UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

TOPIC

DIDACTIC STRATEGIES FOR TEACHING FOREIGN LANGUAGES AT INITIAL EDUCATION LEVEL: AN IMPORTANT COMPONENT THAT MUST BE PART OF THE CONTENTS DEVELOPED IN THE TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE) COURSES OFFERED TO STUDENTS REGISTERED IN THE ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.

TÍTULO

ESTRATEGIAS DIDÁCTICAS PARA LA ENSEÑANZA DE LENGUAS EXTRANJERAS EN EL NIVEL DE EDUCACIÓN INICIAL: UN COMPONENTE IMPORTANTE QUE DEBE FORMAR PARTE DE LOS CONTENIDOS DESARROLLADOS EN LOS CURSOS TEFL (ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA) QUE SE OFRECEN A LOS ESTUDIANTES MATRICULADOS EN LA ESPECIALIDAD OPCIÓN ENSEÑANZA DEL IDIOMA INGLÉS EN EL DEPARTAMENTO DE LENGUAS EXTRANJERAS DE LA UNIVERSIDAD DE EL SALVADOR.

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ABSTRACT

Teaching a second language at the preschool level in recent years has had a high demand in the educational area due to globalization that prioritizes the knowledge of a second language. In turn, higher education institutions have tried to provide future teachers with the necessary tools to carry out the teaching of a second language successfully. In addition, it is important that preschoolers be able to acquire a second language by receiving the proper orientation in the ESL learning process. That is why, it is essential to prepare future educators with the most relevant key contents. Although the University of El Salvador is not far behind, researchers decided to assess the methodological axis based on some bachelors' testimony from the English Teaching Major at the University of El Salvador; confirming that the contents in the methodological axis have remained outdated regarding the teaching of a second language at the preschool level. Indeed, this research is intended to find out what are the key didactic contents that must be included in the methodological axis in the English teaching major from University of El Salvador to enhance skills when teaching at Initial educational level. Researchers highlight the use of three main methods for ESL Teaching regarding preschoolers.

KEY WORDS: Initial education, didactic strategy, teaching method, technique, preschooler.

INTRODUCTION

"It is a fact that many teachers now find themselves teaching in primary school even though they have not been trained for this level. And even for teachers who have been trained, there is a lack of books concerning this important area of teaching." (Scott & Ytreberg, 2006). Considering this statement, and the fact that many recent graduates of the Bachelor's Degree in English Language Teaching are assigned to work at the initial education level, even when they have not had the proper training in this area of teaching, it can be said that it is important to find and determine the contents that need to be included in some of the subjects that belong to the Methodological Axis of the major mentioned before which study plan has been offered by the Foreign Language Department of the University of El Salvador since 1999. Updating the contents of some syllabus based on the labor needs of the graduated one will decrease some of the difficulties faced by novice teachers that besides lacking experience and practice in the teaching field, they are not prepared to work at some specific levels.

Therefore, this research will be focused on the need of including appropriate content related to English teaching as a Foreign Language at initial education level in the TEFL (Teaching English as a Foreign Language) courses of the English Teaching Major. Even when there are no specific patterns that guarantee success in the teaching of a second language at any level, the researchers consider important to search for theoretical information that could support the fact of including in the TEFL programs some didactic elements that could provide the graduates of the English Teaching Major with the basic tools to develop some teaching skills to work in the initial education level.

Besides, it is important to take into consideration how the didactic material included in the curriculum prepares novice teachers at the end of their graduation process, in order to help children to develop their skills when learning a second language. Therefore, this investigation

will require the study of different English teaching methods that have emerged throughout the history of English teaching.

The information was verified and taken from different bibliographical sources related to Teaching English. <u>See the references in the appendixes</u> (Figure 2). Some of those methods were focused on different age ranges; likewise, there are some of them that fit preschooler's characteristics in the teaching- learning process, such as:

- Total Physical Response (TPR)

- Teaching Proficiency through Reading and Storytelling (TPRS).

- The Natural Approach.

Certainly, teaching a second language to kids requires managing specific didactic knowledge of the appropriate strategies and methods that favors the development of children language skills during a learning process. Both the learning of a second language in the curriculum of formal education and also the education at the initial level, has been included in the government's efforts for our country to improve education´s quality. It is also important to mention that implementing the English subject as part of the basic education program in the curriculum of our country will supply students a big opportunity to grow up and give them an opportunity to develop skills in the English language file.

However, very little progress has been made in this area. Most educational institutions that have launched this initiative belong to the private sector, with a very low number of public institutions that have ventured into the teaching of a foreign language, mainly the English language.

Hence, related to what was previously mentioned, how important it is to consider if the contents included in those programs are the most appropriate to help students develop good

quality of communicative language skills? Besides that, it is important to mention that there are no appropriate methodologies in order to teach children at the initial education level, as it is the focus investigation of this paper, and since the material is designed for countries in which the learners are English speakers unlike the countries being part of Latin America that do not speak that language, which make more difficult to adequate the material to the students and teacher profile due to the differences in culture and other important aspects.

In summary, the current methodological axis of the English Language Teaching Major begins with a Psych pedagogy course which involves contents such as the brain functions, development of human beings, and also ways in which they learn and acquire skills; this course is essential for the development of the pedagogical base needed for the following course ahead as it is general Spanish didactics (followed by Didactics I, II, and III course) which involves the theories and methodological knowledge, models and didactic approaches to build educational proposals to develop effective learning- teaching processes that student-teachers would put into practice in a given context. This methodological axis extends to the courses Teaching English Practice I and II which provide students with observation, real practice, theory, and all the main practical components of the teaching-learning process of the English language.

Certainly, the methodological axis of the teaching major develops relevant contents for teaching a second language at many levels; however, there is still a lack of specific material contents regarding the teaching of children and the appropriate strategies to guide kids through the learning process, and specifically it can be said that there is no previous expertise to be able to teach preschool children in a professional way.

Therefore, the inclusion of the specific didactic contents and real practice at the preschool level in the methodological axis is a pertinent necessity since the graduates must be

fully trained during the major and acquire appropriate experience to ready themselves to teach at every level.

Finally, the expectation on the methodological axis is to help students to put into practice the theoretical knowledge they have acquired through real teaching experience, and appropriate methods to teach learners at every level and different ages. Researchers' perception as students of this major is that there exists an evident deficiency in theory and practice towards didactics contents and training when teaching preschoolers. Even though, English Language Teaching III course provides a range of methods and approaches when teaching children, those do not fit all learner's characteristics according to their age and level.

As a result, the need of inclusion of didactic content at preschool level emerges urgently per growing demand on society to prepare people looking to grow up a professional level.

CHAPTER 1: STATEMENT OF THE PROBLEM

1.1 IMPORTANCE

The topic of this investigation becomes relevant for the researchers because they have first- hand information from graduates of the English Teaching major of some experiences they have faced when teaching at the initial education level. Even though the major focus is on the teaching area, Practice I and Practice II courses do not provide enough encouragement for the development of the teaching skills related to the initial education level.

This is the case of the students taking Teaching Practice courses, subject in which each of them is assigned to a certain group of students; this process is randomly done for each student in those courses; as a result, not all students have the teaching children experience; furthermore, the opportunity to teach students under 6, 5, and 4 years old is non-existent. For this reason, the first work experience when teaching at the initial education level can become both complicated and stressful due to a lack of methodological base regarding teaching preschoolers such as no contact with them.

Therefore, the main purpose of this investigation is to find out what are the didactic components that are necessary to include in the methodological axis of the English Teaching Major from the Foreign Language Department from the University of El Salvador. Also, to provide future teachers appropriate tools to have a better professional development when teaching at the initial education level. The target of this investigation is to analyze from the current curriculum subjects, content and activities that are necessary and has not been included as part of the curriculum for this major, the importance of this analysis is because this content will prepare future teachers to reach an appropriate performance and be able to transmit their knowledge when teaching at the initial education level.

The researchers would like to help future teachers that will graduate from the Foreign Language Department through driving this research so they can receive as much guidance, help and direction as possible at the moment to become an English teacher. By having enough support future teachers will feel positive based on the didactic knowledge they have acquired through the major; also, they will feel confident when the time to teach at initial education level arrives, this will improve their performance when giving classes and help preschoolers to better develop their Learning Second Language process.

While doing this research, researchers may try to emphasize that teaching at an initial education level may be more complicated as it seems to be. Researchers show different sources that can be used in order to encourage or make the process of acquiring a second language easier when it has to do with kids; such as fun and group activities that have to do with practicing, and learning about a second language.

Therefore, the researchers consider this investigation important because it will definitely have some impact on the following aspects:

Increasing professional quality in the TEFL field since including teaching at the initial education level would complete the educational requirements in this field. Also, through the addition of a training for teaching children the current methodological axis of TEFL could improve. Training in which future teachers could improve their performance at the moment of teaching preschoolers. Besides, the training of the students of the English Language Teaching major would achieve the didactic knowledge and experience to deal with preschoolers, which will allow future teachers to get easily involved in the labor area when teaching to kids especially at the initial education level.

Furthermore, future teachers' expectations about teaching as a career will increase and they will feel prepared enough to face any challenge with confidence when the opportunity to teach children becomes available. This will avoid that the future teacher gets struggle when

challenging situations come and lead them to look for pedagogical resources by their own resorting to read articles, watching videos about how to prepare a class to teach properly to children from basic level, feeling stressed about being not prepared to teach kids, being afraid about what they are doing correct and what they are doing wrong, because they do not have any previous guidance or experience on this field. This is the case of many graduates of this career according to the data collected through a questionnaire that was administrated by Nataly Quijano. That is why, receiving all types of methodologies regarding teaching children will give them experience and confidence.

Another important aspect is adding specialized content specifically to prepare students to teach children. This can be beneficial for all the community from the English Teaching major as they can reflect this knowledge in their curriculum that can give them more opportunities to be hired by any educational institution when looking to perform at the end of the major and get a job as a teacher.

At the end of this investigation, the researchers would like to suggest improvements on teaching methodologies that will facilitate the development of teaching skills on future teachers specifically when teaching at the initial education level or beginners, providing a Didactic content guide regarding preschool level.

1.2 MAIN RESEARCH QUESTION

What are the key didactic contents that are necessary to include in the methodological axis of the English Teaching Major of the University of El Salvador in order to strengthen the development of teaching skills at the initial education level?

1.2.1 Subsidiary questions

- What is the most suitable subject of the methodological axis to include the didactic preschool contents?

- Should Teaching Practice courses include contents related to preschool level to favor the development of skills in graduated teachers?

1.3 OBJECTIVES

1.3.1 General objective

To analyze written investigation works published by experts on the teaching area about developing teaching skills at initial educational level.

1.3.2 Specific objectives

- To take the most relevant points presented by experts in teaching at an initial educational level that could improve the teaching skills developed by the graduates of the English Teaching Major.

- To identify what kind of didactic strategies oriented to Teaching English as a Foreign Language to kids at the initial education level must be part of the Didactic contents offered to students registered in the English teaching Major at the Foreign Language Department of the University of El Salvador.

- To suggest a possible guideline content for Teaching English as a Foreign Language at the initial education level to be added to the methodological axis of English teaching Major at the Foreign Language Department of the University of El Salvador.

CHAPTER 2: METHODOLOGY

2.1 **Research approach:** Qualitative

2.2 **Type of study:** Bibliographical study.

Bibliographic research is characterized in the use of secondary data as a source of information.

This research allows to relate the main topic of the research with existing data that precedes from different sources.

Therefore, the collection of these secondary resources allows the researchers to formulate the hypothesis, the research question and develop the research topic in a systematic and organized way.

2.3 Steps for the research design.

First, researchers did an exhaustive surfing through the internet with the goal of finding enough articles to be able to supply as much details as possible about the bibliographical research that it is going through.

Second, after having found enough articles to enrich the research, the researchers made a selection of the most relevant articles that contribute information for this project. In total 12 articles were taken into consideration:

1. 5 TPR Activities for Kids to Get Their Wiggles Out. (https://bit.ly/36nYvnH)

2. The Grammar-Translation Method (https://bit.ly/2Io4PCZ)

3. The Direct Method https://bit.ly/3lg3gWw

4. The Oral Approach and Situational Language Teaching https://bit.ly/2Uo95pb

5. The Audiolingual Method https://bit.ly/3lg3mx

6. Teaching approaches: what is the silent way? https://bit.ly/38qwsqf

7. Communicative Language Teaching (The Communicative Approach)

   https://bit.ly/3ncUfhh

8. Natural Approach https://bit.ly/3paKNNn

9. ALTERNATIVE METHODS https://bit.ly/32t4MwV

10. The Natural Approach https://bit.ly/35JqGy7

11. The Monitor Hypothesis https://bit.ly/37mvqZZ

12. Stephen Krashen's Theory of Second Language Acquisition https://bit.ly/36yMNYr

Third, besides taking into account the previous important articles, the researchers based this research on graduation works from different universities which were totally significant and important for this bibliographical research. Therefore, seven graduation works were used to carry out this investigation.

2.4 Regarding population and sample.

The 12 articles and 11 graduation works were involved in this stage of research.

The eleven graduation works taken into account are the following:

1-HOW THE LACK OF ENGLISH DIDACTICS AND TEACHING PRACTICE ORIENTED TO CHILDREN AFFECTS GRADUATES' PERFORMANCE WHEN TEACHING STUDENTS FROM 6 TO 12 YEARS OLD. CASE: GRADUATES FROM THE LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA FROM THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.

2- La preparación inicial en didáctica para la enseñanza del inglés en la escuela primaria. (The initial didactic preparation for the teaching of English in primary school)

3- Aprendizaje y técnicas de enseñanza del inglés en la escuela (Learning and teaching English techniques at school)

4- Inglés para Preescolares: Una Tarea Pendiente en la Formación Inicial Docente (English for Preschoolers: A Pending Task in Initial Teacher Education)

5- La enseñanza escolar temprana del inglés (School teaching early english)

6- NUEVAS ESTRATEGIAS DIDÁCTICAS PARA LA ENSEÑANZA Y EL APRENDIZAJE DEL   INGLÉS EN EL PREESCOLAR (NEW TEACHING STRATEGIES FOR TEACHING AND LEARNING ENGLISH IN PRESCHOOL)

7- La Enseñanza del Inglés como segunda lengua en Educación Infantil: Propuesta de Intervención A Través del Método Artigal y TPR.   (The Teaching of English as a Second Language in Early Childhood Education: Proposal for Intervention through the Artigal Method and TPR.)

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

9- ESTRATEGIAS DIDÁCTICAS PARA LA ENSEÑANZA DEL IDIOMA INGLÉS A NIÑOS DE PREESCOLAR: EL CASO DE UN COLEGIO EN COLIMA, MÉXICO (DIDACTIC STRATEGIES FOR TEACHING THE ENGLISH LANGUAGE TO PRESCHOOL CHILDREN: THE CASE OF A SCHOOL IN COLIMA, MEXICO)

10- Enfoques teóricos para la adquisición de una segunda lengua desde el horizonte de la práctica educativa. (Theoretical Approaches to Acquisition of a second language from the horizon of educational practice)

11- Total physical response (TPR) Activities in Teaching English to Young Learners.

2.5   Research instruments

2.6   2.5.1 Data collection

Initially researchers selected the research topic and waited for the approval of the authorities of the Foreign Language Department. Then, searching the web for different sources of references and references to the topic of investigation, selecting a wide selection; posteriorly delimits these resources, selecting the most accurate and adequate ones for the investigation. There were selected 12 articles and 11 investigation works from different universities. Having the resources, the researchers started to read in depth, analyze and select through citations or paraphrases the most relevant and necessary information for every single resource.

This chart provides the most important information in a detailed way about the material founded to develop this research:

Author	Article, book, web page, magazine, etc.	Main ideas/ Key information found
E. Schütz, R. (April de 1998)	Stephen Krashen's Theory of Second Language Acquisition.	-Communicative and comprehensible input -Learning' is less important than 'acquisition
Candelario, B. A., González, S. E., & Gutiérrez, W. O. (2014)	How the lack of English didactics and teaching practice oriented to children affects graduates' performance when teaching students from 6 to 12 years old. Case: graduates from the licenciatura en idioma inglés opción enseñanza from the foreign language dep. University of El Salvador.	- Are graduates from the Licenciatura en Idioma Inglés Opción Enseñanza trained to teach a competent English class to children? -How lack of Teaching children methodology affect teachers' performance from the Licenciatura en Idioma Inglés opción Enseñanza.

Canga Alonso, A. (2012)	El método de la respuesta física (TPR) como recurso didáctico para el aprendizaje del inglés en educación infantil	-Modelo similar al que se emplea para la enseñanza de la lengua materna. -Docente encargado de crear los contextos adecuados para exponer al alumno a la lengua meta de la forma más eficaz posible
31 de January de 2016)	Comprehensible Classroom	-Guarantee accurate input -Activities that allow teachers be good teachers even when they are having a bad day.
D, S. (2021)	5 Total Physical Response (TPR) Activities That Every Language Teacher Should Know	-Comprehension is the first step to language acquisition, not word production. - Practice and listen. It's been proven effective for teaching beginners of foreign languages.
- Preschool Educational Resources	*Education.com*	- Learning Library resources.
- (Edufichas, s.f.)	*Edufichas*	- Las tarjetas didácticas sirven para estimular la memoria activa. - El sistema de Leitner
- (Junio de 2011)	*English Teaching*	- Input hypothesis of a second language acquisition. - The ability to produce the language and the natural interaction comes from the acquired competence
- English Teaching Games	Games. Top 11 ESL Circle Games for Kids.	-Motivational games that stimulate learning in young learners.
González, Y., Cabrera, N., & Martínez, N. (2018)	A Proposal to Reduce Classroom Management Difficulties Identified in Novice Student-Teachers from the Bachelor of Arts in English with Emphasis in Teaching from the Foreign Language Department at the	- Teachers now find themselves teaching in primary school even though they have not been trained for this level. And even for teachers who have been trained, there is a lack of books concerning this important aspect.

	University of El Salvador when Performing the Teaching	- A well-managed classroom increases learning because students spend more time on task
-	How to teach young learners like a pro	-Know that children at this stage understand more than what they are able to produce verbally. -How to teach preschoolers: Activities, songs/gestures, worksheets and stories.
Lisbeth, A. W.	Teaching English to Children. *Longman keys to Language Teaching*	- Comprehension-Aiding Supplementation - Important skills/strategies
McLeod, J., Fisher, J., & Hoover, G. (2020)	The Key Elements of Classroom Management	
Peace Corps Information Collection and Exchange (ICE). (2008)	*Classroom Managment*	- Managing Classrooms to Maximize Student Learning - Classroom Management Skills - Teachers Effectiveness - Strategies for Classroom Management
Rogers, C. (1987)	*Alternative Methods*	-The natural approach - Communicative Language Teaching.
Romeo, K.	*Krashen and Terrell's "Natural Approach"*	- "real communication" and "learning." -Acquisition.
Scott, W. A., & Ytreberg, L. H. (2006)	*Teaching English to Children.* Longman, London, New York	-Teaching English to very young learners -Visuals and other teaching aids
Strawbridge, J. (2021	*Simon Says, Don't Stress! 5 Active TPR Simulations for a Happy Foreign Language Classroom*	-Listening Comes Before Production - Listening comes before production.
-Didactic Material	*Teaching Resources and Activities for Teachers, Parents, and Students*	**-** Flashcard Sets

CHAPTER 3: MAIN FINDINGS

The initial education of a second language intends to be in favor of developing the childhood in a comprehensive way; since, it is directed to children to develop their skills from an early age and discover their interest by languages which greatly impacts the intellectual development of our country. Nowadays, the English language is a very important and recognized language to unfold in the labor field.

Therefore, education at the initial level is so important and demanding today that higher education institutions are required to prepare future teachers with the most successful teaching strategies; this is because those future teachers need to provide high quality of teaching to preschoolers in order to meet parent's expectations; and also, to know how to properly handle the learning process of second language learners.

In addition, it is important to introduce Maria Montessori, who is one of the most representative pedagogues in the history of teaching. Montessori's teaching methodology emerged in the 19th century as one of the most relevant and revolutionary methodologies which caused a great impact in the early education level and even nowadays. Researchers would like to point out that Montessori's method bases their principles on self-motivated growth for children in all areas of their development: cognitive, emotional, social, and physical. Besides, the current Montessori classrooms include different study areas: Practical life, Sensorial, Language (in which teaching of a second language can be applied), Mathematics, Culture and Art. Also, this methodology allows to the kids to move around and learn by themselves as a free learning environment, there is no expected time to achieve a task, permit children to explore the world through their senses, promote concentration, isolate the difficulties, there is no reward or punishment when developing a task since failure is part of the learning process, furniture

and didactic materials are personalized to create a proper learning environment in order to develop autonomy, confidence and children discipline.

For that reason, in this investigation three main methods regarding the teaching of children will be developed. Those methods facilitate the teaching process specifically at the initial education level, due to the teaching techniques and strategies which are the base of these methods. These methods are as follows:

3.1 Total Physical Response (TPR)

The Total Physical Response method emerged in 1965 by Dr. James Asher, psychologist, and is based on the experience of how humans learn their first language. (Candelario, González, & Gutiérrez, 2014) stated that:

The secret is a unique "conversation" between the parents and kids. Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth. (p.26)

This method is focused on listening and understanding directions that include demonstration and instructions not intending to make children participate but retain knowledge to then be able to produce what they have learned by watching, listening and imitating body movements. These movements must match within what they are listening to. For this to happen it is highly required to create a proper atmosphere in which learners feel comfortable and confident about the material that is around them, in order to help them to release stress and feel relaxed at the moment of learning.

3.1.1 The TPR styles

The TPR method is able to fit all learner's characteristics because it integrates different learning styles. On this method, the teacher's goal is to help students to proper develop the three following learning styles:

3.1.1.1 Visual:

This style comprises learning what is seen as pictures, diagrams, illustrations, and what is in the environment. In addition, students through this style are able to transform spoken instruction visually, such as when they watch a video, they are able to remember and learn a lot from what they observe.

Some important characteristics of a visual learner are:

- Good at remembering people's faces

- Accurately recognizes body language and facial expressions

- Able to picture things in their mind

3.1.1.2 Auditory:

This style consists of learning by listening. Auditory students process what they hear quickly, therefore, in the case of preschoolers it would be much easier for them to learn through songs or sounds since they process it very efficiently and retain that information.

Some characteristics of auditory learners are:

4   Good at remembering people's names

5   Aware of and easily distracted by sounds

6   Enjoys listening to audio books and storytelling

7   Prefers classes in lecture format

8   Enjoys rhymes and rhythmic pattern in language

3.1.1.3 Kinesthetic:

This learning style is very essential for preschoolers as they like to imitate behaviors, to be protagonists of their own learning, that is, they learn by doing. Young children really like to experiment and they do learn that way, because they understand how many things work or behave. In addition, they are lovers of physical activity, jumping, making gestures with the face, movements with the body, hands, etc. Kinesthesia is an important part of toddler learning.

Some characteristics of kinesthetic learners are:

4   Good at learning through hands-on experience

5   Often bored with traditional textbook learning

6   Likes to move around and explore their environment

7   Likes to touch objects and people

8   Would rather participate than watch

3.1.2 TPR techniques and activities

It is important to mention that TPR involves language and gesture related to listening, comprehension and speaking that are some of the most important characteristics when implementing a TPR method. It is important to mention that TPR is a free method in which only concern is that children learn stress-free for both teacher and students to make a strong connection that will help them in their role in the learning process. There are some activities that can be included in the classroom by the teacher that are perfectly designed for the TPR method when teaching Childs that will make the learning process easy. Activities related with Speaking or comprehension are:

3.1.2.1 Repetition

Repetition is an important technique that complies with one of the TPR purposes, which is to allow children to better understand/comprehend and imitate when the teacher repeats and makes movements with his body to let children know what he is referring to.

According to (D, 5 Total Physical Response (TPR) Activities That Every Language Teacher Should Know, 2021) tree important examples of repetition are:

- **Story telling:**

You should really focus on key phrases you want to teach the class, not the story itself. The plot, the twists and turns of the story come second to the meaningful and memorable words and phrases you want your wards to integrate into their long-term memory. For example:

Keep repeating *"ojos"* and pointing to your eyes as you go through the awesome things Billy sees in the city. He sees a fleet of cars, *"ojos."* He sees a dog walker, *"ojos."*

There are ways you can employ repetition in the story without being repetitive. For example, with *ojos,* you can do the following:

Point to your own eyes

Ask the students to point to their own eyes

Ask students to point to your eyes (or a classmate's)

- **Simon says with a twist:**

In this activity, you organize the class into two groups. You can go boys versus girls or any grouping you want. Each group sends a representative for every round. They stand at the back of the class, near the wall, with their eyes fixed on you. The teacher will play "Simon" and come up with creative commands and actions with which your students would then have to perform, for example: Jump three times! Cry! or Turn around!

The student who gives the correct response gets to take a step forward towards the "Finish Line." The one that reaches the finish line first wins 1 point for the team. The team who gets 5 points first wins the game.

- **The Amazing race**

In this activity the teacher divides the class into teams and asks them to perform some commands that the teacher had previously prepared, for example: Bring me a yellow object! shout your favorite color! dance the Macarena! etc. It is recommendable to develop this activity in free areas for children to be able to move with freedom.

3.1.2.2 Top-down approach

The approach is developed from a general idea to a specific one. When using the top-down approach it is necessary to use previous knowledge to be able to understand what the whole core of the context will be based on our background knowledge that consists of a context, and what the result of the activity will be matching with the information received. A good example about how this approach can benefit students is giving students pieces of information, words, and important ideas of a listening task part of the activity to develop in class so they can use previous knowledge or background knowledge to predict what the content included in the listing will be.

According to (D, Stevie, 2021) there are some activities that can be developed with this approach:

- **Walk the Talk:**

This is a TPR game where you divide the class into two or three groups of equal numbers, then let the kids form a line.

Call the kids at the front of each line into a group huddle, and whisper into each ear some action-oriented instruction. Then send them back to their groups.

Shout "Walk the talk… go!" and the first student will pass your instructions down the line by whispering it to the student behind them. Then the second kid will pass it to the third kid, and so on and so forth.

The last person in the line runs to the front of the class and performs the action required. The team that performs the correct action first gets the point.

In this activity, everyone will have the chance to receive the message, pass the message along and, finally, act away—this is possible because in each subsequent round the teams rotate roles. The last person in line becomes the first, and the first person in line drops down to the second spot, and so on.

Adjust the difficulty of the instructions according to the linguistic level of your wards. Be creative with your instructions, and you will be rewarded with a fun time watching your students come out of their shells. For example, tell them to, "dance the Running Man," "sing 'Call Me Maybe' "stand on one leg" or "draw your crush on the blackboard."

You will notice that, while students are actively playing this game, your instructions will evolve as they pass from one student to the next, much like the classic game of "Telephone." It will give you a laugh to witness students give performances that are wildly different from what you're expecting!

After each round, try to reinforce the learning by reviewing and letting all the kids do the required action as a class.

- **Weird Vocabulary**

One of the convictions of TPR is that, by pairing a certain vocabulary word with a certain movement, the memory of that word becomes stronger for students.

Is a technique where you use exaggerated or funny movements in order to make a word more memorable. First, you create a link between a word and a very specific movement. Then, you

have your kids repeat the word and movement together. After that, you can try to always accompany *that* word with *that* movement in future classes.

"Movements," in this case, can refer to hand gestures, body language, dance moves, eye movements, body orientation and facial expressions.

Next, to make this even more interactive, you can lead some drills based on this. For example, you can do the chef gesture and have your kids shout out the profession—or alternatively, you can say "*koch*" and have the kids act it out.

It will be very obvious who still has not fully gotten the lesson, because you will notice when your kids all jump to act, as well as when they hesitate or look around before moving. If there seems to be some confusion, repeat your words and movements again.

- **Boot Camp**

This TPR activity is best done outside of class, perhaps on the playground or in the gymnasium. Students will have so much fun that—with the jumping around plus the change of scenery—they will soon forget they are actually still in a language class.

Arrange your class into a small platoon, and play a drill sergeant who barks out orders aggressively yet humorously. Feel free to dress for the role, complete with whistle and hat. Treat your kids as new recruits, teaching them vocabulary through TPR, military style.

Make it as fun as possible. Start with the basic facings and marching to teach them "left," "right," "start" and "stop."

Proceed with exercises, like doing jumping jacks and push-ups, making sure to count in the target language and encouraging your kids to count with you. Do not limit yourself to military commands. Increase the complexity of orders by commanding your platoon of cuteness to "raise your right hand," "open your mouth," "close your eyes", "hug the person on your left" and so on.

In Boot Camp, a proper context for the target vocabulary is created because they are veiled as commands.

3.1.2.3 Memoirist association:

This is a very important technique characterized by association between language and movements. This technique is like a footprint that is intended to be marked on children and can be oral or motor, that is, through meromictic association, children can develop the sense association between a movement or action when they listen to a word, or different specific words.

According to Asher (1966, 1969 a, 1969b, 2000), referenced by (Canga Alonso, 2012) "tal asociación se produce en el hemisferio lateral derecho, puesto que el hemisferio izquierdo sólo aprende cuando el derecho actúa, aspecto que contrasta con los enfoques audio-linguales que se centraban en los elementos procesados en el hemisferio izquierdo". "Además, este enfoque sigue los principios del desarrollo del niño de Piaget e incluye elementos propios de los métodos humanistas para tratar de eliminar los filtros afectivos que puedan impedir o dificultar el aprendizaje, por lo que la clase ha de generar un clima de relajación, tranquilidad y confianza que elimine tales impedimentos. (Vygotsky 1995)", quoted by (Canga Alonso, 2012)

(Strawbridge, 2021) points out that some of the most relevant memories association activities are:

- **The Architect**

This is a flexible simulation that you can tailor to your students' comprehension level. You are the architect and your students are builders, following your directions for creating and demolishing structures. You will need to bring in some toy building blocks and split them up among small groups. The simplest version of the architect simulation is a straightforward demonstration-and-imitate TPR activity with the blocks. For example, the teacher directs the students to "Put 10 blue blocks in a star shape" or "Build a wall with 25 square blocks.

- **The Taxi Driver**

To prepare for this activity, you will need to push all the desks to the perimeter of your classroom and lay down a grid in masking tape on your floor. Then, split your students into pairs. Here is how it works:

One student, the "passenger," stands behind their partner, the "driver."

The passenger gives directions in the target language, telling their partner to drive forward, turn left, turn right, go ahead three blocks, etc.

- **The Treasure Hunt**

To prepare for this activity, first pick your treasure. It can be anything from a bag of candy to a tissue box; the significance of this activity is the hunt itself. Decide where in your classroom you can hide it from sight. Then come up with a list of tasks for your students to accomplish before finding the treasure.

Let's say you hide your treasure in a cabinet in the back of the classroom and you want the students to accomplish four tasks before they find it:

The first task could be "Stand up," to get them out of their desks.

Next, "Walk to the window."

Then, "Touch the cabinet."

Finally, "Open the door."

3.2 Teaching Profiency Through Reading and Storytelling (TPRS)

Teaching Proficiency through Reading and Storytelling also known as TPRS was invented by Blaine Ray in the 1990s. He was a Spanish teacher in California. The methodology was influenced by both Stephen Krashen's theory about Comprehensible Input and by Dr. James Asher's method called TPR (Total Physical Response). Ray was facing a non-engaging teaching methodology season class, so he tried to do something different and engaging to catch

students' attention. That is why Ray started to incorporate actions and gestures using comprehensible input in his teaching.

In order to, better understand what TPRS stands for and what includes; The TPRS teaching method can be break down into three major steps for greater ease:

1. Pick target words and establish their meanings.

2. Tell a story using the target words.

3. Give students a reading that uses the target words.

3.2.1 The TPR important steps:

3.2.1.1 Step I: Establishing meaning

As claimed by (Lu, 2019) "establish meaning is the baseline of providing comprehension" Mason (2019) referenced by (Lu, Teaching Proficiency through Reading and Storytelling, 2019) states that "accomplishes this goal by using several forms of "Comprehension-Aiding Supplementation", such as (1) visual supplementation, which includes drawings, facial expressions (e.g., surprise, sleepy, angry, happy, etc.), and physical movements (walk, run, sit, crouch, hide, etc.). (2) linguistic supplementation, such as writing the words on the board, rephrasing using simpler words (synonyms), and providing occasional translations, and (3) taking advantage of the students' knowledge of everyday life."

This step includes introduction and pre-teaching of the basic vocabulary items and structures before the storytelling activity. TPRS aims at teaching the most basic words and structures, therefore the target items are selected from the list of the most frequent words of a language, and the most common structures are preferred (Ray & Seely, 2004). (Kara, 2019) TPRS recommends L1 translation, gestures and Personalized Question Answer (PQA) techniques as possible ways to introduce the new input and practice it. Through PQA the teacher asks the learners personalized questions about the target item to contextualize it, promote their interest and motivation, and provide repetition. (Kara & Eveyik-Aydın, 2019, p.137) (Kara, 2019)

3.2.1.2 Step II: Asking a story

This is the core step of TPRS when the storytelling is used to teach the target vocabulary and structures through multiple repetitions. As the story progresses, the students are frequently asked creative and/ or comprehension questions to check comprehension through a technique called 'circling'. This technique involves yes/no, either/or, and wh- questions. In this stage, the students are involved in the creation of the story; they can name the characters, add details, make changes, and even create parallel stories. During the whole process, the story is acted out by the volunteering students who often use props and are directed by the teacher to act the lines accurately. The learners are involved in the learning process, they are active and feel comfortable. Being concentrated on the plot and the way the story is acted out, the students do not notice how they use and acquire the target items. (Kara & Eveyik-Aydın, 2019, p.137) (Kara, 2019).

3.2.1.3 Step III: Reading a story

At this step, the students read the same story as in the previous step, discuss it and translate it. Next, follow-up activities are done, which may include writing activities (e.g., writing a different end for the story), quizzes and relating the text with grammar (Kara & Eveyik-Aydın, 2019, p.137) (Kara, 2019)

Even though TPRS has been mostly implemented in the context of older learners' class; Step I "Establishing Meaning" and Step II "Asking a Story" can be adapted for very young learners (preschoolers). According to Lu (2019) the Step II is perhaps the most challenging part of TPRS because it takes a lot of practice to develop a good skill level. That is why Lu addresses four planning principles and five important skills or strategies for story -asking. (p.2) (Lu, Chinese Language Teaching Methodology and Technology, 2019)

3.2.2 Planning Principles in TPRS stories

3.2.2.1 Planning Principle 1: TPRS Story

TPRS story follows a basic structure of three parts where (1) the main character has a want or need, (2) he/she embarks on a journey to fulfill this want or need and makes at least two attempts, (3) at the end, he/she eventually reaches a resolution, most of the time in an unconventional, or even bizarre way (Lu, 2019, p.2-3). (Lu, Teaching Proficiency through Reading and Storytelling,", 2019)

3.2.2.2 Planning Principle 2: Three Phrases/Structures

In order to carry out this basic story structure from the beginning to the end: A seasoned TPRS teacher selects 3 phrases which could propel the story forward. As TCI (Teaching Comprehensible Input) expert, Laurie Clark often puts it, the effectiveness of these three phrases could be evaluated when they are placed on the spectrum of a good story, whether or not these three phrases could trigger some actions, reactions, feelings and emotions within the characters and readers. Therefore, whether or not a story could fly depends on the selection of these three phrases as well as a TPRS teacher's skill level. Here are a few examples of three phrases/structures:

A. Would like to have	lonely	go to
B. Has/have	want	desperately
C. likes apples	eat strawberries	no hotdogs

In groups A and B, the choices to complete each phrase are open; there is an endless possibility for whatever students might suggest. If you are bound to teach thematic units, these choices could be food, clothes, transportation, or school supplies…It is also easier to create many parallel stories by repeating the same structures. If you have autonomy in your teaching, then

you have the freedom of interwoven targeted and non-targeted comprehensible input in your instruction. Your lesson could be even more optimal and compelling. Now, let's examine the elements of the story further. Group A is ready to send the main character on a quest, while group B tells us that something bad is going to happen. Group C gives the teacher tight control of which vocabulary to use in the lesson, but it lacks natural chemistry to create interest. Many teachers new to TPRS, because it is difficult to shake off the influence of teaching with thematic units, tend to choose group C, but then they get stuck in the story asking process.

3.2.2.3 Planning Principle 3: Storylines and Variables

After these three phrases/structures have been selected, an experienced TPRS teacher drafts a loose storyline on paper or just in her head. She has a basic sense of where she might want to take her students through this collaboration process, but she does not map out every detail. I purposefully use the word "loose" here to emphasize that an experienced TPRS teacher is not afraid of giving students a voice and choice. Rather, it is a sincere gesture to empower students to take on the ownership of learning together. It is like driving a truck with your students together on a journey; while you steer the wheel and keep your eyes on the destination (language acquisition), you allow yourself and students to enjoy the process of driving by inviting them to constantly inform you on what they see on the journey, rather than strictly limiting them to only tell you what you want to hear on the journey.

Let's use group A as an example again. A loose storyline could be:

Kylo Ren would like to have a friend, he is lonely, he goes to Ray and says…. Or

Kylo Ren would like to have more power, he is lonely, he goes to Ray and says….

The underlined words that can be replaced in a TPRS story are called variables. Do you see that by manipulating these variables, one could effortlessly have a totally different outcome of a story? More intriguingly, an experienced TPRS teacher often prepares 2 or 3 storylines in her head containing the same essential phrases for repetition, comparison, contrast and personalized

questions and answers (PQA), for optimal acquisition. I used famous movie characters in the above storyline. Primarily, it is because the new Star Wars movie has just been released. Kylo Ren and Ray are pretty much on viewers' minds now. If this movie is not current, I might use something totally different. In addition, providing variables such as "friend" or "more power" will definitely set the main character on a very different quest.

Therefore, feelings, thinking, sayings, actions and reactions which follow would differ as a result.

(Fillipescu, 2018)

3.2.2.4 Planning Principle 4: Choose A Main Character

In many stories, TPRS teachers often use their students as the main characters who need to figure out some life challenges or explore the world together. If it is necessary, they use movie stars, well-known characters or celebrities, as antagonists. The purpose is to protect their students' images, identities and wellbeing, as well as building rapport and trust among each other. Let's put this into practice with another specific example. Let's say Sam and Charlie are two students in your own classroom. A loose storyline could be:

Sam would like to have a friend, he is lonely, he goes to Charlie and says: I am sorry…Or Sam would like to have Charlie at his house on Friday, he is lonely, he goes to Charlie and says: Are you busy this Friday….

If this storyline includes celebrities, then, the storyline could look like this: Sam would like to have a friend, he is lonely, he goes to Hollywood and sees Johnny Depp, he says: Would you like to be my friend? But Johnny Depp is crazy. Sam does not like Johnny. Sam would NOT like to have Johnny Depp as a friend. Sam is lonely. Sam would like to have a friend. He goes to Charlie and says: Would you like to be my friend? Charlie is nice. Sam would like to be Charlie's friend; Charlie would like to be Sam's friend. Sam is happy. (Lu, 2019, p.3-4) (Lu, Chinese Language Teaching Methodology and Technology, 2019)

3.3 NATURAL APPROACH.

The Natural Approach was developed by Dr. Tracy D. Terrell, professor of linguistics at UC Irvine and UC San Diego (later UC San Diego) and Dr. Stephen Krashen, professor emeritus of linguistics and education at USC. It is part of the nativist theories. This method supports the exposure and immersion theory in the target language. The development of the basic communication skill is more important than the written production of the students such as grammar content. Grammar does not play an important role in this method due to this method being focused on acquisition of the language rather than writing production. This method does not include repetition structures, and the grammatical exercise needs to be performed outside of the classroom. The core of this method is teaching communicative skills and the natural approach is one example of it. What is the difference between acquiring the language and learning it? When you study you memorize grammatical rules, and conjugations of verbs in the target language, but to do this will not necessarily make you to be fluent when speaking however when you left your country and go to live to a foreign country with a different language, you eventually will get used to that language, due to that exposure you will be acquiring the language naturally.

In the natural approach the production process is allowed to emerge in stages: these stages typically consist of: (1) respond by nonverbal communication, (2) response with a single word: yes, no, there, O.K., you, me, house, run, come, on etc., (3) combination of two or three words: paper on table, me no go, where book, don´t go, etc., (4) phrases: I want to stay. Where are you going? The boy running, etc. (5) sentences, and finally (6) more complex discourse. The grammatical accuracy of the learner is very slow in early stages and increases slowly with increased opportunities for communicative interaction and acquisition. That is why the students

are not forced to speak before they are ready. Also, speech errors which do not interfere with communication are not corrected. (Romeo)

3.3.1 There are some hypotheses involve in this method

3.3.1.1 The Acquisition-Learning Hypothesis.

It is important to mention this hypothesis that is part of Stephen Krashen's theory of Second Language Acquisition which includes 2 ways of developing linguistic skills: Acquisition and Learning. It is important to point out that from Krashen´s perspective Acquisition is more important than learning. In order to have a clear idea about differences between both methods researchers would like to provide some definitions about both methods.

- **Acquisition**: This is a process of developing competences in which it is necessary to involve the target language in order to implement real and natural communication. The purpose is to be able to generate a way to let students acquire and speak a second language in a natural way as the way that children acquire their first mother language in an unconscious way with the purpose of communicating. This method concentrates on letting learners have a natural way to reply to what they have learned through the speaking method that is more important than the way they speak.

- **Learning**: It can be called the process of a formal way to learn a second language in which includes processes that lead to a conscious way of acquiring knowledge from a target language such as grammatical structures, vocabulary from a specific subject. This process provides learning content to students for them to be able to transmit their knowledge through planned activities. It is important for this stage that the learning process occurs so teachers can get into a correction error process that will help the development of students in the process of replying to content learning from a target language.

3.3.1.2 The Monitor hypothesis

This is a hypothesis proposed by Krashen in his theory. This hypothesis is mostly focused on communication between the second language learner and the monitor in charge of making corrections to the second language learner when applying the knowledge of the second language to improve the practice as much as possible. It is possible to say that the acquisition method is the initiator of the learning process and the learning system acts as the "Monitor" or "Editor". The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal.

- They focus on form or think about correctness

- They know the rule.

When it refers to time, it means that learners need to be able to retain or remember the previous knowledge acquired and be able to reply through communicative channels such as speaking and also be able to use this conscious knowledge they have learned through rules or grammatical content.

The meaning of focus on form tells us that it is important to be able to communicate using language, however it is also important the way learners communicate and be conscious about the proper way to do it and not be focused on what we want to express. It is important to keep checking about mistakes that learners tend to make related to expressions.

Knowing the rules is fundamental when practicing the target language as it is necessary to remember or know the rules by heart for the learning cause a sense of clearness, understandable and make him comprehensible.

It is important to mention that conscious learning tends to be limited in a second language. According to Krashen, "the role of the monitor is minor, being used only to correct deviations from "normal" speech and to give speech a more 'polished' appearance".

Monitor hypothesis is also divided in three types of ways to use it, according to as McLaughlin (1987) learners use the monitor differently due their individual differences. (English Teaching, 2011)

- **Monitor over-users**

Commonly used for second language learners to correct themselves using grammar structure, Learners also have a lack of fluency. Learners use the monitor hypothesis most of the time.

- **Monitor Under-user**

This is the contrary to the over-users that base their correction on grammar rules, on this stage learner speaks the way they consider correct based on the base knowledge they acquired from the target language and they don´t pay too much attention to make corrections.

- **The Optimal Monitor Users.**

This stage is the way learners use the three conditions mentioned previously in the best way, learners are able to communicate in an effective way, being comprehensible with their message without taking too much time to do it.

3.3.1.3 The Input hypothesis

This hypothesis is based on language acquisition and not on language learning. Therefore, this hypothesis states that progress and improvement in the learner occurs naturally when the learner receives input that is one step beyond their current stage of linguistic competence. Besides, the input hypothesis claims that listening comprehension and reading are of primary importance in the language program and that the ability to speak or write fluently in a second language will come on its own with time. Speaking fluency is thus not "taught "directly; rather,

speaking ability emerges after the acquirer has built up competence through comprehending input. (Rogers, 1987).

The input hypothesis *relates* with the acquisition or "picking up process" of a language and not to the conscious learning of it. When the acquirer is at stage "i" (representing current stage) and receives comprehensible input "1" (representing new input), that is one step beyond his/ her current stage "$I + 1$"; the acquirer improves and progresses along the natural order. Even though the natural order of language acquisition is predictable it does not mean that all learners are at the same linguistic competence level.

3.3.1.4 The affective filter hypothesis

This hypothesis encloses the Krashen point of view regarding the learner and a number of "Affective variables" that facilitate second language acquisition. These variables would be motivation, self -confidence, anxiety and personality traits. All these variables can work as filters. If the filter is "up" just only part of the input is acquired. This filtering process acts like a gate that "opens or closes" according to our mood. Krashen also points out that a learner with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion is equipped to succeed in second language acquisition. On the contrary a learner with low motivation, low self-esteem, anxiety, introversion and inhibition can raise the effective filter and form a "Mental block" where comprehensible input is not used for acquisition. That is why an appropriate acquisition environment is required in the classroom in order to eliminate anxiety levels and provide pleasant environment learning.

3.3.1.5 The Natural Order hypothesis

According to (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987)

this hypothesis states that grammatical structures are acquired (Not necessarily learned) in a predictable order. Also states that the "acquirers" share some similarities acquiring some grammatical structures earlier and others later. However, it does not state that all acquirers will acquire exactly the same grammatical structure in the same order. Furthermore, Brown discovered that children tend to acquire certain grammatical morphemes or "function words" relatively early than others; For example, the –ing progressive marker as in *He is going to work*, and the plural –s, as in *two hats*, which are usually the first ones to be acquired by children. Contrary to the third person singular –s, as in *He goes to work every day at nine*, and the ´s possessive marker, as in *John´s hat* that is typically acquired late. (Rogers, 1987)

Aside the three previous important methods that are part of the didactic strategies at preschool level, this research involves didactic strategies that follow different appropriate techniques. These are the following:

3.4 CLASSROOM MANAGEMENT

3.4.1 Elementary student behavior.

"Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task" (González, Cabrera, & Martínez, 2018)**.**

It is necessary to mention that based on research made about classroom management when teaching preschoolers in a second language. It seems that one of the factors that make it difficult for novice teacher's development when teaching at an initial education level is the lack of material or information about classroom management strategies; By providing these sources, it should help them to develop a good role when teaching at this level. This will create a feeling of confidence when being in a classroom and definitely better results would be obtained at the end of the learning process.

It is important to mention that the lack of teaching experience with the lack of classroom management knowledge when teaching second language students cause a big impact in the novice teacher´s performance in class when developing teaching activities and control students´ behavior during the class in a proper way, simultaneously. (Peace Corps Information Collection and Exchange (ICE), 2008) For effective classroom management it is important to consider some crucial aspects such as: sitting arrangement, time management, body language, establishing rapport, teacher's roles, disruptive behavior.

3.4.2 Developing a good time management with preschoolers

"An effective time management is one of the necessary skills for success in school as well as in everyday life and in the work world. Young learners need time to practice, rehearse, review, apply, and connect new learning and relate it to their everyday lives and share it as well with peers. Teachers who effectively manage time give their students the best opportunity to learn and to develop personal habits that lead to wise use of time " explain (McLeod, Fisher, & Hoover, 2020)

The best teachers organize their time and organize the activities in the classes. If this is done from the educator, students will take advantage and acquire all the content from the class.

Based on researchers finding teachers or educators have the control over the class and they decide how to control or assign time for every activity. It is important when educators are able to control time management with preschoolers. There are some techniques that can be taken in consideration to accomplish this goal. Such as: Talk about the changing seasons, create a picture Schedule, and Practice Waiting.

- **Changing Seasons**

According to Sharon Duke Stroff talking about season changes can be a good example that might help the educator when organizing time management in classroom for preschoolers, this shows students a transition between seasons, this is a way that shows different stages of the

seasons that makes it easy for children to understand how the time is passing through the year and how seasons transitions is made.

- **Create a picture schedule.**

When replicating time management to preschoolers through pictures is easy for them to understand time transition and activities transitions. This can be represented from different ways such us showing a picture with a sandwich which can mean is time for lunch, a break time can also be represented by a picture of children playing in the ground. Based on this research methodology recommends that beginners can develop a better understanding of the content when this is represented though visual aids.

- **Practice waiting.**

This technique is about delaying gratifications. What is the main purpose of this technique? This improves study habits and grades. Ellen Dietrick stated: "Time management, at its most basic level, is the ability to delay gratification," Who is Ellen Dietrick? She is a creator of Jewish Early Childhood education programs in small-town America. Getting deeper on this technique, it recommends to set high expectations to young learners in regards of activities they like. For Example: Movie day, pet day or any activity that make them get excited. This will cause young learner experience a sense of postponing something and the sense of feeling a good experience.

(Newman, 2019)

(Stroff, 2021)

3.4.3 Impact of the seating arrangement in the preschool level

Seeing this perception as students, there is always an idea that students that sit in the front are more attentive and with more learning motivation that those sit at the back. Educators that have a bit of experience in teaching any field can confirm that students tend to sit at the same place in all the course, either in the front, back, near to windows or doors. Young students also look forward sitting next to any peer or friend that make him feel comfortable. Is this behavior caused for any specific reason?

This might be matter of personality, doing a general analysis students sit at the back tend to be carefree, without interest to catch all class information. Students that sit at the back prefer this location because, it is easier to get distracted by talking with other classmates, passing papers or making jokes through the long of the class. This behavior also includes students that prefer to sit at the window sides, near to doors or any space that might catch attention. This might be due to the lack of care for the content in the class or to avoid get bored while professor developing the course. At the contrary of students sitting at the front of the class, they want to catch all details and information given through the class and also acquire information from the educator in charge of the class. However, when teaching beginners or preschoolers it is necessary to find the most effectives way to make young learners engage in the class.

There is a research that suggests a trend in seating arrangement in education in the early childhood classroom that is called Flexible Seating.

This program allows learners to choose the best place they feel comfortable be sitting to, this provides more confidence to engage classes activities, researchers suggest that allowing young learners to move every hour or between activities create a sensory stimulation when developing tasks. This also includes the allowance for young learns decide which type of site they want to use in the class, this also helps on better performance in the class.

By consider some of the details provided above, it is not difficult to conclude that seating arrangements indeed has an influence in the childhood learning process. For future educators is important to have knowledge about how to prevent and cover all these aspects as this will help to have a successful classroom in which all students be involve in the class and improve in the learning process.

According to the previous information, researchers would like to share some ways to adjust seating arrangement that can minimize distractions and lack of interest from students in the class. This can be applied with all age's students.

- **Row arrangement:**

The room might be divided into some columns depending on the number of students; the extreme ends may have two seats each with the center portion having four seats joined together. The number of rows is decided by the strength of the class. This arrangement gives teachers space to walk among and around the students.

- **Circle arrangement:**

This type of circular arrangements can help to the flow of ideas, opinion and discussion. It is easier for the Educator communicate, control and share ideas about the discussion.

- **Semicircular arrangements:**

This type of arrangements is effective when using audio-visual aids and any interactive activity. According to this source "This ensures clear visibility for every student. Teachers can maintain eye contact with all students and also check to see that they are being attentive. This arrangement can assist in managing the class flow as students are in the open and their actions can be observed."

(Paxton, 2021)

- **Round table arrangement:**

This type of arrangement facilitates if educator is planning on assigning group work. Educator decide the best way to let students join in groups by affinity or random way. This arrangement has some disadvantages for example if the students decide to join or work by affinity this might cause get distracted aside the class activity that might be a problem for the educator.

- **Arranged seating vs. free seating**

Given students the opportunity to choose their own spot can give students confidence that will trigger student's participation. Allowing them to decide next to whom be sit with might be benefit to have a successful participation in the discussion.

As conclusion, educators need to be able to decide based in the circumstances and type of students the best type of seating arrangement that will benefit the class. Even though there are no specific techniques that grants best students' engagement in class, based on findings, educators will need to adequate all this knowledge according to the type of students they have. The lack of investigations or analysis for this type of seats arrangements on young learners definitely make it more difficult. (Hardin, 2017)

3.4.4 Body language

It is important for teachers be effective when developing body language techniques when teaching as this will result in effective communication. If educators are able to achieve a good body language that will help them to improve or better deliver message when teaching a second language learner and will make it understandable.

It is known that gestures, body languages, facial expressions, body postures and hand gestures make the transferring of learning easier and become crucial when transferring knowledge to beginners.

This becomes so important as managing a good body language in teaching that you can teach or make students learn without even say a single word. There is where body languages become important to get a well-managed classroom.

When it talks about teachers for preschoolers or beginners, we imagine an enthusiastic, energetic and dynamic person. It is seeing in that way as it is known that involve teach to young people that needs to be motivated to participate and receive that energy from the educator. (Robinson, 2021)

Nonverbal communication with a child has a big emotional impact in their confidence and how they will develop their learning process in the class; building a good relation between

educator student will result and confidence and good communication. There are some nonverbal communication methods that can be practiced. (kidskonnect, 2020)

- **Body Movement:**

    This type of nonverbal communication can be expressed from an infinite way of body movements, when teaching at initial level, educators can communicate and let learners understand what the professor wants to express or any feeling. This is really important as when teaching at an initial level visual aids form a big portion of techniques to improve students learning.

- **Touch:**

    Physical touch can also be considered as non-Verbal communication and it is necessary to find a way how to implement this method and also make sure students respond well.

A professor can transmit a good feeling to their students by showing physical affect such us huge or a hand in the shoulder when any emotional situation is presented. In that way students can feel they can trust on their educator.

- **Eye contact:**

Making eye contact with students can transmit a good feeling of attention, students can feel confidence that educator is listening and paying attention to their sentiments or any discussion.

Eye content is also considered as a nonverbal method of communication for kids to help them to develop their skills at early stage of their lives. This helps to build relation with the educator but also with their classmate, friends or people around in the education environment.

It is highly recommended to make eye contact with students as much as possible. For example: When given directions to make sure the information was clearly understood, when explaining any subject or when learners make questions.

- **Facial Expressions:**

A Facial Expressions can also be considering a vital nonverbal way of communication. This action provides an easy way to show what educator or students are thinking or feeling in regards to any situation. When teaching preschoolers, it is important to be careful with expressions as child are able understand expressions that can be transmitted as feelings.

Educators also need to be able to transmit the right feeling through facial expression in each situation so students be able to identify every different emotion that the educator wants to transmit, that will improve communication and confidence between students and educator.

- **Space:**

It is important to be able to transmit how crucial is personal space and how this can help students to develop their skills in the learning process. It might be difficult to teach children about personal space when nonverbal communication is really important to build a good relation and confidence. Educators need to find the way to address this situation through personal experience.

3.4.5 Establishing rapport

Before to discuss how rapport is important in teaching in a second language learning it is necessary to have a definition. "Rapport is defined as an overall feeling between two people encompassing a mutual, trusting, and prosocial bond" (Catt, Miller & Schallemkamp, 2007) before constructing a good rapport or relation with young students, it is really important to build a sentiment of trust and respect between student educator, this is the first step in order go for the right way in constructing a good rapport. Building a good relationship using rapport will help the educator to catch young learners' attention, students will openly participate in the class without the need of pushing them.

Research shows that conducting a good rapport skill with young learners help improving the learning process. A positive result from a good relation between student-educator is

Children peer's relations in class will improve, educator need to take advantage of every situation that allow him to create a close relation with every student. Using some techniques to build a good relationship includes making eye contact, using soft tone of voice, listening to every question or experience students are willing to share, greeting students when they just arrive to the class make them feel welcomed and loved from the educator.

By developing a good rapport with students its intention is to create an environment in which students receive external energy, motivation and easy process of acquiring knowledge. This will create a good relationship and make students be confident and feel comfortable during classes. If the educator is able to positively react to children stress, cries or distress, young learners will know that educator care about their sentiments and needs; young learners also positive response to physical contact such us pats on the back, and hugs. All these behaviors will definitely build a sense of trust relation each other.

Wasley states that students who interact frequently with an instructor earn higher grades, are more satisfied, and are more likely to return to schools in subsequent years (Wasley, 2006) This means that a good or well manage classroom can be initiated by building a good relationship teacher-student, a good rapport will create as well good classroom conditions. (Dyrenforth, 2014)

3.4.6 Teacher´s role

Describing a teacher means that is a figure that is in front of a number of students. It is seen as a leader, head of the class, a figure that deserve respect, it is a must that this person needs to have a sense of responsibility, authority and discipline. A preschooler educator should be dynamic, create activities in the class that can catch children attention.

"It is important for teachers to use developmentally and individually appropriate strategies that take into consideration children´s differing needs, interests, styles, and abilities" by the Child Care and Head Start Bureaus in the U.S. Department of Health and human services.

Teacher should be able to create an appropriate space with young learners which make them feel good. This will create a sense of motivation by having a strong and good relation between the teacher-student, this will create a sentiment of freedom in the students that will help them to participate in class and feel secure according to the knowledge received by the educator. This also will make them feel confidence and share with peers in the class that help them in the learning process.

One of the basic roles of a Preschooler educator should be the ability to make young learners acquire content that help them to grow up when learning a second language in an efficient and dynamic way.

Educator preparation should include early childhood programs that will prepare them to better understand how to address young learners needs to be successful in learning, childhood educators are the ones that will provide first education experience for kids. A preschooler's educator needs to be able to use different techniques to help preschoolers to develop their physical skills about the language and how to encourage his first experience when learning a second language.

(Woods, 2019) , (Hudson, 2017).

3.4.7 Disruptive behavior educators might experience when teaching

Important aspect that contributes and influences the learning process is called disruptive behavior. Algonquin College (1995) states that "disruptive behavior is any behavior that significantly and/or persistently interferes with the learning process and /or rights, safety and securities of those in the teaching-learning environment" (Candelario, González, & Gutiérrez, 2014) according to researchers novice teacher needs to create activities in which young learners be able to share with other students in a natural environment being the perfect opportunity for

novice teacher to observe them and learn how to deal with behaviors that might difficult the interaction between teacher-students.

This is a truly important topic part of the teaching process that educator need to seriously take in consideration. Before to discuss about this, it is important to mention that disruptive behavior is when a child behavior´s affect all the class by distracting and preventing other students receive learning from the educator, being no cooperative with educator instructions and trying to caught all the educator's attention.

Having said that, it is important for educators to know how to address or prevent this type of misbehavior in the classroom. Findings about this topic suggests that firstly, it is necessary to stay calm. Secondly, it is necessary to identify the reason of this behavior and listen students concern so it can be properly addressed, this can be in the time educator consider properly to do it.

There are multiple reasons that can cause this class behavior such us stress or frustration and so on. It is important to know that young learner is still going through their first learning experience, and his behavior will be linked to how secure they feel in the environment and educator relation. Properly stopping any type of misbehavior as soon as possible will avoid affecting whole class attention. This is a situation that can be out of control, if necessary, actions are not properly taken, after finding the student that is misbehaving, the recommended step is to address any situation that might be causing this student concern by separate and away of other students. This will help to avoid this regularly happens, avoid arguing with the students, avoid any inappropriate physical contact, and most important avoid to insult, blame or ridicule the student.

It can be said that the most important on this field is about to know how to properly address and manage young learners and stop this behavior in class so students be able to grow up in the learning process. (Ostrosky & E. Y. Jung)

3.4.8 How playful activities helps on early childhood development in second learning.

It is important to emphasis that playing games can be beneficial for children at school to release stress from classes, however, it is also necessary to think deeper about taking advantage on how games can be beneficial for young learners when those are combined with content that can help to their development in learning.

Playful learning can be more effective and can cause a big impact when the educator is involving of guiding the activities, in that way the educator can control what will be the appropriate content. There are some essential characteristics that can be taken in consideration but most relevant will be taken in consideration such us:

- **Play is spontaneous and intrinsically motivated.**

This stage makes reference to the plenty of material that serve for kids to expand their imagination and creativity that it can be provided by the educator such us: puzzles, pegboards, lacing beads, and dress up cloths for any specific scenario. This can provide large amount of time in which students will have the opportunity to develop their brain and learn about the situation.

- **Playful learning is active.**

This specific stage provides children an opportunity to enhance cognitive, language, and motor skills when they engage in social activities or alone activities. Designing group activities or games can be beneficial for children as this give them a space to explore, experiment and search for their own. Being able to make a good distribution of time between activities is a positive step so students be able to explode their skills.

- **Playful learning is fun.**

Children's play is a pure, pleasurable experience. The very definition of play is to "engage in activity for enjoyment rather than a serious or practical purpose" (Dictionary.com). Play makes children happy.

Based on the information founded, playing games has endless benefits. During gaming activities, children can learn about social practices, problem solve and practice language that is beneficial in their learning process that will be applied in their lives. All type of games that involve mental challenges, physical experience, social practice and cooperative activities will have a positive impact in the cognitive part.

Activities that can provide positive benefits on students learning:

- Pom Avalanche

The activity – <u>Pom Pom Turn Taking Game by Onetime through</u>

Communication and language area(s) of development: Turn-taking, social interaction
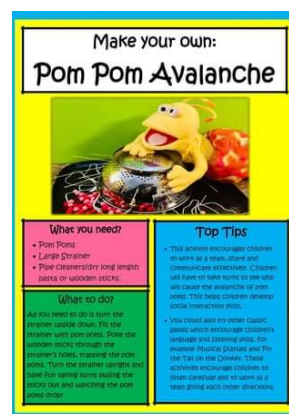
- Memory Game

The activity – <u>Paper Plate Big Alphabet Memory Game by Frugal Fun For Boys and Girls</u>

Communication and language area(s) of development: Turn-taking, social interaction, attention & listening.

- **DIY Telephone**

The activity – <u>Super Simple Listening Game and Crafts for Kids by Kids Activities Blog</u>

Communication and language area(s) of development: Social interaction, attention & listening.

CONTENT THAT SHOULD BE PART OF THE METHODOLOGICAL AXIS

DEVELOPED IN THE TEFL MAJOR

The researchers were able to select the most appropriate content related with teaching at initial level by taking in consideration some aspects that helps finding the most helpful information.

CONTENT FOR TEACHING AT INITIAL LEVEL	GENERAL RECOMMENDATION
1- THREE PERTINENT METHODS FOR TEACHING AT PRESCHOOL LEVEL. 2- TOTAL PHYSICAL RESPONSE (TPR) 3- TEACHING PROFIENCY THROUGH READING AND STORYTELLING (TPRS) 4- NATURAL APPROACH	The main intention of researching content for teaching at initial level is to prepare novice teachers at their first teaching experience. All the specific content related to teaching at initial level that can be incorporated to each subject will enhance performance novice teachers from English Teaching major from the university of El Salvador when joining their first teaching experience.
CLASSROOM MANAGEMENT AS DIDACTIC STRATEGY - Elementary study behavior - Time management - Impact of the seating arrangement - Body Language - Stablishing rapport - Teacher´s role - Disruptive behavior - Playful activities	-Researchers suggests that the Curriculum Committee members of the English Teaching Mayor decide where to add any content included in the list of content in this research, so novice teachers can take advantage of all that content related about the best way to teach at initial level through the formation level in the major. -In order to facilitate the achievement of the above said regarding the performance of the novice teacher's, researchers suggest to add 3 guided practice sessions activities that permit students to have a real approach experience where they are able to experiment how an experienced educator manage his class with young learners.

CONCLUSIONS

Researchers through this investigation had presented the most relevant bibliographic information, which includes some methods and techniques that pretends to improve the knowledge bases and the development of teaching skills at initial level for future teachers of the English Teaching Major of the University of El Salvador, which facilitates they performance when they teach to preschoolers.

As it is known, methods, techniques and activities can be part of didactic educational strategies. Therefore, researchers had selected the most pertinent didactic strategies which involve three methods, these are: TPR, TPRS and Natural Approach; along with some techniques which are beneficial and important for the methodological axis to enhance novice teacher performance at initial level.

Finally, researchers were able to identify the most outstanding information reflected on a list of didactic contents to be part of the methodological axis of the English teaching major from the University of El Salvador that pretends to ease the learning-teaching experience from both sides.

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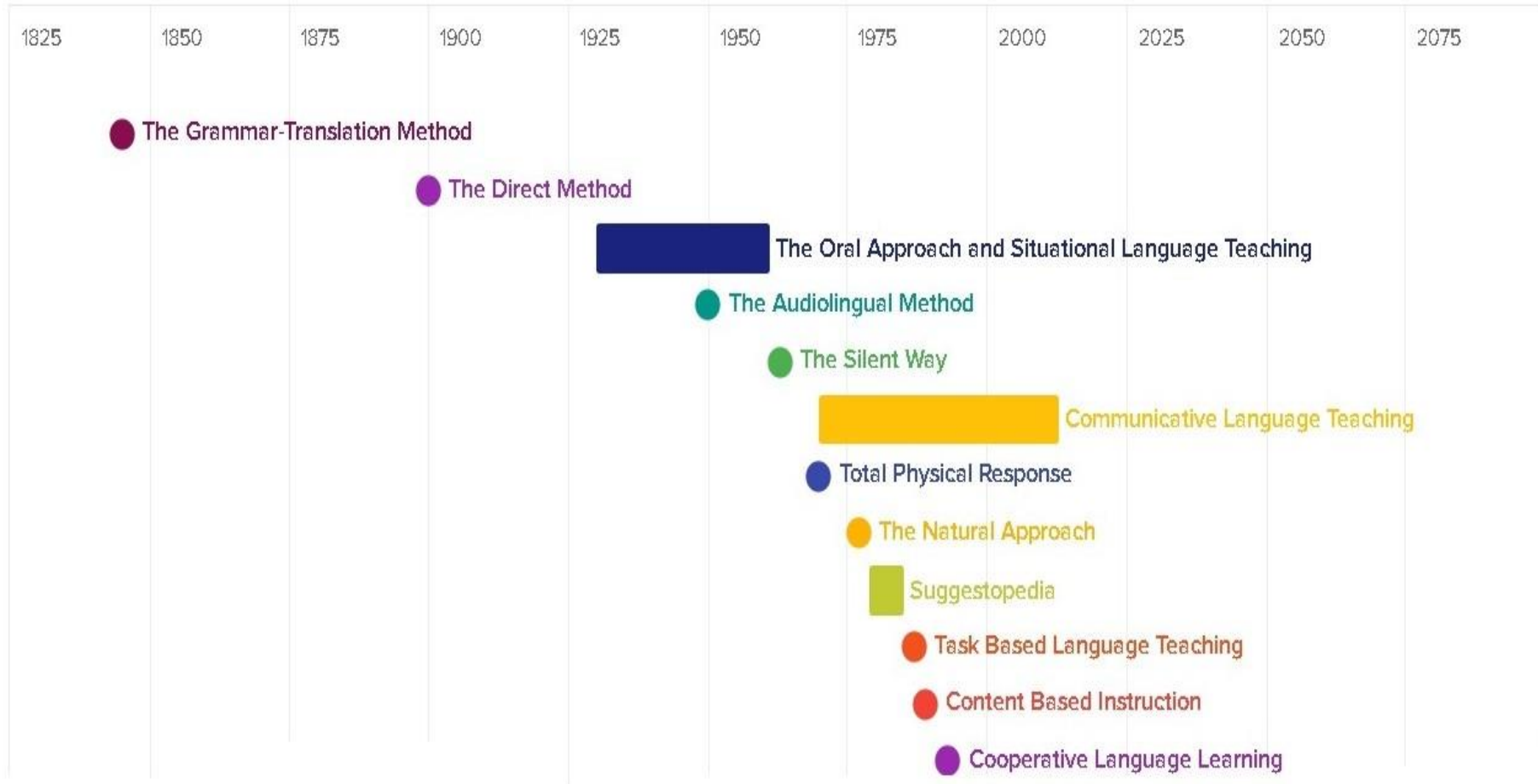teachers-in-the-learning-process/

APPENDIXES

APPENDIXE 1: Figure 1

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

	ACTIVITIES	2020	WORK PLAN FOR RESEARCH										
			WEEK 1				WEEK 2				WEEK 3		
												Tuesday	Wednesday	Thursday
1	Data collection (survey)			Group1 8:00-9:00 AM	Group 2 8:00-9:00 AM	Group 3 8:00-9:00 AM								
2	Teacher´s Interview						Teacher group 1,2,3 8:00-11:00am							
3	Student´s interview							Group1 8:00-9:00 AM	Group 2 8:00-9:00 AM	Group 3 8:00-9:00 AM				
4	Data Analysis										Survey	Teacher interview	Students Interview	
5	Organizing Data													Results

Teaching Methods

References of teaching methods. Figure 2

https://bit.ly/36nYvnH
https://bit.ly/2Io4PCZ
https://bit.ly/3lg3gWw
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Appendix 3

FOREIGN LANGUAGE DEPARTMENT

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCE

Didactic Strategies for Teaching Foreign Languages at Initial Education Level: An Important Component that must be part of the Contents developed in the TEFL (Teaching English as a Foreign Language) Courses offered to students registered in the English Teaching Major at the Foreign Language Department of the University of El Salvador.

QUESTIONNAIRE

INSTRUCTION: Answer the following questions regarding your own experience in teaching English at initial level.

-How was your first work experience teaching to preschoolers despite the lack of teaching preparation received by the University of El Salvador? It was difficult and a little bit stressful because I had never been with kids before.

-Did you feel comfortable when teaching preschoolers, the first time? No, I didn't. Because I think that to work with kids it must be required to have specialized knowledge, and at that time, I wasn't prepared for that challenge.

- What kind of difficulties have you faced when teaching preschoolers? Students' behavior and personality, the schedule, the kind of books and the school vision, because most private schools don't care about the language learning, they just care about filling the books.

-How do you increase your didactic knowledge about teaching preschoolers? I watch videos about teaching kids. I read articles about the do's and don'ts when teaching and working with kids, the rules of what can do and cannot to correct them and how to deal with their behavior.

- Do you believe that the University of El Salvador has to evaluate the current curriculum from the Licenciatura en Idioma Inglés Opción Enseñanza in order to include new contents related to teaching preschoolers in Didactic courses? According to your experience, what kind of content should be included? Yes, I do. I think that there's something that can be changed and that's why I recommend to do workshops about teaching at every single academy level, so EFL students would be better prepared to face any situation.

 - Did you consider it necessary to take a preparation course aside from an English teaching major in order to have better preparation when teaching at the initial education level? Yes, I did. But I didn't take another course, I have learned and I 'm still learning from my own experiences by working with kids. And I think that there's still so much more to learn about teaching kids.
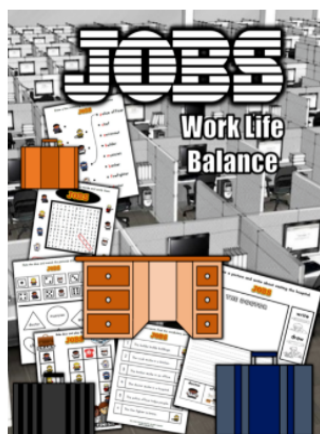
Appendix 4: image 4
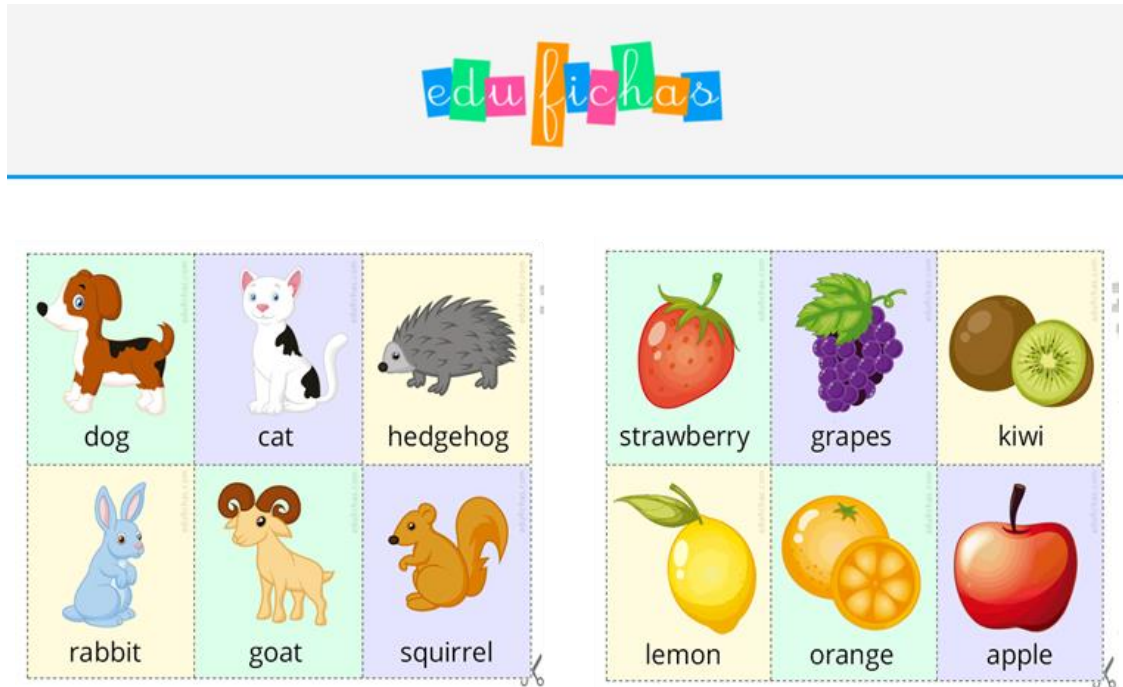
Appendix 5: image 5

Appendix 6: image 6

Appendix 7: image 7