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SCHOOL OF ARTS AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT**



**“TEACHING STRATEGIES IMPLEMENTED BY TEACHERS GRADUATED
FROM THE B.A. IN ENGLISH, TEACHING OPTION, FROM THE FOREIGN
LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR AT
CENIUES PROGRAM FOR KIDS: ASSETS AND HINDRANCES FROM APRIL
TO AUGUST, DURING THE YEAR 2018.”**

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INTRODUCTION

Teaching strategies are a very important component of the whole teaching-learning paradigm and a big number of authors recommend the implementation of them in their lessons. This becomes even more relevant when talking about teaching children. With the proper use of them, the benefits are for both teachers and students. They allow the achievement of the goals for the class. Therefore, the present research offers a wide view on the different didactic methodologies used by CENIUES (Centro de la Enseñanza Del Idioma Inglés de la Universidad de El Salvador) teachers when teaching children. To be more specific, the teaching strategies are the main point of analysis during the development of it. Working with kids represents a big challenge for teachers and to get the hang of it may take several years of study and practice. For some, this is a rather difficult task, but the true is that teaching strategies will make it simpler. The University of El Salvador (UES) and more precisely the Foreign Language Department (FLD) has a rich history on languages teaching. And both the UES and the FLD have big influence on the entire job that is done in the classes at CENIUES.

CENIUES is one of the most important projects at UES. Since its early beginnings it offers languages training to all the Salvadoran society in both English and French. It is one of the few places to study languages, where people can take their children to learn too. During the development of this research the main focus are those courses.

Most of the people in charge of the CENIUES project are graduated (service personnel, teachers, directors, etc.) from UES. However, this study will analyze the performance of the English instructor for kids. Since the main purpose of this study is to know the different teaching strategies, several interviews take place, to those instructors who find themselves leading lessons in these courses. This only assures having an accurate perspective on whether is important to include a more complete teaching young pupils training or not.

The analysis of the collected information needs to be organized as the most convenient type of research determines. That is with the proper use of graphics and percentages which allows all the information to be accurately seen. Selecting the adequate type of research plays a very important role in the whole process. Otherwise, the tools from which all the data is collected may be inefficient.

Lastly, a breakdown of all the data has to have a proper closing and its respectively conclusion. Out of the compiled information which in this case is qualitative data, several remarks are done, eliciting and highlighting the most relevant aspects. Since most of the information come from the CENIUES teachers. Apart from final conclusions, some recommendations are made. The main purpose of them is to call attention from authorities on this situation. So that action plans are implemented and the professionals become more capable of applying for a variety of teaching areas which also include children in their agendas.

I. CHAPTER I: RESEARCH APPROACH

1.1 Statement of the problem

The present research focuses on a situation that has been present for a long period of time; however, there have been poorly intents to address it properly up to the moment. As it will be describe later on, providing a solution can benefit a big number of students and the university community in general. Since its early beginnings, CENIUES has been the school where teaching practice students performed their first classes. It prevents most of students from leaving the University facilities and expose themselves traveling to schools or educational centers located in dangerous neighborhoods.

The teaching practice subject is taken by all the B.A. in English, teaching option students during the fourth year of the Major. This subject is one of the most important courses student teacher will ever have to face. They are sent to different projects all over the University to teach, each of them are assigned to different tutors. There are different rubrics to check students' performances. For a student to be able to register this subject, he or she should have already approved the three of English Language (TEFL) courses. Now, why is it relevant to know about the teaching practice period? A very interesting fact about this is that a big number of students are assigned to kids groups and this possibility increases when they're sent to CENIUES.

Is it teaching children as difficult as it is said? Teaching children may be a very nice experience as long as the teacher has a clear idea on what is it about. On the other hand, when there's no previous preparation, it can turn into a very stressing activity. This can be applied to every type of studies. For example, doctors go through an intensive preparation environment before they actually treat real patients. And so, student teachers should be taught with a wide theoretical baggage on how to teach children properly. By assuring this, once they start their teaching practice, the process will be more beneficial for both teachers and kids.

However, it is crucial to point out that the B.A. in English, teaching option lacks from a complete teaching children training. It is no complete because during the five years the Major lasts, teaching children theory is analyzed in a couple of sessions during the TEFL subjects. This is not enough and should be modified. It is well known that Master Degrees (MsD) at the UES focuses more in this area; however the preparation should start in the B.A. in English, Teaching Option as it will be explained later on.

The former has to do with the academic preparation at the FLD (Foreign Language Department), and more specifically, in the B.A. in English, teaching option. But how is it related to the teachers at CENIUES? In order to understand this point, there is one crucial aspect that has to be considered when approaching this matter properly: what is the profile of all the English teachers in the kids program at CENIUES?

Out of the many English teachers at CENIUES, the ones in charge of kids program are all graduated from the University of El Salvador. In other words, they completed the B.A. in English, teaching option and a diploma. This could only be good, teachers with a B.A. Diploma, it means they are well prepared to perform. Nevertheless, this statement is not true in its totality. Since it has already been established that there is little preparation for teaching children, it may affect in great manner teachers' performance once they start teaching children in real classes. In fact, by taking a quick look at the program, there is no subject related to didactics with kids, however, during the subject Didactics III, it includes a one class chapter of this topic, thus this is not enough whatsoever.

There is a somber and uncertain time of the Major during the teaching practice period, in which student teachers hope they won't find themselves assigned to kids' groups. They panic since they consider it is very difficult to lead children groups. The lucky ones go to regular adults or teens groups while the less fortunate ones shiver from the idea of being in front of young pupils. Some of them even consider quitting the career. Does this general idea have any truth? Is it teaching children a terrifying experience? Rather than considering all these conceptions as facts, it is clear that they are a mere myth. Given the situation that they do not know or understand the variety of strategies available for teaching children, they find themselves blocked when attempting activities. "If learners are engaged in what they are doing they are more likely to learn. Small children need lots of short activities to

keep them interested. Try alternating lively ‘stirring’ activities with calm ‘settling’ ones to harness the learners’ energy while avoiding over-excitement and providing variety.” (Trowbridge, 2011) notes Sally Trowbridge (founder of the British Council Web Language Learning Site). Then, how is it possible to ask a lot to somebody who has just started the training process? Things are very difficult. On the other side, The University of El Salvador and more specifically, the FLD is doing a great effort to support students during this process by providing them as much instructions (through coordinators) as possible. To include a more complete program in which teaching children becomes a well-covered area, means more investment, but it is well known the Government will have to play a more active role.

Once the situation at the FLD has been explained, it is very obvious how this current situation affects classes at CENIUES since the total number of teachers in charge of the groups for kids, are graduated from there. Then, in order to continue and taking into account the fact that the total number of teachers in charge of the children’s classes at CENIUES is graduated from the FLD (Foreign Language Department), one cannot omit the following inquiries: are those teachers prepared enough to teach children even though the program of the B.A. in English, teaching option lacks from a proper teaching children preparation? And if so, what are the teaching strategies they implement on their courses? Or perhaps did they acquire any teaching children experience before working at CENIUES?

On the other hand, more questions about the preparation they had at the FLD may be formulated, such as: do they think there are enough subjects about teaching children in the B.A. in English Teaching Option? Do they consider it is necessary to include more training for teaching children for future generations of teachers?

All these questions and more are intended to be answered during the development of the present Research Project, not to mention the ones that will appear during the development of it. And it is very relevant to give an answer to all the inquiries, only by doing so, different projects can be carried out to help the University Community.

1.2 Objectives

General Objective

- To identify the different teaching strategies that are implemented by CENIUES children's program teachers, more specifically, teachers graduated from the Foreign Language Department in the Bachelor in Arts in English Teaching Option.

Specific Objectives

- To observe the methodology and teaching strategies performed by teachers of CENIUES in the kids program during class time.
- To analyze kids' performance and results in two different moments during the research.
- To determine whether teachers are applying teaching children strategies properly or not according to the theory on methodologies by expert authors.

1.3 Research Topic

Teaching Strategies Implemented By Teachers Graduated From The Bachelor in Arts in English, Teaching Option, From The Foreign Language Department Of The University Of El Salvador At CENIUES Program For Kids: Assets And Hindrances From April To August, During The Year 2018.

1.4 Subsidiary Questions:

1. What are the teaching strategies that are implemented in classes by the teachers in the Kids Program of CENIUES?
2. Do teachers in the Kids Programs have any previous experience teaching children before working at CENIUES?
3. Was there any subject content related to teaching children during their formation at the Foreign Language Department and more specifically in the Bachelor of Arts in English Teaching Option Syllabus?

1.5 Limitations

This research aims to identify teaching strategies that instructors at CENIUES are putting into practice with the young learners and how they are applying them in the teaching context. On top of it, the intention is to analyze if teachers of CENIUES are using established strategies by expert authors in the field of teaching kids or if they are following a teaching children curricula.

Teaching strategies imply the use of effective strategies like clear lesson goals, questioning to check for understanding, a lot of practice, students feedback, being flexible about how long it takes to learn, get students working together in productive ways, use of strategies instead of just contents, nurture meta-cognition, active learning, clear academic expectation, etc.

Having explained the fact that the FLD lacks from a complete teaching children program, it is very unlikely to find teachers performing as proper experts establish, however everything relies in observation. It hopes to become a light for which the authorities finally pay attention to this matter.

The former has to do with the difficulties found throughout the development of the research itself; nevertheless there are other aspects of the study that will be addressed by considering first the human resources (the number of students carrying out the research). For that reason there will not be variable manipulation, since it would represent hiring professionals in the teaching children area. Also, as it will be described the number of teacher to observe will depend on the capacity of the group to set up appointments, but that is seen later in the research.

1.6 Justification

Teaching children demands skillful teachers with plenty of experience in a variety of educational contexts. Creativity and tons of energy are just some of the characteristics a teacher must show, not to mention the knowledgeable aspect. The strategies that teachers use in the class provide to young students opportunities to learn. One of the most particular aspects is that all people in charge of teaching children courses at CENIUES, are graduated students from the Foreign Language Department of the University of El Salvador, and even more interesting is the fact that the B.A. in English, Teaching option lacks from a proper theoretical background to teach children, but just some sort of intro chapter, seen in early stages of the major and that is all.

It is crucial to identify how these teachers (with little or zero experience teaching children) perform on a daily basis. Effective teaching strategies cannot take place in a poorly learning environment. This research intends to examine the extent to which teachers of CENIUES are using assertive teaching strategies and how these strategies influence students' learning. Silverman, 1996; Buehl, (2001) note, "teaching strategies are intended to make students active participants in their own learning". To achieve this, teachers need to apply a set of strategies in order to have students get involved and feel motivated.

Since it is already established teaching children is not an easy duty, people in charge of teaching children should be aware of this fact and use it as a guide. Teachers and coordinators of the kids program at CENIUES need to consider a variety of strategies to include in their classes and syllabus. In fact, any school or academy where children attend classes should be aware of the variety of strategies for teaching kids.

However, what could really make the difference when teaching children? As per one expert's idea "Children need help to fulfill their potential as thinkers and learners. They need help through instruction and explanation but also through cognitive coaching. Cognitive coaching helps learners teach themselves through providing models and motivation for good learning." (R. Fisher, 2005)

Nevertheless these key ideas are not being taught as extensively as they should be at the Foreign Language Department, and our teachers need as much information as possible on how to teach children adequately if they are considering working with kids.

In addition, institutions which are in charge of children learning development must increase their quality requirements for those teacher position applicants. Rosenya Faith notes that “Ideally, the school's role is to bring each student to her individual, maximum academic potential. While its effectiveness may vary from school to school, it's not enough to teach the ABCs and 123s and call it a day.

A significant amount of schoolwork throughout the grades is dedicated to helping children become expert problem solvers and solution-seekers, skills that will come in handy in just about every personal and professional aspect of a child's adult life. Therefore, in addition to an academic skill, problem solving is an essential life skill. It's "the ability to analyze a situation, to propose a solution and, if that solution does not work, then be able to re-strategize, to try again, according to Shere.

The problem-solving mentality encourages kids to keep trying, even after flunking the latest math test. They will push and persist because that mentality also dictates that there is a solution; it just hasn't been found yet. And that sounds like a challenge.” (R. Faith, 2012). It is possible to take the idea that apart from the teachers, the schools, the universities and educational institutions play a crucial role in this process.

The former is another important aspect to point out during this research. It is imperative that CENIUES counts with a step by step recruitment process. This way, the educators in charge of the children courses will be better prepared for performing in each of their classes. And it will also demands from all the interested applicants a more experience profile.

Now, with all these modifications, some updates should be made to the program. As previously stated, the importance to include more theoretical training and not direct exposition to children teaching practice will impact in a positive manner, since teacher apprentices will be able to organize their lessons better, and the consecution of objectives may be easier.

As a valid point, the fact that a research on this phenomena is being carried out, it can be a Firestarter or in other words, a beginning. Perhaps, thanks to the constant analysis, future generations can include more teaching children training not only in the Masters in Didactics of the English Language, but also in B.A.'s. The main goal at the end is to provide well prepared professionals, people who make a difference in the society. By taking into account the former point, which has to do with the social crisis, the role of the University of El Salvador is essential and the necessity is called: quality education.

II. CHAPTER II: THEORETICAL FRAMEWORK

Key Terms

In order to provide a better understanding on the key terms and acronyms used during the development of this research paper, here is a list of them along with their corresponding definitions:

- **FLD:** Foreign Language Department.
- **TEFL:** Teaching English as a Foreign Language. A term that is used in the teaching languages field, and refers to the action of teaching English to Non-Native speakers.
- **SLL:** Strategies to introduce kids to Second Language Learning. They are part of a set of different approaches planned to teach children in a simple and dynamic way.
- **NAEYC:** National Association for the Education of Young Children. It was founded in 1926. The headquarters are located in Washington D.C. Their main objective is to guarantee the children well-being by constant updates and improvements to educational curricula.
- **CENIUES:** Centro de la Enseñanza del Idioma Inglés de la Universidad de El Salvador. They operate in the University of El Salvador and offer, to all the Salvadorian society, quality training in a variety of languages.
- **TPR:** Total physical Response. The TPR is a teaching approach created by the psychologist James Asher in which the use of body movements increases the chances of a good learning.
- **ESL:** English as a Second Language. It refers to those non-native English speakers who are learning English.

- **EFL:** English as a Foreign Language. It is used to describe groups of student or teachers who use or learn English as a second language.
- **UES:** University of El Salvador. The most prominent Superior Education Institution of El Salvador, founded on February 16th, 1841. The main Campus is located in San Salvador and its branches or other facilities are in Santa Ana, San Vicente, San Miguel and Chalatenango.
- **APPROACH:** A specific close up to address a topic, a behavior or a problematic situation.
- **TECHNIQUE:** It refers to a form in which a work or task is carried out.
- **METHOD:** An organized and systematic procedure which establish the accomplishment of certain steps for the consecution of objectives.
- **STRATEGY:** An action plan to follow in order to achieve an aim or a specific goal.

2.1 HISTORICAL BACKGROUND

Teaching strategies through history

The word strategy from the Greek “στρατηγία” *stratēgia* meaning "art of troop leader; office of general, command, generalship" as per Liddell and Scott (1985), is a term that can be used in many different areas of knowledge and it basically describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It is because of this, in ancient times the term “strategy” was used only to refer to the army context.

It was not until “Socrates taught through questioning, a teaching method known as “Socratic questioning” even to this day. This method was made explicit by Socrates's pupil Plato in “The Republic.” Socrates is generally seen as the first great teacher and this may be because of his tumultuous life and death but also because of his effort to engage students in finding answers on their own (and also because through Plato, we had the opportunity to read about his teaching). His ideas have permeated the educational field and were taken up by other educators” (Diaz, 2005).

Most of the educators after Socrates were influenced by his teaching strategies and methodologies. However, another important educator turned the process of teaching a simpler and organized process, his name was John Amos Comenius. Comenius' greatest achievement was the systematization of the construction of Didactics as a valid science and art.

Comenius sets Didactics as separate from Pedagogy and introduces the concept of “method.” However, his approach to the matter is a very specific one. He proposes that each discipline should develop its own didactic methods congruent with the purposes and content of the discipline. This stands in stark contrast with previous proposals, which saw the existence of one sole method that could be applied to any area of knowledge. If one looks at Comenius' proposal one can clearly perceive a change from standardization to individualization. To him, each person has the potential to learn anything in so far as the right methods and resources are organized in such a way that allow for the person's intuition to come into contact with a specific area of knowledge. This stands in stark contrast with previous elaborations of the field which saw it as more standard.

The advent of the twenty-first century has seen different authors (Vadillo & Klinger, 2004; Camilloni, et. al., 2007; Imen, 2007; Tenti Fantini, 2009) advocating for a reconceptualization of the field which positions it as a theory “necessarily committed to social practices which are oriented towards the design, implementation and evaluation of teaching and learning programs, the design of teaching and learning situations and the orientation and support of students' learning, while identifying and analyzing problems stemming from the teaching and learning processes with a view to providing the best

possible learning opportunities for all students and in any educational institution” (Camilloni, 2007: 22).

Due to this new teaching paradigm, teachers understood the importance of setting goals and a variety of paths which lead them to the execution of those objectives in a learning context and centuries after processes turned more sophisticated because of social sciences.

2.2 Children and Learning

Along with the development of new methodologies as previously seen, groups of students were segmented according to their own needs at the classroom. It was necessary to not only join students of the same age but also to understand their skills so that proper curricula could be created. Scott and Ytreberg (1995) divided children into two main groups, the five to seven ones and the eight to ten ones. By doing so, it is possible to identified capacities and weaknesses which help the educator to plan the teaching strategies.

For example, some of the capacities children (between five and eight years old) have, are the followings: they can talk about what they are doing, tell what they have done or heard, use logical reasoning, use in a proficient level their native language as well as understanding direct human interactions.

On the other hand, children from eight to ten shows learning on facts and fictions, they enjoy asking questions all the time. This group is also able to make some decisions about their own learning. They are also able tell what is fair and star questioning teacher’s decisions. These are some of the aspects stablished by experienced educators who have based everything on experimentation and observation of their own young pupils.

“All children are born with potential, and we cannot be sure of the learning limits of any child. But many children, including the very able and the ‘strugglers’, fail to fulfill their potential. The possible causes of educational failure and frustration are varied and often difficult to diagnose.” (Fisher, 2005, p.2) Knowing students is a crucial factor for deciding which approach or strategy can be used successfully according to what is intended to teach in order that they are able to produce the target language.

2.3 Strategies to introduce kids to Second Language Learning (SLL)

Keeping into consideration the fact that children are amazing pupils, it is important to identify some of the most effective ways to have children starting their second language acquisition process. Even though there exists the myth that children ought not to study languages at early very early stages of their lives, some authors differ from this idea, in fact they encourage parents not to be afraid of providing kids with some sort of motivations. “A surgeon who was also a caring father was keen to develop the learning skills of his young son.

The doctor specialized in brain surgery so he decided to share his enthusiasm and knowledge with his 3-year-old. First, he named parts of the brain, pointing to his head, and drawing large simple colored pictures. Soon the young boy could identify the cerebellum and the cortex, and was saying to visitors in a quizzical way: ‘how’s your head?’ By the age 4, he had a better knowledge of parts of the brain than most adults, simply because the topic had been presented to him in a sophisticated but simple way by an enthusiastic adult.” (Fisher, 2005, p.8) A good instructor will make sure to motive students by trying to find a bound in personal likes or hobbies, something that children can find interesting.

Research has demonstrated that there is another important strategy which is used by readers. To understand the meaning of the written word, readers need to be able to activate their background knowledge and bring this background knowledge to the reading process. Meaning that despite their early life experience is not an obstacle; kids can always relate topics and ideas with things like food, numbers, family, etc.

"Understanding the cognitive abilities of your students will enhance your capabilities as a teacher and promote student learning. Psychologist Jean Piaget’s stages of cognitive development provide a basis for understanding how students learn at different stages of childhood. The concrete operational stage of development extends from seven to ten years of age. When teaching this age group, using cognitively appropriate strategies will enhance student learning". (Schroeder Amanda) By knowing and understanding the different strategies, teachers can select the ones that best fit their students’ needs and implement them in their classes in an efficient form.

2.4 10 effective teaching strategies.

According to the NAEYC (National Association for the Education of Young Children), a teacher has to know what strategies will apply when teaching kids. By doing so, the effectiveness of the process increases. Some of the most common strategies applied in kids' learning process in regards to DAP (Developmentally Appropriate Practice) are the following:

1. *Acknowledge what children do or say.* Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (“Thanks for your help, Karla.” “You found another way to show 5.”)
2. *Encourage persistence and effort* rather than just praising and evaluating what the child has done. (“You’re thinking of lots of words to describe the dog in the story. Let’s keep going!”)
3. *Give specific feedback* rather than general comments. (“The beanbag didn’t get all the way to the hoop, James, so you might try throwing it harder.”)
4. *Model attitudes*, ways of approaching problems, and behavior toward others, showing children rather than just telling them (“Hmm, that didn’t work and I need to think about why.” “I’m sorry, Ben, I missed part of what you said. Please tell me again.”)
5. *Demonstrate* the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as using a wire whisk or writing the letter P).
6. *Create or add challenge* so that a task goes a bit beyond what the children can already do. For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To reduce challenge, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.

7. *Ask questions* that provoke children's thinking. ("If you couldn't talk to your partner, how else could you let him know what to do?")

8. *Give assistance* (such as a cue or hint) to help children work on the edge of their current competence ("Can you think of a word that rhymes with your name, Matt? How about bat . . . Matt/bat? What else rhymes with Matt and bat?")

9. *Provide information*, directly giving children facts, verbal labels, and other information. ("This one that looks like a big mouse with a short tail is called a vole.")

10. *Give directions* for children's action or behavior. ("Touch each block only once as you count them." "You want to move that icon over here? Okay, click on it and hold down, then drag it to wherever you want.

2.5 Strategies according to Piaget.

Through the history there have been plenty of authors that have dedicated their lives to find and investigate the different strategies in the learning process; some of the most effective strategies are the following:

1. Hands-on Activities

Piaget theorized that children in the concrete stage of development are active and curious. Incorporating hands-on activities in which students can experiment with objects will help them begin to make observations and understand multiple aspects of how things work. For example, a student uses a glass liquid measuring cup to measure one cup of water, then pours the cup into two half-cup measures; at this stage, students will begin to make the connection that the same amount of water can be measured in two different ways. Hands-on activities such as science experiments and crafting can help students discover the meanings of concepts using their previous knowledge and logical thought.

2. Props and Visual Aids

Children in Piaget's concrete operational stage also begin to make connections between different concepts. Presenting information in multiple ways allows concepts to become more meaningful to them. Graphical representations, such as Venn diagrams when making comparisons and timelines when illustrating historical events, can illustrate ideas. Props and demonstrations such as spinners, paper folding and blocks can illustrate mathematical concepts.

3. Build on Existing Knowledge

Piaget's theory, often referred to as constructivism, infers that children use their existing knowledge to interpret their new experiences. In the concrete stage, students still rely on concrete materials and situations they have already experienced when interpreting new information. Using real-life examples helps students relate topics to prior knowledge. For example, introducing fractions can include relating them to measurements used in a chocolate chip cookie recipe. Children can order fractions using different measuring utensils to illustrate greater and lesser amounts in the recipe.

4. Challenge to Promote Growth

According to Piaget, children in the concrete operational stage begin to make logical connections between concepts. In the later years of the concrete operational stage, they will begin to think in abstract terms, using logic. Students can explore their abilities with challenging logic problems and brainteasers. Open-ended questions also stimulate abstract thinking

2.6 Teaching English to pre-school children

Teaching English to children is really important nowadays, even; in the earliest ages this learning was no so important. Now learn English at the earliest ages can open a lot of opportunities. Moreover it is important to take into account that there are ways or rules that the teachers have for guiding when kids.

The Research Institute of Education in Prague published the Methodological guide of teaching English in a kindergarten I, in 2010. This guide suggests that teachers who find themselves teaching English should follow natural developmental specifics of children of this age.

In addition, the guide contains 10 rules of the things that should be kept when teaching English, which are as follows:

1. Ability to understand;
2. Exploitation of games and movement;
3. Indirect teaching;
4. Development of imagination;
5. Activation of all senses;
6. Changing of activities;
7. Reinforcement;
8. Individual approach;
9. Use of native language;
10. Use of positive motivation.

Thus as it says, following some correct guides like a model, teaching English to children can become less difficult. Also, it is crucial that the teachers have good proficiency in the target language as well as being enthusiastic about teaching young children (Klimova 2011). As a matter of fact, teaching English at this stage requires a lot of effort coming from teachers in order to get an effective performance. Nevertheless, nowadays teachers have advantages that help to teach their lessons, for example; Internet sources, pre-school printed teaching and tons of bibliographies.

2.7 Kids and the Total physical Response (TPR)

There are different methods which can help to keep children's attention, motivation and concentration at this age, and one of the most effective ones is the Total Physical Response method (TPR). Asher defines the TPR as a method that uses physical movements

to teach students a new language. They react to verbal input while physical movements minimize their blockage and also decrease their affective filter. TPR gives students the possibility to react to input without complication. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Here are these precedents to Total Physical Response which can be used to teach and practice many different activities.

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)

TPR (Total Physical Response) is a teaching method that works really well with children. In essence, you associate physical movements with language instruction. Students move as they learn, they follow instruction, copy your movements, and get whole bodies involved when they practice language concepts. This is one of the most effective ways to teach ESL to children. In fact Dr. Maria Montessori suggested that “young children are not be able to learn unless they are also able to move”, in addition, involving the whole body in language learning is a useful teaching method and also it can help to retain more information. According to Muhren (2003) the basic technique of TPR is simple. Learners act out commands given by the teacher of their fellow pupil. (At a later stage)

2.8 Teachers' roles

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously". Classroom interaction and turn taking is teacher rather than learner directed.

2.9 Drawing to communicate / drawing activities

A great deal of existing research analyses the graphic, perceptive and psychological aspects of children's drawings (Pillar, 1998). Much of this research has centred on children's drawings of the human figure and connections between children's mental models and their drawing (Goodenough, 1926; Goodnow, 1977; Kellogg, 1969). While more recent research has supported this (Cox, 1992), there have also been cautions that the developmental sequence outlined may well reflect the dominance of Western culture and expectations (Cox, 1998), and that assessing realism may under-estimate the symbolic content of children's drawings (Golomb, 1992; Matthews, 1994), particularly the meaning attributed to the drawings by the drawer (Gross & Hayne, 1999). Similar cautions have been voiced about assessing children's drawings in relation to their emotional adjustment (Madigan, Ladd, & Goldberg, 2003) and compositional elements (Catte & Cox, 1999; Jolley & Vulic-Prtoric, 2001)

Children's drawings are considered to be a "fundamental childhood activity" (Farokhi & Hashemi, 2011; Arapaki & Zafrana, 2004, p. 44) and have attracted a lot of interest from psychologists, practitioners, artists and other experts (Arapaki & Zafrana, 2004) but "a few frameworks exist examining children's artwork or the process that reveals communicative intentions and differing purposes for drawing" (Soundy, 2012, p. 46). Children's drawings can be seen as means of communication and presentation of both real and imaginary ideas, can show the development of individual thinking (Soundy, 2012) and are considered the

most efficient way of making meaning with children, after verbal communication (Shaban & Al-Awidi, 2013). Through drawing and visualisation, children can reach a higher level of thinking (Brooks, 2009). Their artworks are valuable and give adults the opportunity to read children's minds and maybe understand their thinking (Soundy, 2012). The way in which children deal with specific items, persons or situations in their drawings can reveal their feelings for these specific items, persons or situations (Eisner, 2002, p.113). According to Buhler, the initiatory time for the activity of drawing occurs after spoken speech begins and especially after some speech progress is made (Vygotsky, 1978). In the initial stages, children draw by memory, figures and items they already are familiar with (Vygotsky, 1978).

Drawing gives children the opportunity to express themselves in many different ways. For children with limited vocabulary it is an effective way of communicating with their peers and adults, both in school and at home. Drawing is regarded as a universal language and it offers children a valuable release for emotion, which may not be verbalized, and it serves as a means of communication (Sedwick & Sedwick, 1993). When drawing is used as a tool for communication, children are able to express themselves and make meaning out of the world around them. Using drawing as a means of communication helps the process of making ideas, thoughts, and feelings available to others (Adams, 2006).

Children have many messages to communicate in their various drawing activities. In their pictorial presentations, they usually draw themselves as a form of identity or self-expression, and they can draw the figure of a man or a boy, a woman or a girl to represent gender, as well as drawing many things that are of interest to them, like cars, buildings, family, trees, cultural events and many more. All these representations are made through drawing to communicate to the people around them, as indicated by Danko-McGhee and Slustsky (2003) art helps children to communicate their understanding and interpretations of the world before they are able to express themselves verbally, and feelings expressed in arts often communicate better than words (Seefeldt, 1995).

2.10 The Phonics Method (Method for teaching reading skills to kids)

Teaching English means to teach not only speaking, but also they have to learn different skill. Some of them are: listening, writing and reading. One of the methods that teachers can put into practice with kids improving reading skills is The Phonic Method.

As teachers, it is well known that in these languages it is not appropriate to pronounce words as they are written, since most of them have different sounds. Therefore, if kids learn to read they will be ready to listen the language eventually.

2.11 Universal Design for Learning (UDL) Strategies

UDL is a type of teaching that gives all students flexible ways to learn and succeed. UDL strategies allow kids to access materials engage with them and show what they know in different ways. There are many examples of how these strategies help kids with learning and attention issues.

- **ADHD:** UDL allows students to work in flexible learning environments. For students who struggle with inattention and distractibility, a teacher might allow a student to work in a quiet space away from the class. Or the student may want to wear earbuds or headphones.
- **Executive functioning issues:** Following directions can be tough for kids with executive functioning issues. One UDL strategy is to give directions in more than one format. For instance, a teacher might give directions out loud and write them on the board.
- **Dyslexia:** When teachers follow UDL principles, they present information in many different ways. For instance, instead of telling students they must read a book, they would be invited to listen to an audiobook. This removes a barrier for students who struggle with reading.
- **Dysgraphia:** One UDL strategy is to give assignment choices. Kids with dysgraphia may struggle to show how much they know about history by writing an essay. But they may shine when delivering a presentation or acting out a historical skit.

2.13 Strategies on how to teach listening, writing, reading and speaking for kids.

How to teach Listening

Listening is the ability to fully understand a message which a speaking or a loudly reading person desire to give. Listening is an important part of communication and education process (Ozbay, 2008: 5).According to Günes(2007: 74), listening is not only done in order to set up communication, but at the same time it develops learning, understanding and mental skills. According to this, listening is not just the process of hearing sounds correctly. Listening is the whole of mental activities realized in order to understand what is heard. That is to say listening, making choices from among what is heard, organizing them, integrating what is transferred by the speaker with background knowledge, and structuring them mentally. Listening in educational communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory. Since most of the teaching is based on verbal explanation, being competent at listening on its own is a communication skill for both the teacher and the student (Başaran, 2005: 433).In order to both set up healthy communication and achieve efficient learning, it is necessary to know how to listen.

Listening is not only understanding, getting informed and appreciating, but it is also etiquette. Both in daily life and working life and social life, establishing a healthy and good environment depends on the presence of people knowing how to listen(Koç,Müftüoğlu et al., 1998: 55).

Listening training starting at early ages is a process composing all learning periods of an individual. Listening habit which a student acquire during preschool and elementary school years should be enhanced more via help of new information to be given and new practices to be done at high school level and a good listening habit should be one of his/her distinct personality characteristics (Yılmaz, 2007: 50).For listening works at school to be useful, there are some prerequisites to be fulfilled. These are readiness level, attention and teacher guidance. Before starting a lesson, especially students should be made ready to listen. Each teacher can do this with a particular style a question or an anecdote related to subject, etc.).

Drawing students' attention to the lesson, subject is the prerequisite for a good listening. It is difficult for a student with distracted attention to understand what he/she listens. Students' seeing a person or material they listen, the presence of silence in the environment and, most important of all, teachers' being guides by being good listeners are indispensable prerequisites of listening training (Umagan, 2007: 155). In the development of listening skills, students should get benefited from audio.

- Visual aids such as computer, television, radio, stereo, CD player, etc. Especially in reading

- listening works, a listening training in a different method may be realized by having students listen to poems, stories, tales, fables, etc. or texts from audio aids or watch them visually.

Moreover, one of the methods most frequently used in listening training is drama. Drama on its own is an educational area developing, training a child and at the same time an effective method developing creativity (Bayramet al., 2004: 7). Dictation works are among the activities to be done with the aim of developing students' listening skills. Students are supposed to listen in dictation works. Reading a text to be dictated by dividing into appropriate lengths and repeating parts read will help students to focus their attention (Kocaadam, 2011: 15). During listening, students should picture what they listen in their minds by using their imagination as well. Many stories include rich detail and descriptive expressions. Children should create mental images by thinking over these and, after listening, be able to put them into paper as well (Yılmaz, 2007: 59).

In developing students' listening skills, story maps should be benefited. A story map includes diagrams in which characters and concepts of event, time and place in a story are associated with one another. A story map prepared beforehand is distributed to students after having them listen to the story and they are asked to fill in this diagram. Hence, both students can be helped to develop their listening skills and permanent learning can be achieved.

How to teach writing skills

Nowadays, in this century, the ability to read and write is one of the greatest gifts you can give a person. Though the skills are many and take time and practice to master, they will open up countless opportunities across a lifetime. These opportunities can then improve the lives of the next generation, greatly impacting and improving communities. Reading and writing also brings joy to many people. Here are some helpful ideas:

Teach letters. Teaching the fundamentals of letters (what a letter is, what each letter is called, and how it sounds) is where you should begin if you want to teach literacy effectively. Regardless of age level or language, literacy must begin with an understanding of letters. If you are teaching a language with a non-roman alphabet, the same principle applies: teach the characters first.

- Teach your students how to recognize the different shapes of the letters. They will need to be able to easily differentiate between letters which look the same or letters which sound the same.
- Size variation is an important part of learning to write letters. Teach your students about capital letters and lowercase letters and when to use them. If teaching a non-roman alphabet, this will be less of a problem.
- Directionality is another important skill. Your students will need to know what direction letters face and how to properly place them next to each other. For roman lettering, this will be right to left and horizontal. For other languages it can also be left to right or vertical, depending on the region.
- Spacing is an important skill as well. Teach your students how to place space in between words, sentences, paragraphs, etc.

Understand sentence structure. Your students will need to learn and understand sentence structure once they have mastered forming words. Sentence structure is the order in which words or parts of speech go, the sequences in which they are used. Understanding sentence structure will be necessary if they are to form written sentences which sound correct. Often people will have difficulty writing naturally like this, even if they speak correctly.

- Your students should learn how to identify nouns. Teach them what a noun is and where it usually goes in a sentence. The easiest way to explain it will likely be the tried-and-true “person, place, thing or idea”.
- Your students will need to be able to identify verbs, too. Teach them about “action words” and give them lots of examples. You can have them act out different verbs in order to solidify the concept in their mind. Explain where verbs go in a sentence.
- Your students will need to be able to identify adjectives as well. Explain that adjectives describe other words. Teach them where these words go in a sentence and how they attach to other words.

Teach them proper grammar. Teaching proper grammar will be absolutely essential to your young students’ learning to write sentences which can be understood and sound natural.

Using parts of speech together is an important concept in grammar. Your students should develop an understanding of how nouns, verbs and adjectives interact and how they fit together. Where these words go in a sentence and when they must be preceded or followed by another is also important to understand.

Tense is a key concept to understanding how to form proper sentences. Your students should learn and practice creating sentences which take place in the past, present, and future. This will teach them how words must be changed in order to indicate time. This is a complex skill and is often not truly mastered until much later.

Conjugation and declension are other important skills. Conjugation is how verbs change, depending on how they interact with the other words in the sentence. For example, in English we say “I jump” but we also say “she jumped”. Nouns can go through a similar process, called declension, but it is nonexistent in English. Though it has largely been removed from English, many other languages have case systems which your students will need to understand if they are learning one of those languages. Cases denote the different functions that nouns and pronouns can serve in a sentence and, at least in those languages with a case system, how the case changes the noun (generally with a shift in suffix).

How to teach reading to young pupils.

Wendy Arnold and Fiona Malcolm (teacher) notes that there are several ways in which children can be introduced to the world of reading, and one of those ways is to show them the close relation between sounds and symbols (letters), “Young learners of English need explicit instruction on the link between the symbols (letters) in English and the sounds they make. They need to be taught that there is a direct link between the phonemes (sounds) and graphemes (letters) in order to be able to start ‘blending’ or sounding out simple words, e.g. vowel consonant (VC), followed by consonant vowel consonant (VC). The UK National Literacy strategy ‘Letters and Sounds’ is a good place to start for ideas on not only the order of letters and sounds to be taught but also the methodology to be used. Once a young learner has mastered blending sounds together, they can be taught how to ‘segment’ the sounds in words they can say. These skills of putting together and separating sounds will help them with both ‘decoding’ and spelling.” (Malcolm, 2016)

On the other hand, another author states that “Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling (“thinking aloud”), guided practice, and application.

Direct explanation

The teacher explains to students why the strategy helps comprehension and when to apply the strategy.

Modeling

The teacher models, or demonstrates, how to apply the strategy, usually by “thinking aloud” while reading the text that the students are using.

Guided practice

The teacher guides and assists students as they learn how and when to apply the strategy.

Application

The teacher helps students practice the strategy until they can apply it independently.

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, help each other, learn, and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies.” (Adler, 2012)

How to teach speaking

For young learners, spoken language is not only considered a skill as in adult language teaching. Spoken interactions for young learners become the medium through which language is encountered, understood, practice and learn (Cameron, 2001, p.18). Cameron proposes to divide oral language learning on words and interactions, and to replace the idea of ‘doing speaking’ by thinking of ‘how they learn to interact in the foreign language. There are two major types of discourse that can be developed in first and foreign language, which vary basically in length of turns and degree of interactions—conversational interaction and extended talk (Brown & Yule, 1983, in Cameron, 2001). Snow (1996) points out that not only exposure, but also children’s participation in these two types of discourse will promote conversational interaction and extended talk development. Furthermore, different children will develop both of them at different rates (Snow, 1996, in Cameron, 2001). The age factor is also relevant when asking a child to take responsibility for how others will understand him or her; moreover, this aspect of discourse develops with age due to children’s understanding of people’s talk which is related to children’s social and cognitive resources. In order to avoid problems during the production of language and maximize oral production activities, teachers need to be cautious about the support students need. First, teachers should match the task with students’ language level. Then, students need to be aware of the purpose of the task, whilst teachers build students confidence and provide restricted tasks practice before prompting them to be spontaneous. Finally, teachers

need to assess and identify all the problems cause by the language students' lack of vocabulary (Harmer, 2001).

A reason to speak

Sally Trowbridge from the British Council notes that one crucial strategy in teaching speaking to kids is “To Make sure that the children have a reason for speaking, for example, they need to talk to their partner to complete a picture or to find information in order to make a graph. Think about the questions you ask in class. If you ask ‘Is this a pencil?’ children can only respond either ‘yes’ or ‘no’. And of course you already know it’s a pencil so the question isn’t real. If you hide the pencil in a bag and ask ‘What’s in the bag?’ this is now a fun game and learners are motivated to answer using a wider range of language.

Whole class speaking activities

You can use chants or songs to give the whole class the opportunity to listen and repeat the sounds, rhythm and intonation they hear. You can ask learners to join in with just part of the song or chant at first and then gradually build up to the whole thing. Here’s an example of how to do this with a tongue-twister: Play or say the tongue twister then tell your learners that they are going to repeat the sentence bit by bit after you. Start by asking your learners to repeat the last part of the sentence and building up to the full tongue twister like this:

Teacher: *seashore*

Learners: *seashore*

Teacher: *by the seashore*

Learners: *by the seashore*

Teacher: *seashells by the seashore*

Learners: *seashells by the seashore*

Teacher: *She sells seashells by the seashore*

Learners: *She sells seashells by the seashore*

Speaking in small groups or pairs

Trowbridge continues pointing out that children, including very young learners, can work in pairs or small groups to maximize their speaking time in class. When learners work in pairs or small groups the teacher is able to monitor, move around the class and really listen to the language being produced.

1. After doing a whole class activity with the tongue twister above you could have learners work in pairs to take turns repeating the tongue twister as fast as possible without mistakes. This isn't easy of course and you could demonstrate this to the class by trying to say it quickly and correctly yourself. Get the learners to count how many consecutive error-free versions you can say.
2. You can give learners a spot the difference information gap activity to do in pairs. Give each learner a picture. The pictures should be almost the same with two or three elements missing from each picture. Without showing each other the pictures they should describe their pictures to each other and try to find which objects are missing. They will practice colors, prepositions of place and adjectives such as big and small. They can compare their pictures when they finished.
3. Ask children to sit back to back and imagine they are having a telephone conversation. They can practice telephone language or just simple exchanges based on your current class topic that aren't connected to the telephone itself. Sitting back to back make this more fun, interesting and helps children really concentrate on listening to their partner.
4. Children can play a board game in small groups. Before they start you can practice game language such as 'It's my turn' and 'Throw the dice' as a whole class. If you want to practice specific language points you can write questions the squares on the board. When a player lands on a square with a question they have to answer the question.

On top of it, Trowbridge notes that teachers can “Try to use English as much as possible for communication in the classroom from day one to give learners the chance to speak English with you and with their classmates. Demonstrate your instructions as you say them in English and your learners will soon understand ‘Sit down’, ‘Put your pencil on the table’, ‘Hands up’ etc. Teach learners to use expressions like ‘Can I have...’, ‘I’ve finished’, ‘Can I go to the toilet?’ at the start of the course so that they have the language to speak to you in English in the classroom (Trowbridge, 2012).

CHAPTER III: METHODOLOGY

3.1 Method

The approach which is going to be used is the qualitative type of study, which pretends to collect valid information through the implementation of instruments that will be designed in order to obtain the required information to fulfill the objectives. Therefore, it will rely completely in qualitative data. The Qualitative Research mainly establishes that the subject of study is observed in a completely natural and invariable environment. Nevertheless, it is also has its limitations. Generalization cannot be made out the size of the population selected; besides, the sample size must be representative in order to obtain valid results. The qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon. In Information Technology and Communication, there has been a general shift in research away from technological to managerial and organizational issues, and thus there is increasing interest in the application of qualitative research methods. Qualitative research methods originated from social sciences to enable researchers to study social and cultural oriented phenomena. Today, the use of qualitative method and analysis are extended almost to every research field and area. The method generally includes data sources with observation and respondent observation, interviews and questionnaires, documents and the researcher impression and perception. Another good definition is given by Denzin and Lincoln (1994) that a qualitative research focuses on interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings. The qualitative research method involves data collection of personal experiences, introspection, stories about life, interviews, observations, interactions and visual texts which are significant to people's life. Qualitative research typically serves one or more of the following purposes (Peshkin, 1993). Description, reveal nature of certain situation, setting, processes and relationships. Interpretations: Enable researcher to gain new insights about a particular phenomenon and develop new concepts or theoretical background about the research issue. Verification: Allow researcher to test the validity of certain assumptions, theories and claims within real-world context. Evaluation: Provide means for which researchers can evaluate effectiveness of particular findings or innovations.

3.2 Setting

In the educational context, the setting counts with three elements:

Place

Where does the story take place?

May include city, state, country, castle, cottage, playground, ship, mountain, stadium, etc.

Time

When does the story take place?

May include clues that let us know it is the afternoon, evening, future, past, or clock times.

Environment

How would you describe the place? What are the habitat and weather like?

According to British Dictionary, setting means the surroundings in which something is set; scene. The scenery, properties, or background, used to create the location for a stage play, film, etc. By taking into account the definitions before mentioned the setting will be carried out at CENIUES, (Centro de Enseñanza de Idiomas de La Universidad de El Salvador), from April to August, during the year 2018. The teachers teach English to kids in different classroom inside of the University of El Salvador on Saturday and Sunday from 8.00am to 12.00pm and in the afternoon from 1.00pm to 5.00pm, the research cannot establish the a specific set of classrooms because in every module they are changed.

3.3 Sample/ Participants

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. A population is a group of individual people, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students.

Since the research follows a Qualitative paradigm, it uses small samples because it has to interpret human perspectives' that represent a more complex and exhausting task. The sampling method is by convenience. It is not a product of a randomized selection processes. Subjects in a non-probability sample are usually selected on the basis of their accessibility or by the purposive personal judgment of the researcher. For this reason, out of the total number of graduated teachers from the FLD teaching children at CENIUES, the research will focus on 10 teachers only, a number which represents more than 50% of the total population.

Here are the participants that will be actively participating during all this process.

- 10 CENIUES Teachers that will collaborate during the interviews (Sample)
- The Coordinator of the kids program at CENIUES
- 3 Students of the B.A. in English, Teaching Option, who will carry out the research project.

3.3 Measurement Instruments

For the collection of data the researchers will use a questionnaire with open-ended questions. It will be used during interviews. Taking into account that the present project has as an observational nature, it will rely mostly on qualitative data. Questions during the interview will be completely encouraged to provide answers to the research questions.

Therefore, there will be interviews for the teachers in the Kids program (Annexed 1). Apart from interviewing teachers of the children courses, there will be another questionnaire for the coordinator of the program in order to understand more about the development of the courses at CENIUES. (Annexed 2)

3.4 Validity and reliability

Even though these two terms play different roles in a research, they both complement each other. The achievement of them increases the relevance of a research in great manner. Martin Shuttleworth offers a very simple, but accurate idea on this, “The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. For example, if you are performing a time critical experiment, you will be using some type of stopwatch. Generally, it is reasonable to assume that the instruments are reliable and will keep true and accurate time. However, diligent scientists take measurements many times, to minimize the chances of malfunction and maintain validity and reliability.” (Shuttleworth, 2010) According to this idea, and given a set of inquiries, the more answers a research provides, the more relevant for the scientific community it will be. However, this can only be achieved by paying close attention to how the data is collected and analyzed.

On the other hand, validity can only be achieved by letting all the process flows naturally. In experimental research no manipulation of variables can provide a wider variety of perspectives which may be very helpful for the researchers. “Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method. For example, there must have been randomization of the sample groups and appropriate care and diligence shown in the allocation of controls.” (Shuttleworth, 2010) It is because of this reason that is very important to establish the time during which a research may be accurate and when it would be appropriate to make updates to it. Both validity and reliability are going to be addressed by firstly identifying the participants that are immersing in the problematic situation. Some of them are part of the administrator and others are part of the teachers that are performing a CENIUES.

3.5 Data Collection and Procedure

The process that the researches will follow in order to get the results in this research project is the next: The research is going to start from the general to the specific research questions, making the research activities in any project more focused in terms of data needed to answer the research questions. Hence questions associated with data collection are some of the most important in any research project.

According to Dr.Madhu Bala (September, 2005) it is fairly common for a Research Plan to be divided into two stages: Pre-empirical and empirical stages. The first stage is where you start with the research question, go through what others have done, modify your own research question(s) and set some kind of hypothesis or theory. The second stage is that part of your research where you decide on your research design i.e. qualitative or quantitative or a combination of both and assemble your conceptual framework. These stages will be informed by such decisions like: What kind of data is required to test the theory? From whom to collect the data? And what procedures need to be followed to collect that data?

All these decisions are related to the planning of the data collection before it is actually collected. In this regard, you need to answer some questions as you devise your data collection procedures.

The data is going to be collected making use of questionnaires with open-ended questions. It will be used during interviews. However for the teachers that do not have the time taking the interview, they will others options like for example: Sending the questionnaires via WhatsApp, making use of the social media like Facebook or via email.

Making use of the technology and interviews is the way in which we will collect the data. Taking into account that the present project has as an observational nature, it will rely mostly on qualitative data. Questions during the interview will be completely encouraged to provide answers to the research questions. Apart from interviewing teachers of the children courses, there will be another questionnaire for the coordinator of the program in order to understand more about the development of the courses at CENIUES.

The data is going to be collected on weekends; Saturdays and Sundays because those days are the ones that the classes for teaching children are given. The researchers will visit and make sure the procedures indicate at exactly what point each piece of data is to be collected.

For the collection of data the researchers will use a questionnaire with open-ended questions. It will be used during interviews. Taking into account that the present project has as an observational nature, it will rely mostly on qualitative data. Questions during the interview will be completely encouraged to provide answers to the research questions. Apart from interviewing teachers of the children courses, there will be another questionnaire for the coordinator of the program in order to understand more about the development of the courses at CENIUES.

The responsible group for collecting the data is going to be composed by the three students of the B.A. in English, Teaching Option. They are the ones in charge of receiving and analyzing all the in-coming data, as well as producing a final result.

Regarding the place in which the research will take place, it will be carried out at CENIUES (Centro de Enseñanza de Idiomas de La Universidad de El Salvador). It is located in front of ANDA, but the classes are given in all the faculties at the University of El Salvador. This is going to be on August, during the year 2018. The population will be teachers graduated from the Bachelor in Arts, in English teaching option from the Foreign Language Department of The University of El Salvador teaching in courses for kids at CENIUES. Since this Research follows a Qualitative paradigm, it uses small samples because it has to interpret human perspectives.

3.7 Data Analysis

During the development of the research project, and more specifically, at the data analysis stage, the Excel tool is going to be used to organize and analyze the collected data. Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise

(statistical fluctuations) present in the data”. While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. Indeed, researchers generally analyze for patterns in observations through the entire data collection phase (Savenye, Robinson, 2004).

The form of the analysis is determined by the specific qualitative approach taken (field study, ethnography content analysis, oral history, biography, unobtrusive research) and the form of the data (field notes, documents, audiotape, and videotape). An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Improper statistical analyses distort scientific findings, mislead casual readers (Shepard, 2002), and may negatively influence the public perception of research. Integrity issues are just as relevant to analysis of non-statistical data as well. There are a number of issues that researchers should be cognizant of with respect to data analysis. These include:

- Having the necessary skills to analyze
- Concurrently selecting data collection methods and appropriate analysis
- Drawing unbiased inference
- Inappropriate subgroup analysis
- Following acceptable norms for disciplines
- Determining statistical significance
- Lack of clearly defined and objective outcome measurements
- Providing honest and accurate analysis
- Manner of presenting data
- Environmental/contextual issues
- Data recording method
- Partitioning ‘text’ when analyzing qualitative data
- Training of staff conducting analyses
- Reliability and Validity
- Extent of analysis
- Having necessary skills to analyze

CHAPTER IV. ANALYSIS OF THE RESULTS

4.1 Collecting the Data (Space and Time)

The process of collecting data was developed according to the chronogram from Saturday, July 28th through Thursday August 16th. The sample group was composed by 10 out of the 17 teachers in charge of the kids program at CENIUES. The whole process took place right after sending a letter to the coordinator of the children courses (Annex 4). Apart from this request, another letter was delivered to each of the participant teachers letting them know that their valuable support was required (Annex 5). On Sunday, July 29th, the morning groups were observed. Administrators organized the classes according to the facilities availability. Therefore, the entire kids program was being developed at the Psychology and Social Service building located in the School of Arts and Sciences of the University of El Salvador.

4.2 Data Source

For the purpose of gathering and collecting data, three tools were created. Once they were carried out, they provided all the presented results in this section. Those tools were:

1. An interview for the coordinator of the kids program. (Annex 2)
2. An interview for each of the teachers in charge of the children groups. (Annex 1)
3. A checklist for identifying teachers' educational procedures and class context. (Annex 3)

During the development of the research, and more specifically at the data collection stage, the above tools were crucial for the process. As a matter of fact, thanks to all the valuable information they provided, the research questions can be fully addressed. The analysis, interpretation and presentation of the collected data takes place during the present section.

4.3 Data Results

By taking a closer look at all the information coming from the different sources on this research, very useful data comes to light. However, it is very important to check tool by tool so that everything can be interpreted properly.

Coordinator's Interview

There are three requirements that teachers working at CENIUES need to follow during the recruitment process, this process is an organization-specific model of candidate sourcing for the purpose of finding and hiring new employees. The first requirement is an oral interview in which the candidate is evaluated according to fluency, grammar, vocabulary and also in order to see if the person has the requirements according to teaching children profile. Also a psychological interview is part of the process.

The coordinator states that the second step is the TOEFL. It plays an important role for determining whether an applicant is proficient in the target language or not. Both graduated and undergraduate teachers from the Foreign Language Department at the University of El Salvador are given with priority in the selection process.

Certifications or diplomas are really important when teaching children, but they are not a must. They are a plus specially when working with kids. “Unfortunately at the University of El Salvador teachers have not received certificates or diplomas related to teaching kids. In countries like Costa Rica or the United States is a must that teachers working with kids receive courses every 3 months or specialized in teaching kids. Also, it is a must for teachers to study two or more years. They take subjects related to how to teach children properly. In other words, there is a lack of knowledge in that area, here at UES and more precisely at the FLD...” notes the Coordinator.

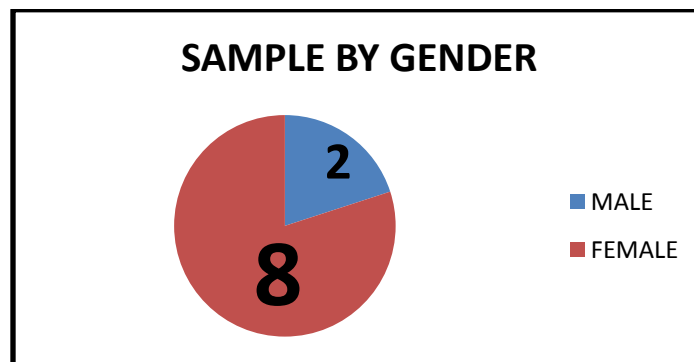
As soon as teachers are hired, the observation process starts, notes the coordinator. “This process is the one where teachers need to do their best in every single moment since I am present in the classroom. But not only the evaluation from the coordinator counts but also kids have the opportunity to share their thoughts” he points out.

When monitoring teachers, the use of didactic material is carefully analyzed. “Text books play an important role in every teaching process; those are part of a guide in the learning process. At CENIUES, teachers make use of a syllabus as a guide in the program of studies; also the holistic teaching approach is part of the syllabus that allows students to be critical, confident and independent in order to know the needs of the individual learner in the interaction. Teachers need to be aware about the use of technology and the use of platforms. They are trained in the most common areas. Those are technological tools like platforms. According to the dictionary, they are frameworks on which applications may be run. Moreover, these tools help teachers to develop the class in a proficiency way...” notes the coordinator.

Teachers’ Interviews

The interview which was created to collect data from the teachers was composed by 7 questions. All these inquiries had as a main objective to give an answer what strategies are being implemented at CENIUES well as giving a teacher’s perspective. The first graphic focuses on gender data.

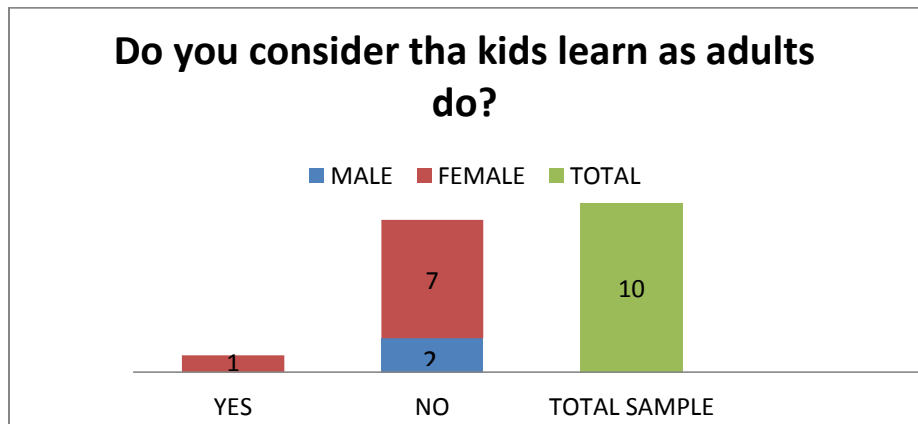
Graphic 1



Most interviewees were women ranging 25 to 33 years old, while the only two male teachers ranged 26 to 28 years old (Graphic 1). It is possible to see a clear tendency towards the fact that women are more likely to teach children. In percentages, that represents 80% of the total sample that was taken. It is possible that this tendency reflects as well in the total population of teachers in charge of the children groups.

The first question they were asked was regarding the idea that kids and adults learn the same way; here is a closer look at what they think about it:

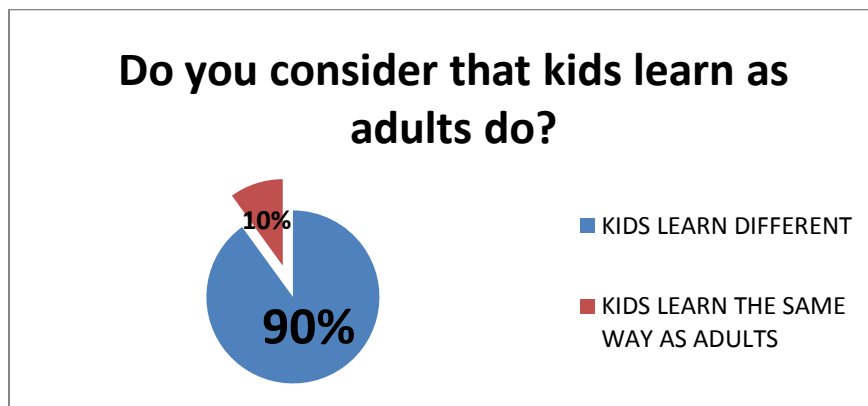
Graphic 1.1



The total sample clearly states a tendency towards the fact that kids learn in a total different manner. Considering the results in the above graphic 2 participants of the male sample said no, while 7 of the female sample agreed. This gives a 90% of disagreement when stating that kids learn as adults do. Only 1 of the total sample said yes and it represents a low 10% of the total information (Graphic 1.1).

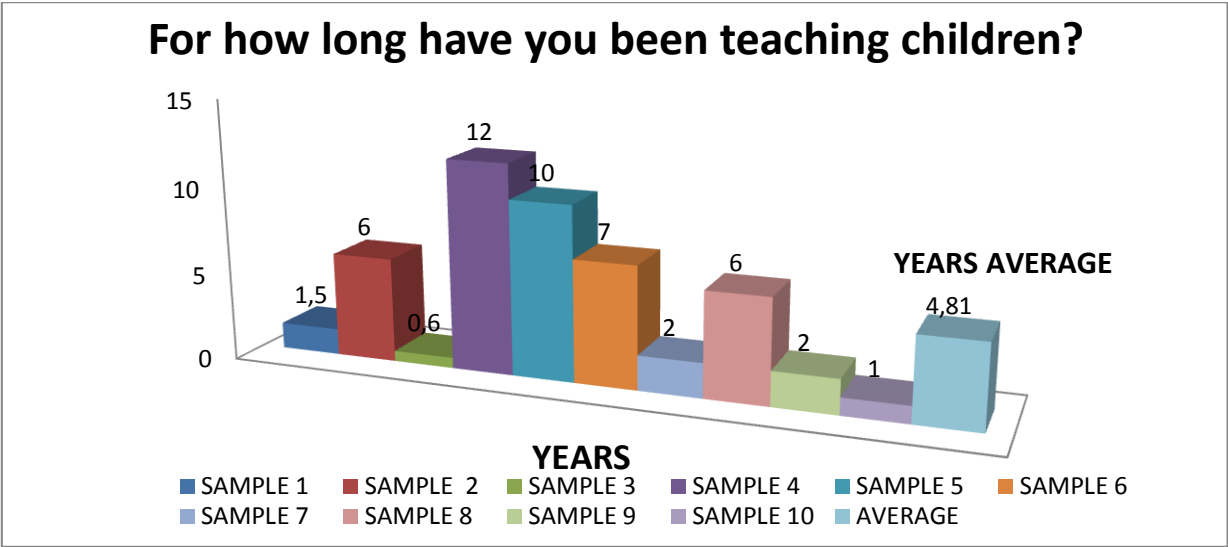
On the other hand, in graphic 1.2, the tendency can be better appreciated in the sense of general perception with no attention to the sex of the interviewee.

Graphic 1.2



Regarding the second question which was related to the experience they have teaching children, the graphic 1.3 goes between the lowest item that is 0 years all the way to 12 years, being this one the largest one. An overwhelming 90% against a 10% makes it clear on what teachers really believe.

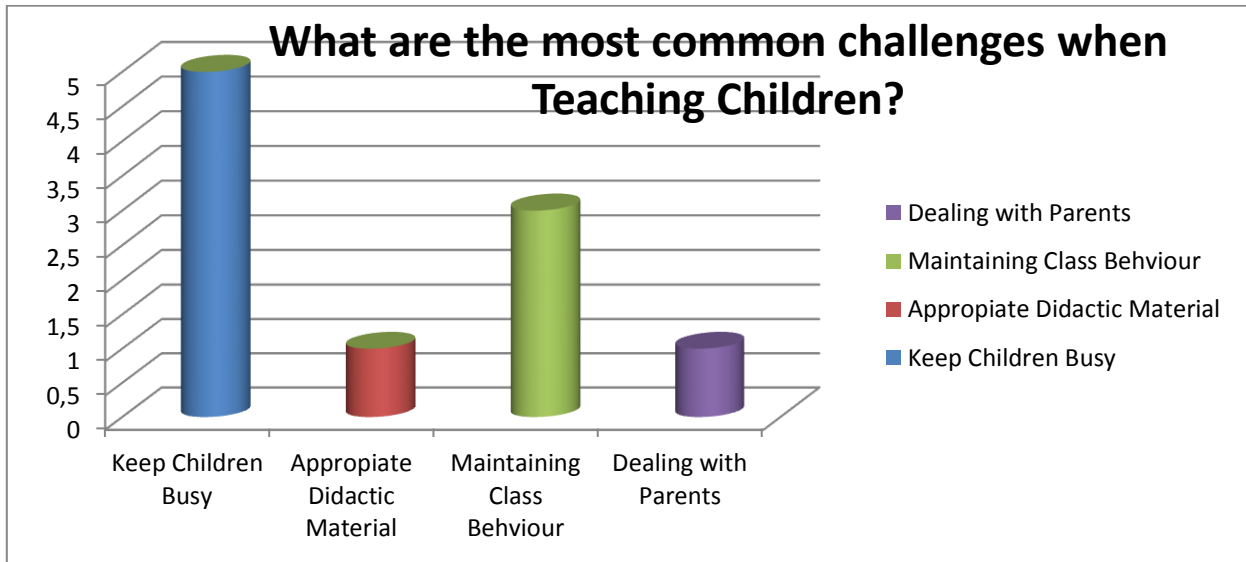
Graphic 1.3



In the above graphic (1.3), the average ranging aged of experience is 4.81. It can be seen that 50% of the total participants have 5 or more years of teaching experience with kids, while the other 50% have less than 5 years working with children. The rest of the bars represent each interviewee’s age. To have a better understanding on this data, it is necessary to individually address each case.

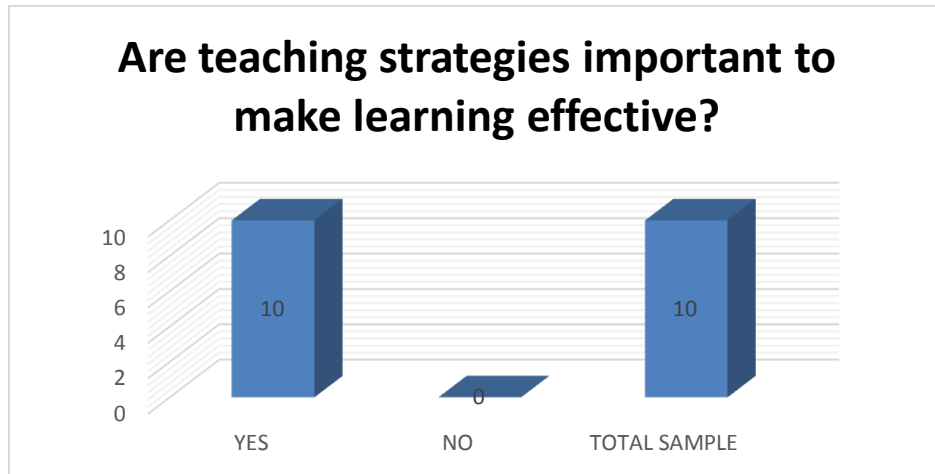
Another important aspect to point out is the fact the lowest teaching children experience period is 6 months, meanwhile the highest one is 12 years. The big difference between them, 11 years and 6 six months to be accurate, provokes an increase on the general average. This would be totally wrong if it does not consider the former aspects. By taking a closer look, it is possible to tell why this number contrasts.

Graphic 1.4



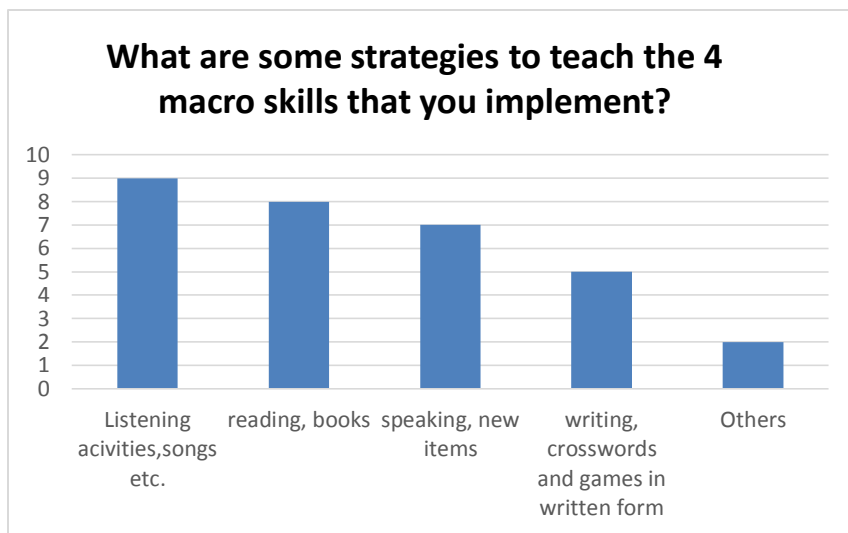
Graphic 1.4 focuses on describing the data collected about the question number 3 that is related to the challenges found when teaching children. There are three main challenges which were mentioned by the participants during the interviews. Those were: Keeping them busy reached 50%, looking for appropriate teaching material got 10%; kids' behavior represents 30%. This graphic summarizes the challenges they consider are the most common ones.

The most voted challenge was “keep Children Busy” with five participants, then “Maintaining Class Behavior” with three, and finally “Appropriate Didactic Material” and “Other” share one voted respectively. This summed ten, which is the total sample. “Dealing with parents” represents 10% of the total sample who mentioned parents as a big challenge when teaching children, since they are very observing and difficult to deal with. Nevertheless, it represents a minority compare to the other challenges which were more mentioned.



The graphic 1.5 describes the fact 100% of the participants think teaching strategies are important and should be used. A closer analysis points out that six teachers consider that strategies are really important for making an effective learning during the classes. However, two teachers said that it depends of the contexts and it also depends of the students, it gives better results. Moreover, one teacher said “... In fact, it is part of the process by working with kids in order to have the goals that teachers decide along with their students”. Another teacher expressed a different option that was to include fun in the class. According to the graphic, the most voted option was the first one. The majority answered affirmative and the others presented different alternatives, but at the end, none of them refused the fact that strategies are important.

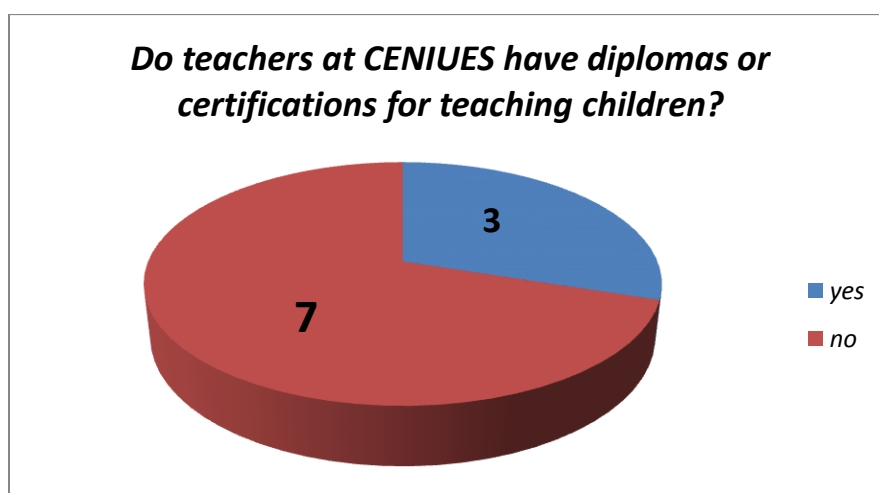
Graphic 1.6



In the graphic 1.6, all the individuals (that is 100%) of the sample group said they used teaching strategies when performing. Teachers were also presented with an opportunity to mention different strategies for teaching the four macro skills they use on a daily basis (listening, reading, speaking and writing). Then, in the graphic appears the frequency they use a certain strategy in percentages. According to the data that was collected, nine out of ten teachers (that is 90%) said that audios and listening activities are really important for developing the listening skill. Eight out of ten teachers (that is 80%) said that for teaching reading skills they used tails books. Another strategy that was mentioned was regarding teaching speaking, seven teachers (70%) pointed out that they used new vocabulary mixed with vocabulary they know already. Finally, in the writing skills, five teachers (50%) use crosswords or some games in which students have to write different things and improve the ability to write. By using their memory, students can gain a big amount of new words.

Interviewees also mentioned more activities for teaching the four macro skills. Some of them were: visual aids, using physical items, role plays, etc. Nevertheless these strategies represented the lowest number in the graphic.

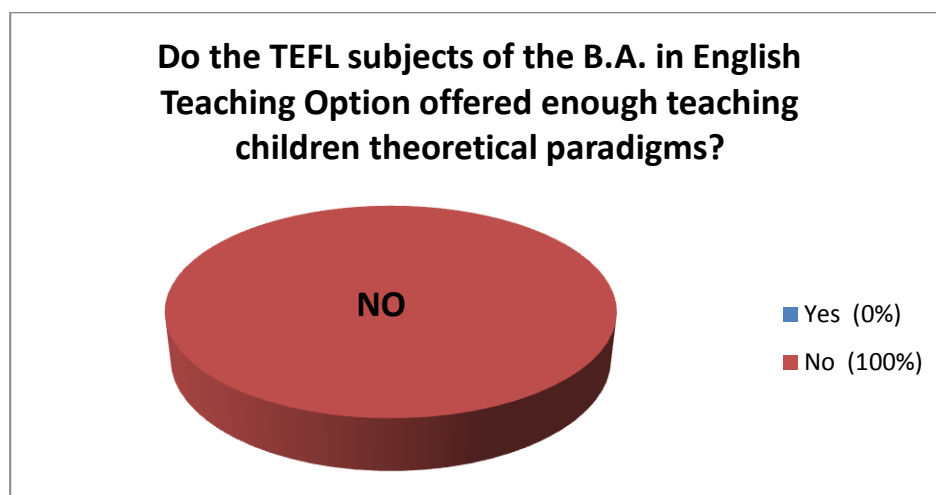
Graphic 1.7



Regarding the sixth question, seven teachers (70%) have not received any diploma or extra specialization; (Graphic 1.7) they only own their university degrees. On the other hand, just three of them (30%) have received different diplomas related to teaching kids.

This question was asked to find out whether is necessary or not to have these types of diplomas in order to work at CENIUES. However, it is not mandatory for an applicant to have one of those.

Graphic 1.8



In the above graphic (1.8) the results are completely clear. None of the participants expressed an affirmative answer (0%), instead they all went to the “NO” option (100%). All the participants also had the change to explain and give more details about their thoughts as it would be seen in the next pages.

Checklist

The checklist was another important tool which provided very useful information regarding teachers’ performance when attempting to develop their lessons. It contains ten statements. Besides, each item was based on the three research questions. It helps obtain more valid information about the strategies that teachers apply.

The importance of using the checklist was to cover some details that are really important to know or recognize at the time of collecting data. Each item in the checklist was related to teaching children strategies and the context elements should be achieved.

The first statement has to do with punctuality. Out of the total number of participants, 60% of the teachers attended their classes on time meanwhile the resting 40% were late. When talking about planned classes, time plays a crucial role.

Good management of the time indicates whether a teacher has planned his lessons before the class starts or has not. Moreover, the former actually tells how aware of the importance of applying teaching strategies he/she is. Regarding this matter 60% seemed to be following a plan. A good teacher always prepares his/her classes before they actually take place. Goals for the class can be achieved as well as learning is confirmed only if pre-planning takes place.

Teaching strategies involves the achievement of objectives. If there are not objectives, there cannot be strategies. Taking this idea into consideration, the obtained data from the statement “The teacher sets the goals since the very beginning of the class” provided plenty of information in regards how aware teachers are on the importance of goals. During the observation period, 50% of them set goals when the class started. This helped students to have a clear idea on what they were expected to do during the class time and avoided any type of distraction. On the other hand, 50% looked somehow following a plan but since there were no clear objectives established, pupils seemed to be just obeying random instructions with no clear direction whatsoever.

The former information is closely connected with the statement that goes around how do “students look interested and eager to participate during the lesson.” It is clear that only the teachers who set goals since the beginning of the class seemed to have students feeling interested in participating, that were 50% of the sample group.

In order to verify whether CENIUES teachers' profiles were compatible with what is considered a good children teacher in terms of energy and charisma, the checklist included an item which state how energetic and motivational the teacher was. At the end 80% of the participants resulted to be using lot of energies during all their lessons, this allows children to feel the as him/her and eventually participating from the class.

Classroom management is a crucial element for all teachers regardless the educational center they come from. It was a key aspect to check during the observation stage. However, most teachers showed a good management of the class, 70% seemed to have full control of the class. This did not mean that teaching strategies were put into practice but rather teachers just know how to deal with kids. The resting 30% had many difficulties when attempting to develop their lessons. Children were making a lot of noise, running all over the classroom, and crying were some of the situations that tool place inside the classroom of teachers who failed in controlling their young pupils. The former could have been easily avoided with the right use of teaching strategies.

4.4 Data Analysis

The obtained results during the development of the research at CENIUES provided very helpful information for the development of the research itself. The interpretation of the collected data in each question can offer a wide perspective on the problematic situation and lead to a correct analysis. The first question during the interview stated the following: "Do you consider that kids learn as adults learn? Yes / No explain" (Graphic 1.1) Out of the total sample which represents the 100%, only 10% said yes while the 90% of the sample went for the no option. Another interesting aspect to point out is the fact that the only two male teachers said no and seven female agreed on that. There was only one female participant who said yes. If this tendency is taken and put along with the total population of teachers in charge of the children groups, it will probably follow the same pattern. The majority of them consider that children and adults do no learn in the same manner.

The second question they were asked was "How long have you been teaching children?" (Graphic 1.2) and it had as main goal to identify whether teachers at CENIUES have teaching children experience or not. By knowing this information, it is possible to understand how they feel in this area. The results showed that the teacher with more

experience has 12 years; meanwhile the lowest time working with kids belongs to a teacher with 6 months in the duty. Also, two teachers of the total sample have 6 years and another two have 2 years (mode 6 and 2). The 50% of them do not even reach the 3 years of experience. On the other hand, the other 50% of the total sample has 6 or more years of experience.

What actually increases the average is that 60% of the teachers who have more than 6 years of experience teaching children, have 10 years or more in this area. The final average is 4.81. It seems that teachers at CENIUES do have experience, 100% of the participants had experience working with kids. None of them (0%) expressed not having working with children before. Thus, the more teaching practice experience a teacher has, the more ready for different scenarios inside the classroom he/she is. It is because of this aspect that the third question was crucial to ask during the interview sessions. It was close related to the challenges these teachers have found in all their lifetime as teachers with kids. “What are most of the common challenges when teaching children?” (Graph 1.4) This question (which results can be seen in graphic 1.4) provided very helpful information, since teachers were able to share their experiences when working with kids. They mentioned several challenges. The list includes aspects of behavior, didactic material, class management and even parents. Nevertheless, the majority and that is 50% of the teachers said that keeping children busy with activities and working is one of the most common challenges when developing the teaching-learning process with kids. “Children tend to get bored easily” noted a participant. The more material and activities a teacher prepares, the easier it will be to keep them busy; however, this represents more work expressed the interviewee.

Regarding the top two most mentioned challenges (kids behavior), 30% of the total sample identified it as a very difficult task. “when I say the behavior is about that some kids have different problems like (deficit of attention), or need a psychology or something like that and also in some occasion parents don’t comprehend that their kids suffer some problems and need an especial attention and we have to deal with those kind of kids” said a CENIUES teacher. As previously established in this research, kids tend to have problems when studying due to a variety of situations at home. These teachers are dealing with these

types of young learners, and it becomes really difficult since they are not familiar with the different approaches to address these events.

Finally, the graphics 1.4 showed both didactic material and dealing with parents represents 10% each. It means that when it comes to these two aspects, teacher may find difficulties as well. Nevertheless, they are not comparing to the other challenges and just represent a minority.

The fourth question was encouraged to give a clearer view on how important teaching strategies are based on teachers experienced. Therefore they were asked the following inquiry: “Do you believe that teaching strategies must be applied to make learning effective? Explain” (Graphic 1.5) the totality of interviewees (that is 100% of the sample group) agreed on the idea that teaching strategies are important to make learning effective when teaching children. In fact, none of them (0%) has ever considered the idea of getting involved with kids without having previously prepared everything. The above reconfirms a well-known fact about teaching children, that is children tell whether a teacher has planned his/her class or not. This may provoke kids to get bored. Nevertheless, which are those teaching strategies? And how do they work with kids? The fifth question was crucial to identify useful data regarding this point. “What are some strategies for teaching the 4 macro skills you apply in your classes in the kids’ courses?” (Graphic 1.6) During the interviews were taking place, teachers mentioned not only one or two activities but a bunch of options. For example, 90% of them include listening activities in their teaching strategies when in the classroom. Together with listening, 80% used reading activities such as child stories and fantasy cartoons. This is very helpful and can help students to see the language not a subject, but rather a form of communication which they can use to talk about experiences or things they like.

Talking about the speaking ability one teacher noted that “they have a vocabulary to practice inside of the classrooms”. One of the best ways for getting students to practice a language is to teach them vocabulary and then have them that vocabulary to express personal likes or interests.

Another strategy to teach English to their students is by playing games. It turned out to be very used by teachers at CENIUES and 50% of them include this strategy. Regardless of the game, crosswords, tongue twisters, board games, etc. It is very useful when teaching kids. Finally, more strategies like making trips or watching presentations were rarely mentioned and had only 10% of the final data. Therefore, it was named “other” in the graphic.

Besides the analysis of the teaching experience the interviewees had, there were some questions addressed to collect information related to the academic preparation they had. In terms of Academics, they were asked the follow: “Do you have a diploma or extra specialization to teach children apart from the university degree?” (Graphic 1.7) For this question, out of the total number of teachers, the 70% of them do not have any extra certification but their B.A. in English Teaching Option from the Foreign Language Department which is not a teaching children career. On the other hand, the pending 30% do have these certifications; “I have been certified as one of the best teachers from CENIUES the last year and also I got part of a seminar, I consider that this seminar has helped me a lot” said one of the interviewees. All of the teachers who were asked this question clearly stated the importance of having certifications for teaching kids. The coordinator at CENIUES noted that “There are three main requirements; the first one is an interview, then a psychological test and finally a TOEFL simulation test. The priorities are those students that have been graduated from the Foreign Language Department.”

In regards graphic 1.8, it shows the data from the statement, “Do you consider that the didactic subjects taught at the Foreign Language Department offer enough teaching children theory and paradigms? Yes / No explain.” The obtained data expresses the general perception of the totality of teachers in charge of the kids program at CENIUES. For them there is no enough teaching children preparation. The result showed 100% of the participants answered “NO”, while 0% said “YES”.

This proves the idea that there is a problematic situation to be solved. The notion that the B.A. in English Teaching Option lacks from a complete program (at least in the teaching children field) maintains the old myth that working with kids is a hard duty,

nevertheless the reality shows that it is a matter of knowing how to perform it, having different strategies and following well established goals.

4.5 Global Analysis of the Results

Once the data was collected from the sample group, it is imperative to come to a more profound analysis, counterposing goals and data in order to get to a global perspective of the obtained results. This closely look at the research will provide a clearer picture of situation.

To start with, teachers at CENIUES are completely convinced that teaching strategies are essential when it comes to work with children. Being aware of this helps them to proper address certain limitations kids have when learning. For instance, one idea they all share is that children do not learn as adults do; therefore, choosing the adequate strategy will have a big impact in the learning process. One of the best ways to address the former idea is by understanding the fact that kids learn in a total different way adults do. This is why teaching strategies are a key element of the whole process. They will also allow teachers to measure pupils' learning and advance. For that reason, when the observation period began, most of them were implementing different teaching strategies. Similarly, one teacher developed his class by making used of technology (laptop and internet) to have students look for vocabulary practice. Thus, utilizing technology is a very useful strategy which can be implemented by teachers. However, the same teacher was not able to use technology with another of his groups due to signal issues, so he decided to have students to make groups in order to have a spelling bee activity. This cooperative learning strategy involved having children helping each other to have a good performance using everybody's' knowledge. The activity was successful and allowed both teacher and students to advance in the lesson.

The importance of teaching strategies is a reality, and thus all teachers should implement them in their classes. Nevertheless, when talking about children there are many different strategies from which teachers can implement. For example, using colorful an attractive didactic material works perfectly with kids, especially when they can relate that material with things they find interesting (pets, food, games, cartoons, etc.) In developing

reading skills, pictures and images help them have more concentration since they feel entertained by colors. Those pieces of information lead to the assumptions that the didactic material plays a very important role. In fact, it is a crucial evaluating aspect for coordinators at CENIUES when observing their teachers performances. Didactic material has to be attractive for kids but at the same time fulfills its role which is having children to practice the target language. During the observation period, most teachers use a variety of items in their classes. Board games, puzzles, tongue twisters, cartoons, and the alike were included by teachers as part as their teaching strategies.

It is a fact that a considerable number of teachers at CENIUES implement teaching strategies when developing their lessons. However, the extent in which those strategies are being used properly is a very crucial aspect analyze. On behalf of this idea, the observation period offered valuable data. Along with the use of checklists, it was possible to identify the top used teaching strategies. Most of them involved group work. It was obvious the fact that kids love to play active roles when surrounding by others and teachers at CENIUES use this paradigm very often. Groups' presentations, pair work, competitions, and group singing activities are some of the most common activities taking place inside the classrooms. The coordinator pointed out that children have the opportunity to evaluate their teachers from time to time and indicate whether they like the classes or not. Kids' opinions are taken into account to verify how the teacher is performing.

In regards of listening activities, it is highly recommendable to prepare children before the actual audio is played. In this way, kids will be able to create a relation (language-context) which may turn the practice in a very natural form of retaining vocabulary. Also, the sight can be used as great form for presenting language outcomes. Cartoon episodes or animated movies vocabulary reviews are good ideas for both getting young learners' attention as well as practicing the target language. All these different strategies can also be applied when developing writing and conversation skills. Thinking like a kid helps to get children to use the target language in a natural way. It is more than obvious that this is not an easy duty. That is why the profile of the person who is going to dedicate himself/ herself to this career counts in great manner. Energetic, dynamic, friendly,

patient, creative, organized, funny, knowledgeable and goals-achievement oriented are some main characteristics a candidate must fulfill.

Teachers at CENIUES understand the crucial role teaching strategies play in the process of learning. By implementing them in the classes, the development of the educational programs will increase their effectiveness. The former idea can help especially when it comes to addressing challenges in the class. The benefits of implementing them can be indefinite. For example, problematic pupils can represent a big challenge for teachers, but just understanding where this type of learners come from, it can offer as well a possible solution.

Dealing with difficult student behavior is a very common situation for CENIUES teachers. In fact, it represents the biggest challenge for them. Situations go from having a noisy young boy making fun of his classmates to more complex scenarios like kids with Attention Deficit Disorder (ADD). How to properly handling this events may be very difficult and cause frustration for novice teachers. Yet, it is at this moment that the implementation of teaching strategies can benefit both teacher and student. There are many different forms in which such situations can be addressed. To know where problems come from helps to choose the best approach to this scenarios. This involves managing to create feasible goals and objectives. By looking forward to achieve them, a problematic situation can be identified and solved in both short and long term. Again, teachers who understand the former paradigm did not study 1 hour lesson of teaching children but rather a whole course about it.

Teachers with goals achievement oriented profiles have a clear understanding on the fact that the pre-planning stage is a must. Since there are goals and objectives to achieve, it is crucial the implementation of teaching strategies. By assuring so, the consecution of the goals is still not confirmed. Along with teaching strategies, it also demands a good performance. This can only happened if the teachers fulfill the personality requirements.

Of course only experience can prepare teachers for handling problematic pupils or situations. Then, it is at this point that knowledgeable teachers can come up with a set of steps for troubleshooting intents. Notwithstanding, teacher will not be able to perform

proper teaching strategies paradigms if they do not have a complete theoretical background of it. Experience, as it was said previously, is crucial and it can be obtained throughout the achievement of degrees or certifications those which are mainly the theory baggage to rely on. This represents a big obstacle for teachers at CENIUES since the majority of them do not have teaching children specializations or studies but their B.A. in English Teaching Option. On top of it, this B.A. does not offer teaching children training; it mostly focuses on teaching adults.

The former represents a big challenge CENIUES coordinator believes. Constant updating of the syllabus is also a pillar in the educational process since students' needs change over time and so teaching strategies. Student teachers should be able go through complete theoretical studies before they start the real experience leading children classes. Even though teachers follow this process, it is at the stage of theoretical framework that very poor bibliography is reviewed. However, administrators at CENIUES do not see experience as a mandatory requirement but rather as an added one and thus does not aisle candidates from applying. But, this situation may be different if graduated teachers look for job opportunities at any other institutions. The requirements may vary. Teachers at the kids program are fully aware that there is some weakness in the current program of the B.A in English teaching option when it comes to the teaching children field, but they still perform with all the dedication and energy to figure it out by them.

Proper training facilitates the implementation of efficient teaching strategies. Moreover, teachers at CENIUES pointed out the importance of having a real call for this job. That is to love this career. The five years major may indicate a teacher has already passed all the possible obstacles regarding both intellectual and practice tests. This assures good manner and knowledgeable professionals with adaptation capacity for new challenges and with the talent to implement a variety of teaching strategies for each of his/her young pupils.

In contrast, teachers who haven't been properly trained have more possibilities to fail when applying teaching strategies for kids. The "training" does not only involve practice time but also analysis of theoretical paradigms. They both go hand by hand.

Otherwise, you may have very nice teachers performing very funny lessons, but failing when attempting to organize themselves with the use of the appropriate teaching strategies. As a result, the whole teaching-learning process is affected in great manner and the possibilities to achieve the programs goals decrease. This is a situation that CENIUES teachers consider has to be address by the authorities of the University. In the program of the B.A. in English Teaching Option no updates have been done whatsoever. Therefore, applying teaching strategies properly has become a hard duty for them.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research was mainly focused on the different strategies used by teachers at CENIUES graduated from the Foreign Language Department at the University of El Salvador. And so, thanks to the data which was collected, it is possible to come to very clear assumptions on this regard.

- Teaching strategies are very useful tools which have a very positive effect on the teaching-learning process. Without them, achieving objectives and goals becomes a very complex task if not impossible. An important point is that teachers must have a clear understanding on their students' needs so that the appropriate strategies start being implemented. Just as there are different type of teachers and students, there several teaching strategies which can be used for the development of classes with kids. The proper used of them can also serve as a guide for those difficult situations in the classroom.

- Theory and practice are two core components of any teacher's formation period. Both of them need to be developed hand by hand. For a teacher to be able to use teaching strategies, he/she firstly needs to understand the proper implementation of them and why they should be used. There is a specific purpose for it, and they need to internalize it. Once these paradigms are fully comprehended, the benefits for a teacher are innumerable and changes of achieving the syllabus' goals increase in great manner. Unfortunately, most of the teachers at the CENIUES kids program did not have complete theory studies. They were sent to teach children with no previous training in the theoretical paradigms.

- Teachers at CENIUES implement a huge variety of different teaching strategies when developing their lessons. They understand the relevance of them, therefore they implement them. Nevertheless, they also understand that many aspects of their performance can improve with a wider knowledge of teaching strategies for kids.
- Working with kids increases teachers' management of different sets of teaching strategies. The more time a teacher works with kids, the better he/she becomes in the proper implementation of teaching strategies, especially when talking about teaching children.
- Most of the teachers at CENIUES do not have diplomas or certifications on teaching children. Nevertheless, the former does not represent an inconvenient for them to work there, since recruiters give more relevance to the fact that all teachers in the kids program should come from the FLD.
- Technology plays a very important role in the teaching-learning process and can be easily included as part of well-organized teaching strategies set. Websites with tons of information all over the web are a very valuable source of information for teachers who teach children. Developing creative didactic material may be a very exhausting and time demanding; however, just by doing a simple research on the internet many worksheets, games, quiz and more can be found.

5.2 Recommendations

Having located all the teaching strategies that teachers at CENIUES implement on a daily basis, there are plenty of recommendations which can be done to improve the way they use them.

- Teaching strategies should be implemented in every single class. To be able to do so, teachers need to be aware of the proper implementation of them. This can only be possible with a good knowledge of them; therefore, the Bachelor of Arts in English Teaching Option should include the necessary theoretical framework from which student teachers can learn the bases of teaching strategies by intensively studying them.
- In order to have the right teachers in the kids program, it would be better to add more psychological tests to the recruitment process of those teachers who want to work with children. It is well-known that there are certain attitude and attitude aspect which candidates need to fulfil. Examining these characteristics must be more extensive.
- The FLD can play a very important role in the improvement of the teaching at CENIUES by updating current syllabus. Of course this can only be done with the support of the whole UES administration. So, it is at this point that both entities should work together in order to create a more complete studies program in which the teaching children area has more relevance. After all, a good number of teachers work or will work there. So, together both authorities from the FLD and CENIUES teachers can develop a complete training course which can help student teachers as well as those who are interested in teaching children.

CHAPTER VI: BIBLIOGRAPHY AND APPENDIXES

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ANNEXES

Teachers' Interviews (Annex 1)



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



- **OBJECTIVE:** To identify the different teaching strategies that are implemented by CENIUES children's program teachers, more specifically, teachers graduated from the Foreign Language Department in the Bachelor in Arts in English Teaching Option.

Teacher's name:

Date:

-
1. Do you consider that kids learn as adults learn? Yes / No explain.
 2. How long have you been teaching children?
 3. What are most of the common challenges when teaching children?
 4. Do you believe that teaching strategies must be applied to make learning effective? Explain.
 5. What are some strategies for teaching the 4 macro skills you apply in your classes in the kids' courses?
 6. In terms of Academics, Do you have a diploma or extra specialization to teach children apart from the university degree?
 7. Do you consider that the TEFL subjects taught at the Foreign Language Department offer enough teaching children theory and paradigms? Yes / No explain.



Coordinator's Interview (Annex 2)

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



- **OBJECTIVE:** To identify the different teaching strategies that are implemented by CENIUES children's program teachers, more specifically, teachers graduated from the Foreign Language Department in the Bachelor in Arts in English Teaching Option.

Coordinator's name _____ **Date** _____

1. What is the recruitment process that teachers need to follow for working at CENIUES in kids program?
2. Do you ask for teaching children Certifications or Diplomas? Yes / No explain.
3. Once teachers pass the recruitment process, do they start an observation period before they actually lead their own groups? Yes / No explain.
4. Is there any specific "program of studies" that teachers use as a guide for every module? Once they become permanent teachers.
5. While working at CENIUES, How often do teachers attend trainings or workshops at CENIUES?
6. What are the most common areas in which teachers are trained?
7. With all the support CENIUES provides to its teachers, how do you evaluate the quality of the classes taught at CENIUES kids program?
8. Do students have the opportunity to evaluate their teachers?
9. If a teacher is not performing according to your guidelines, what is the process to follow?

Annex 3



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



CHECKLIST

- **OBJECTIVE:** To identify the different teaching strategies that are implemented by CENIUES children's program teachers, more specifically, teachers graduated from the Foreign Language Department in the Bachelor in Arts in English Teaching Option.

N°	Statement	✓
1.	The class starts on time.	
2.	The teacher seems to have a plan for the development of the class.	
3.	The teacher sets the goals since the very beginning of the class.	
4.	The teacher is proficient in the use of the target language (English).	
5.	The teacher is knowledgeable and give answers to all the students	
6.	The teacher is dynamic and energetic.	
7.	The teacher gives clear instruction for each activity.	
8.	The teacher has a good classroom management.	
9.	Students look interested and eager to participate during the lesson.	
10.	The teacher achieved the goals for the class at the end of the session.	

Permission letter to Coordinator (Annex 4)

Miércoles 25 de abril de 2018.

Lic. Nicolás Peraza
Coordinador del programa de niños DE CENIUES

Reciba un cordial y respetuoso saludo de parte de los estudiantes en proceso de grado (Reyna Jiménez Méndez, Gabriel Rodríguez y Maira Sánchez Guzmán), esperando todas sus actividades se desarrollen con toda normalidad.

Por medio de la presente los estudiantes del Departamento de Idiomas Extranjeros De La Facultad De Ciencias Y Humanidades, de a la carrera de la Licenciatura En Idioma Inglés Opción Enseñanza En Proceso De Grado, solicitamos de su valioso apoyo para poder responder un breve cuestionario, tomando en consideración que nuestro tema tiene relación en conocer las estrategias de enseñanza implementadas por los profesores graduados de la Universidad de El Salvador en los cursos para niños. Estaremos pendientes para poder coordinar una cita en horario que le resulte más conveniente.

De antemano le agradecemos y, nos despedimos de usted deseándole éxitos en sus labores,

Atentamente.

Br. _____

Reyna Ester Jiménez Méndez

Br. _____

Maira Liseth Sánchez Guzmán

Br. _____

Gabriel de Jesús Rodríguez

MsD. _____

Ana Carolina Ramos de Gómez

Asesora de trabajo de graduación

Teachers Letter (Annex 5)

Miércoles 25 de abril de 2018

Profesor (a) del programa de niños CENIUES.

Reciba un cordial y respetuoso saludo de parte de los estudiantes en proceso de grado: Reyna Jiménez Méndez, Gabriel Rodríguez y Maira Sánchez Guzmán, estudiantes del Departamento de Idiomas de la Universidad de El Salvador.

Por medio de la presente solicitamos de su valiosa colaboración para la realización de un cuestionario relacionado con el tema de investigación. Dicho estudio tiene como principal objetivo conocer algunas de las estrategias puestas en práctica por los docentes de los cursos de niños. Este cuestionario puede ser desarrollado de tres maneras diferentes: Presencial (en cuyo caso se debe de agendar una entrevista en un horario de su conveniencia), Correo electrónico (se le enviará un correo electrónico con las preguntas) y finalmente, vía WhatsApp con correo de voz. Su colaboración se puede dar por medio del medio que mejor le convenga.

De antemano le agradecemos, deseándole éxito en sus labores.

Atentamente.

Br. _____

Reyna Ester Jiménez Méndez

Br. _____

Maira Liseth Sánchez Guzmán

Br. _____

Gabriel de Jesús Rodríguez

Licda. _____

Ana Carolina Ramos de Gómez

Asesora de trabajo de graduación