachers and students through radio broadcasting.

A third educational tool developed by MEN which also aimed to strengthen English in primary was **My ABC english kit**. This tool was targeted at primary teachers lacking the linguistic and methodological skills necessary to teach English in the fourth and fifth grades. The material included a methodological guide for lesson planning, 50 models of class activities, thematic posters, student work guides, songs, stories, and more.

Another educational tool is **English, Please!** This tool was developed to strengthen English learning throughout the educational system rather than focusing exclusively on primary education. It includes a collection of books for official institutions in the country and is intended for use in grades ninth, tenth and eleventh. The series is aimed at developing the A1 and A2 levels to a final pre-intermediate level B1. In 2016, after a complete review of the material, the English, Please! Fast Track version was released.

Recently, new documents were introduced in a kit that includes the **Basic Learning Rights (DBAs)**, pedagogical principles for teaching foreign languages, the standards booklet and the suggested curriculum for 6 to 11. This pedagogical tool provides teachers with a curricular reference that unifies topics and methodology in order to help students achieve the expected B1 level. The DBAs describe the knowledge and essential skills that students must develop. With the suggested curriculum, teachers were provided with a unified approach to meet the proposed language level at the end of the educational cycle.

It is necessary to mention that with the suggested curriculum, a substantial transformation is made to the structure of the levels initially proposed by Guía 22. The new proposal starts with the development of the A1 level in sixth grade (see table 2).

GRADE	LANGUAGE LEVEL		HOURS ASSIGNED VS. HOURS RECOMMENDED TO LEARN ENGLISH		
			NUMBER OF HOURS PER WEEK AND PER YEAR	RECOMMENDED	CUMULATIVE
6	A1		3 Hours X 36	90	108
7	A2.1	A2	3 Hours X 36	200	108 / 216
8	A2.2		3 Hours X 36		108
9	B1.1		3 Hours X 36		108
10	B1.2	B1	3 Hours X 36	375	108 / 324
11	B1.3		3 Hours X 36		108

Table 2. Taken from Suggested curriculum structure, MEN, 2016 p.32

Teacher, I have a question.

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2– WHAT REALITY DOES THIS CURRICULAR
PROPOSAL CONSIDER FOR THE TEACHING OF ENGLISH IN TRANSITION AND PRIMARY?

This section shows the national educational reality, specifically the English teaching process for Transition and Primary, the features of the target population and some other external factors that influence the teaching and learning processes at these levels.

Having conducted a holistic and informed needs analysis, through the use of multiple data collection techniques and from different perspectives allows this curriculum innovation to respond efficiently to the variety of national contexts. For this process, institutions with diverse social, geographical, and cultural characteristics were involved, to obtain a picture as heterogeneous and representative as possible of the multiple realities of the national population.

This section is divided into the following subsections: legal framework for child education, target population characterization, challenges for teachers, and factors that influence the English teaching and learning process in transition and primary schools.

2.1 LEGAL FRAMEWORK

In this section the **Convención sobre los Derechos del Niño (UNICEF, 2006)** was considered. This document establishes that every child has the right to, at least, receive a free primary education; this education must be oriented to develop his/her personality and competencies to prepare him/her for an active adult life, respect for basic human rights and for national and cultural values of his/her own culture and that of others (artículo 29). The teaching of a foreign language plays an important role since it helps children to strengthen values related to their cultural identity, while they learn about other cultures.

In the national scenario, an important document to analyze was the law 1098 of 2006, which introduced the **Código de la Infancia y Adolescencia** in the country. This document provides legal dispositions regarding compliance with the rights of children in Colombia. With regard to the right to education, it emphasizes the right children have to receive free and compulsory quality education for a year of preschool and nine in basic education (article 28). In addition, the importance of early childhood (0 to 6 years-old) is recognized; an age fundamental for cognitive, emotional and social development (artículo 29, p. 12). On the other hand, this law emphasizes the right of children to rest, play, and participate in activities typical of their age group, as well as cultural and arts-related activities (artículo 20, p. 12). As this right is considered essential for this age group, it is an inherent aspect of the curriculum.

For preschool education, the **decree 2247 de 1997**, offers some guidelines on the principles that must be followed. The document states that the preschool curriculum must be a project on permanent construction and pedagogical research developed through play and integrating: the dimensions of human beings - corporal, cognitive, affective, communicative, ethics, aesthetic, and behavioral; learning styles; the educational needs

of children with special needs or those exceptionally talented; and the ethnical, cultural, linguistic and environmental features of each region and community (article 12). Furthermore, the same decree sets as curricular guidelines for preschool holistic growth, participation, and ludic; it conceives assessment as a holistic, systematic, permanent, participatory and qualitative process. The curriculum proposed for transition must follow these curricular guidelines and at the same time consider them as the basis to design the curriculum for primary schools.

Aware of the importance given to education in early childhood, Colombia has implemented the **De Cero a Siempre strategy** (See law 1804 of 2016), which focuses on assuring conditions that guarantee an ideal development for children ages 0 to 6. The name of this strategy implies that raising children under a holistic approach, will set the basis for long-term human skills and abilities. Thus, teaching English at preschool will influence children's ability to acquire the language when they start formal education. However, emphasis should be placed in developing competences in their native language.

2.2. CHARACTERISTICS OF CHILDREN BETWEEN THE AGES OF 5 AND 12

Rice (1997) affirms that the life span between the ages of 3 and 5 corresponds to *early childhood*. At that age, children begin to develop self- concept, identity and they also acquire gender roles that determine their games, likes and friends. Likewise, Papalia, Wendkos & Duskin (2010) claim that early childhood represents that stage of life in which children increase their levels of attention, the promptness to process information and the development of long-term memories.

Early childhood begins with the development of thinking through images. Novoselova (1981) states that thinking through images leads children towards the threshold of

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logic, since it lets them understand general schemes that are the basis to build concepts. Similarly, Novoselova (1981) claims that once logical thinking is dominated, thinking through images remains and does not disappear, even complex and abstract activities that apparently require only logical thinking, involve the use of images.

On the other hand, Rice (1997) mentions that *intermediate childhood* corresponds to ages 6 to 11, in which the child demonstrates advances in reading, writing and arithmetic. At this stage, children start to understand their world, to think logically, and their moral and psychosocial development becomes more important influencing their emotional and social selves.

To support the previous idea, Craig (1997) claims that at this stage, children are more flexible with their thoughts, they learn to correct themselves after making mistakes and to start again, furthermore, they learn how to analyze different situations, objects or problems from several perspectives.

On the other hand, Vygotsky (1981) contributes to this conceptualization with very important theories that are based on the influence of the context in children's development. As for the development stages, Vygotsky (1981) claims that between the ages of 6 and 11 years old, children are in a *categorial* stage, in which their thought becomes more organized, based on more significant knowledge of their surrounding reality.

This theory also recognizes that the human being is first a social being, and then an individual being. All learning is first built in collectivity, as a social phenomenon, to be then interiorized and systematized by the child at a psychological level. Therefore, all teaching and learning processes will need to happen in a social and cultural situation, being language the most important mediation element of such socio-

cultural interaction. Such a vision is the central tenet of this curriculum proposal.

As can be seen, trying to understand children in school age is a daunting task. Children are unique and their nature requires ludic and discovery but above all it requires their willingness to learn and feel empowered about everything that surrounds them. Children are body and mind, they feel and communicate, they are also spirit and as humans that they are, their growth is permanent and holistic mediated by adults, other children and the environment.

2.3. TEACHERS' CHALLENGES

The purpose of a teacher should be to guarantee holistic education. That is why he/she should be an agent of change, a guide but above all, a mediator. The work of a teacher requires permanent transformation as situations inside the classroom vary or increase and therefore the challenges he/she has to face. Creating an appropriate environment for each experience, using strategies that facilitate learning processes and proper assessment are the main challenges the new millennium teacher faces and which are discussed below.

Trilla, J. et al (2011) claim that the learning environment does not only refer to the physical space, but also to the content and the didactic materials used to potentialize self- learning and metacognition. Fostering a learning atmosphere is related to dedicating some time to organize every detail to help children grow in autonomy, freedom and participation, since an attractive environment motivates children to develop their skills at a higher level (Trilla, J. et al, 2011).

The ability to manage a learning environment implies having a real pedagogical intention. The teacher needs to know how to observe, mediate the processes proposed and co- built with children. The teacher

needs to understand and appreciate the (maturative, motor, affective, cognitive, social and spiritual) processes of children; and he/she needs to listen to children respectfully.

A second challenge for the teacher is to implement methodological strategies that can mediate between children and learning. In order to do this, the teacher needs to know students' needs, interests, and motivations, as well as to count on multidimensional skills that allow him/her to have an array of strategies that can function in different contexts and to tackle different learning needs.

Finally, every teacher has the challenge to assess students' learning. Initially, traditional education was centered on the results of learning only as a mean to give a value to the knowledge achieved by students at a certain time. Nowadays, talking about assessment means considering it as a vital part of a child's learning process. The teacher provides close, constant and timely monitoring and revision through observation, questioning, and listening. Assessment must be

systematic, participatory, qualitative and permanent. As Borjas (2013) states, the main objective every teacher needs to achieve is to know and understand the holistic development of children, their achievements and difficulties, while stimulating the development of positive attitudes, values and behavior.

2.4. FACTORS TO CONSIDER FOR THE IMPLEMENTATION OF THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY SCHOOLS IN COLOMBIA

English teaching and learning in Transition and Primary schools in Colombia is, without any doubt, a complex context. This is mainly due to the fact that the educational system in these levels is implemented by all-subjects teachers. That is, one single teacher, the headteacher, is generally in charge of teaching all basic subjects in the curriculum. On the other hand, there is not a sufficient number of English teachers to supply the growing need in the country. Therefore, primary teachers are the ones who massively have the daunting task of teaching English. Most of them, however, do not have the language

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proficiency needed, nor the methodological resources for this job. This, and other realities, such as the time (or lack of) dedicated to English teaching per week, and the high number of students per class in some contexts, were clearly evident during the needs analysis.

There are, then, a lot of opportunities for this context, among them:

- Constant and continuous teacher education is a pressing need. Educational processes are needed to improve language levels, as well as innovate English teaching practices in order to acquire the necessary tools for the implementation of the English curriculum in educational institutions. This curriculum can constitute an educational and updating tool, through its methodological and assessment suggestions, but can not fulfill the need for the development of teachers' communicative competence in English.
- Implementation of classroom management strategies is also important. These strategies can be implemented in large classes for English learning to

be more efficient, participation to be democratized, and discipline to be improved.

- Establishment of flexible institutional policies regarding teaching load is necessary. This can be done by school principals, and supported by Local Education Authorities. For example, allowing a teacher with some language skills or language education to teach English in several groups in Transition and Primary.
- Allocation of didactic and audiovisual resources for English teaching and learning is paramount to support curriculum implementation and innovative methodological strategies. This initiative needs to come from the Local Education Authorities and the National Ministry of Education.
- Promotion of school administrators leadership skills is essential. They can ensure, for example, the allocation and compliance of at least one hour for English teaching a week in all grades in transition and primary. They can also mobilize resources and processes towards English teaching and learning in their schools.

There was a farmer who had a dog and BINGO was his name
B – I – N – G – O...

3– WHAT ARE THE CURRICULUM PROPOSAL
PRINCIPLES FOR TRANSITION AND PRIMARY?

This section describes the underlying principles for the curriculum, including: the adopted curriculum approach, the curriculum themes, curriculum characteristics, and the purpose of the curriculum proposal.

3.1. WHY IS AN ENGLISH CURRICULUM NECESSARY FOR TRANSITION AND PRIMARY?

The National Ministry of Education has been making an effort to assure the equity and quality of education in all the regions of the country. Every day, the need for a national curriculum to guide all schools, respecting the socio- cultural diversity of the country and the institutional autonomy that schools have, is more evident. The objective is to create high quality, flexible, and inclusive curriculums able to support and accompany the work done by the teachers of the country, regardless of social status, economic status, or geographic location, and that can be adapted to the specific conditions of every context. The development of a national curriculum in key aspects like Language, Math, and English will allow schools to formulate clear teaching and learning expectations, which may support the setting of goals, learning areas, and competences that all children in Colombia have to achieve at the different levels of schooling. In this way, equity and quality education are promoted.

Taking into consideration the existence and current implementation of the Suggested English Curriculum for secondary schools, it is necessary to develop a Suggested English Curriculum for Transition and Primary with its corresponding Basic Learning Rights. These will direct efforts towards the preparation of students in a Pre-A1 and starting A1 level, in order to guarantee the best possible performance, once they enter secondary

education. Pre-A1 level is considered, in this proposal, as a platform for preparing and familiarizing students with language foundations, that will give them initial communicative tools to face English learning when they enter secondary education.

Hence, it is fundamental to set off from the initial secondary curriculum proposal and offer teachers in the country a Suggested Curriculum design that responds to both the needs of a globalized world, as well as the contextual particularities of institutions in urban and rural environments. The curriculum can provide teachers a route to guide their pedagogical practice, as well as becoming an educational tool for them, adjusted to their reality.

3.2. WHAT ARE THE PURPOSES OF THE CURRICULUM PROPOSAL?

This curricular proposal has several purposes:

- Provide an open document that works as input for the discussion of educational communities around common aspects that must guide the development of communicative competences in English in the regions, cities and municipalities.

- Make the curricular components and basic contents or minimum learning objectives that Colombian students have the right to have, visible. The intention is to stimulate discussion on the possibilities of restructuring and adapting them to the context.

- Suggest a structure of general progression by levels of language, grades, number of hours and macro competences that must be available to all students during their school life.

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- Raise awareness in quality coordinators, bilingualism leaders, school administrative staff, teachers, students, and parents of the need to approach English learning as a dynamic, continuous, progressive and planned process that requires ensuring resources and the commitment of each of the stakeholders.

- Offer a curriculum structure and suggestions for implementation, in order to provide coherent ways to bring theory to practice. The aim is to illustrate the internal coherence of the proposal, by evidencing how each component reflects the theoretical principles chosen.

- Stimulate creativity and critical and reflective positioning of schools and teachers, by giving them roles as designers and mediators of important, relevant and changing learning scenarios.

- Generate feedback processes in which understanding, success and difficulties feed the proposal to continuously reconfigure it and adapt it.

- Ensure, by means of this general curriculum proposal, an equitable treatment for all the population, with special emphasis on the population ¨at risk of social exclusion, poverty and the effects of inequality and all types of violence¨ (MEN, 2006, p. 10).

This is my sister Elena. She's five years old.

This is my family!

To summarize, this curriculum proposal as a guiding, suggesting, open and flexible document, puts in the hands of schools, administrative staff, and teachers, the responsibility of making specific curricular decisions that condition it to their particular educational reality. Such a curriculum is an invitation to integrate it to the educational community context, the Institutional Educational Project and other existing initiatives.

3.3. WHAT IS UNDERSTOOD BY CURRICULUM IN THIS PROPOSAL?

Law 115 of 1994 defines a curriculum as a ¨set of criteria, curricula, programs, methodology, and processes that contribute to a holistic education and the construction of a cultural identity, that includes human, academic and physical resources to put into practice educational policies and implement the Institutional Educational Project¨ (Art. 76). In addition, the Suggested Curriculum for secondary (MEN, 2016) views the curriculum as a system integrated by interrelated components also linked to the context where it is implemented. On that train of thought, the curriculum is an element that integrates cultures, knowledge, skills, and practices and guarantees the development of the individual and the transformation of society.

The present curriculum proposal is based on that integrating vision of curriculum, starting with the need to strengthen the interaction among its components, teachers and students. In fact, the curriculum proposal for secondary equally establishes that vision in which contents, and pedagogical processes are transformed from the understanding that learning is an active and continuous process, product of social interaction with others and whose aim is the integral development of the human being and consequently the transformation of society and intercultural growth (Scott, 2008).

3.4. WHAT WAS THE ADOPTED CURRICULUM APPROACH FOR THIS PROPOSAL?

A curriculum approach, in the words of Sacristán (1988), corresponds to the ¨classifications that systematize the different theoretical orientations present in the curricular field, turning into organized frameworks of the conceptions about the reality they cover and become¨ (p. 44). Selecting an approach for the design of the Suggested Curriculum is a fundamental step in the process since it helps to consolidate the structure that will help visualize the elements of the curriculum and their interaction. Having clear conceptions of education, learning, language learning, and competencies that need to be fostered is crucial to define such approach.

Taking into consideration the results obtained from the needs analysis, the decision for this suggested curriculum was to integrate two approaches: the action-oriented curriculum (CEFR, 2002), and the contextual (or ecological) curriculum (Bronfenbrenner, 1979).

3.4.1. Action-oriented curriculum approach

Language teaching and learning around the world has experienced important advances since the publication of the Common European Framework of Reference (Council of Europe, 2001). The document suggests an Action-oriented Curriculum Approach, that is, the development of certain tasks through which learners can develop the necessary competences to perform effectively in communicative contexts different from their own. In other words, learning is the result of specific actions that can include linguistic, sociolinguistic, and pragmatic aspects, necessary and comprehensible to all individuals.

This conception of curriculum highlights the active and participative nature of the speaker in the process of foreign language learning. That is to say that communicative processes happen through the development of specific tasks, based on the particular social interaction contexts

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where they occur. Thus, general and communicative competences are fostered in order to perform actions (tasks) through which new volitional and cognitive skills and abilities are strengthened. This approach is based on two fundamental principles, which are presented below:

Learning happens through social interaction

In a given task or action, the student's role shifts to become an **active participant of his/her learning process by means of interaction with others**. According to Vygotsky (1978) knowledge construction is a genuinely social process, which, from this approach, depends not only on the type of task assigned but also on the quality of the social exchange that occurs in the development of that task. The grammatical and lexical elements that are involved in this task, more than learning objectives, constitute the tools to achieve the communicative objectives proposed.

Learning happens through action

Language learning, according to this approach, is a product of social interaction, that is, through **action in defined social contexts** in which speakers exchange knowledge, opinions, emotions, while they strengthen skills and abilities that go beyond communication. Here, the action or 'social' task, replaces the concept of speech act (Puren, 2004), and it is developed through communicative or social strategies or competences. In other words, the speaker needs to make informed decisions during the development of the tasks, which can lead him/her to use the language appropriately in a given social situation.

This action-oriented conception transcends the communicative approach as it encourages and engages learners in meaningful, clear-directed learning. In this regard, it is crucial to face language learners to clear and concrete tasks, which are based on real-life, authentic, language use.

3.4.2. Contextual or ecological curriculum approach

The Contextual or Ecological curriculum approach suggests that participants and their environment interact in order to construct, complement, and transform knowledge (Bronfenbrenner, 1979). This vision acknowledges that there is no absolute truth, and that reality is shaped and transformed in the classroom. Hence, the classroom is perceived as an interaction site, an epicenter of educational processes that brings about knowledge, opinions, and feelings from the context that are finally transformed or complemented. This interaction constitutes the fundamental principle of this approach.

Learning happens through interaction with others, and the context.

Learning in this approach is a social construction that starts in the context and moves towards the configuration of theories and models, by means of "participative and interactive teaching, which focuses on what happens in daily life" (Blanco, 2006, p. 124). Thus, meaningful learning is guaranteed by addressing students' needs and interests (Coll, 1987). This model suggests an **active classroom experience** that mobilizes interrelations among the diverse systems involved in educational processes.

Brofenbrenner (1979) made a distinction of the contextual systems that can interact with individuals and classified them into micro, meso, exo, and macro system. The **microsystem** refers to the level that is closest to the child, and which is generally represented by the family. The **mesosystem** forms from the interrelation between two or more contexts where the child moves, in this case it can be the school or the groups of friends. The **exosystem** is represented by contexts or organizations outside the experience of the child, but which has an impact on his/her development, for example, the health system or public policies. Finally, the **macrosystem** is the most external level in which all previous systems are immersed and which relates to the relationships and social classes, cultures and subcultures that revolve around the child's world.

In this curriculum, the interrelation among these systems takes central role, due to the articulation of suggested tasks and projects, which aims at helping students position themselves as a participative and conscious subject, inside and outside of their contextual systems, with the objective of potentializing their learning opportunities.

3.4.3. How are these two curriculum approaches articulated in the Suggested Curriculum for Transition and Primary?

Selecting the approaches that underlie the curriculum design of the present Suggested Curriculum for Transition and Primary, depends on the pertinence and relevance of the approaches discussed, and the national contextual needs. Table 3 below shows the most relevant aspects of the two approaches presented previously.

ASPECT	ACTION ORIENTED	CONTEXTUAL - ECOLOGICAL
The Student	Is a "social agent", which means he or she is also a learner-user of the language.	Is a subject that actively participates in his/her learning process, which allows him/her to transform his/her social environment.
The Teacher	Creates communicative tasks. The teacher becomes a person-resource, to which students turn to with the aim of producing texts that are appropriate for their social interaction.	Is a mediator of social and institutional culture, as well as a mediator of learning.
Objectives	Develop general and communicative competences, by fostering participation in authentic and concrete contexts.	Objectives are identified as skills and values that can be used in concrete, real life contexts through meaningful language use.
Learning	Happens through social interaction in concrete tasks.	Happens in two ways: • Through activities related to sociocultural context. • Through interaction with peers and development of cognitive skills.

Table 3. Comparative table. Action-oriented and contextual/ecological approaches.

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In general terms, both approaches view the student's role as highly active in his/her learning process. Learning occurs through interactions or social exchanges, through games and through the development of social and affective dimensions, which are equally fostered in early childhood education systems.

On the other hand, the teacher is a resource that supports social and cultural growth, an agent that manages interaction and learning spaces, based on the surrounding contexts, and on the knowledge and skills students already possess and need to complement or transform. However, these approaches require the teacher to be an engaged professional, aware of his/ her vital role in this process. The teacher needs to possess the methodological and communicative competences necessary to guide and facilitate students' foreign language learning, as well as their integral education as human beings, ultimate goal of any educational process. The teacher is conceived, based on the articulation of these two approaches, as a reflexive professional with transforming potential (Kumaravadivelu, 2003), who, commencing from the recognition of his/her areas to improve, which in this case have to do mostly with the language level, can exercise his/her power facing the implementation of this curriculum, making important decisions for choosing and adapting the suggestions in his/her teaching context. The teacher is also the one who mediates in the interaction between the curriculum and the students, in order to encourage transformational processes suggested in this proposal.

In relation to their objectives, both approaches promote the development of skills and competences that have linguistic and sociocultural scopes. It is evident that context plays a fundamental role in both approaches. In this curriculum proposal, these aspects require clear knowledge of the contexts where children operate in order to plan and propose clear, measurable, and coherent objectives, which go in line with their reality as well as with their educational needs.

Learning processes are conceived as the ability to act and participate in a community of practice. This is coherent with the methodological approaches of tasks and projects. Students take the role of agents of action, who can engage actively in the contextual processes around them.

In sum, the Action-oriented Approach offers students an authentic and motivating character, while the Contextual Approach situates students in their own contexts in order to know it deeply and transform it. In other words, it starts from students' reality and helps them understand it and perform well in it, through interaction with peers, and the promotion of autonomy and cooperation towards learning.

3.5. WHAT ARE THE CURRICULUM THEMES THAT SUPPORT THIS PROPOSAL FOR ENGLISH TEACHING AND LEARNING IN TRANSITION AND PRIMARY?

This section presents a description of each one of the curriculum themes selected for the Suggested English Curriculum for Transition and Primary: **sociocultural approach, cross-curricularity, diversity and equity, and value education.**

3.5.1. The sociocultural approach to language learning

The Suggested Curriculum is based on the conception of English learning as a social phenomenon that involves cognitive, affective, and interactional processes (Bandura, 1992; Halliday & Hassan, 1989; Hymes, 1972; Vygotsky, 1978). Bearing this in mind, one of the central axes of this proposal is the **sociocultural approach**, which emerges from Vygotsky's (1978) sociocultural theory. This theory recognizes the human being as first a social being, and then as an individual. As Wertsch (1988) puts it, children's cultural development is evidenced firstly around others, on an *interpsychological* field,

and secondly in children's self, on an i*ntrapsychological* field. The **sociocultural approach** for language learning, in this curriculum, aims at promoting language development in collaborative scenarios that favor students' interaction with their peers in contexts that are familiar to them, and that can be expanded to reach interaction with the world.

Hence, Vygotsky's (1978) sociocultural theory is fundamented on the influence of the context in children's development. Vygotsky recognizes that learning and development are interdependent. One of his most significant contributions is the notion of *Zone of Proximal Development*, which refers to the distance between the child's current developmental level, which is determined by how he or she solves a problem independently, and the potential developmental level, which is achieved by solving a problem with the guidance of an adult or a more capable peer. That is to say, that a child's learning can be stimulated through the interaction he/she has with his/her peers or teacher. This is where the notion of *scaffolding* comes into play (Bruner, 1978). Scaffolding refers to the support or help that a more capable peer, or adult, can give to the child so that he/she can overcome his/her current developmental level. Both concepts are vital in this Suggested Curriculum in regards to English learning, as teachers are entitled to mediate between what students are (or are not) capable of doing with the language, and what they will need to be able to do by the end of their primary education.

Similarly, the teacher has the responsibility to generate contents, materials, activities, and opportunities that will act as the "scaffold" for the development of students communicative and sociocultural competence.

Other two important notions from Vygotsky (1978), especially relevant for language learning are *mediation and meaning*. The first one relates to the idea of 'scaffolding' presented before and refers to the process

that allows a natural behavior to be transformed into a higher mental process, by means of significant social activities (Minick, 1987). In other words, this curriculum suggest mediating activities that can mobilize significant learning from social interactions that are relevant for children. The second notion, that of *meaning*, has to do with the natural and unique capacity that human beings have to communicate with a specific sense of function. Meaning-making should prevail over symbols. In the case of English learning in this Suggested Curriculum, meaning is more important that form (grammar, vocabulary, etc.) to promote communication that has real meaning in a real speech situation.

In this Curriculum proposal, it is expected that, through **teachers' mediation**, children in Transition and Primary can be in touch with the foreign language, through active observation, and can begin to integrate learned elements in their own interactions.

3.5.2. Cross-curricularity

Cross-curricularity is conceived as "the construction of dialogues among disciplines, which is specified in the different subjects in a holistic way. By fostering cross curricularity, addressing multidisciplinary social, ethic, and moral issues, present in students' environment is also promoted. This dynamically links schools, family and sociocultural contexts towards understanding those dilemmas" (MEN, 1998b). Cross-curricularity is, per se, an integral education tool that, along with motivation, aims at consolidating children's knowledge, skills, attitudes and values allowing them to become human beings capable of addressing phenomena from different perspectives, moving away from knowledge fragmentation. Besides, this theme helps the curriculum approach reality and to have practical and social real-life application (Magendzo, 1998; 2001).

Cross-curricularity in this Suggested Curriculum for Transition and Primary is coherent with two factors that are fundamental for this context. Firstly, this theme addresses the fact that transition is a cycle that inherently favors cross-curricular work through the dimensions that it aims to develop, as well as the multidisciplinary projects that are the methodological foundation of this level (MEN, 1998a), and which bring children closer to their surrounding reality and help them discover the world. Cross-curricularity is therefore a logical action for transition, but additionally, it is a theme that shows to be effective for children in primary education by giving them the opportunity to use English to practice, learn or reinforce their knowledge about the world that surrounds them, and about topics that are being studied in other subjects. This will hopefully have an impact on children's motivation for learning (Piaget, 1975, as cited in Torres, 2006), as they see how foreign language learning can have an application and be transferred to other disciplines.

Secondly, the needs analysis results show that, in the context of English teaching in Transition and Primary in Colombia, most teachers are professionals in elementary education, or in other subjects, such as Spanish, Science, Social Studies, and Maths. This gives them a cultural background, a knowledge of their discipline, that can be used in the English class. Teachers have knowledge, skills, attitudes, and values that are very valuable, as well as experience to teach in these levels. These tools can help them face the challenge of teaching English, by using their potentialities and articulate them cross-curricularly with the English subject, as this curriculum proposal suggests. Thus, English learning can really become a vehicle to acquire knowledge of the world and not just about the language itself.

The suggested curriculum structure pretends to be a guide of how to achieve this cross-curricularity by offering some elements with which every teacher can identify, and which transcend English teaching as a communicative instrument, and point to the educational field. That is, it aims at **educating holistic citizens, aware of their role as agents of change in their society**. The objective is for teachers to perceive the English class as another scenario for the achievement of their educational goals in each grade. Each module suggested in the curriculum structure is an example of how English learning can contribute to the achievement of cross-curricular objectives that involve knowledge and abilities from other areas of the institutional curriculum. Module 3 in transition, for example, suggests the goal of "establishing simple actions for environmental care at home and at school". In this module, the syllabus and methodological and assessment suggestions point to the achievement of that goal, while they also propose English use for specific tasks related to the topic. This goal is coherent for the primary teacher since it can be easily articulated with environmental protection processes carried out at the institution. Also, the teacher will have knowledge of the discipline that will enhance the development of the module.

3.5.3.   Diversity and Equity

Diversity and **equity** are important themes in this proposal as they configure children's position in the world, in relation to themselves and others. Given that, and in coherence with the Suggested Curriculum for secondary, this proposal encourages Local Education Authorities, schools, school teachers and administrative staff, to safeguard the rights of all children in the country. They have to assure all children have access to the same opportunities and live meaningful experiences, oriented to achieve the learning objectives that have been established in their path towards holistic human development.

Children are different in gender, culture, learning styles, train of thought, physical and cognitive limitations and possibilities. This curriculum respects those differences and considers them valuable.

In English learning, the theme of diversity plays a fundamental role by promoting teaching that is not rigid nor homogenizing; on the contrary, it expands its methodology and assessment paths so that they take into account students' individualities and differences. Besides, a diverse English classroom contemplates the recognition of the legitimate other (Magendzo, 2014), with their identities and particularities, which converge in the classroom and open space for yet another, the foreign other. **Diversity** in this Suggested Curriculum **strengthens children's intercultural relations**, and promotes their own culture recognition, as well as respect for differences.

Equity, on the other hand, has been established as one of the pillars in the National Development Plan 2014-2018, which "contemplates a vision of integral human development in a society with opportunities for all" (p. 1). Following that train of thought, **equity**, within this proposal, parts from a **vision of education from a rights approach**. In order for this curriculum to be equitable, it has to establish what learning is valuable for all students, and what learning they all have the right to. This is done as a way to ensure that each student has the same opportunity to develop the necessary skills and abilities to help build a better country, as well as to face the challenges of the modern world.

Thus, the Suggested English Curriculum for Transition and Primary originated with knowledge from the particular needs of these levels in relation to English learning, in the diverse national contexts. Based on those needs, the proposal established goals and learning objectives, basic learning rights, and a curricular structure that aims at fulfilling those needs

in a relevant, flexible and adaptable way. Each school can, therefore, make use of the curriculum to ensure that all Transition to fifth grade children in the country achieve the learning objectives.

3.5.4.   Values-based Education

The development of values, attitudes, and personality are critical during childhood. It is therefore crucial to emphasize values-based education between the ages of 5 to 12. According to UNESCO (2010) "values and attitudes through which we live, affect how we relate to other people and to all our activities in the environment, and therefore, are a primary influence in our prospects for reaching a sustainable future". In this sense, **values-based education** relates to the **affective or emotional dimension of human behavior**, and can not be separated from cognitive understanding. This curriculum proposal favors **cross-curricular work**, which conceives the English classroom as a space where values are promoted and articulated, so that they can contribute to the improvement of education. The values that promote cross-curricularly are **dialogue, peace, responsibility and accountability, determination, and criticality** (Blanquet, 2013).

The importance of **values-based education** in this curriculum comes from a vision of education as an ethical event (Bárcena & Mèlich, 2000; Mèlich, 2011). Any educational activity, and in this case, any kind of learning occurs in a social scenario with others. And, according to Mèlich (2011), "if the relationship that is established with the other is a relationship of *responsibility, compassion, care,* in which it is the *other* who is important, then that relationship is said to be *ethical* (p. 49, our translation).

Values-based education in this curriculum will also be observed through citizenship education which constitutes a fundamental characteristic in this curriculum, and will be discussed in the next section.

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3.6. WHAT ARE THE CHARACTERISTICS OF THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY?

The previous curriculum themes unfold some curriculum characteristics that are closely related to them. These characteristics are **flexibility and adaptability, XXI century skills, games and discovery, inclusion, and global citizenship education**.They will be discussed in this section.

3.6.1.   Flexibility and adaptability

With the aim of making this curriculum viable in our country's diverse contexts, this proposal has been conceived from the idea of **flexibility and adaptability**. Two interdependent characteristics that allow each element of the curriculum proposal to be adapted, by teachers and schools, to an Institutional Educational Project (PEI in Spanish), and help them achieve the established language learning objectives.

Flexibility refers to the characteristics that this curriculum has, even on concrete pedagogical principles and foundations, to be evaluated and appropriated in different ways to adjust to real, dynamic and changing contexts of schools in the country (Lemke, 1978; Magendzo, 1991, 1996). This Suggested Curriculum is flexible, with a spiral and cyclical structure, and with methodological and assessment paths that can be adjusted to the needs

of the target population. It is necessary to highlight that this flexibility is concretized in the suggested curriculum structure (*mallas de aprendizaje*) for each grade, in a way that teachers can make decisions about its implementation within each suggested module and its components. However, with the aim of ensuring the progression of the established competences and the achievement of the learning goals, the recommendation is not to alter the order of the modules within a specific grade.

Adaptability has to do with the ability of this curriculum to adapt to the bilingual projects that can be in place, within schools' autonomy in Transition and Primary. Aspects such as number of hours a week, institutional resources, number of students and teachers, among others, were considered in this proposal to make it easily adaptable.

3.6.2.   21st Century Skills

Education in the **XXI century** demands that, **along with disciplinary knowledge, students develop skills that allow them to perform successfully in a changing, globalized world**. Students in Transition and Primary should start developing competencies that prepare them to perform jobs that have not been created, as well as to understand situations and solve problems in a critical and innovative way.

Trilling and Fadel (2009) have suggested a 'XXI century knowledge and skills rainbow', which constitutes a

reference framework for the development of these skills. This rainbow includes, besides traditional disciplines, topics of modern content, such as global and environmental awareness, financial, health, and civic competencies. All of the above, surrounded by three sets of fundamental skills for the present century:

- **Learning and innovation skills**: within this category, one can find critical thinking, problem-solving, communication and collaboration, and creativity and innovation.

- **Information, media, and technology skills**: In this second category, they include information literacy (which allows to access, evaluate and use information efficiently), media literacy (which contributes to understand, critique, and use diverse media resources to transmit messages), and ICT literacy (which refers to knowing how to use these tools for better learning).

- **Life and work skills**: the last category includes flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, and leadership and responsibility.

The previously mentioned skills permeate the learning objectives in this curriculum proposal; taking into account students' cognitive and socioemotional development, as well as the development of their communicative competence. In order to do this, a revision of the **XXI century skills** proposed in the above framework was carried out, and its adaptability and application in this context were evaluated. These skills are represented as performance indicators that target the "*know how to learn*" within the syllabus of each of the grades in the curriculum structure.

3.6.3.   Games and discovery

The child is a unique being, whose nature favors game-oriented, and discovery activities. It especially targets the child's desire to learn and make his/her surrounding context his/her own. Both notions have been considered as pillars of early education by the MEN (2014). They also have great influence in this curriculum proposal as it recognizes that these are also pillars for learning, and may have positive results for English learning in particular.

Through game-oriented activities, children discover their body and start their interpersonal relationships with others. **Play is, then, an inherent part of learning and human development.**

Games are a synonym of comfort, well-being, enjoyment, happiness, and learning; even when the former occur accidentally. According to Benítez (2009), children acquire multiple learning when they play, since **games stimulate their intellectual development, by allowing them to make judgments and solve problems**. This develops their **creativity, imagination and curiosity to discover the world around them**. It also offers them a scenario to put into practice the acquired learning.

Children also learn through the experiences that their environment offers them. **Exploration of their surroundings** allows children to construct knowledge about the world that surrounds them, by means of processes such as "manipulation, observation,

experimentation, verbal expression, and expression of artistic languages" (MEN, 2014, p. 21).

Within the exploration of their surrounding is, of course, nature. Being in contact with nature puts the child close to his/her purest instincts, and also empowers his/her learning processes. By bringing children closer to nature, diverse developmental, sensorial, and learning processes are favored. Sánchez (2014) affirms that through contact with nature, children do not only develop psychomotor, cognitive, psychosocial, and emotional aspects, but also, favor understanding of knowledge as a means to achieve perfection of soul, and not as an instrument to dominate nature.

Both, play and discovery of surroundings, are fundamental characteristics in this proposal that permeate the methodology and assessment of the suggested curriculum.

3.6.4. Inclusion

Colombian educational policy aims to give all children better and equal access to learning environments. An inclusive educational system, by nature, contributes to **social justice**.

In order to help schools to become inclusive scenarios, it is necessary to restructure and redefine the assumptions that orient learning, as well as a change in perspective and the implementation of actions that target inclusion.
In accordance with the previous idea, Bertrán (2010)

suggests that an inclusive school needs to: **value diversity as an element that uplifts, not that hinders, learning; have an educational project that appropriately addresses differences; create a flexible curriculum; make use of methodologies and strategies that effectively respond to children's learning pace, needs, and interests**.

In terms of inclusion, no laws have been created in Colombia that exclusively address students with special educational needs. Instead, these needs are dealt with cross-curricularly (Vásquez-Orjuela, 2015). Often times, special educational needs put children in situations that represent "a clear disadvantage in the face of others, due to physical, environmental, cultural, communicative, linguistic, and social barriers that are found in such contexts" (MEN, 2009, article 2). This disadvantage is even more observable when learning a foreign language. Bearing that in mind, this Curriculum must be inclusive. This proposal provides teachers with guidelines that aim at fulfilling the needs of students with learning disabilities, as well as those with special conditions such as physical disabilities when learning the English language.

3.6.5. Global Citizenship

One of the priorities of the UNESCO Education Strategy 2014-2021 is that of "empowering learners to be creative and responsible **global citizens**" (webpage). This curriculum proposal includes a very important characteristic that precisely addresses this multinational goal.

The main objectives of **Global Citizenship Education** are, according to UNESCO (2014):

- Encourage learners to analyse real-life issues critically and to identify possible solutions creatively and innovatively.
- Support learners to revisit assumptions, worldviews and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/ marginalised.
- Focus on engagement in individual and collective action to bring about desired changes.
- Involve multiple stakeholders, including those outside the learning environment, in the community and in wider society.

On the other hand, **Global Citizenship Education** involves the following three central dimensions (UNESCO, 2015):

- **Cognitive dimension**, which seeks to promote knowledge, understanding and critical thinking about local, national, regional, and global issues, and the interconnection and interdependence of countries and populations.
- **Socioemotional dimension**, which refers to the sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.
- **Behavioral dimension**, which involves effective and responsible actions which can occur in a local, national or global level to construct a more peaceful and sustainable world.

English classrooms can become an ideal place to promote the development of the previous dimensions, due to their intercultural nature. The English lesson is a place where the 'I', the 'other', and 'the world' converge (Guilherme, 2002), therefore, this curriculum proposal suggests that the interaction of these selves occurs through a critical vision, that allows social and cross-cultural boundaries to expand by encouraging students and teachers to become active members of more participative and democratic societies.

Look! There is a dinosaur in this story.

Let me see!

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4- WHAT CONCEPTIONS UNDERLIE THE
REFERENCE FRAMEWORK FOR THE SUGGESTED
ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY?

The *Plan Nacional de Desarrollo 2014 – 2018* considers education the most influential instrument in the country in terms of social equity and economic growth. Hence, the reference framework states that one of the most important goals of education is to improve quality and accessibility that mirror international standards and provide equal opportunity to all citizens. Since education is considered one of the pillars for the development of the country, designing a Suggested English Curriculum for Transition to Primary becomes an essential element for quality and equality. A clear definition of the concepts of education, learning, language, learning a foreign language and the reference framework for methodology and assessment was necessary for the design of this curricular proposal. These are referenced below.

4.1. WHAT IS THE VISION OF EDUCATION IN THIS PROPOSAL?

The design of a Suggested English Curriculum from Transition to Primary becomes an example of how education is connected to a cultural transmission process that involves, not only the development of each individual, but also the expression and the historical growth of mankind that starts from each human being (Vygotsky en Moll, 1993). Consequently, Nuñez et al. (2006) envisions education as a permanent process that fosters lifelong learning. To achieve this goal, it is important to use a variety of strategies and methods starting from a holistic approach (Bilmaria, 1995). This curricular proposal is based on the concepts derived not only from pragmatic thinking but from postmodernist thinking which suggest that learning experiences planned through systematic exploration processes that contribute to the development of knowledge from practice and the plurality of points of view help to answer the complexity of problems (Aldridge & Goldman, 2007).

In regard to the vision of education for children, early education is understood as the basis on which all human processes are developed - cognitive, psycho- social, affective and emotional, psychological, and physical. In Colombia, decree 2247 of 1997 establishes a pedagogical proposal for early childhood starting from   human dimensions, namely: corporal, communicative, personal and social, cognitive and aesthetic. A pedagogical framework is then proposed based on four principles: games, literature, discovery of the world, and arts. Even though this pedagogical framework corresponds to initial education which in Colombia represents ages 0 to 6, it is considered that these principles have infinite potential from ages 6 to 12 which is the target population of this curricular proposal.

4.2. WHAT IS THE VISION OF LEARNING IN THIS PROPOSAL?

The proposal is based on the idea that learning and language learning in particular occur when individuals interact with each other through cooperation with others. Through this interaction, people internalize models and patterns in culture, specifically in the culture of the foreign language to be studied.
This century is defined by an information society which challenges   school systems to develop competencies and transferable skills which are the most prominent strategies to achieve the established goal of learning to learn (Pozo & Monereo, 2001).

Today, we talk about learning as an enjoyable process where children construct their own knowledge, while developing age-related dimensions, capacities and skills.

The term *learning* can be designed in many ways. Ausubel in Carter (1997) argues that "learning is synonymous to understanding. Therefore, what is understood is what you learn and remember better, because it will be integrated into your structure of knowledge "(p. 27). This view is consistent with new learning trends that define learning as: to understand, among other things, the world and the surrounding reality to take active roles (action) in our society. Such is the case of the approach of teaching for understanding (Perkins, 1992), whose principles were taken into account in the design of this curriculum. Teaching for understanding is based on the idea that all learning is situated and meaningful to the learner. Perkins' extensive research (1992) on learning, more specifically on understanding, offered ideas on four dimensions of reality which include: conceptual networks (what the student is expected to learn); methods for production of knowledge (involves what is valid, convincing, just, and beautiful); practice (and how it informs construction of knowledge); and communication (taking into account the construction of knowledge based on the audience). These dimensions gave way to a teaching model that: takes into account generator topics or issues of interest to students to develop learning based on real life problems; proposes   comprehension goals that define the mentioned topics and guide learning processes; suggests comprehension performance indicators that represent students´ skills, in other words, how they can use knowledge in real situations; and provides continuous and final assessment to the learning process. The principles of this theory converge with the Suggested Curriculum. Although in the curriculum, the terms mentioned are not evident in the approach to teaching for understanding, as the elements and principles addressed more specifically to language learning prevailed. This theory though was considered for the selection and sequencing of learning goals and proposed curricular performance.

Finally, Florez (2009, as cited in Sandoval et al. (2015) states that there is a holistic principle in the construction of learning that forces us to contemplate the person in all its aspects, to achieve greater comprehensiveness and effectiveness in learning at any level. In this sense, it is possible to understand that learning must be synonymous with integrity. Likewise, it is understood that its ultimate goal is to develop in a balanced, harmonious manner the various dimensions that allow the child to be potentiated intellectually, humanly, socially and professionally. This comprehensive view of learning is favored in this Curriculum Suggested from transition to fifth grade.

4.2.1. Language Learning

Vygotsky's (1978) sociocultural theory establishes that learning must be done under a social approach that optimizes exchange, construction and modification of learning. Likewise, Halliday and Hasan (1985), conceive language as a "meaning system" that happens in a social context and that is compound by functional texts which means having a specific purpose in a determined context. This vision of language connects to the one envisioned in this proposal which refers to the concept that defines it as   "oral and written expressions with describable relations, of form and meaning, that coherently relate to a communicative function or purpose addressed to a conversational partner or audience" (Celce-Murcia and Olshtain cited by Kumaravadivelu, 2008, pp. 7-8). Hence, this vision of language is coherent with the vision of curriculum since both are based on a communicative purpose.

On the other hand, Muñoz and others (2002) carried out studies about learning a foreign language at school

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age and concluded that older children, adolescents and adults are faster in the early stages of learning that younger children . However, it has been observed in circumstances of acquisition in natural environment that children who start early on learning a foreign language are more likely, to reach higher levels of mastery performance. So this curricular proposal would be taking advantage of one of the ideal stages in the language learning process as children's early exposure to language may increase the possibilities of achieving better results in the future.

4.2.2. Relation between the mother tongue and the foreign language

In this curriculum it is important to reinforce the teaching of the mother tongue to be more effective when teaching the foreign language. Exposure to a second language, requires development of skills in the mother tongue. Maturana (2011) considers that "the knowledge of the mother tongue facilitates the foreign language process and that in some situations the mother tongue may be used as a resource for teaching English" (p. 80).

Swain, Kirkpatrick, and Cummins (2011) recognize the importance of L1 for learning a foreign language when they say that "the planned use of L1 when English is taught supports and enhances learning English" (p. 4) . This is an interesting argument, especially in our context, where the use of Spanish in English class is perceived as inappropriate and there is a belief that a policy of "English only" should be promoted. Swain, Kirkpatrick and Cummins' assertion is supported, among others, with the following precepts:

- "Language is a cognitive tool" that allows students to reflect on problems, evaluate solutions and interpret and internalize new concepts. The authors propose, then, that the use of L1 as a

mediator of thought should be allowed to help students internalize the foreign language.
- "Language is used to communicate" and therefore allows students to express ideas, identities and emotions, which can mean and be interpreted in different ways in different languages. This differentiation should be recognized in the classroom.

The important thing in this proposed model is the fact that the use of Spanish should be done in a planned way, having clear purposes, and at the right times so that, instead of becoming an interference, can be an element that favors (Brown, 1994) learning English inside the Transition and Primary classrooms.

The Suggested Curriculum for Transition and Primary welcomes these ideas, and the importance of the mother tongue for learning English, also considering the characteristics of many of the teachers currently teaching English in primary schools.

4.3 WHAT COMPETENCES ARE AIMED AT THROUGH THIS CURRICULUM PROPOSAL?

The MEN defines competence as "the knowledge, abilities and skills a person develops to understand, transform and participate in the world in which he/she lives" (MEN, 2009, 1) Likewise, it specifies a comprehensive vision of a competent student establishing what he/she must know, know how to be, know how to do and know how to relate, "in specific situations that require creative, flexible and responsible applications of knowledge, abilities and attitudes" (MEN, 2006a, p. 12). For this specific document, it is necessary to approach two types of competences inherent to learning languages: the communicative and the intercultural.

4.3.1 The communicative competence

Hymes (1972) defines the communicative competence as the ability a person has to make use of his/ her knowledge in real communicative situations. Communicative competence incorporates other competencies in itself. It is necessary to discuss **linguistic competence**, which makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Knowledge of these aspects must be obtained within different social contexts developing the **sociolinguistic competence** (Hymes, 1972) which "refers to the knowledge of social and cultural conditions that are implicit in the use of the language" (MEN, 2006, p.12). Likewise, for Hymes (1972), communicative competence includes others such as the discourse and functional competencies that relate to the knowledge "both of the linguistic forms and their functions and the way in which they are linked together in real communicative situations" (MEN, 2006, p.12). Together, these two are called **pragmatic competence** because they correspond "to the functional use of linguistic resources" (MEN, 2006, p.12).

Another important competence, which some authors such as Canale (1980) consider part of the communicative competence, is the **strategic competence**. This makes reference to the capacity of using different resources to try to communicate successfully with the intention of overcoming possible limitations that are derived from the level of knowledge of the language.

This competence is developed in different dimensions: the **cognitive** that refers to the capacity of integrating new knowledge on the topic; the **metacognitive** that relates to the individual ability of monitoring and self- directing learning, and the socio-affective that includes perceptions of the students on their process, language and motivation, among others.

This curricular proposal favors the explicit integration of the use of strategies in the learning process, highlighting that each individual uses different tactics to reach the same goal.

In conclusion, this proposal looks to promote transversal competencies applicable in different contexts, that are obtained through the development of communicative competence, such that the user of the language has the capacity to interact effectively in different contexts and taking on different situations and realities. However, communicative competence may not be developed in isolation but must be integrated to other aspects that transcend the school environment and affect the capacity of interacting in a foreign language.

4.3.2. The intercultural competence

Given the intercultural nature of learning languages, it is necessary to approach, from this curricular proposal, a competence that gains ground in the educational field everyday: intercultural competence which in addition to constitutionally (acknowledged in Colombia since 1991) being related to education for ethnical and cultural diversity; also involves a dialogical relation between the culture inherent to the language being learned and the individual culture, an aspect that should be considered in teaching-learning processes of a foreign language.

Malik (2003) defines it as "the knowledge, abilities or skills and attitudes a conversational partner / intercultural mediator must have, supplemented by the values that make part of a certain society and the numerous social groups to which we belong" (p. 15). The development of this competence is not approached from a point of view that considers the other culture as superior or better. It is focused from a vision of familiarity with the new culture to encourage processes

of respect and value of diversity, in which similarities and differences with one's own culture are acknowledged.

In this proposal, development of the intercultural competence is proposed as the experience of students, and teacher mediation in the sociocultural reality in which they live, including internal, inter and intragroup conflicts, agreements and disagreements at the social and cultural level that they face.

The communicative competence as well as the intercultural one are pertinent in this curriculum, their development considers the cognitive and socio-affective particularities of students ages 5 to 12. These competences are even more important if it is considered that at these ages children are consolidating their abilities and incorporate knowledge easily (MEN, 2014). All these competences are based on the use of language and they are at the same time developed through the language skills, thus, it is necessary to know how those skills are understood in this proposal.

4.4. HOW DO LANGUAGE SKILLS DEVELOP IN THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY?

Language abilities are at the core of developing communicative competence in English. Competence is evidenced through these skills. In this proposal, the abilities are understood in an integrated way and mutually support each other, privileging the use for purposes of authentic communication.

In the before or **pre- stage** students are engaged and their prior knowledge of the communicative context is activated. In this stage, several types of activities are carried out such as: presenting the topic to be discussed, establishing the communicative goals, the audience, the characteristics of the' type of interaction

or communicative situation and the relevant vocabulary, for example. The **during stage**, generally includes a series of more detailed tasks and activities that activate linguistic, pragmatic and intercultural aspects and the way they affect understanding and the communicative situation in question. In this stage, opportunities to practice and use the abilities in a mediated and structured way are provided. Finally, in the **after stage** (or post-) students reflect and discuss the implications of the situations for their context, they make connections with other abilities and expand their opportunities to practice them.

This curriculum emphasizes the development of oral skills, listening and speaking, aware that children are just starting to read and write in their mother tongue. The written skills, comprehension and production, will be introduced gradually.

5- WHAT METHODOLOGICAL PRINCIPLES GUIDE THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY?

The methodological principles that underlie this proposal are based on the conception that teaching requires focusing on the needs of the students in all their dimensions (cognitive, affective, aesthetic, ethics, etc) and their linguistic, psychological and social fields to be effective. Therefore, the role of the teacher as a professional who knows the elements of human development is fundamental for the implementation of this proposal.

On the other hand, the proposed methodological framework takes into consideration the fact that the difference in ages, even from one year to the next, is a determining factor in the holistic development of students. Consequently, the population of Transition and Primary is subdivided in three stages: transition, first to third and fourth and fifth grade. Different methodological approaches are established from this division and they point to a progression of language skills and activities and materials proposed in order to respond to the different needs of students in those stages.

The methodological principles described in this section aim to achieve communicative language learning goals. This means that they favor the use of English in a determined context using language functions that promote communication with others. Hence, it has been determined that for Transition, the methodology will be based on learning experiences, task- based learning will be the basis for first, second and third grade; while project-based learning has been considered for fourth and fifth. Additionally, it proposes for all grades the integration of some elements of Content and Language Integrated Learning (CLIL) in order to have cross-

curricularity as an element that enriches and mediates the English language learning process.

5.1. TASK-BASED LEARNING

This approach is based on the development of meaningful tasks that allow students to use the language in context and with specific communicative purposes. In this sense, the task becomes the most important part of the pedagogical practice as they are exactly the result of the interaction of communicative senses and not of forms or language structures.

Bygate, Skehan and Swain (2001) define task as an activity that requires students use of the language emphasizing meaning to achieve an objective. Task-based teaching and learning requires students´ participation to build their own knowledge through the completion of the tasks. As for teachers, they need to prepare and organize all the elements necessary to implement the task, as well as provide the tools, examples, guidance and support necessary for students to carry it out. However, when implementing, students are at the center of the activity. Nunan and Carter (2010) determined the three stages a task needs to have:

a. **Pre-task**: The topic and the task itself are presented. At this stage, students must consider everything required for the development of their work: knowledge, strategies, and activities.

b. **Task cycle**: at this stage, students can work individually, in pairs or groups and propose new ideas to perform the task. The teacher mediates and supports students'

participation and autonomy. During this stage, the group creates an action plan to complete the task; thought needs to be given to the required resources and the end result: a clear, organized and precise product that responds to the learning outcome.

c. Post-task: finally, the product of the task is delivered and students can share their outcomes, compare results or exchange information with other peers. An extension of the task may include making it available to the community or family, as well as self-evaluating the process.

A concrete way to illustrate this methodology is the design of Mother's Day cards in class. Students can explore different ways to congratulate mothers on their day, with the support of the teacher. The teacher presents the vocabulary that could be used for making cards and messages or rhymes that might be included. Once they have the necessary materials to work, the teacher may suggest a great variety of images to stimulate the children's creativity. Then, teachers could write a message on the board to be read by him/her and

later by the students to reinforce pronunciation. After having the text transcribed by students on their cards, students can decorate them. Finally, children will present their final product to their peers before taking them home.

5.2. PROJECT-BASED LEARNING

Project-based learning is an approach that seeks to stimulate students' learning through the implementation of projects (more complex tasks) that encourage them to research and make autonomous decisions over their learning. The work is done in a certain period of time and after being completed, the final product is shared with others (Jones, Rasmussen, & Moffitt, 1997). For this particular proposal, the intention is that students from fourth and fifth grade learn elements of the foreign language that will help them complete their project and at the same time, present it to others using level appropriate language.

Teachers and students require more time for the preparation and the development of the class, and the

aim is to have students increase their knowledge as the projects must be connected to their real context. This will help students learn a foreign language meaningfully since authentic language must be used, and students should use their knowledge to answer a question or solve a problem.

Additionally, this approach will become a tool for students when solving or managing different situations they will face in real life and for the development of 21st century skills.

Some of the features for the implementation of this approach are as follows: the topics to be selected and developed through the projects, the tasks within the projects, the students' roles, cooperative work, the specific context where the projects will be developed, the expected products, and the criteria for assessment based on the learning objectives to be achieved (Thomas, 2000).

An example of how to implement it inside the classroom is with a project about the process of plant growth. Students will learn the required vocabulary to explain the stages that will occur during the process of plant growth. This includes bringing a seed to school to plant it, its blossoming and the stage of bearing fruits. All activities carried out within the class should be focused on the development of the project before reaching its final product. Students can work individually or in pairs or groups and they will require time to research, collect, analyze and use the information. Meanwhile, the teacher should be aware of the progress and difficulties of each of his/her students and be willing to give the necessary guidance whenever requested. The most important thing is that the teacher should monitor the correct use of language during the project or at least encourage children to use it in accordance with the learning objectives outlined, even if the mother tongue needs to be used in some occasions. In the final stage of the project, students can make a presentation of the findings after applying the same experience at home and observing different outcomes.

5.3. OTHER CONSIDERATIONS

As it was mentioned before, cross-curricularity constitutes a conciliatory aspect between the foreign language class and some other fields. This consideration and the results obtained from the needs analysis that indicate that teachers tend to feel more comfortable teaching contents strongly related to their disciplines, directed the curriculum design towards the CLIL methodology. CLIL is an acronym that stands for Content and Language Integrated Learning. The purpose of this method is to approach disciplinary content as a medium of learning a foreign language. This way, students will not only learn the content to be developed from grade to grade but also they will be able to acquire the target language skills. This method features the four C's which are: Content, which involves the subject to be developed; Communication, based on the language that will take place during the activities; Cognition, which involves the development of thinking skills during the activities and Culture, which is linked to the civic culture and gives classroom work an interdisciplinary touch (Coyle, 1999).

It is important to emphasize that the principles of the CLIL methodology were used as a reference to design the tasks and projects based on other areas of knowledge and supports the consolidation of cross-curricularity as an important element of this curricular proposal, even though CLIL is not the most important approach from the methodological principles considered for this curriculum.

For instance, in the project-based learning activity about plant growth, principles of CLIL are present as students not only reinforce language through learning single words but are expected to report the process in each of the phases in English. This is an example of how learning a language takes an objective that goes beyond the simple acquisition of linguistic tools and integrates the process of learning functions that belong to real life.

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5.4. HOW ARE THE ARTICULATION AND PROGRESSION OF METHODOLOGICAL PRINCIPLES EVIDENCED IN THE SUGGESTED CURRICULUM STRUCTURE?

Once the approaches are introduced, a sequential and gradual implementation structure is proposed starting with tasks in first, second and third grades and then moving towards learning projects in fourth and fifth grades as seen in Figure 1. As for children in preschool, methodology is guided by learning experiences, integrated with the current curriculum guidelines for this level. That is, focusing on integrated activities that are articulated for the development of all dimensions from different areas. In this way, children are prepared from the beginning of their school life for the challenges they will face once they complete the elementary levels to start the cycle which continues into high school.

The scheme of progression is consistent with what was established with the Suggested Curriculum Structure from 6th to 11th grades, as it adapts the task-based and project-based learning to lower levels of cognitive and linguistic complexity with the purpose of fitting the needs of the population that will be addressed.

CLIL
CONTENT AND LANGUAGE INTEGRATED LEARNING

Figure 1. Methodology Progression for the Suggested English Curriculum for Transition and Primary

The purpose of implementing this order is consistent with how the different stages of cognitive development of children mature and their learning in relation to its social dimension. With maturity, children are learning to relate to others, to work with them, to accept their differences and solve their own situations for living together with others.

The flexible nature of this curriculum proposal consists on the fact that each institution, based on the suggested guidelines in the curriculum structure, has the freedom to determine how they will implement it and how each institution will integrate it with the methodological approaches proposed in a way that is consistent with their particular needs.

6- WHAT ARE THE PRINCIPLES THAT GUIDE
ASSESSMENT IN THIS CURRICULUM PROPOSAL?

Assessment is conceived as a global, continuous, constant and educational process, which needs to be comprised of an element that supports learning processes, and as more than a measuring tool of students' learning results. In this sense, this proposal promotes the vision that teaching, learning, and assessment processes need to coexist in the classroom and complement each other.

The assessment model proposed is democratic and participative. It favors interaction and authentic language use, providing information about what students can do with the language in a real life situation of communication. In other words, the assessment proposal follows a model of competence-based assessment. Besides, the assessment that is offered is comprehensive, considering the evidence of students' performance (assessment of learning), as well as the processes that occur in the classroom and how they contribute to improve teaching and learning (assessment for learning). These perspectives are presented and explained in this section.

6.1. COMPETENCE-BASED ASSESSMENT

The assessment of learning and for learning in this proposal have competencies as its core component. Competence is understood as the ability that children have to perform specific tasks in real communication contexts. Language use is framed in a social and cultural contexts that gives it communicative meaning.

Competence-based assessment is also coherent with the Basic Standards of Competence, which define competence as "the set of knowledge, skills, and individual characteristics that allow a person to carry out actions in a given context" (p. 11). The standards for foreign language emphasize the development of the communicative competence. Additionally, the Suggested Curriculum promotes the development and therefore the assessment of the intercultural competence, which, as explained in the reference framework section, results in children's ability to recognize their own values and cultural identity and make them interact with those of others, to strengthen their acceptance and value of diversity.

6.2. ASSESSMENT FOR LEARNING

This is the vision of assessment that predominates in this curriculum proposal. This type of assessment is formative in nature and occurs, generally, simultaneously, or through the teaching and learning process. The information that this type of assessment provides contributes to the making of decisions that can have direct effects and mobilize changes in aspects such as teaching methodology, materials, objectives, teachers' role, among others. These changes can be implemented in the short term and can positively impact children's learning (Black & William, 1998; McTighe & O'Connor, 2005; Yorke, 2001).

In this Curriculum, the suggested formative assessment paths articulate with the proposed tasks and projects, and occur simultaneously. The teacher's role is to monitor children's learning process, and give effective feedback to contribute to improve their learning.

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6.3. ASSESSMENT OF LEARNING

This type of assessment serves an instrumental purpose, which allows to collect data to verify children's achievement of learning objectives. This assessment occurs at specific moments, for example, at the end of a unit or academic term, and is summative in nature.

In this proposal, some suggestions are given that integrate the assessment of learning at certain points in the implementation of the curriculum, with the aim of verifying students learning in specific moments of the school year. For example, in the suggested curriculum structure, the teacher will find suggestions for tasks that will allow him or her to implement summative assessments, such as: an oral presentation about their family, or an objective test to verify the acquisition of certain vocabulary. Similarly, some standardization processes of assessment tasks will be suggested, such as the use of summative assessment tools like rubrics.

6.4. GAME-ORIENTED ASSESSMENT

Game-oriented assessment (Ludoevaluación) is considered by Borjas (2013) as a formative experience which includes practical and emancipating approaches, becoming a strategy that favors the development of meta-cognitive, self-consciousness and self-evaluation processes in children. Borjas (2013) suggests that game-oriented assessment is founded on dialogue, in which the sharing of emotions, actions, and experiences, generate an activity where the sharing of ideas and active participation is pivotal for both, teachers and learners, through non-conventional activities.

Finally, Borjas (2013) considers that *ludoevaluación* refers to the opportunity to generate an environment where games come first, triggering scenarios where learning is social and dynamic, as they give children control of what and how they want to learn. However,

even though the highlighted principle are games, game-oriented assessment is a very serious process which deserves respect. *Ludoevaluación* is pertinent in this curriculum due to the fundamental role that games and interaction have in the established teaching model. Besides, this assessment experience is easily articulated with the methodological principles of this curriculum proposal.

6.5. HOW IS ASSESSMENT CARRIED OUT ACCORDING TO THE SUGGESTED METHODOLOGIES?

Casanova (1999), states that assessment is a complex but essential process that allows teachers and students to reflect on the achievements and difficulties presented and from there, reorient the teaching and learning process.

Taking as a starting point the principles of teaching and learning on which this curricular proposal is based, this section introduces the concept of implicit assessment and its functionality based on the chosen methodological principles.

6.5.1. Assessment in task-based learning

Assessment under this methodology is based on the performance levels developed and evidenced in students from the start of the suggested tasks and through completion of the final product. In this assessment process, the different levels in which the linguistic, sociolinguistic, and pragmatic sub competences are manifested in the suggested task, have to be noticed. That is, it entails not only the assessment of the language use performance, but also the relevance of the language used in relation to the context and linguistic registers needed.

Tasks have to be authentic. In other words, they have to emulate real life activities. Similarly, tasks need to be assessed throughout the process with the purpose of improving and reorienting teaching. Finally, they need to

be assessed based on clear and well defined criteria. It is evident, that in this approach, assessment is formative since it is focused on describing the performance related to specific learning objectives that show what the student is able to do with the language while providing continuous feedback throughout the process (Norris, 2009).

For this Suggested English Curriculum for Transition and Primary, simple tasks have been recommended, which are generally related to family and school contexts, and which allow teachers to formatively assess students learning and achieved performance.

6.5.2. Assessment in project-based learning

According to Nunan (2004), project-based learning allows students to develop "sequenced and integrated tasks that together add to a project in the end (p. 133). This is the main reason for suggesting this approach for fourth and fifth grade, bearing in mind the levels of comprehension and the complexity of the assigned tasks. Unlike task-based learning, this approach suggests the development of a more complex work sequence, which is targeted towards the attainment of a product. As a result, assessment needs to target both process (formative) and product (summative).

6.5.3. Articulation of formative and summative assessment in this curriculum proposal

According to its function, assessment can be summative or formative. The former refers to the evaluation of a finished process and its correspondence to the established objectives. Formative assessment, on the other hand, refers to the processes developed throughout the tasks, based on the collection of data that allow teachers to reorient or modify teaching to benefit students' learning (Casanova, 1999). This section presents how to articulate this dual character of assessment under a task-based and project-based approach (see table 4).

TYPE OF ASSESSMENT	FORMATIVE	SUMMATIVE
Moment	Task cycle	Post-task
Function	Orient, regulate	Verify, value
Addressed to	Process	Product

Table 4. Articulation of formative and summative assessment in the Suggested Curriculum.

The suggested formative assessment process seeks to define if task instructions are understood by children, if task complexity is appropriate to children's level or interest, and how students develop each of the stages and reach objectives progressively. On the other hand, for summative assessments, at the end of the process, the expected products will be graded according to pre-established assessment criteria based on the expected competences.

On that train of thought, some strategies can be included in the formative (portfolios or progress reports), and summative (rubrics, tests, or presentations) assessment processes in order to confirm students' progress both in language use and in the understanding of content immersed in the proposed tasks and projects.

Self-evaluation is another process that takes central place in this Suggested Curriculum. Self-evaluation is centered on students and their learning process, therefore, it becomes a tool for students to reflect on their strengths and achievements. Teachers can use the information resulting from self-evaluations as input to follow-up on students learning processes, as well as to generate action plans, together with students, in order to overcome their difficulties. Similarly, this self-evaluation can inform teachers about possible changes that can be made in teaching methodology.

6.6. HOW ARE THE ARTICULATION AND PROGRESSION OF ASSESSMENT PRACTICES EVIDENCED IN THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY?

Table 5 below shows a proposal connecting the most relevant assessment principles that have been suggested for this suggested curriculum. This curriculum suggests fundamentally formative assessment that favors the development of children's skills and competences, and also summative assessment that targets final products of tasks and projects. This assessment includes the development of individual as well as group activities. The monitoring of the activities proposed and developed by children throughout the modules can be evaluated through rubrics and also, the final products of the projects proposed for fourth and fifth grade.

	Task-based learning	Project-based learning	Final decisions
Vision, use and charac-teristics	Formative (assessment for learning) Summative Based on students performance Direct, Authentic	Formative (assessment for learning)(process) Summative (product) Comprehensive Authentic / real-world	Formative (promoting meaningful and comprehensive learning) Summative (assessment of final products)
What is assessed?	The Task	Tasks Evidences of learning	Process and product. Evidence of students' learning
Procedure and techniques	Pair and group work Self, co-, and teacher's assessment	Self- and coevaluation Collection of evidences	Favors pair and group work. Includes self- and coeva-luation mechanisms.
Assessment instruments	Assessment criteria (rubrics)	Portfolio (includes process and learning evidences) Assessment criteria (rubrics)	Portfolio of learning evidences (tasks, products) Assessment criteria (rubrics) Written and oral tests based on tasks

Table 5. Articulation of assessment principles in the Suggested English Curriculum for Transition and Primary.

Based on children's levels of understanding and complexity, some self-, co-operative, and hetero evaluation mechanisms are considered. These can guarantee a clear and more objective vision of achieved performance levels. Additionally, the following assessment instruments are suggested:

a. **Portfolio**: A portfolio is viewed as a collection of learning evidences within a formative process, which favors metacognition. As an instrument to follow-up learning, portfolios favor students' active role in their learning process, while the teacher assumes a mediator and facilitator position. This instrument presents selected products, based on previously agreed criteria, and promotes students' reflection about their learning.

b. **Rubrics**: A rubric is defined as a "quantitative and/or qualitative associated to pre established criteria which measure students' actions about aspects of the assessed task or activity".

c. **Oral and written tests based on tasks**: These instruments are related to the purposes of summative assessment. The tests need to respond to children's needs and educational levels and verify their learning.

The instruments and rubrics proposed in this section can be adapted by teachers taking into account learning needs and the contexts.

6.7. WHAT ARE THE ALTERNATIVES FOR ADAPTATION OF THE METHODOLOGICAL AND ASSESSMENT PRINCIPLES CONSIDERING THE DIVERSE NATIONAL CONTEXT?

The flexibility of the curriculum gives teachers the possibility to review and make decisions concerning its implementation taking into consideration students' potential and needs. These decisions include how to address the content according to the number of hours. The curriculum has been designed for a proposed average of 2 hours a week nationwide; but, according to the proposed scheme they will also offer two alternative routes, one for those institutions that only have one hour a week and another for those who have three hours a week. Table 6 shows a suggestion of implementation of the assessment, according to the number of hours of each institution.

Each school can finally adapt this curriculum proposal, making the necessary adjustments, nurturing the contents and implementing routes that better align to the particular context of each school, in order to prepare students from primary school to eventually achieve the expected levels of language.

	#hours proposed for teaching per term (Teaching/Formative assessment/ game-oriented assessment)	#hours proposed for assessment per term (Summative assesment)
1 HOUR PER WEEK	8	2
2 HOURS PER WEEK	16	4
3 HOURS PER WEEK	24	6

Table 6. Distribution of hours for formative and summative assessment in the Suggested Curriculum for Primary and Transition.

7– WHAT PARTICIPANTS PLAY A PIVOTAL
ROLE FOR THE IMPLEMENTATION OF THE CURRICULAR PROPOSAL?

The design of a suggested English curriculum from transition to fifth grade requires the participation of students, teachers, schools, parents, local education authorities, bilingualism leaders and quality coordinators.

7.1. STUDENTS

This curricular proposal sees students as humans who deserve equal opportunity education during their stages of growth and development. Therefore, this curricular proposal should be implemented in all Colombian institutions to assure that all children have equal access to quality English language education.

It is expected that through the English learning process, the student can:

- Build his/ her own knowledge starting from a personal dimension and interaction with others. The student should become part of his/her holistic learning processes (cognitive, socio- affective, ethics, aesthetics, psycho- social, etc), actively participating in all activities implemented and assuming a motivating attitude that characterizes this stage of life.
- Develop critical and creative thinking skills and autonomy through opportunities provided in the English classroom. Discover that the English class is not only about learning but also about creating and through games, art, literature, the environment and learning a new language he/she can become part of the globalized world.
- Discover that using English as a tool of communication, gives him/her the opportunity to meet people and enrich his/her linguistic and cultural background. Students will find in this language an alternative for personal growth that offers more social opportunities and help them become tolerant and open to the diversity that characterizes this globalized world.

7.2. TEACHERS

This proposal requires teachers to be open-minded and to understand this is an opportunity for personal growth and learning. It also requires teachers with the following characteristics who are ready to face new challenges:

- The ability to accept that the English learning process is an opportunity to learn something new for both teachers and students. Each class should be seen as an opportunity for all participants to interact with the world and shorten the linguistic and cultural differences.
- A disposition to enrich their capacity for innovation, to grow professionally and to look for new strategies and tools that could help improve pedagogical practice.
- A leadership attitude that enables them to take charge of this proposal, adjust it and make it theirs with the aid of years of teaching experience. Decisions made while implementing the curriculum will enrich the proposal with meaningful knowledge of particular context and individual strengths and weaknesses.
- A passion for teaching and working with human beings. Teachers that enjoy discovering the world with their students, and are always there to answer their questions, helping them to learn through failure and overcome hardships.

7.3. SCHOOLS

This proposal considers schools as autonomous, flexible and holistic educational spaces comprised of individuals capable of transforming their environment. This makes them micro-worlds where students develop the necessary competences for their current and future lives, contributing to the construction of an equitable and inclusive society respectful of differences.

Likewise, this curricular proposal considers schools as entities that must center on the needs and demands of children and adolescents of this century, offering them the opportunity to relate to a coherent learning with the world and its dynamic differences and evolution. They must, therefore, ensure spaces of integration between English teachers and the other areas of knowledge to strengthen the curriculum's transversality and comprehension and interdisciplinary treatment of current issues.

The national government also sees the school as an autonomous organization, capable of adapting, transforming and improving. An institution in which this type of curricular proposal essentially becomes a path for the design and construction of their own curriculum considering not only its specific characteristics, but also the general characteristics of education in Colombia.

It is suggested that each school undertakes actions to articulate the relevant parts of this proposal in their PEI in its four components: foundation, administration, pedagogy and curriculum, and community. Thus, the entire institution is tied to the English teaching and learning process ensuring that the decisions taken are agreed on and contextualized to the needs of the institution (MEN, 2013, p.37). The process should start with some diagnostic questions on the situation of students, teachers, the English program implemented and progress of the developing program, in order to later set goals, objectives and strategies in accordance with the institutional context. The Guidelines Document for the implementation of developing English programs in the regional entities provides very pertinent suggestions for schools.

Principals and coordinators

Without a doubt, one of the fundamental roles in schools is that of principals and coordinators. They are the ones in charge of the management, supervision and support of the projects whose aim is the strengthening of English teaching and learning at their schools.

The principal is directly in charge of leading the inclusion of bilingualism projects in the PEI, as well as obtaining and maintaining the resources and materials that can support English learning. Likewise, the principal should promote and support teacher participation in institutional bilingualism projects, as well as the different initiatives that could emerge from the Local Education Authorities and the National Ministry of Education.

Coordinators, as a support for the principal, should accompany teachers in the planning and implementation of bilingualism projects. Besides, their job will include following up on the observance of the established number of hours for English teaching and learning, so that a minimum weekly dedication can be ensured at schools.

7.4. PARENTS

The role of parents in the development and implementation of this curricular proposal is essential. Parents have the right to know what their children are learning in school. They also have the duty to provide necessary accompaniment to their children's educational process; as to reinforce the work done by teachers and schools.

Given that the main objective of education is comprehensive education of students, parents become the axis of this mission's development, as people lay the foundations of their values, personality and customs inside the nuclear family.

Likewise, they must be aware of the importance of learning English in terms of opportunities for personal, cultural, social and intellectual development of their children. This curricular proposal helps them obtain greater clarity of the teaching-learning process of the institution. Thus, they may exercise their role as promoters of integration of this new learning process and offer spaces outside the classroom to use it and enjoy it.

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7.5. LOCAL EDUCATION AUTHORITIES

To achieve the goals proposed by the Program Colombia Bilingüe, the local education authorities must strengthen their efforts in the definition and implementation of relevant and sustainable actions aimed at the improvement of English teaching and learning conditions in the regions.

We suggest thorough planning that includes the characterization of the current situation related to teaching and learning English in the region, the definition of goals and challenging but attainable objectives, the formulation of strategies and lines of action, the mobilization of participants from different sectors in the community and the establishment of mechanisms that monitor, evaluate and adjust the project that must be led by each local education authority (MEN, 2013, p. 26).

A key participant in the local education authority is the **leader of bilingualism**. He/she must know the area, have the capacity to create scenarios of discussion and consensus, and manage resources that support teacher professional development. This leader must be a manager of alliances with the private and trade sector, and parents, in order to work together towards the construction and consolidation of projects that articulate, in a transversal way, learning English to the life of the community, beyond the classroom.

The representative of the Local Education Authority is responsible for providing opportunities of education and accompaniment for teaching directors and teachers regarding the challenges that arise with this proposal and its pedagogical appropriation. In addition, it is required that the local education authorities consider seriously the possibility of including in the schools' staff, teachers who have been trained in the teaching of English to guarantee an appropriate English teaching process to students from Transition to fifth grade. Likewise, he/she must establish revision of measurable strategies of the school's progress related to decision-making and implementation of changes in order to make this proposal a reality in the institution.

7.6. OTHER STRATEGIC ALLIES

Besides the participants described above, there are important allies around educational projects, in the community, whose role can make a difference and generate mobilization of projects, resources, and initiatives to support English teaching and learning. Some of them are included below:

- *Institutions for Higher Education*, which can promote strategies for articulating school and higher education regarding English learning. Their successful experience can help nourish the bilingualism projects at schools. On the other hand, universities with language teaching majors become a strategic ally for schools. They can provide pre-service teachers that can help develop English learning processes and supply the need for English teachers in Transition and Primary. Schools, on the other hand, become scenarios for practice and education for future teachers.
- *Private companies* that have surround the school community, which can support the development of bilingualism projects that can have positive impact on school, and therefore, on society.
- *Public-private alliances*, which can materialize through strategies such as the local and regional bilingualism forums. These initiatives gather different actors in society such as Local Education Authorities, Chamber of Commerce. schools, and bilingualism leaders, among others, around topics related to the development of English competences in the regions, with the aim of strengthening processes of competitiveness and human development in their population.
- *Schools and teacher networks*, which can include peers in other schools nearby or in the same town which, together, can plan and implement bilingualism projects.

8- WHAT CRITERIA CAN BE USED TO SELECT
SUPPORTING MATERIALS AND RESOURCES FOR THE IMPLEMENTATION OF THIS CURRICULUM PROPOSAL?

The materials to support the development and implementation of this curriculum proposal for transition and primary schools should be directed towards the pedagogical, methodological and conceptual objectives therein expressed. Such constructs and theoretical references constitute the basis for their selection depending on the needs of each institution, the vision of language and of learning. Similarly, they should be considered as methodological principles that underpin it and serve as a model to work based on tasks and projects and supported by the interdisciplinary curricular principles of diversity.

This section provides some guidelines and suggestions that should be considered when selecting these materials, as well as the role of these textbooks in the learning process.

The use of materials that promote language in specific communicative contexts and in situations that resemble students´ daily life is suggested; allowing them to assume a critical position against possible conflicts and challenges of everyday life.

Similarly, these materials must conceive language as a complex system of structures and signs to be developed within certain contexts and allowing children to construct their own knowledge.

Materials with stimulating and meaningful activities for all students around the country. Materials that address the proposed themes and challenges of a society that is part of a globalized world and expects the development of skills to meet the challenges of the XXI century.

The general topics, proposed are:

- Health and life
- Peace and coexistence.
- Environment and society
- Global village

These general topics are consistent with the development of communication skills initially suggested in the proposed English curriculum for 6 to 11, which are the result of a needs analysis in Colombia's educational context.

This proposal is open to the particular needs of each context and can be seen as a suggestion for every institution. This implies that such proposals or suggestions can be addressed in different perspectives and according to schools' characteristics, the type of population and the community in which it is embedded.

It is recommended to start with a continuous process of evaluation of the supporting material and then, select the most appropriate and suitable materials for the development of learning processes within the institution, based on the characteristics of the context, learning styles, the interest of the children, their language level, among others.

The categories may refer to general aspects such as:

- Whether the textbook helps to obtain the objectives proposed for each of the grades
- Whether the language level used in the material and adjusts to the linguistic level of the students

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- Whether the visual design and diagramming is attractive and stimulates students learning of a foreign language
- Whether the tasks have an adequate level of difficulty for each grade
- Whether the activities are practical and if they promote the active participation of students
- Whether the design of the activities allows satisfactory completion
- Whether activities generate motivation in students (MEN, 2015, p.4)

The categories may also allow further evaluation of particular aspects such as:

- The content: themes, grammar, vocabulary, reading skills, writing, listening and speaking abilities
- Graduality and sequencing of the contents
- Presence of learning strategies
- Use of deductive and inductive techniques
- Contextualization, personalization,
- Implementation of communication

- Use of games, etc
- Authenticity of materials
- Balance in the implementation of abilities (MEN, 2015, p.4)

To adopt a curriculum proposal for preschool and primary levels requires teachers and institutions to organize resource centers with different types of materials, games, resources, etc. The selection of materials according to the previous criteria and their implementation in the proposed curriculum, are the best validation options for the development of the teaching-learning process within every primary public institution of the country.

It is important to mention that this curricular proposal includes recommendations for teachers about the use of didactic materials such as Bunny Bonita, My ABC English kit and English for Colombia, as well as a list of resources available in the Suggested Curriculum Structure booklet.

Once upon a time...

English

9- HOW CAN TRANSITION AND PRIMARY TEACHERS
ORGANIZE THE IMPLEMENTATION OF THIS SUGGESTED CURRICULUM?

The decision to implement this suggested curriculum in schools will generate questions such as: what are we going to do?, how are we going to do it? Therefore, this section offers some orientations in order to explore the different forms of comprehension, adaptation and implementation of the proposal in the diverse colombian school contexts. The purpose is to encourage teachers to take the necessary actions, based on the particularities of their institution, to start a structured process of analysis, planning, implementation, and evaluation.

It is important to highlight that in every innovation implementation process, time is a key factor, given that in these type of activities, results are not shown immediately.

They require a long-term gaze. Bearing this in mind, this implementation process will contain several stages, which should be carried out in significant time periods, in order to show real results of the innovation impact in school life and learners.

With the purpose of having a clear route to implement this proposal, teachers are expected to take actions related to the following four fundamental phases: analysis of the suggested curriculum, planning for adaptation, implementation, and evaluation. Graph 2 illustrates the phases mentioned above, with a summary of each and the suggested time for execution. The following section will provide more information about each of them.

ANALYSIS AND ADAPTATION OF THE SUGGESTED CURRICULUM
(6 Months)

Familiarization with the curriculum proposal principles.

Analysis of interaction points between the suggested curriculum at the current school English curriculum for Transition and Primary.

PLANNING FOR THE IMPLEMENTATION
(1 Month)

Starts on the last month of phase 1.

Planning of actions for initial implementation of the proposal.

Establishment of implementation schedule.

IMPLEMENTATION
(1 School year)

Execution of actions planned in previous phase.

Implementation of curriculum proposal in classrooms.

Permanent data collection to evaluate the impact and results of implementation.

EVALUATION
(Continuous during implementation/ end of school year)

Analysis of results from initial implementation.

Planning of actions for improvement and adjustments to the curriculum, based on the results of the evaluation process, as well as students learning.

Figure 3. Implementation cycle for the Suggested English Curriculum for Transition and Primary

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9.1. PHASE 1: ANALYSIS AND ADAPTATION OF THE SUGGESTED ENGLISH CURRICULUM FOR TRANSITION AND PRIMARY

In this phase, Transition and Primary school teachers in each institution should start a process of careful study of the document that aims at:

- Deep knowledge and comprehension of the proposal in terms of its objectives, what needs to be implemented, and how it can be adapted to their context. This refers, specifically to the knowledge of the curriculum, methodological, and assessment principles, that are summarized in the following

ASPECT	DISTINCTIVE FEATURE
CURRICULUM APPROACH	• Contextual/ecological curriculum • Action-oriented curriculum
METHODOLOGICAL PRINCIPLES	• Early education guidelines • Tasks • Projects
ASSESSMENT PRINCIPLES	• Assessment for learning • Assessment of learning • Game-oriented assessment
CURRICULUM THEMES	• Sociocultural approach • Cross-curricularity • Diversity and equity • Value education
CURRICULUM CHARACTERISTICS	• Flexibility and adaptability • 21st century skills • Games and discovery • Inclusion • Global citizenship
CROSS-CURRICULAR TOPICS	• Health and life • Peace and living together • Environment and society • A global village

Graph 3. Summary of pedagogical principles for the Suggested English Curriculum for Transition and Primary.

graph (graph 3).

- Clarity about the relation between the suggested curriculum and the standards and Basic Learning Rights (BLRs), and how these are reflected in the syllabi. This shows the logical progression in the development of language skills.

- Identification of specific needs to carry out the proposal implementation. In this sense, aspects such as number of teaching hours, available resources, teachers' English level, pedagogical strategies used, and time needed to develop this proposal need to be reviewed.

- Production of the documents resulting from the articulation of the Suggested English Curriculum for Transition and Primary and the school's existing curriculum.

- Definition of strategies and lines of action in terms of time, resources, and teachers' roles to face the next phase, which is planning.

In order to carry out the study mentioned above, Transition and Primary teachers are given the following recommendations:

- Organizing work sessions at their schools to get familiar with the curriculum proposal principles. It is suggested teachers have, at least, 3 sessions of 3 hours each (9 hours in total), during a month, in order to carry out a careful read of the curriculum products: Pedagogical principles and guidelines, curriculum structure, Basic Learning Rights. During these sessions, teachers will be able to share their perception about the curriculum and brainstorm the possible strategies for its implementation in their particular context.

The following checklist can guide the study of the

ASPECT TO CONSIDER	YES	NO	COMMENTS
PEDAGOGICAL PRINCIPLES AND GUIDELINES BOOKLET			
I. Curriculum Proposal Principles			
1. I understand the purposes of this curriculum proposal.			
2. I have read and understood the conception of curriculum with which this proposal was created.			
3. I understand the curriculum approach adopted in this proposal and the articulation between *action-oriented approach* and contextual or ecological approach.			
II. Curriculum Themes and Characteristics			
4. I understand the established **curriculum themes**.			
5. I know and understand the curriculum characteristics, which articulate throughout the curriculum structure.			
III. Reference Framework			
6. I have read and understood the vision of education and learning that underlie this curriculum proposal.			
7. I recognize the vision of language learning that guides this Suggested Curriculum.			

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ASPECT TO CONSIDER	YES	NO	COMMENTS
8. I understand the role of the mother tongue that this curriculum promotes in the learning of English as a foreign language.			
9. I have identified and understood the competences and abilities that this proposal seeks to develop in Transition and Primary students.			
IV. Methodological Principles			
10. I have read and understood the methodological principles section.			
11. I recognize the principles of task-based and project-based learning and their usefulness in the classroom.			
12. I understand the progression of these approaches in the curriculum structure.			
V. Assessment principles			
13. I have read and understood the assessment principles section.			
14. I understand the difference between assessment *for learning and of learning* and their use in the classroom.			
15. I recognize the concept of game-oriented assessment *(ludoevaluación)*			
16. I understand the articulation between assessment and methodological principles in the curriculum structure.			

ASPECT TO CONSIDER	YES	NO	COMMENTS
SUGGESTED CURRICULUM STRUCTURE BOOKLET			
VI. Curriculum structure			
17. I have read and understood the instructions for using the curriculum structure.			
18. I have understood how the curriculum structure is organized for the grade or grades I teach.			
19. I understand the objective of the "scope and sequence" section, presented at the beginning of each grade.			
20. I understand the purpose of the "Syllabus" section for each module of each grade in the curriculum structure.			
21. I recognize the articulation between the Scope and Sequence and the Syllabus of each grade.			
VII. Methodological and Assessment Suggestions			
22. I understand the usefulness of the **Methodological and Assessment Suggestions** section of each module of each grade in the curriculum structure.			
23. I understand that these are suggestions that I can use and adapt based on my needs.			
24. I recognize the articulation between 'Scope and sequence', 'syllabi', and 'methodological and assessment suggestions'.			

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ASPECT TO CONSIDER	YES	NO	COMMENTS
25. I have identified the recommendations that are included in the methodological suggestions in terms of: didactic idea, inclusion, use of materials such as Bunny Bonita, My Abc English Kit, and ECO.			
VIII. Appendix			
26. I know the sample lesson plans presented in the curriculum structure booklet.			
27. I recognize the usefulness and adaptability of the sample lesson plans.			
28. I have identified the sample assessment instruments that are presented in the Curriculum Structure booklet.			
29. I recognize the usefulness and adaptability of the assessment instruments presented in the Curriculum Structure booklet.			
30. I know the suggestions for materials and resources presented in the Curriculum Structure booklet.			
31. I recognize the usefulness of these materials and resources for both English teaching and my professional development.			

- Organizing weekly work sessions during the six months of this phase, in order to consolidate the *"Plan de Área"* (English school curriculum) document, already articulated with the aspects from the Suggested Curriculum that have been considered relevant, and the particular needs of each school's context. The actions planned to achieve such articulation will depend on the current state of the process for English teaching and learning in each context. Table 7 below shows some possibilities for action, depending on the state of the bilingualism processes at the school.

STATE OF BILINGUALISM PROCESSES	POSSIBLE ACTIONS
Lack of school English curriculum.	- Inclusion of objectives regarding bilingualism in the Institutional Educational Project (PEI in Spanish) and Institutional Improvement Plan (PMI in Spanish). - Evaluation and adaptation of the Suggested Curriculum to the particular needs of the school. - Curricular decision making (need for teachers, increase in number of hours per week, etc.) for curriculum implementation. - Piloting of established school's curriculum. - Data collection for evaluating implementation. - Piloting results. - Action plan for curriculum implementation.
English curriculum in construction / English curriculum with some areas of improvement.	- Evaluation, adaptation and articulation of the Suggested Curriculum to the school's English curriculum (Plan de Área). - Curriculum redesign process. - Piloting of established school's curriculum. - Data collection for evaluating implementation. - Piloting results. - Action plan for curriculum implementation.
English curriculum in place, with high satisfaction levels.	- Evaluation of Suggested Curriculum. - Collective decision making about possible alternatives of articulation between the Suggested Curriculum and the current English school's curriculum (Plan de Área). - Comparative analysis of the vision of language and learning proposed by the Suggested Curriculum and the possible convergent points with the vision suggested in the current school's curriculum. This analysis will help to ensure the achievement of the established learning goals.

Table 7. Possibilities for action based on state of bilingualism processes at the schools

Suggested Curriculum principles:
- Creating learning communities with their colleagues in nearby schools, with the support of the Local Education Authorities, in which they can work on the socialization and comprehension of the curriculum proposal.
- For this process, it is recommended that Transition and Primary teacher be accompanied by secondary English teachers. They can support the process of familiarization and comprehension of the curriculum proposal principles.

9.2. PHASE 2: PLANNING OF THE IMPLEMENTATION

After rigorous study of the proposal, and its articulation of the Suggested Curriculum with the school's English curriculum, this phase will determine the actions to define how the proposal will be implemented. In order to do this, it is recommended to define:

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a. An action plan for implementation, indicating participants and expected results or products. Among the actions for this plan, teachers can consider:

- Choosing some grades for piloting[1] or implementing the new 'Plan de Área'[2] .

- Choosing some teachers to start the piloting or implementation process of the new Plan de Área.

- Actions for the execution of the piloting or implementation process (managing resources and materials, increasing the number of hours per week, etc.).

b. An implementation timetable for each of the actions established. This needs to have close follow-up to ensure its observance.

c. A data collection plan to be carried out during the implementation process. This will allow to carry out a permanent and multiperspective evaluation of the results of curriculum implementation in the classroom. This plan needs to include the design of data collection instruments including different actors and users of the curriculum proposal. Phase 4 in this section will provide more details about this process.

d. Inclusion of spaces for reflection in which teachers can identify their strengths and areas of improvement. This will serve as input for the establishment of a teachers' professional development plan that will need to be supported by the school's principal, the Local Education Authority and other possible strategic allies. These spaces can be integrated to other scenarios for exchanging experiences,

which can be planned and executed by the Local Education Authorities so that teachers can share significant ideas, worries, and implementation alternatives.

The previous action plan can be structured in 3 or 4 work sessions of 3 hours each (9-12 hours), which can happen during the last month of Phase 1. English teachers will need the support from coordinators, especially for decision making that can have institutional implications. Besides, secondary English teachers will need to accompany this process in order to facilitate the planning and analysis of the curriculum proposal, as well as its articulation with the Suggested English Curriculum for Secondary, which should be in the process of implementation by the time this document comes to the school.

## 9.3. PHASE 3: IMPLEMENTATION OF THE CURRICULUM PROPOSAL

Once the planning is ready, the next step is to implement the actions that were planned. In order to do this, teachers will need to engage in completing the actions established in the planning stage, following the timetable; as well as in dealing with the data collection instruments designed, so that, by the end of the implementation (or piloting), they can have the necessary information to evaluate the positive aspects, as well as the areas of improvement of the curriculum proposal.

During the implementation stage, teachers will be dedicated, as it has been mentioned, to the following main tasks:

a. Implementation of the Suggested Curriculum: This task can include, among others, the following activities:

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[1] Piloting is understood, in this document, as the process of 'testing' the curriculum. In this process, the school can choose some groups to evaluate the results of a possible implementation of the curriculum proposal at the school. It is necessary to mention that a school can decide to implement the curriculum without carrying out a piloting stage first.

[2] Hereon, the term 'Plan de Área' will be used to refer to the document resulting from the adaptation and articulation of the Suggested English Curriculum for Transition and Primary to the particular needs of each school. This document should be the product of the stage of analysis and adaptation of the curriculum proposal (See Phase 1).
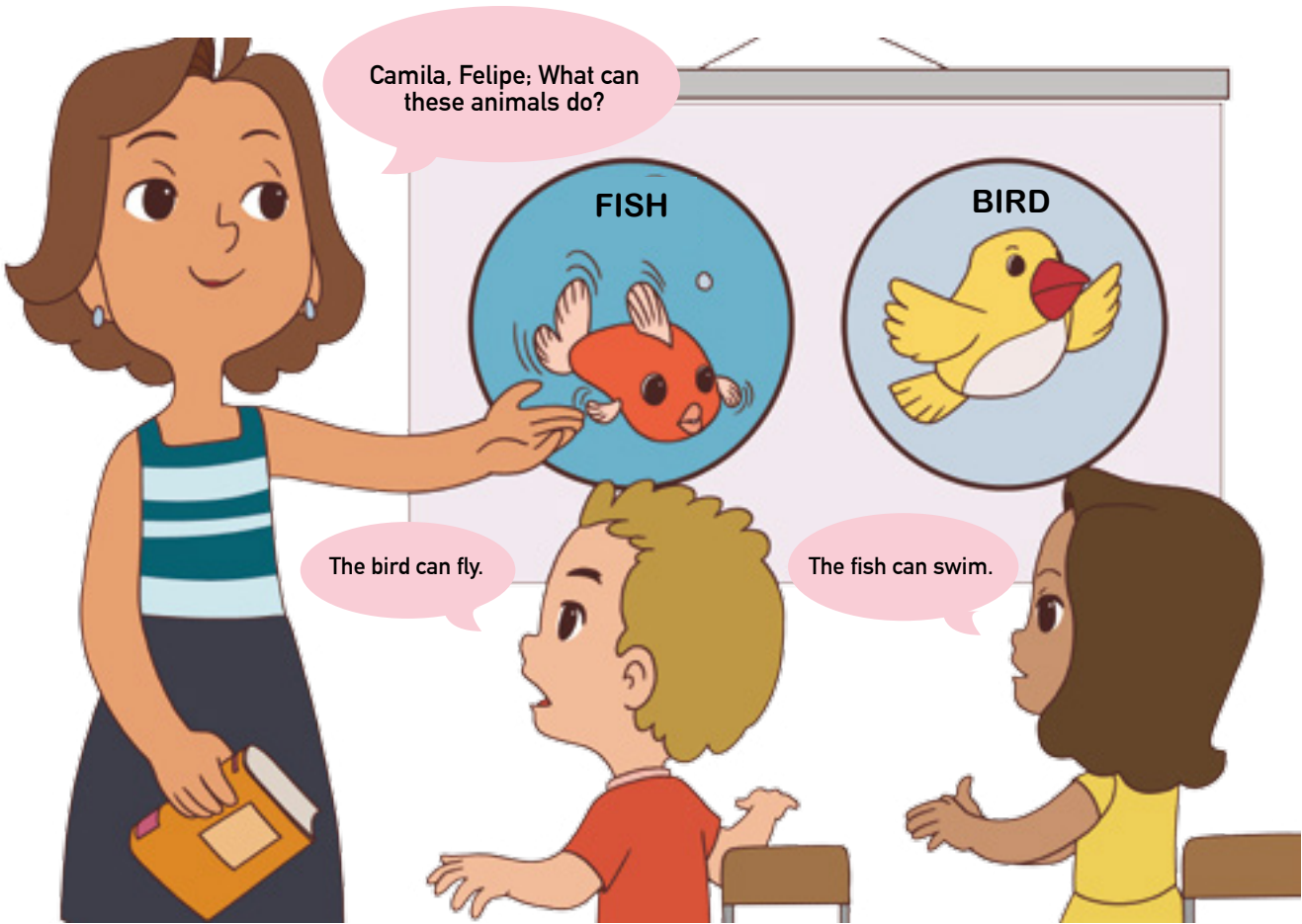
- Planning lessons that will help to achieve the learning goals included in the new Plan de Área, and which include the methodological principles of the Suggested Curriculum. Teachers may follow the lesson plan format included in the Suggested Curriculum Structure booklet. The lesson plans can be put together in a bank that teachers can include in their didactic resources, and as input for the evaluation of the curriculum implementation.

- Planning learning activities, considering the number of hours proposed in each of the modules, the materials and resources suggested and/ or others that the teacher considers pertinent to design or adapt. The teacher may use the

materials and resources included in the Suggested Curriculum Structure booklet.

- Planning strategies and designing instruments for assessing students' learning. Teachers may follow the recommendations given in the assessment suggestions, as well as the sample assessment instruments included in the Suggested Curriculum Structure booklet.

b. Data collection for the evaluation stage (Phase 4 below): It is very important that teachers keep track of the achievements and difficulties found during the planning and execution of the activities described above. In order to do this, teachers will need to fill in, systematically (class by class or week by week),

some instruments that will feed the following phase (see phase 4 for further details). Some of the aspects to consider during the implementation of the 'Plan de Área' and the data collection are, among others:

- Pertinence and relevance of learning goals and objectives.

- Relevance of syllabi.

- Effectiveness of activities and materials suggested for promoting English learning.

- Adequacy of suggested number of hours regarding the number of activities planned.

- Validity of lesson plans and pedagogical sequences to support the achievement of learning goals and language level.

- Perception and reactions of students towards the different elements of the Plan de Área.

Note: Special attention should be paid to the implementation of the Suggested Curriculum in Transition, due to the fact that this is the starting point for the process of familiarization and stimulation of language learning. Similarly, close follow-up needs to be done to students' progression from Transition to First grade, and in general to the transition between one grade and the next, so that this can happen smoothly and does not cause students' frustration or lack of motivation towards English learning.

In order to ensure systematic data collection, teachers should use the instruments designed during the planning stage (See Phase 1), which are described in the following phase.

9.4. PHASE 4: EVALUATION

Every process needs to be evaluated in order to measure its impact and identify strengths and areas to improve. The data collected during the implementation phase need to be analyzed systematically in order to propose new actions and define specific improvement plans for continuous implementation.
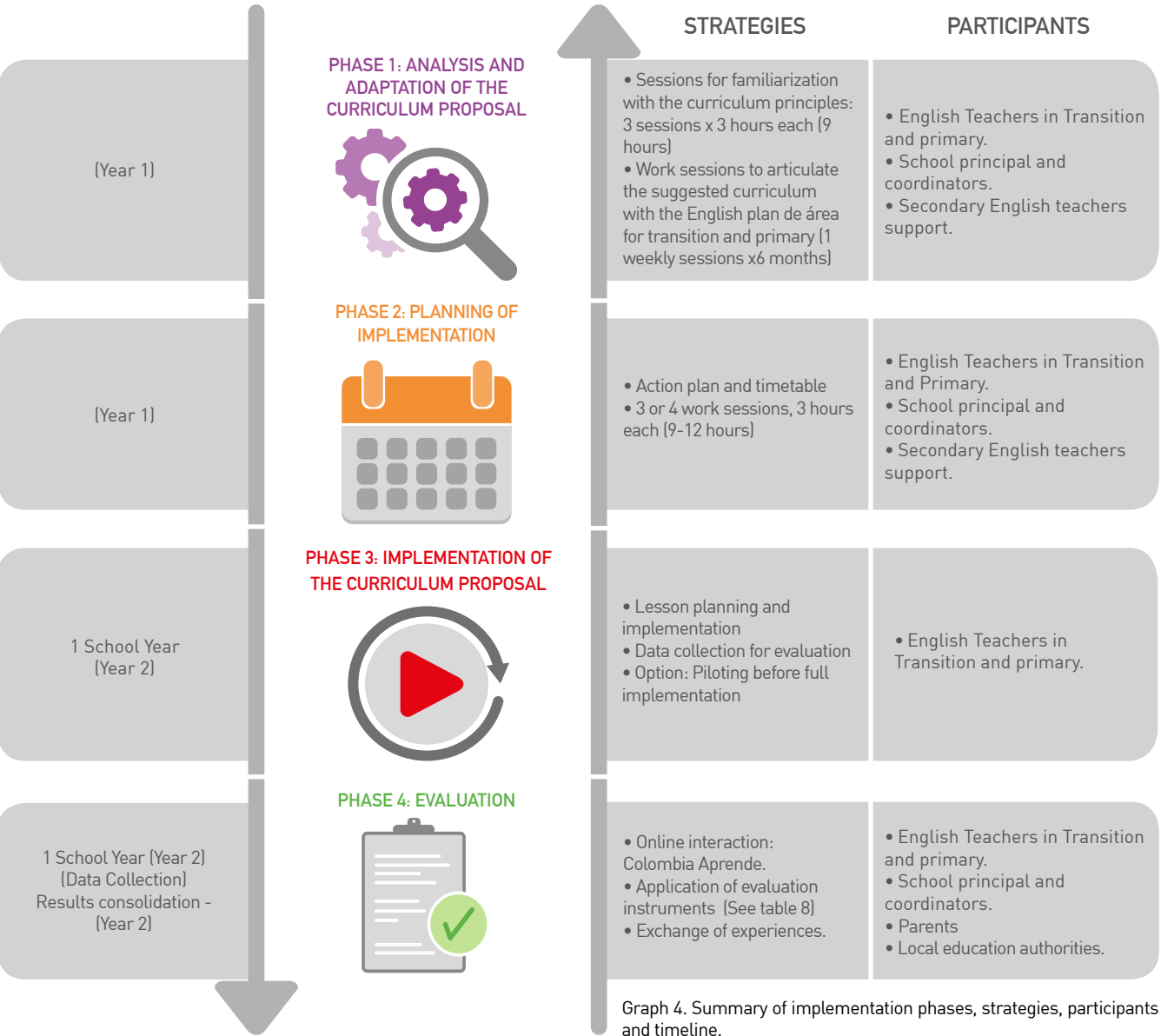
As it was mentioned in the previous phases, teachers will need to make systematic use of different data collection instruments that can feed this evaluation stage. Table 8 below shows possible data collection instruments, depending on the desired information and the user that it is addressed to. Transition and Primary English teachers, accompanied by secondary English teachers and coordinators, with the support and follow-up of the Local Education Authorities, will be in charge of applying the data collection instruments, especially because they are the most important source of information that will allow to evaluate and validate the implementation process for the Suggested Curriculum.

USER	DESIRED INFORMATION	DATA COLLECTION INSTRUMENT
PRINCIPALS COORDINATORS	• Results of the process of curriculum analysis and implementation planning (Phase 1 Y 2) esultados del proceso de análisis del currículo y planeación de la implementación (Phase3) • Type of follow up done to the curriculum implementation	SURVEYS (QUESTIONNAIRES)
TEACHERS	• Level of clarity of curriculum products, and their actual support to the curriculum proposal implementation process • Level of acceptance of the proposal by students • Level of support provided by the curriculum proposal to the improvement of students' learning • Comparative results of students' performance regarding previous years when the curriculum was not in place • Positive aspects and areas of improvement of the planning and implementation process (Phase 2 y 3) • Level of satisfaction with the teacher development and support program provided before and during curriculum implementation	SURVEYS TEACHER-NARRATIVES JOURNALS STUDENTS RESULTS TEACHER MEETINGS MINUTES DISCUSSION BOARDS THROUGH THE COLOMBIA APRENDE WEBPAGE VIDEO LESSONS / LESSON PLANS
STUDENTS	• Level of satisfaction with the innovation and implementation of the curriculum proposal • Perception of the curriculum (contents, materials, etc.) and of possible impact in their learning.	FOCUS GROUPS
PARENTS	• Perception of the implementation of the curriculum proposal • Level of articulation between the proposal and parents' follow-up at home.	SURVEYS DISCUSSION BOARDS THROUGH THE COLOMBIA APRENDE WEBPAGE

Table 8. Data collection instruments based on the user of the Suggested Curriculum.

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This information needs to be collected at different points during the implementation (1 school year). The recommendation is to conduct evaluation processes every academic term so that adjustments can be gradually made. At the end of the school year, a global evaluation needs to be conducted in order to include actions in the improvement plan for the next academic year.

Graph 4 below summarizes the information presented in each phase, and provides additional information about strategies, participants, and suggested timings in reference to a school year.

	STRATEGIES	PARTICIPANTS
(Year 1)	**PHASE 1: ANALYSIS AND ADAPTATION OF THE CURRICULUM PROPOSAL** • Sessions for familiarization with the curriculum principles: 3 sessions x 3 hours each (9 hours) • Work sessions to articulate the suggested curriculum with the English plan de área for transition and primary (1 weekly sessions x6 months)	• English Teachers in Transition and primary. • School principal and coordinators. • Secondary English teachers support.
(Year 1)	**PHASE 2: PLANNING OF IMPLEMENTATION** • Action plan and timetable • 3 or 4 work sessions, 3 hours each (9-12 hours)	• English Teachers in Transition and Primary. • School principal and coordinators. • Secondary English teachers support.
1 School Year (Year 2)	**PHASE 3: IMPLEMENTATION OF THE CURRICULUM PROPOSAL** • Lesson planning and implementation • Data collection for evaluation • Option: Piloting before full implementation	• English Teachers in Transition and primary.
1 School Year (Year 2) (Data Collection) Results consolidation - (Year 2)	**PHASE 4: EVALUATION** • Online interaction: Colombia Aprende. • Application of evaluation instruments (See table 8) • Exchange of experiences.	• English Teachers in Transition and primary. • School principal and coordinators. • Parents • Local education authorities.

Graph 4. Summary of implementation phases, strategies, participants and timeline.

What happened to the caterpillar?

The caterpillar became a butterfly.

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