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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



*“A Proposal to Reduce Classroom Management Difficulties Identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when Performing the Teaching Practice at CENIUES Kids’ Program”*

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Jesus said unto him, If you can believe, all things are possible to him who believes.  
St. Mark 9:23

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# INTRODUCTION

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A study made on novice student-teachers by the National Council on Teaching Quality states that: “Without an adequate preparation, plenty of practice and clear feedback, the first year of teaching can feel like hitting a brick wall again and again”. Putman, Greenberg & Walsh (2014).

The research project presented is a result of an effort to find ways to minimize or reduce the classroom management difficulties that novice students face when developing their teaching practice at CENIUES Kid’s Program due to the lack of preparation and experience in the area.

Considering that even for senior teachers with lots of years of experience the daily business of teaching is really hard, what Putman, Greenberg & Walsh claim; supports the difficulties that Student-Teachers face while developing the teaching practice process. When novice student-teachers do not have the opportunity to observe and/ or have some previous practice with some specific groups of learners (kids, teenagers, or adults) and learn from this experience, they are in disadvantage because they do not manage appropriate methodologies and teaching strategies, situation that can produce a sense of uncertainty during the practicum process.

Taking into account the information above and based on a study related to the difficulties faced by Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching in 2016 which is mainly focused on student-teachers that carry

out their practicum at CENIUES, researchers conclude that novice Student-Teachers face different types of obstacles such as: lack of classroom management strategies and not appropriate orientation by tutors. These difficulties coupled with the fact that only one of the Teaching English as a Foreign Languages' (TEFL) courses syllabuses considers a few topics oriented to teach children, it can be said that Student-Teachers lack of knowledge on how to work with them. So, *guiding them appropriately with successful teaching skills thus crucially involve knowledge, decision-making and action* (Fyriacou C. 2007). This will create a feeling of confidence when being in a classroom and definitely better results would be obtained at the end of the learning process.





# **1. STATEMENT OF THE PROBLEM**

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## **1.1 DELIMITATION OF THE PROBLEM**

Student-teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when performing the teaching practice at Centro de Enseñanza de Idiomas de la Universidad de El Salvador (CENIUES) Kids' Program.

## **1.2 STATEMENT OF THE PROBLEM**

A proposal to reduce classroom management difficulties identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when performing the teaching practice at Centro de Enseñanza de Idiomas de la Universidad de El Salvador (CENIUES) Kids' Program.

## 1.3 RESEARCH OBJECTIVES

### **General Objective:**

- Ø To propose different strategies to overcome the difficulties identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when performing the teaching practice at CENIUES Kids' Program.

### **Specific Objectives:**

- Ø To determine what actions should be implemented to reduce the difficulties identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching when performing their teaching practice at CENIUES Kids' Program.
- Ø To advise a set of teaching actions to help Novice Student-Teachers to perform successfully during their teaching practice process at CENIUES Kids' Program.

## 1.4 JUSTIFICATION

The reason why researchers have decided to work on this world-wide phenomenon is because they are conscious on how critical it is to work with kids, not only for Novice Student-Teachers, but also for teachers with a previous teaching experience. Scott W. & Ytreberg L. (1990) states that “It is a fact that many teachers now find themselves teaching in primary school even though they have not been trained for this level. And even for teachers who have been trained, there is a lack of books concerning this important <sup>area</sup> of teaching.” Besides, teaching to children involves: patience, creativity, knowledge, confidence and more. For years, Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador are facing classroom management difficulties when performing their Teaching Practice due to the lack of previous teaching experience.

It is also important to emphasize that in order to provide a good learning experience to students and build their language skills as it should be, Novice Student-Teachers require and deserve to receive feedback in every class they teach, lesson plan they write, every mistake they make and every didactic material they prepare, because in real labor context those Novice Student-Teachers will be judged by the quality of their job and students’ acquainted knowledge.

To confirm some of the difficulties Novice Student-Teachers face when performing their teaching practice at CENIUES kids’ program, researchers administered a questionnaire to seventeen students that have been assigned at CENIUES Kids’

Programin Semester I and II-2017; in which 89% of students agreed that this is the first time they are going to teach kids. However, the 95% of them feel confident and consider having the appropriate language competence that is required to teach kids. Something that called researchers' attention is that 89% of students consider working with kids is more difficult than working with adults, maybe because of the lack of preparation they have on this area.

As it is mentioned before, during the Bachelor of Arts in English with Emphasis in Teaching there is not enough preparation on classroom management to work with kids. Based on a previous research study named "Difficulties that the Foreign Language Department Student-Teachers from the University of El Salvador Face When Undertaking the Teaching Practice at CENIUES English Programs during the Academic Year 2016", the main problem that has been identified on CENIUES Kids' Program is that Novice Student-Teachers are not prepare enough to handle misbehavior in the classroom. Novice Student-Teachers confirmed this particular difficultywhen responding to thequestionnaire that was administeredpre and post their first day of teaching practice at CENIUES Kids' Program. Aboutthe 59% of them said that they don't have either any appropriate classroom management strategies or creativity to apply with kids. That might be the reason why 77% of students expect to learn methods and strategies to work with kids, since the 65% consider that the main challengeis to catch students' attention.In addition, an observation was carried out to endorse their current difficulties after the first teaching performance. The observation revealed that the same difficulty is being experienced by the actualNoviceStudent-Teachers.

Kids using their phones, screaming and moving around while the Student-Teacher was developing some activities are some examples of the students' behavior observed during class time. It was obvious that neither they had the knowledge to kindly firm tell them to sit down or pay attention to him/her nor learned to keep track of time (timing). For example: a sole activity (a warm up) took more than the 35% percent of the lesson which made students to feel anxious and anger causing misbehavior.

To support the observation made, researchers administered an interview to the Student Teachers' tutors observed. Basically, all of them agreed that students-teachers are not totally prepared to teach. Tutors mention that students-teachers need better strategies to apply with kids and handle unexpected disruptive behavior situations, better organization with time, didactic materials and so on. However, they mention that despite the lack of preparation practicum students may have most of them make an effort to do a good job.

It is evident that something needs to be done to improve the Novice Student-Teachers' teaching skills, especially focusing in kids teaching field.

## 1.5 RESEARCH QUESTIONS

1. Are the contents related to classroom management in ESL classes for kids, properly developed in the Teaching English as Foreign Languages (TEFL) courses?
2. What is the perception that CENIUES' tutors have about Novice Student-Teachers' performance?
3. What would be the effects of providing appropriate classroom management strategies to Novice Student-Teachers that are having their first teaching experience with kids?

## 2. THEORETICAL FRAMEWORK

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### BACKGROUND

Being a teacher is not an easy task but being a novice teacher is more difficult. Once someone has decided that being a teacher is their true calling there is nothing that can stop a dream. Berruecos(2000) states that “Teachers are the key in the kids’ learning process” that is why being a teacher means great responsibility. While studying the Bachelor of Arts in English with Emphasis in Teaching at the University of El Salvador, students need to complete a study plan which includes a sequence of courses called Teaching English as a Foreign Language I, II and III (Didáctica del Idioma Inglés I, II and III) in which they learn different methodologies and strategies in order to do their best in the classroom. The Teaching English as a Foreign Language III (Didáctica del Idioma Inglés III) course is the only subject that takes into account teaching children. However, this course does not cover that much information related to this specific area. The majority of people who are registered in this English Major have little or no experience in the field, so those subjects are crucial in their learning process. Experience constitutes a linguistic fundamental source (Cohen D. 1997) and is really important to gain confidence while teaching, so children feel secure. In order to have a better idea of what a Novice Student-Teacher is, it is precise to define this term: according to the Merriam Webster’s Dictionary (1989) a Novice Student-Teacher is a person who has no previous teaching experience, concept that defines most of the students’ background assigned to work at CENIUES Kids’ Program. “Teachers are the most significant in-school factor that affects children’s academic outcomes and they are



expected to impart learning that last for decades” Putman, Moorer & Walsh (2016). Based on their definition of what a teacher is, they come up with a question related to the teachers’ high quality training to understand: are they prepared enough to deliver an enduring learning experience to students by providing them tools and strategies to help children learn and build language skills?

Teaching is considered a critical job, and when talking about Novice Student-teacher it’s even more. For years, Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador have been facing classroom management difficulties when performing their Teaching Practice due to the lack of previous teaching experience. Putman, Greenberg & Walsh (2014).

According to Pomerance, Greenberg and Walsh (2016), a study made on teacher candidates of Washington D.C., Traditional Teaching Preparation Programs think they know everything related to children and how they learn, assuming that they are ready to teach. Though they consider teacher candidates are ready to work with kids, it was proved that when teacher candidates are not trained well and appropriately, they try to learn on the job, which means, when they are teaching kids in real labor context. They also agree that some classroom management strategies are more likely to be more effective than others and consider that aspects such as: the teachers’ roles, sitting arrangement and disruptive behavior important when choosing specific strategies to work with kids.

## 2.1 MINED PROGRAM

Richards and Renandya (2002) state “The term curriculum is open to a variety of definitions; in its narrowest sense it is synonymous with the term syllabus, as in specification of the content and the ordering of what is to be taught. It refers to all aspects of the planning implementation and evaluation of an educational program”.

The Salvadorian English syllabus authorized by EL Salvador government (programas de estudio Inglés: TercerCiclo / Ministerio de Educacion) presents and describes a set of contents for different grades providing an insightful view on how they are structured from the simple to the complex, from the immediate students’ world to the farthest and the most abstract world, properly integrating and balancing the three types of contents or knowledge: conceptual, procedural and attitudinal, and joining language learning ranging from the mastery of simple daily language functions to the mastery of more complicated and sophisticated discourse. This new version of the English Syllabus has structured units of study in a different form.

MINED Program 2021(2008)defines contents as follows:

“Set of skills, attitudes and knowledge needed for development of competencies. They are categorized in three large groups depending on how they are related with knowing, knowing what to do or to be, that is to say, conceptual contents, (deeds, concepts and conceptual systems), procedural contents (skills, techniques, methods, strategies..etc.) and attitudinal contents (attitudes, norms and values).

The Conceptual, Procedural and Attitudinal contents have the same relevance because the importance and articulation of knowing, doing, knowing what to be, and coexisting, is only reflected through their integration. The challenge relies on overcoming the trend to solely” teach” or learn by heart. They have a space and importance of their own but must not be understood anymore as a synonym of successful learning. This takes place only when the three types of contents are articulated”

This syllabus promotes the following competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing).

By handling the competencies already mentioned does not mean that someone can be a teacher. Someone that does things for fun or love is called amateur (Richards 2002).

They do not have any particular training or commitment to the class. Being a teacher or a professional is being prepared to perform a competent job through learning. According to Richards (2002), a professional is someone whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgment (such as: ethics, law, etc.) and whose accreditation needs extensive study, often university-based, as well as practical experience.

Based on the art. 14 from “La Ley de la Carrera Docente” (a Salvadorian prescribed law for pedagogical teaching by the Salvadorian government) teaching is a professional career and for exercising it in public or private schools in any of the academic levels one of the requirements and the most important one is to have accreditation approved by the Salvadorian Ministry of Education .

Besides the requirements from the Ministry of Education, every teacher should be informed about the different laws in order to protect a person younger than 18 years old. One of those laws is called LEPINA (Ley de Protección Integral de la Niñez y la Adolescencia).

Having knowledge about the laws protecting kids is necessary, but that is one of the main areas that the B.A. in English Teaching methodological axis does not cover. It is important that Novice Student-Teachers are aware about the existing laws in El Salvador to know how to approach students; one of those laws is LEPINA (Ley de Protección Integral de la niñez y la adolescencia). LEPINA protects Salvadorian kids from any kind of mistreatment they may receive from their parents or teachers (educators). Saca, Meza et al (2009).

According to LEPINA, Chapter I, arts. 38, 39 and 46; teachers are not allowed to mistreat students by touching, hitting or humbling them. Based on art. 89, teachers must teach respect and discipline by respecting their dignity and rights. Teachers are not allowed to provide medicine to students because it could be harmful and/or expose their faces on pictures without parents' permission. Moreover, the arts. 81 and 86 in chapter II from the same law say that the state must guarantee a full and high quality education by providing qualified human resources (teachers) to teach, as to supervise the application or development of pedagogical methods to ensure the quality of education. On the other hand, if a teacher violates the rules previously mentioned, it will be considered a serious misconduct and will be punished. Saca, Meza et al (2009).

## 2.2 CURRENT STUDY PLAN

The most important components of the current study plan (approved in 1999) of The Bachelor of Arts in English with Emphasis in Teaching are: Methodological, Research and Language Skills Development Axis. The one researches are going to focus on is the Methodological Axis which make emphasis in seven out of thirty-six different courses that students develop throughout the teaching-learning process.

Those seven courses that belong to this area are: Psychopedagogy (psicopedagogia), General Didactic (Didactica General), Teaching English as a Foreign Language I, II and III (also called Didactica del Idioma Ingles I, II y III ), and Teaching Practice I and II. Based on their syllabuses: Spratt M. Pulverness A. and Williams M. (2011) defined as the “course programme” the overview of a course researchers will answer how many contents related to teaching kids are being taught on those seven courses?

### ✓ **Psychopedagogy**

The main objective of this course is to analyze the teaching and learning process and to train student-teachers to plan and promote motivation in the classroom. This course is divided in five units but only 3 of them are related to teaching kids. Those units are: the Learning Process, Individual differences and Classroom Management. Each of them is being developed in about sixteen class hours.

### ✓ **General Didactic**

The main objective of this course is to apply methodological principles and evaluate our own teaching performance. The course is completely devoted to a general teaching. Contents are related to how students perceive teaching, how to teach, procedures and techniques to teach, the syllabus and its components and how to evaluate. This course has been planned to be taught in forty-eight class hours.

### ✓ **Teaching English as a Foreign Language I**

The main objective of this course is to acquire learning theories, methods and approaches for English teaching and Learning and to apply the theory by teaching a microteaching lesson. It contains contents not specifically related to teaching kids, such as Theories of Teaching Languages (six weeks), Classroom Management (three weeks), Lesson Planning (three weeks) and Microteaching Sessions (four weeks).

### ✓ **Teaching English as a Foreign Language II**

The main objective of this course is to become familiar with the theory on how to teach the four macro skills and sub skills and putting the theory into practice through microteaching classes by applying technological tools when teaching. It also contains contents not specifically related to teaching kids, such as Languages Teaching Methods and

Approaches (two weeks), Teaching the Languages Skills (four weeks) and Subs Skills (two weeks), Lesson Planning and Microteaching (five weeks).

### ✓ **Teaching English as a Foreign Language III**

The main objective of this course is to prepare effective lesson plans, to apply basic elements of educational technology in the classroom and to design evaluation instruments for different levels. There is a variety of contents to be covered during this course, but only one of them is related to teaching children (The program does not establish a specific content related to teaching children. It is mentioned in a general basis). The time devoted for this content is only four weeks.

### ✓ **Teaching Practice I**

The main objective of this course is to build up academic skills in order to help students grow professionally and to analyze one's own experience of being taught and teaching. This course does not contain teaching kid's contents. Teaching Practice I contents are Planning a Unit (four weeks) and Developing Skills and Strategies ( nine weeks).

### ✓ **Teaching Practice II**

The main objective of this course is to develop TEFL process (planning, materials, activities, timing and contents). As this is the last course related to teaching, contents are too general for all levels and areas. Some of the contents that are being taught in this course are: Managing Resources (eight weeks), Managing the Class and Ethical Issues (five weeks), and Giving Feedback (three weeks).

It can be concluded that only the Teaching English as a Foreign Language III (TEFL III) course develops some topics related to teaching kids but not in a deep way. Based on an interview addressed to a teacher who previously taught this course, the main objective of the course is evaluation and it is accomplished at the end of the course. Even though, they think Student-teachers do not get all the necessary tools during the course to develop their teaching practice and most of them learn when they are in real labor context (experience), because of the lack of time that is being devoted to teaching kids contents, which is four or five weeks. The first content taught in Teaching English as a Foreign Language III course in regards of children is Classroom management and what they do in order to help Novice Student-Teachers to be good teachers is to explain them how to behave, how to solve situations based on their own experience without telling them what to do but what they did in a similar situation. On the other hand, some of the techniques and strategies those TEFL teachers provide to their students to teach kids are songs, dramas, role plays, chants (Classic, pop and baric music) and so on.

## **2.3 CLASSROOM MANAGEMENT**

“Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task”. Peace Corps (2008) for an effective classroom management it is important to consider some crucial aspects such as: sitting arrangement, time management, body language, establishing rapport, teacher’s roles, disruptive behavior, feedback to promote learning and journals.



### 2.3.1 SITTING ARRANGEMENT

As Jones, F. (2001), a noted classroom management expert explains: “A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.”

Classroom management expert Fred Jones says teacher mobility should be the aim of any classroom seating arrangement. He also provides some tips on how to get the most out of classroom arrangements and also states that the typical classroom arrangement with students' desks lined up in neat rows, makes it tough for teachers to freely walk among their students' desks. Teachers should be able to get around the classroom quickly and frequently.

Most of the time, students like to choose their best place for seating, but their best place is not going to be considered the best place for the teacher. Students most of the time like to seat next to their peers to be talking or any other thing but paying attention to the teacher. That is why most of the time the teacher is the one that chooses the students’ seat to be able to move among them and catch most students’ attention.

"As the teacher is moving around the room, he or she can check the students' work. There is a lot less fooling around a lot more time on task just by being among the kids and moving around the room”, says Jones. It is obvious that while the teacher walks around the room, students keep on working, once the teacher sits or stops walking around, students stop working and start doing something else.

Fred Jones' theory is that one "correct" room arrangement doesn't really exist. According to it, it can be said that a classroom arrangement will depend on each classroom dimension, students' needs, class activities and the like. Every classroom arrangement could have advantages and disadvantages but teachers must use the one that they consider the best. However, not everyone agrees on arranging the classroom according to the teachers' preference such as Phil Clinton, principal of the Anglo-American School of Moscow in Russia. He states that there is research and experience to show that students who have a voice in establishing the rules are much more likely to internalize and truly support and/or follow those rules. But, it will all depend on each teacher and students' needs.

### **2.3.2 TIME MANAGEMENT**

“An effective time management is one of the skills necessary for success in school as well as in everyday life and in the work world. Students need time to practice, rehearse, review, apply, and connect new learning and relate it to their everyday lives. Teachers who effectively manage time give their students the best opportunity to learn and to develop personal habits that lead to wise use of time” explain McLeod, Fisher and Hoover (2003).

Based on McLeod, Fisher and Hoover (2003), “Too many times classroom management issues overwhelm both new and experienced teachers” and due to their experiences and their research on this area, they identified some social, intellectual and physical classroom management elements such as time (class time and tasks) as a key to work on and create a well-organized and efficiently managed classroom in order to promote respect and a good learning environment, arguing that some of the facts that affect the use

of the class time are non-instructional routine procedures, transitions between activities or classes, and school-wide interruptions.

Considering that key element, they propose and recommend to pay close attention on making use of time appropriately by presenting strategies and techniques to help teachers and Novice-Student Teachers ensure that students spend most of their class time engaged in learning and to manage instructional time arguing that time management is critical to student achievement and attitudes toward learning. They identify four different types of school day time, such as, allocated time, which is the total time for teachers instruction and students learning; instructional time, which is the time teachers are actively teaching; engage time, which is the time students are involved in a task; and the academic learning time, which is the time teachers can prove that students learned the content or mastered the skill. They identified the daily schedule for elementary school schedules which are determined by factors such as the number of instructional minutes for each subject area, special class schedules, and the overall school schedule and it is the same for kindergartens.

Some of the organizational techniques and strategies for an efficient instructional time management they propose are:

- ✓ Looping: Students and teachers remain together for two years to minimize transitions, better meet students' needs and introduce curriculum topics.
- ✓ Vertical teams: One team of teachers teaches multiple grade levels in a "neighborhood" concept for around four or five years in order to avoid spending time just getting to know students, teaching routines and procedures and assessing

students. With this strategy, authors argue that the first day of school is a productive and comfortable day for both teachers and students because the environment turns familiar.

Teachers have control over how they allocate time to teach the standards and grade-level objectives for that reason they determined two key elements on pacing the curriculum, such as teaching key grade-level or course content to ensures that most students master that content and assessing the learning needs of each student by providing interventions to help them reach the academic standards. Based on those key factors, they provide the following tips in order to complain them:

- ✓ Avoid teaching the same thing in different units.
- ✓ Identify the contents and determine a way to connect them.
- ✓ Mark dates on a calendar.
- ✓ Schedule the major parts of the curriculum in time periods.
- ✓ Identify those areas of the curriculum that can be developed using learning centers or other independent work that can be done outside of school.

Moreover, they also recommend thinking on how to plan instructional activities in a way that allows saving time, considering that in school day there are some daily administrative tasks such as taking attendance, collecting students' work, and preparing and organizing materials that could be time consuming. On this stage, they advise taking attendance as soon as students are settled and engaged in the opening activity, a seating chart is an efficient way to quickly glance around the room and identify which students are absent; giving students time to store personal belongings, welcoming the class; preparing

materials; introducing the lesson by motivating students; deciding and providing instructions (directions and time); assigning work and closing the lesson considering that the time for each element of the lesson varies with the type of activity and the students' ages.

Another important task for teachers is planning lessons and the best classroom management strategy is to plan an interesting lesson that meets all students' learning needs. So, they suggest make the lesson planning process more time efficient by labeling the lesson plan book to document the standards; deciding on a format for a lesson plan and tracking students' progress noting which students need adaptations to the lesson in order to succeed; including the yearly pacing chart with the lesson plans to refer to it weekly to determine what adjustments are necessary.

### **2.3.3 BODY LANGUAGE**

There are two communicative skills to establish a positive classroom climate and rapport with students; one of them is verbal and the other one is nonverbal. When talking about nonverbal it includes body language which helps not only to build rapport with them but also to make them feel safe and supported. Ruland T (2017).

“The first step is to establish a positive classroom climate based on mutual trust, respect, and caring. The foundation of that climate is the relationship established between the teacher and students and among the students” explain McLeod, Fisher and Hoover (2003).

According to Ruland T (2017), an important key when talking about body language is to show confidence and the way teachers stand since the very beginning of a class. “Students need and want teachers to be firm. The ability to blend firmness with warmth and caring is difficult, but certainly possible; firmness, warmth, and caring are not mutually exclusive” (McLeod, Fisher and Hoover 2003). **Providing opportunities for students to know us as people, being open to students’ concerns and feelings, making a connection with them, communicating high expectations, negotiating and providing choices** are some of the clues to show a good body language.

Ruland T (2017) suggests the following tips:

- ✓ Stand up straight.
- ✓ Avoid folding arms, standing behind a desk, and using barriers because that makes teachers seem unapproachable.
- ✓ Walk around the students’ desks to show interest.
- ✓ Be aware of facial expressions.
- ✓ Smile. It conveys happiness and encouragement.
- ✓ Make eye contact. It helps establish rapport and trust.
- ✓ Adopt different poses.
- ✓ Don’t stare and rush them.

When talking about kids, the previous tips are useful but there’s a need of strategies or techniques to help students understand what teachers meant; that is why McLeod, Fisher and Hoover (2003) propose some strategies for teachers and Novice-Student Teachers who

work with kids, such as, the modeling strategy because children learn by observing adults and they tend to imitate adults' tone of voice, expressions and gestures.

“Nonverbal communication plays an important role in second language communicative competence” suggest Gregersen T. (2007) and for that reason, she determined some elements involved in this area:

- ✓ Gestures: Those behaviors that complement or accentuate the verbal message or body gestures that accompany speech.
- ✓ Facial expressions: A form of kinesics used to nonverbally transmit messages considering that the face is a primary means of managing interaction, complementing a response, and replacing speech.
- ✓ Gaze behavior: The expressive nature of the eyes, which send and receive a plethora of message during a face to face conversation.

### **2.3.4 ESTABLISHING RAPPORT**

Novice Student-Teachers need to create a good environment in the classroom and need to establish an appropriate relationship with pupils . Harmer (1991) defines rapport as “the relationship that the student have with the teacher and vice versa”. We can recognize rapport when there is a positive and respectful relationship between teachers and students and there is a good relationship between students themselves. Most of the time rapport comes from the perception that students have of teacher as a good leader and guide. Students notice everything but teacher organization, preparation and leadership in the classroom and keeping a good rapport depends on the way Novice Student-Teachers

interact with students. Harmer (1991) proposed 4 characteristics for a successfully interaction with students.

- ✓ Recognizing students: It is really important to know students name and called the by their names. So teacher will not only avoid using nicknames in the classroom but also bullying for this reason.
- ✓ Listening to students: students get involve and engage in the class if teacher are listen. It is the nature of being a teacher. As performing the role of mentor in the class you need to show that you are interested in what they have to say. By nodding or agreeing and take into account their opinion and ideas.
- ✓ Respecting students: respect is crucial while correcting if you do not succeed you risk demotivating them. The way you react about unexpected events will show the respectful professionalism to solve a problem
- ✓ Being even-handed : every classroom is different not only for the environment but also for the students. There always are students who are willing to participate but there always are the quiet ones. So teachers need to recognize and pay attention to make them participate.

## **2.4 TEACHERS' ROLES**

According to some experts' opinions gathered in a study made by Putman, Moorer and Walsh (2016), teacher's roles, when building language skills, go further than developing vocabulary; they also involve assessment, exposing children to a positive talk environment, exposing them to the vocabulary that it's being taught and direct or redirect



children's behavior; considering those teachers roles, the authors ask the following questions: "Does the candidate know how to ask questions? Does the candidate build critical thinking in his/her students? Does the candidate provide children with opportunities to talk? Does the candidate model the uses of language? Does the candidate build vocabulary?" and all those questions take us to a main one, "Are Novice Student-Teachers ready when performing their teaching practice with kids?"

Based on Putman, Greenberg and Walsh (2014), when Novice Student-Teachers are about to perform their Teaching Practice, as they do not have previous teaching experience with kids, this may affect their confidence to make decisions about what are the best options they have according to what they observe in the classroom, taking into account that those decisions might have consequences on the class or themselves, but in order to ensure that student-teachers will be effective when performing their Teaching Practice, it is important to build in them skills to teach.

Brown (2001) reveals some of the requirements a teacher must have. The following are some examples of them.

Teachers must act as...

- ✓ **Controller:** teacher must take the control of the entire class and must pay attention to each individual student.
- ✓ **Director:** teacher must manage the class in a clear way and explain everything clear in order to make sure everybody understand the context.
- ✓ **Manager:** teacher must act as manager verifying each student's performance in the classes.
- ✓ **Facilitator:** teacher must be an open mind facilitator and to give choices to students in order to perform better.

- ✓ **Resource:** student must be an extra resource for teachers in the classroom.

Besides the roles mentioned before, Stewart A. (1982) exposes some others, specifically when working with kids:

- ✓ To provide extra material.
- ✓ To stimulate oral competences.
- ✓ To organize intellectual experiences.
- ✓ Combine emotions and discipline.
- ✓ To provide individual attention.
- ✓ To clearly explain with appropriate vocabulary what s/he expects the students to learn.
- ✓ To motivate, suggest and answer.
- ✓ To be prepared at every moment in order to provide a good attention to the students.

On the other hand, Novice Student-Teachers' performance in their Teaching Practice, not only depend on the quality of the training they received, but also on the mentors and tutors they work with, who are supposed to guide them to learn how to work effectively in a real labor context with children, by observing their performance and giving them feedback to do it better. Putman, Moorer & Walsh (2016).

## 2.5 DISRUPTIVE BEHAVIOR

While discussing about the learning process, it is crucial to talk about disruptive behavior and some classroom management strategies to overcome it. Algonquin College (1995) states that “disruptive behavior is any behavior that significantly and/or persistently interferes with the learning process and /or rights, safety and securities of those in the teaching-learning environment”, so teachers need to be aware and conscious about their

pupils' behavior. Novice teachers need to observe students in a natural environment by letting them work in small groups. A student tends to reveal their own personality without being controlled at all times. And when working with the whole group some of them tend to be quiet and/or love to have special attention from the teacher by interrupting the class.

### **Primary Causes of Misbehavior**

It is generally believed that there are five primary causes of misbehavior. Teachers need to think through how they would handle each kind of misbehavior. When they recognize and plan for them, many student problems can be eliminated. Above all, the teacher should strive to know the backgrounds, personalities, and driving forces for each student, in addition to any unusual family issues that might ignite a situation once the student is in school (Fischer, 2004). The types of students who tend to cause behavioral problems are students who are aggressive, resistant to work, distractible, or dependent on help (Wong & Wong, 1998). These students exhibit some form of behavior that differs from what is expected in the classroom ("Behavioral Disorders," 1993). Some of the causes of behavioral problems and ideas for helping this change of behavior are further discussed in the following sections. In any particular case, the teacher needs to identify what he/she wants the student to do and then consider how to redirect the current undesired behavior into the desired one ("Behavioral Disorders").

✓ **Boredom** :Of the five, boredom is a common excuse that students give for acting out in the classroom. All students feel bored at one time or another. Even in the most engaging lessons, it can be a challenge to have the attention of every single student.

✓ **Need for Attention:** The desire to be recognized is a basic human need and something teachers cannot ignore. Every person wants attention and will sometimes go to great lengths to get it. In students, this desire for attention can even be subconsciously sought. How can you satisfy this need when you have a lesson to give? Try giving quiet students more attention. That will show others how to get the teacher's positive attention. For students who love the spotlight, give them tasks that require them to be in front of the class or a group of students.

✓ **Power :**Power is especially important to children who feel their lives are seriously out of balance. When this happens, they may try to balance the scale by controlling what goes on around them in the classroom. There is not much you can do to change their home surroundings, but there are steps you can take that can minimize the impact at school. Since this child may be used to hearing people argue, teachers can start by discussing a policy of refusing to argue out an issue in the classroom. Sometimes, your best position is to negotiate. This works very well as long as you limit the choices. For example, you can say, "If you would rather do this assignment at recess, that's okay with me."

Lott, and Glenn (2000) suggest redirecting this need for power by asking for this child to help with something when his/her work is completed. Whatever plan you decide on, remember that students who struggle for power in the classroom need encouragement and validation just like everyone else.

✓ **Revenge** :There are things in life that are self-defeating, and revenge is one of them. Children who constantly demonstrate revengeful behavior often feel like they don't belong. These might be the students who are constantly complaining about classroom rules not being fair. They might hurt other people in an effort to bring them to destructive behavior as well. Some of their violent behaviors are unhealthy attempts to identify their own feelings and their desires to have those feelings acknowledged by the teacher. The best thing to do is to build trust with reflective listening. A supportive conversation could begin with the teacher identifying and validating underlying feelings by saying, "I can see you are hurting right now. Tell me about it." You will want to help these students to discover how they can utilize their strengths and explain to them what their revengeful behavior will cost them. You may also want to teach through stories and other examples that revenge generally only escalates problems.

✓ **Self-Confidence** :This problem extends to two extremes—too much self-confidence or not enough. For those who feel completely inadequate, you will need to teach them that even if they can't do everything perfectly, they can at least try different things. Often, these students assume the role of the helpless one, and others will notice and constantly come to their aide. To break this cycle, break down tasks into small steps, give no criticism while they are working on something, and encourage every positive step forward. Do not pity or mother them; instead, set up opportunities for their success. If you refuse to give in to their helplessness, they will in time find something they enjoy and can be good at. The teacher can try pairing them with others who can offer occasional help. Put these students in win-win situations whenever possible.

Greenberg, Putman & Walsh (2014) mentioned that “a 1997 poll reveals that 58 percent of teachers said that behavior that disrupted instruction occurred “most of the time or fairly often.” For that reason is important to know how to control the class environment. Based on a research carried out in the book “Classroom Management” published by the National Council on Teacher Quality, one of the most effective classroom management strategies is to set rules. Rules need to be set since the beginning of the course/module, it can help in order to set expectations, and pupils can help teachers to set them. Those rules should be actively followed and practiced throughout the course and not only students but also teachers should keep in mind consequences for noncompliance and misbehavior. Consequences can have different levels such as: a suspension, talk to their parents and/or guardians, community service, etc... Routines are also important to keep the classroom aware about what to expect. Especially children need to do something more than once to memorize and internalize a specific behavior, and by doing so they will at the end drive in automatic mode. Finally, engagement in the class, motivating students by teaching different topics making them interesting and practical by asking questions and making them participate. The implementation of these strategies has a positive effect in students (Emmer & Stough, 2001; Freiberg, Stein, & Huang, 1995; Wang et al., 1993)

## 2.6 FEEDBACK TO PROMOTE LEARNING

It is widely recognized that feedback is an important part of the learning cycle. However, it needs to be a good feedback; a feedback in which the student gets a clear idea of what s/he is doing right or wrong.

In the book, Teaching Development (Dorothy Spiller, n.d) we find some commonly asked questions related to feedback:

### ✓ **How can I ensure that students use the feedback that I give them?**

It is commonly reported that students do not read teacher's feedback comments (Duncan, 2007). That can be observed in our reality based on observations made. Most students, especially when they get bad grades on an exam or task) they just throw the paper away; they do not pay attention to the things they got wrong or to the teacher's comments on that. However, it is a teacher's challenge to teach students to take advantage and learn from feedback provided.

### ✓ **At what stage in the learning cycle will feedback be more effective?**

It is recommended to provide feedback as soon as a task is completed and if possible check the task and feedback comments with the student to make sure everything gets clear.

### ✓ **Is there a particular style and language that I should be using when giving feedback?**

The style and language used has to be the most appropriate for students to understand.

## 2.7 JOURNALS

Talking about Novice Student-Teachers' and their classroom management difficulties while performing Brown (2010) states that "Journals occupy a prominent role in a pedagogical model that stresses the importance of self-reflection in a student's education" as it was mentioned, placed a novice student in a new environment and have them reflect of their learning, development and performance create self-awareness about their growing and experience and this describes perfectly what a journal is. A journal is a daily record (from the French jour, which means day) about observations, personal experiences, speculations, consciousness with no particular point, purpose, audience and/or grade. Most of the time, journals are not made for being grade or judge but there are taking into account to measure someone's analytical point of view in a particular situation. Dialogue journals is a type of journals classroom oriented that some of the teachers used as an alternative in assessments. In other words is dialogue with a teacher whom can become better acquainted with their pupils Brown (2010). Journals can be taken as an important step for novice students' learning process and can be seen as a good alternative to meet students' individual needs, reactions, and/or feelings and they can also have pedagogical purposes such as: practice writing fluency, grammar structures, vocabulary and thinking process. Cottrell (2003) said "These enable you to make use of your experience and to chart change over time" Novice Student-Teachers are one of the most important populations because they are going to be the guide of new generations of students that is why they need to reflect about what are they learning in the field. Tutors can also help them in the classroom on how to successfully teach in order to acquire different classroom management strategies depending on students' levels and ages.



# 3. METHODOLOGY

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The universe of this research took place at the University of El Salvador, Foreign Languages Department during semester I and semesterII/2017 with students of Teaching Practice I and Teaching Practice II. Documentary and Qualitative research types were used to gather data.

**Documentary:** Documentary Research uses personal and official documents as a source material (Oxford Dictionary, 2009) a compilation of different sources were used to support different theories.

**Mixed Research:** analyzing and integrating a combination of both qualitative and quantitative. Quantitative research includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviors (e.g., observation checklists), and performance instruments such as the ones used in this research.

Qualitative studies deal with a great variety of points to take into consideration such as the centralization of the problem, its comprehension, the setting, and site in order to observe behavior in its natural background (Anselm Strauss and Juliet Corbin, 1997) in this case, the classroom management difficulties identified in Novice Student-Teachers so this research will be based on a qualitative study.

### 3.1 POPULATION

The target population for this research was thirty-four students from the Foreign Language Department at the Teaching Practice I and II-2017 assigned to CENIUES Kids' Program.

### 3.2 SAMPLING AND DATA COLLECTION

#### **Sample:**

Researchers worked with seventeen Novice Student-Teachers assigned to CENIUES Kids' Program who developed their Teaching Practice I and II.

It is known that one of the best techniques to gather information is through observation; a checklist with the most relevant aspects was created which took the main aspects when observing Novice Student-Teachers' performance. Researchers administered some questionnaires to students and the most common qualitative tool: the interview was used. These variety of methods of data collection facilitated triangulation. In triangulation, "the same pattern or example of behavior is sought in different sources" (Seliger & Shohamy, 1989). The collected data was classified, organized, and analyzed by the researchers in order to triangulate the results. The Venn's diagram was used to triangulate and gather the relationship or common elements among the instruments, such as: students' questionnaire, tutor's interview and Novice Student-Teachers' observation.

**Interview:**

A structured interview was administered to tutors who guided student-teachers at CENIUES kids' program and verified their performance. This type of interview was chosen because they follow a structured order, seven questions were asked in order to diagnose Novice Student-Teachers' performance during their teaching practice. Important information such as: the use of time, sitting arrangement uses, rapport and implementation of different roles was gathered. Researchers processed the data obtained in the interview by transcribing the recordings that were obtained after carrying out the oral interviews. The results were analyzed according to their responses and different opinions.

**Questionnaire:**

An eight questions questionnaire was administered to Novice Student-Teachers at the beginning of Teaching Practice I and Teaching Practice II courses prior their first teaching experience at CENIUES Kids' Program in order to understand their point of view about teaching kids. This questionnaire reflected not only their opinion about the topic but also the classroom management difficulties they encountered.

**Observation:**

An observation assessed Novice Student-Teacher's performance in the classroom. The type of observation was a structured participant observation. A checklist with seven specific aspects related to classroom management was used during the observation process on Novice Student-Teachers when performing their Teaching Practice at CENIUES Kids' Program. This technique assessed student-teacher's performance in the classroom.

# 4. DATA ANALYSIS

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## 4.1 Student-teacher's questionnaire results

1. Is this the First time that you teach kids?

Answers	Frequency		Most of them are teaching kids for the first time.
Yes	15		
No	2		

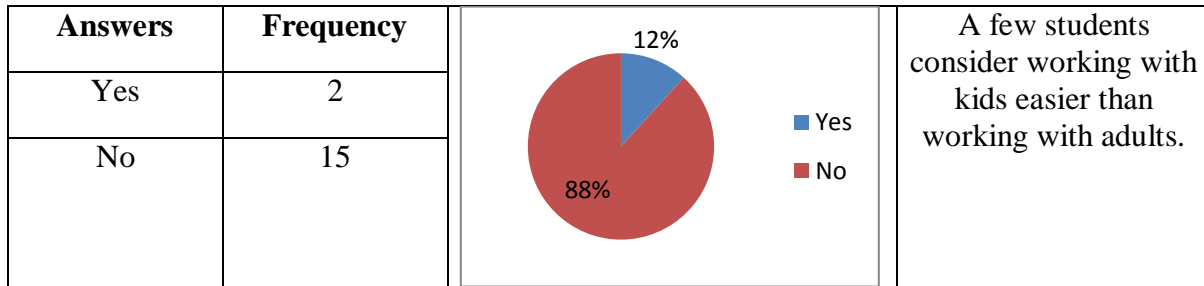
2. Do you feel confident now that you know you are going to teach kids?

Answers	Frequency		Almost all students feel confident now that they are going to teach kids.
Yes	16		
No	1		

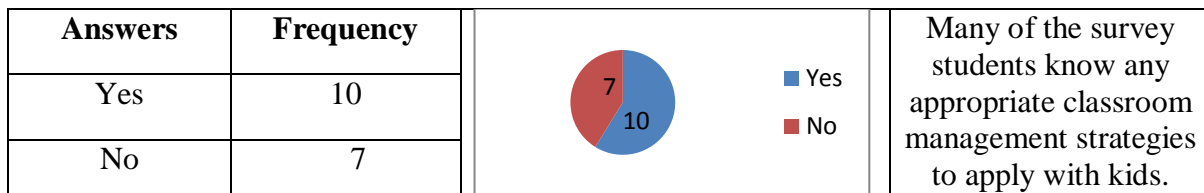
3. Do you have the appropriate language competence to teach kids?

Answers	Frequency		Almost all the students consider themselves having the appropriate language competence to teach kids.
Yes	16		
No	1		

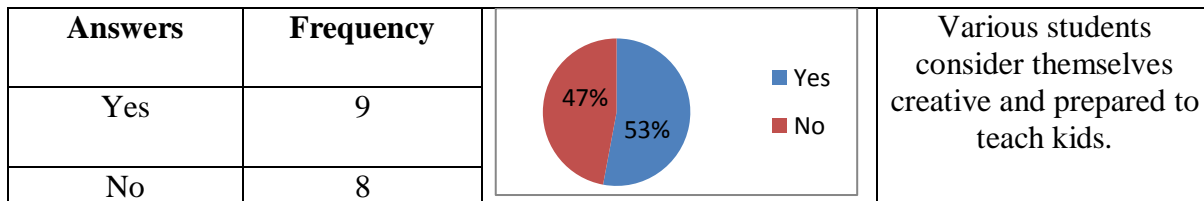
4. Do you consider working with kids is easier than working with adults?



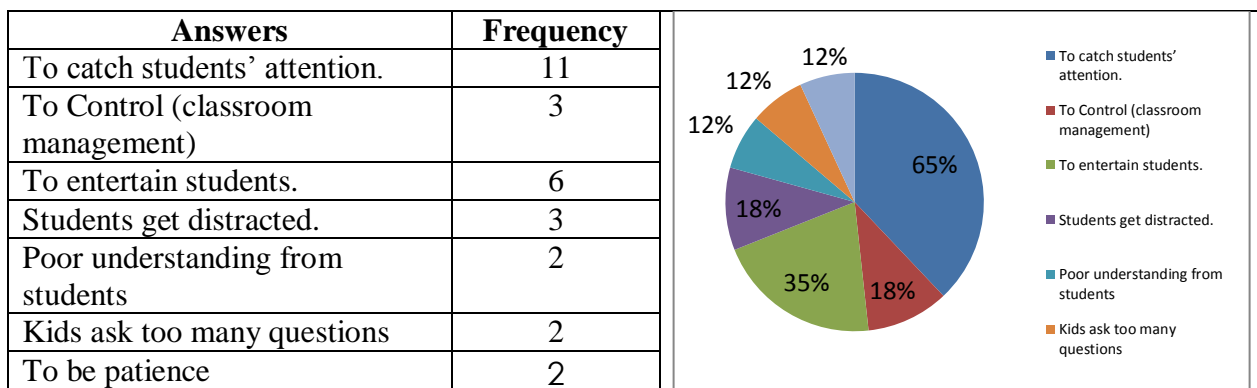
5. Do you know any appropriate classroom management strategy to apply with kids?



6. Do you consider yourself creative and prepared enough to teach kids?

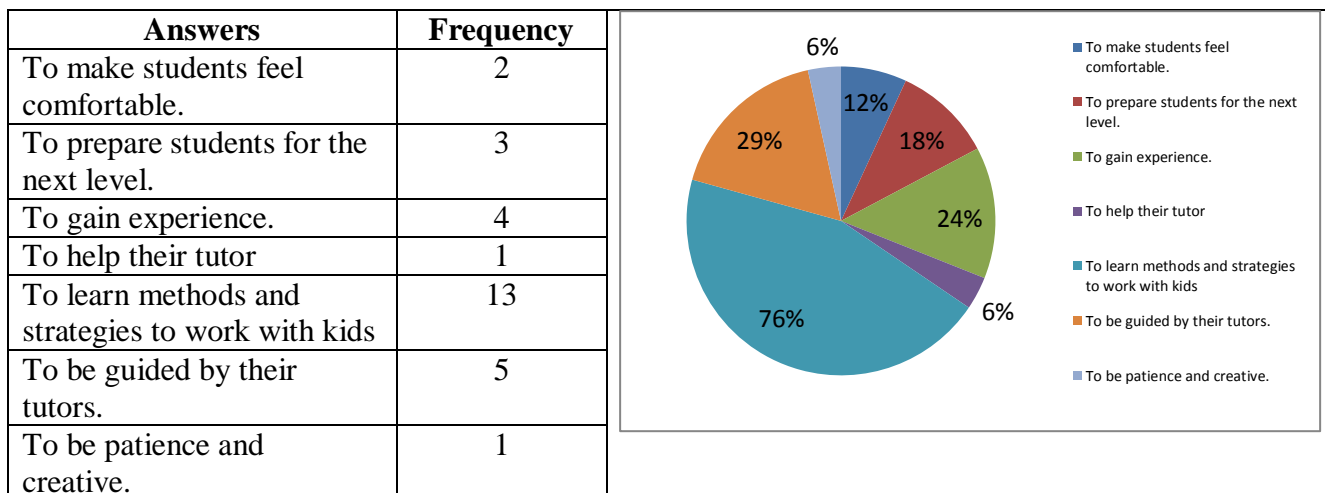


7. What do you think the challenges when working with kids would be? Why?



Most of students consider that the biggest challenge when working with kids is catching students' attention.

8. What do you expect from CENIUES kids program?



Most of the students expect to learn methods and strategies to work with kids.

#### 4.1.1 Student-teacher's questionnaire important findings

53% consider themselves creative and prepare enough to teach kids

59% know any appropriate classroom management strategies to apply with kids

65% consider catching students' attention the main challenges when working with kids

77% expect to learn methods and strategies to work with kids

89% have no experience teaching kids and they consider working with kids is easier than working with adults.

95% feel confident teaching kids and have the appropriate language competence to teach kids

## 4.2 Observation-checklist

ASPECTS TO OBSERVE	YES	NO
<b>Does the Student -Teacher ...</b>	✓	
1. Start and finish the class on time?	✓	
2. Use gestures and facial expressions to convey a message?	✓	
3. Make eye contact?	✓	
4. Manage disruptive behavior situations appropriately (80% of students-teachers)		✓
5. Adequate the content to the kids' language level and age?	✓	
6. Recognize students' names?	✓	
7. Show interest on what students say? (80% of students-teachers)		✓
8. Show respect to students at any time?	✓	
9. Engage all students into the lesson plan activities?	✓	
10. Approaches students adequately?	✓	

### 4.2.1 Observation-checklist important findings

#### Most of student-teachers... (60%)

- ✓ Do not show interest on what kids say
- ✓ Engage all students into lesson plan activities
- ✓ Approach students adequately
- ✓ Use gestures and facial expressions to convey a message

#### Most of student-teachers... (80%)

- ✓ Finish the class on time.
- ✓ Make eye contact
- ✓ Are not able to manage disruptive behavior situations appropriately

#### All of student-teachers...(100%)

- ✓ Adequate the content to the kids' language level and age
- ✓ Recognize students' names
- ✓ Show respect to students at any time

## 4.2.2 Observation-checklist analysis

What researchers could observe is that some Novice Student-Teachers engage students into the lesson plan activities by asking questions, encouraging them to participate in the activities and implementing funny games related to the contents being studied; For example: Asking them to stand up and go to the board and asking them to read a sentence or provide examples. They also approach students adequately and use gestures and facial expressions to convey a message but they do not show interest on what kids say ignoring their questions or doubts about the topics being developed. Researchers also observed that most of them finish the class on time but time management can be questioned because some activities took more time than expected for different reasons such as the complexity of the activities or because the instructions given were not clear for kids to understand them. They make eye contact when teaching, however; they are not able to manage disruptive behavior situations appropriately because of the overpopulation of classes. Moreover, all of them adequate the content to the kids' language level and age using didactic material such as songs, games, videos and realia to teach their classes. They also recognize students' names and they show respect to students at any time by using appropriate expressions and tone of voice to approach them.



## 4.3 Tutor's interview Transcripts

<b>1. Do you consider the student-teacher makes appropriate use of time on the different activities? Why?</b>		
<b>TUTOR 1</b>	<b>TUTOR 2</b>	<b>TUTOR 3</b>
She almost always prepares the activities making use of the time in order to make the students participate.	yes, he does. This is the first time he teaches but at this point she has made good use of it.	No, most of the time he takes more time in almost all the activities that he plans.
<b>2. Do you consider the student-teacher uses body language appropriately?</b>		
yes, making some gestures to make them understand.	yes, a little bit but yes.	yes, we can say.
<b>3. Do you consider the student-teacher varies the sitting arrangement according to the activities? Why?</b>		
Yes, when the activity needs.	hmm, for this moment he has not moved the sitting.	Sometimes. I advised him about how to arrange the sittings but he don't take the initiative about that.
<b>4. Do you consider the student-teacher establishes rapport with students? How?</b>		
Almost always. She makes the students move and practice in the class.	yes, he does. H gets interested on them.	sometimes.
<b>5. Do you consider the student-teacher implements different roles depending on the activities? Explain.</b>		
she is very kind with the students, when they ask her she is very patient and explain them again.	this is the first time I observe is class but I think he does.	Yes, it can be.

**6. Do you consider the student-teacher knows how to approach students when facing an unexpected disruptive behavior situation? Explain.**

she asks them to have good behavior in class.

sometimes he does. But there are some moments in which it seems it is difficult for him to handle the situation.

hmm yeah.

**7. Do you consider the student-teacher provides feedback to students when needed?**

yes, she gets interested in students' learning and she use practical and appropriate examples in order to make them understand the class.

yes, he does.

yes. But he should work more. He should prepare flashcards for example. More charts in order to students, didactic materials in order to catch students, to understand the vocabulary, the grammar.

### 4.3.1 Tutor's interview Important Findings

**None of student-teachers...**

- ✓ Know how to face an unexpected disruptive behavior situation

**Some of student-teachers:**

- ✓ -Vary sitting arrangement based on the activities.
- ✓ -Implement different roles depending on the activity.

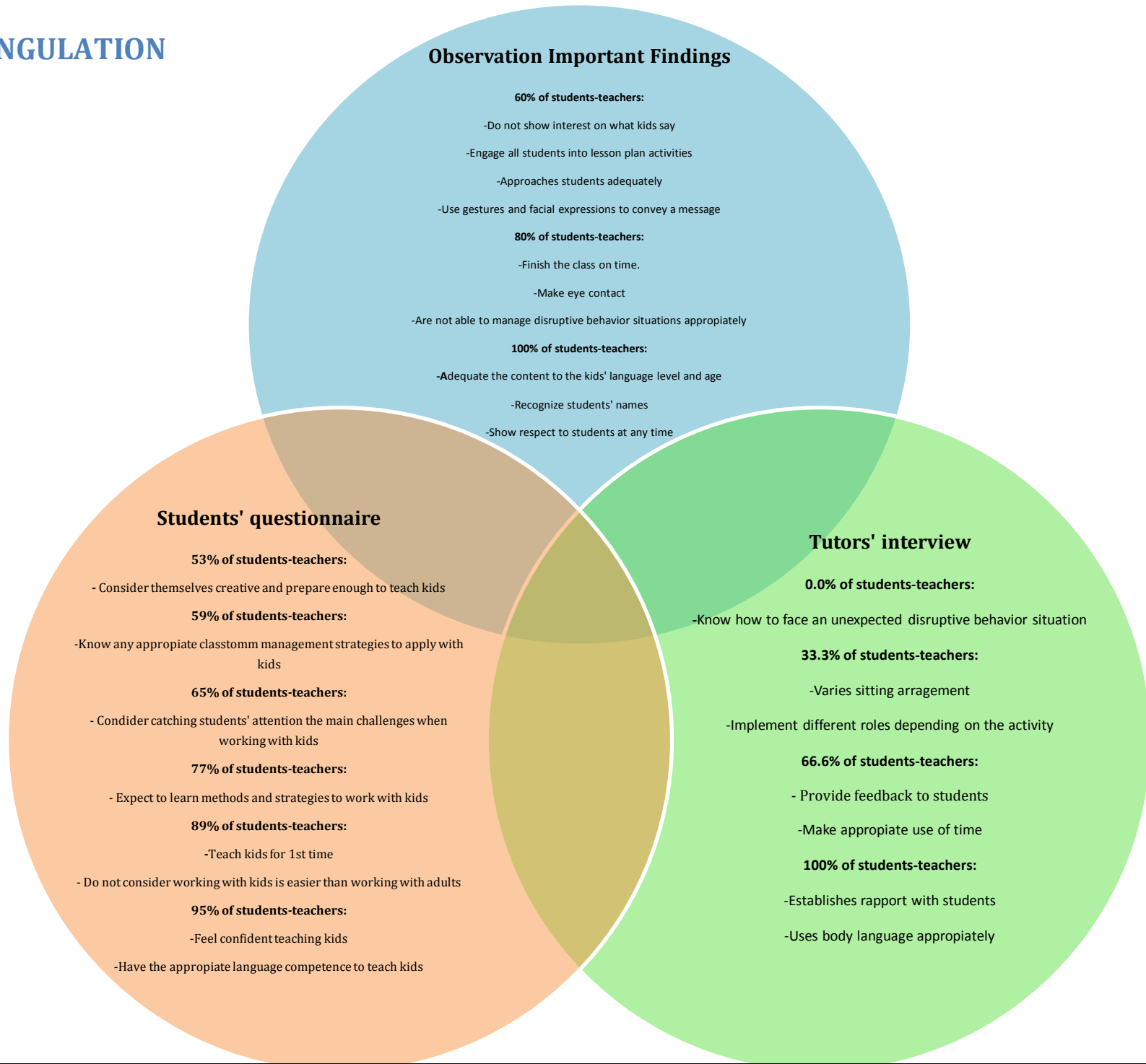
**Most of student-teachers:**

- ✓ Provide feedback to students at the moment.
- ✓ Make appropriate use of time

**All of student-teachers:**

- ✓ Establish rapport with students
- ✓ Use body language appropriately

## 4.4 TRIANGULATION





**MOST OF STUDENT-TEACHERS...**

...Make appropriate use of time.

...Establish rapport with students.

...Use body language  
appropriately.

...Adequate the content to the kids'  
language level and age.

...Do not know how to face  
disruptive behavior..situations.

## 4.4 DiscussionResults

Most of student-teacher start classes on time; develop activities considered on the lesson but sometimes they have problems when taking too much time for some activities, especially when they do not give clear instructions or when the activities being developed are complex and of course required more than the time that was scheduled; plan and finish the class on time. They also establish rapport with students by recognizing students' names, showing respect to students at any time by using an appropriate tone of voice and appropriate expressions when approaching students adequately and engaging them into the lesson plan activity. Furthermore, they use body language appropriately by using gestures and facial expressions to convey a message and making eye contact. Moreover, they adequate the content to the kids' language level and age since they have the appropriate language competence to teach kids. On the other hand, they do not know how to face and manage disruptive behavior situations because classes are overpopulated; for example, when students are using their phones, talking among themselves, or throwing garbage, student-teachers ignore them instead of correcting them.

## 5. CONCLUSIONS

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- ✓ The program from the Teaching English as a Foreign Language does not establish a specific content related to teaching children. It is mentioned in a general basis
- ✓ Novice Student-Teacher' performance is outstanding because they are using different classroom management strategies while performing in class. Such as: establishing rapport with kids and using body language appropriately to convey a message
- ✓ Disruptive behavior is the main challenge to face
- ✓ Novice Student-Teachers need real context practice with kids to be better prepared in a professional environment.
- ✓ Novice Student-Teachers are not well prepared to control situational disruptive behavior in classrooms.
- ✓ Some Novice Student-Teachers are not playing the different teachers roles in classrooms.
- ✓ Novice Student-Teachers need to know about the laws protecting kids to avoid facing legal problems and classroom management strategies to succeed as a teacher

## 6. RECOMMENDATIONS

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With the purpose of helping Novice Student-Teachers to be better prepared when facing real labor kids context, researchers recommend...

### **For Teaching Practice and CENIUES coordinators:**

- ✓ To provide a workshop to the student- teachers who are going to work with kids, especially those students who are going to teach kids for the first time.

### **For Didactics III Coordinators and Professors:**

- ✓ To implement specific topics related to teaching kids to the syllabus for student-teachers to have more information and knowledge about it not only to the syllabus but also to the current plan.
- ✓ To expand the students' microteaching to a real labor context. For example, they could take the student-teachers to a public school, to an English academy and so on for them to practice in a real class with real children.

### **For the students from Teaching Practice I and II:**

- ✓ To take advantage of preparation courses provided by fully attending.
- ✓ To look for more techniques and strategies for teaching kids when some of them seem not to work.
- ✓ To be an enthusiastic teacher and never give up despite the reality faced on schools.
- ✓ To keep a personal journal that will help to record self-improvement experiences during the teaching practice courses.

## 7. KEY TERMS

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1. **CENIUES:** stands for “Centro de Enseñanza de Idiomas de la Universidad de El Salvador”.
2. **Classroom management:** refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task”. Peqce Corps (2008)
3. **LEPINA:** stand for “Ley de Protección Integral de la Niñez y la Adolescencia”. LEPINA protects Salvadorian kids from any kind of mistreatment they may receive from their parents or teachers (educators). Saca, Meza et al (2009).
4. **Ley de la Carrera Docente:** a Salvadorian prescript law for pedagogical teaching made by the Salvadorian Government. Created with the purpose to guarantee teachers rights.
5. **Novice Student-Teacher:** a novice student-teacher is a person who has no previous teaching experience. Merriam Webster’s Dictionary (1989)
6. **Rapport:** “the relationship that the students have with the teacher and vice versa”. Harmer (1991)
7. **Study Plan:** thirty-six different courses that students develop throughout the teaching-learning process.
8. **Syllabus:** Spratt M. Pulverness A. and Williams M. (2011) defined as the “course programme” the overview of a course
9. **Teaching practice:** a course which help to build up academic skills in order to help students grow professionally and to analyze one’s own experience of being taught and teaching.
10. **TEFL:** stand for Teaching English as a Foreign Language. Also known as: Didactics III.
11. **Triangulation:** in triangulation “the same pattern or example of behavior is sought in different sources” (Seliger & Shohamy, 1989).



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# 9. ANNEXES

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## 9.1 Student-teacher's questionnaire

University of El Salvador  
Foreign Language Department  
Department of Arts and Sciences

Topic:

*“A proposal to reduce classroom management difficulties identified in Novice Student-Teachers from the English teaching major from de Foreign Language Department at the University of El Salvador when performing the teaching practice at CENIUES kids program”*

**Objective:** To gather information about students feelings when they are about to start their teaching practice with kids.

**Instructions:** Select YES or NO when appropriate by using a check mark

QUESTIONS	YES	NO
1.Is this the first time that you teach kids?		
2.Do you feel confident now that you know you are going to teach kids?		
3.Do you have the knowledge that is required to teach kids?		
4.Do you consider working with kids is easier than working with adults?		
5.Do you know what the classroom management strategies when working with kids are?		
6.Do you consider yourself creative and prepared enough to teach kids?		

7.What do you think the challenges when working with kids would be? Why?

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8.What do you expect from CENIUES kids program?

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## 9.2 Observation-checklist

# University of El Salvador

School of Arts and Sciences  
Foreign Language Department

*“A Proposal to Reduce Classroom Management Difficulties Identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when Performing the Teaching Practice at CENIUES Kids’ Program”*

### Observation-checklist

**Objective:** Verify the limitations that Student-Teachers’ performing the teaching practice at CENIUES Kids` Program have on aspects related to classroom management.

**Instructions:** Select YES or NO when appropriate by using a check mark

ASPECTS TO OBSERVE	YES	NO	NOTES
<b>Does the Student -Teacher ...</b>			
1. Start and finish the class on time?			
2. Use gestures and facial expressions to convey a message?			
3. Make eye contact?			
4. Manage disruptive behavior situations appropriately			
5. Adequate the content to the kids’ language level and age?			
6. Recognize students’ names?			
7. Show interest on what students say?			
8. Show respect to students at any time?			
9. Engage all students into the lesson plan activities?			
10. Approaches students adequately?			

Comments:

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## 9.3 Tutor's interview

# University of El Salvador

School of Arts and Sciences  
Foreign Language Department

*“A Proposal to Reduce Classroom Management Difficulties Identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the University of El Salvador when Performing the Teaching Practice at CENIUES Kids' Program”*

### Tutors' Interview

**Objective:** To diagnose Novice Student-Teachers' performance during their Teaching Practice at CENIUES Kids' Program through tutors' opinion.

Do you consider the student-teacher...

1. ...Makes appropriate use of time on the different activities? Why?
2. ...Uses body language appropriately?
3. ...Varies the sitting arrangement according to the activities? Why?
4. ...Establishes rapport with students? How?
5. ...Implements different roles depending on the activities? Explain.
6. ...Knows how to approach students when facing an unexpected disruptive behavior situation? Explain.
7. ...Provides feedback to students when needed?

Image 1: We can recognize rapport when there is a positive and respectful relationship between teacher and student

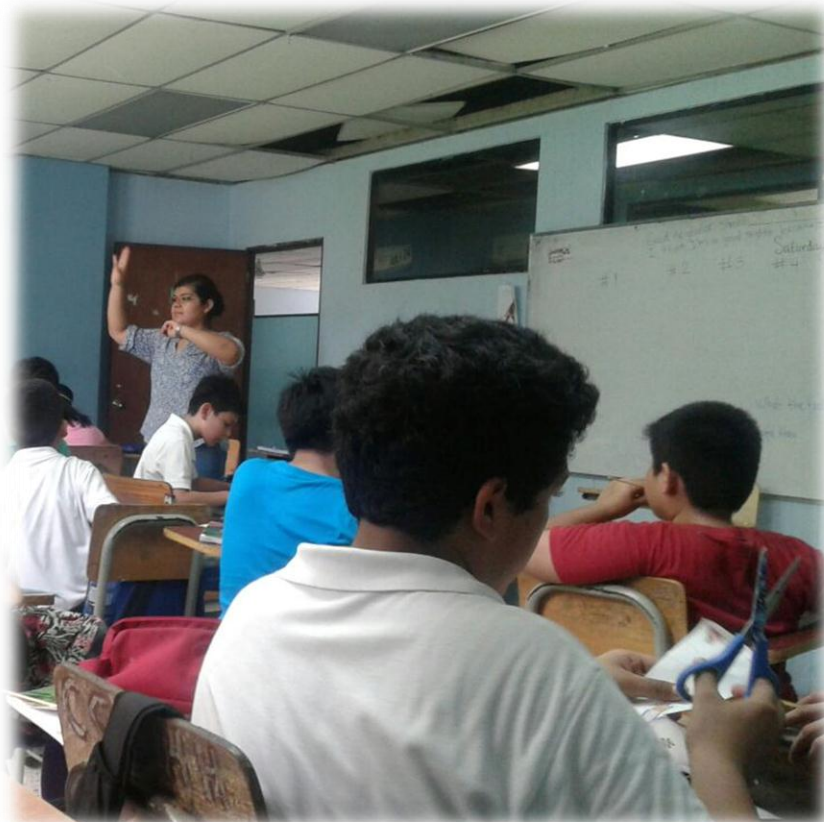


Image 2 Novice Student-Teacher making use of gestures to convey a message



Image 4: Making use of Sitting Arrangement. "As the teacher is moving around the room, he/she can check the students' work" Jones (2001)



Image 3 : Teacher acting as a controller