UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
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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.

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INDEX

INTRODUCTION

This graduation paper is the result of a research study about how the lack of subjects about teaching children methodology affect teachers' performance from the Licenciatura en Idioma Inglés opción Enseñanza from the Foreign Language Department of the University of El Salvador, when teaching English to students from 6 to 12 years old. The research identifies and evaluates the lack of performance graduates have when teaching children, as well as to recognize how teachers deal, at the beginning or during certain period of time with teaching without enough preparation from the University.

This report synthesizes the main findings of this research, including the results of a teacher's questionnaire, kids and teachers' checklist through graphics which represent and explain the results gathered during the whole investigation. The research was carried out during a children course. The course lasted 8 Saturdays. Researchers observed the classes of graduates from the University of El Salvador at Pro-Lingua Institute in a period of four Saturdays. The reason of this observation was to gather the information from the kids and teachers checklists. Besides, a questionnaire was given to the teachers in order to give answers according to their own professional knowledge and experience. Also, teachers were held to an interview, which was recorded, to identify difficulties they have had due to the lack of methodology given in Licenciatura en Idioma Inglés Opción Enseñanza from the Foreign Language Department of the University of El Salvador.

Moreover, it is worthy to mention that there are some theories that back up the hypothesis and problem studied in this research. At the end, there are some conclusions that summarize the main findings. Finally, some recommendations are given to the people interested in this issue.

CHAPTER I

THE PROBLEM

1. **Statement of the Problem**

In the last years, the teaching of a second language has grown in different fields, especially the teaching of English. So that, universities and academies in El Salvador have developed programs for adults, teenagers and children that are available for people who want to learn English. In some universities, teachers are preparing students to teach English. In the University of El Salvador, in the Foreign Language Department there is a curriculum focused on teaching students with a higher level of specialization. That means that they are being prepared with the four macro skills, like listening, speaking, reading and writing, and also the necessary sub-skills such as pronunciation, grammar and vocabulary.

Students learn about didactics, morphology, phonology, composition, reading, conversation, and others, to be ready to face the challenging task to teach English. When graduates from the university deal with the real world, and when they go to academies to ask for a job, sometimes the first option they get is to teach children. What is controversial for graduates at the Foreign Language Department in the Licenciatura en Idioma Inglés Opción Enseñanza is that they only studied one unit in Didactics III about how to teach children. When graduates have their first experience of teaching classes to children, they could feel disappointed and might say that working with children is not very pleasant.

There are some factors that graduate teachers concern about. First, they reply that the activities prepared to teach children are not enough for covering four hours (the average time a children's course has) and they have to make up activities that sometimes do not fit into the class.

Second, teachers might think that children are bored almost all the time, probably because teacher's activities do not captivate children's attention, the only thing they want to do is to play and they do not want to participate in class. That situation creates a very rude and unpleasant environment for teachers and for children. As a result, after the class, teachers feel better because the class was finally ended. This is the result of the lack of proper preparation that graduates have when they are facing the situation of teaching children. So, if we take a look to the Curriculum of Licenciatura En Idioma Inglés Opción Enseñanza, then, some questions arise: Are graduates from the Licenciatura en Idioma Inglés Opción Enseñanza trained to teach a competent English class to children? Or, Is the English Didactics III enough to fulfill the aspects when teaching English to children? The problem itself becomes after finishing the major, what means that during the way to be an English teacher, there is only poor preparation to teach English to children. It is important to point out that when children are between 6 to 12 years old, they are in an excellent stage of life to learn another language, and also, they learn different from adults or teenagers, that is the main reason why it is very important to study about the way graduates from the Licenciatura en Idioma Inglés Opción Enseñanza teach children.

2. Formulation of the problem

How does the lack of subjects about teaching children methodology affect teachers' performance from the Licenciatura en Idioma Inglés opción Enseñanza from the Foreign Language Department of the University of El Salvador, when teaching English to students from 6 to 12 years old?

3.   Objectives

General Objectives:

- To identify the lack of methodology on teacher's performance when teaching English to students from 6 to 12 years old.
- To observe the performance that graduated teachers from the Licenciatura en Idioma Inglés opción Enseñanza have when teaching children.

Specific objectives:

- To find the possible weaknesses teachers might have when teaching children
- To determine if teachers methodologies corresponds to children's necessities.
- To recognize how teachers dealt with first experiences working with children without enough experience and proper methodology.
- To detect the effects that the applied methodology has on kids.

4.   Justification

Nowadays, the English teaching area is one of the most important fields in our country. The academies in charge of teaching English are investing time in developing good strategies to teach the language. They are trying to develop a good methodology for teaching any level of students such as adults, teenagers and children. Also, at the University of El Salvador in the Licenciatura en Idioma Inglés opción Enseñanza exits methodologies that apparently prepare students to teach all levels of students when finishing the major. Since the area we are making research is teaching kids, it is important to mention that the unique period of time to study and practice how to teach children from the whole course taken is only eight class hours during the Didactics III course, leaving the future teachers without the necessary knowledge and tools to manage a children's class.

Besides, the methodology used with the topic for teaching children is not appropriate in the Didactics III subject because of the following aspects. First of all, the class is taught with a "handout" that contains topics like the process young learners have, class management, listening, oral, writing and reading skills etc. Even though these topics are good and important, they do not show the right methodology for teaching children nor have enough material for a communicative and significant class. They only have some common methodologies that help in general terms.

Third, the children teaching practice is done with students from the same Didactics III class, reflecting a lack of validity and authenticity of the practice. In this sense, that methodology does not help future teachers because they are not in a real context with real children students.

Based on the reasons previously explained, the idea to investigate graduates performance arise, specifically for the ones who belonged to the Licenciatura en Idioma Inglés, at the Foreign Language Department, when they teach English to children. This research will identify the difficulties teachers face in the real children's environment, through observation, interviews and questionnaires, focusing on the weaknesses and strengths teachers have when teaching children.

By observing and gathering information about teachers and students under study, this research will be helpful to point out what sort of problems teachers face when teaching children. So that, it will be important for the Foreign Language Department to take into account the impact that the lack of methodology has on teachers when teaching children and decide to create and include in the Syllabus a subject related to teach children that includes the necessary instruments and methodologies, as well as to incorporate practice teaching with real students for future applicants of this major.

5.   Limitations

The first limitation for this research was the observation time. The researchers wanted to carry out the observation during 8 Saturdays that is the time that the module has, but at the end, the institution decided to allow the group observe for only 4 Saturdays. Another limitation was the time graduates had for the interview, because their schedule was busy and it was difficult to agree on a meeting to do the interview. Lastly, the possibility of discomfort of students during the observation time; students could not behave naturally because there was someone else in their classroom.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Antecedents

'Speech is so essential to our concept of intelligence that its possession is virtually equated with being human. Animals who talk are human, because what sets us apart from other animals is the "gift" of speech' ([2] Lieberman, P., *Eve Spoke: Human Language and Human Evolution,* W.W. Norton, New York, p. 5, 1998)

Human beings have the capacity to communicate with other people. Communication involves the use of a language to establish this process of interchanging thoughts. Languages open the opportunities for communicating with others going beyond our own culture all over the world. Also, through the use of the language, people face the reality they live in. Thanks to the technological development, languages are spreading worldwide. For example, in the particular case of English, with the increasing in the social media, it has become the third of the most spoken languages in the world with 375 million speakers, plus 375 million speakers as a second language; and 750 million as foreign language speakers according to the *British Council.* (n.d.). Retrieved from   http://www.britishcouncil.org/learning-faq-the-english-language.htm   © 2013 British Council.

During the last decades, based on the multiple reasons of the increasing of English as a second language, the Ministerio de Educación in El Salvador has included English in the Curricula to respond to what has become a necessity to communicate in English to get better job opportunities, up-to-date knowledge of a certain subject, and to travel overseas. The English program of the Curricula says: "The English curriculum designed and implemented in 1998 is definitely one of the sources for the designing and implementation of the current version; although, it is worth stating that this is a functional/notional syllabus embracing the communicative approach for its development in order to achieve objectives and language proficiency levels". Ministerio de Educación, (2007) *Currículo al Servicio del Aprendizaje.* San Salvador, El Salvador. It can be perceived that objectives aim at achieving language and preparation for life competencies, that is the reason why they are formulated using action verbs introducing the goals to be reached by means of procedures. "Afterwards, concepts and attitudes are presented embedded in the objectives, thus, articulating the three types of knowledge. Besides, the "what for" or learning purpose is finally stated to connect contents with life and students' needs". Ministerio de Educación, (2007) Programa de Estudio del Idioma Inglés, tercer ciclo. San Salvador, El Salvador.

Nowadays, Universities and Academies offer to Salvadoran people the opportunity to learn the language, and also, for the ones who want to teach the opportunity of studying a major on Teaching English. There are different Institutions such as Centro Cultural Salvadoreño Americano, Instituto Tecnológico Centroamericano (ITCA), Pro-lingua Institute among others, which provide the population, courses in different levels from children to adults with a variety of schedules. Furthermore, some universities like Universidad de El Salvador, Universidad Don Bosco and Universidad Francisco Gavidia have

created Profesorados and Licenciaturas en Idioma Inglés to prepare people in this specific field.

Consequently, there are some Institutions that have carried out some research to determine the effectiveness of graduates from the English Profesorados and Licenciatura en Idioma Inglés opción Enseñanza. For example, Licenciado Nelson Martínez, Teacher from Universidad Don Bosco, in his investigation called: "Por qué los estudiantes de las escuelas públicas no aprenden inglés" (s.f.) carried out a research about the development of teachers in the English teaching area in which, unfortunately, he found out that teachers do not have the ideal profile in terms of knowledge and management of the language nor do they have the elementary skills for teaching the language.

Besides, students from Universidad Francisco Gavidia made a thesis work focused on the level that students from Licenciatura en Idioma Inglés have; and how they were able to perform as English teachers. Furthermore, there is another research project conducted by students from the University of El Salvador. In which one of the main conclusions of this research states: "Children who learn two or more languages in very early stages present more significant advantages than those who are monolingual" Córdova Córdova, Walter Alejandro ; González Menjívar, Yanira Lisseth y Martínez Garmendez, Erick Miguel (2010) *Advantages and disadvantages that kids have at the time they are learning English as a foreign language to become bilingual.* Tesis Licenciatura, Universidad de El Salvador. Such claim definitely shows how important it is for Children to learn a second language at early ages. That is the main reason why children in El Salvador need to have an accurate English education during childhood.

2.2 Theory

2.2.1 How do children learn English?

When being a teacher, people might ask themselves: Have I ever thought that children learn different from teenagers and adults? Do I remember the way I learned when I was a child? Professionals on the teaching area have probably noticed in children that they learn in many different ways than teenagers and adults. So, to provide an exact view of what is being done in the classrooms it is important to be aware of how they learn. Some researchers have found that children show some characteristics when learning the mother tongue and second or foreign language. "Language is seen as a unique human mental faculty with its own biologically determined structure and principles" (Chomsky, 1957). "Language is the product of multiple determinants operating through number of mediating processes. These determinants are cognitive skills that require humans to perceive the essential elements of speech, to recognize and remember the abstract rules, and to select the appropriate words and production rules to figure out linguistic knowledge in different areas of discourse"(Bandura, 1989). Therefore, there are some theories that give ideas about what kind of things should be applied when teaching young learners.

First, from a Piagetian viewpoint, "a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking" (Cameron, 2002), so children are active learners and thinkers. They are not consciously trying to learn new words or phrases – for them it's incidental. This means that children construct their own knowledge by active

interaction with the environment around them. There is more learning by doing different activities by themselves and trying things with their own individual actions and explorations rather than just writing sentences or looking around.

Second, Vygotsky's main concern is that social interaction and social context, a world full of people, who interact with the child from birth onwards, are essential in the cognitive development. He states that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (Vygotsky, 1978:57) Based on this assumption, kids construct knowledge through other people's help such as teachers, parents, other adults and kids. Teachers have to take advantage of the knowledge children already have; or the capacity they have to develop certain things because language increases and knowledge grows at the same time. But, this development happens through an interactive social environment. Children like to learn with other children, mostly if they are in the same age. That is the reason why, teachers have to propose social activities in which children can interact in a meaningful environment. Consequently, children have the capacity to understand different situations, what makes them go through testing and asking questions to get a better knowledge about the language. Therefore, the interaction in the classroom has to be properly settled to children. Teachers are the main protagonists of this interaction because they are the ones in charge of doing different activities that are interesting and social focused for kids. This interaction will happen through a variety of ways, such as: singing, moving around the classroom, touching, imitating, making funny noises, etc. Children cannot only be static or sitting down on a chair without doing anything.

They need to be in some kind of action experiencing the second language, in this case English.

Moreover, children relate their attention to concrete things. As Vigotsky affirms "the interaction between parents and children gives evidence that the speaking ability has to do with the environment around the kid" When parents speak to their children, they normally speak about things that surround them. For example, parents show a little toy to the kid and also they say the name of the toy. Children associate the sound of their parents and the word they say referring to the object, in this case the toy. So, the language that is used has a real context and the reference of a concrete illustration. Based on this, children learn with concrete objects since they associate the word they listen with the object they can see and also touch. It is important that in a classroom, children have access to real things or objects. Otherwise, the learning process of the language will not be complete which can cause that students will remember the word only in class but they will not acquire it. But if they associate, listen, touch and see the genuine object, then the target language will be easier for children to learn.

Also, adults' role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how adults use "scaffolding", also called staging, to guide a child's language learning. Teachers must give young learners a kind of support so that they can go step by step until they get a whole thing. For example, if what a teacher wants is to have students talking about what there is in their houses, the teacher has to provide the structures and functions to be used by showing flashcards with the vocabulary or images related to housing, songs, modeling the task through different activities so children can be in touch

with it as much as they can and acquire knowledge, in this case to describe what is there in a house.

2.2.2 Characteristics of children when learning a language

Children have the awesome characteristics of being curious, enthusiastic and interested in learning a language. At the age between 4 and 7 years, children are only in contact with the communication and language that they listen at their homes and everything is around them, so they are somehow selfish with the language and communication. But meanwhile they turn older, they become more social with other children; and also they are less selfish, learning to share their communication with other kids. Children enjoy sharing and practicing the language with others, and when they are between 7 and 9 years, the communication is better because the group play an important part in the development of the social language. Therefore, when learning a new language to be curious can be a plus; since children are very curious, they start asking questions on how to say certain things in the new language. Besides, teachers use a lot of different activities in order to get children's full attention. For example, they want to know everything, if they learn the word "clouds", then, they will ask for the word "rain" because they have the capacity to easily associate things and when that happens, they become very enthusiastic with the new language.

Researches about learning the mother tongue show that children develop strategies to acquire the language. So, based on these evidences it can be said that children also use these strategies to learn a second language. According to Paul Tough, (2012) *How children succeed.* New York, Houghton Miffling

Hartcourt. Repetition, imitation and incorporation, are some of these strategies. He supports that in studies about psycholinguistics the first try of producing speech attempts to imitate words that others pronounce. As this process continues, children repeat the words as if they, in fact, were producing the word. Then, as long as they imitate and repeat words they listen, they start combining words and begin to create complete words and after that, complete sentences. Children do not know about grammatical patterns, but when they listen to different words the learning process starts. A good example is when a mother speaks to the kid saying: "the black cat". The kid does not know grammatical rules, but he repeats exactly the way the mother says. Bruner also says "that one important thing about children is their capacity of abstraction since the language needs to be sensible about sound patterns, grammatical restrictions, referential needs and communicative intentions". These sensible features are developed only in the language process with general linguistics functions such as prediction, environment repetition and imitation. The tools mentioned above, become really useful options that teachers can use for introducing new vocabulary, practice conversations, model pronunciation or others according to students needs.

After having a brief summary of how young language learners learn and the characteristics they have in the previous part. It can be said that teaching children is neither easy, nor difficult, it is a challenge. Here there are some characteristics that teachers might take into account when preparing a class:

Enjoyable: All kinds of activities have to "spark" their attention. Activities where they can feel curious to discover and find, in order to have a successful learning and sense of pleasure and fun. They will love to play games that have the language implicit. Activities provided into the classroom have to

be communicative and at the same time fun. If not, children will get bored. Children love to learn by playing.

Full of practice: Teachers have to provide students as many activities as they can, where they can put into practice the new information they are learning. If teachers are developing a topic where they talk about food, there are many different activities that can be done in relation to the same topic, so that students do not get bored of doing the same. They can practice the same structures in different contexts or activities. Teachers have to be creative.

Social: Students need to be immersed in activities to socialize in order to learn with others. These activities need to be focused on interaction with other classmates in the classroom. Also, the classroom environment will help students to socialize.

Meaningful and supported: Learning has to be oriented to students needs at the moment to communicate, so the activities must be oriented to real situations rather than artificial ones.

Also, it is important to point five categories that may help to consider the correct approaches to teach children that Brown proposes. Those categories are:

1. Intellectual development
2. Attention span
3. Sensory input
4. Affective factors
5. Authentic meaningful language

Referring to the *Intellectual Development*, children are in the period of function. They do not understand grammar or complex explanation about something, but they tend to understand the purpose. (Brown 2001:88). This

means that students do not have a real appreciation for what it is correct as adults have so, rules and explanations must be taught by using abstract terms.

Another characteristic is *Attention Span*. Teachers need to focus on the amount of attention children have. Nowadays, children watch a lot of TV programs than some years before. So, their attention is paid only to cartoons or other shows on TV the time the program lasts. So this is not a matter that children have shorter attention span, but teachers have to make children's material attractive, fun and interesting for them rather than boring. For that reason teachers have to use a variety of items to maintain and capture immediate interest on children, like flash cards, posters, board games, etc. Also, a sense of humor will get children to be laughing and learning at the same time.

Moreover, teachers also need to stimulate the five senses, or better said, *Sensory Input* (Brown, 2001, 89). Teachers' activities should take visual and auditory modes. They need to consider using physical activities, such as role-plays, playing games, use sensory aids and also their own nonverbal language. Teachers should realize that their nonverbal language is very important for their students since most children tend to be very sensitive to facial features, gestures and touching (Brown, 2001: 89).

Children are in many ways much more fragile than adults. Children are extremely sensitive since their egos are still being shaped. They worry about what their peers might think about them when speaking or doing certain activity. In this sense, *Affective Factors* must be always considered when preparing and teaching a class. For example, being patient and supportive, promote participation and laughing about the mistakes that they all make (Brown, 2001: 89).

Children are always focused on new experiences. So, in order to have an effective English classroom, teachers also need to consider the category of meaningful and authenticity language strategies in their classroom. By using this kind of material, the knowledge built by students will be connected to students' reality. Also, it will become a significant experience, giving students the opportunity to retain information by having connections on what they know and what they learn. The use of story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language are strongly recommended in establishing the context of the language use as well as improving children's attention and retention (Brown, 2001: 90).

All of these characteristics are very important for creating a great environment into the classroom in the process of teaching children a second language since the classroom is the right place where children will get the new vocabulary and language.

2.2.3 Differences between children and adults learners

How do children learn differently from adults? There are several reasons that show significant differences in the process of learning a second language between children and adults. Speaking a second language is definitely an important skill for adults and of course for children too, but how do kids learn a second language? According to Dr. Paul Thompson from the University of California, (2002) there are differences in the way adults process a foreign language in comparison to children. So, to prove this assumption, the research team used high-performance computers to analyze brain images. Led by Dr. Thompson's theories, the team found that "brain systems specialized for learning

language grew extremely rapidly from the age of six until puberty in both boys and girls. These linguistic brain areas experience a dramatic shutting down of growth around ages 11 to 15, coinciding with the end of a well-known period during which children easily learn new languages establishing a parameter that shows the differences between children and adults learners".

First of all, Dr. Thompson carried out a research whose results reflected that in the case of children, they acquire the learning as a natural process. Thompson affirms that children learn naturally such as activities like dressing or washing their teeth. While in the case of adults, they are more conscious about it instead of being more intuitive as the case of children. The study reflected that young children are far less inhibited and far more open and receptive; they seem to soak up their foreign language, like a sponge, it is the sort of expression one often hears. As children approach puberty and adolescence, a wave of peak growth moves backwards in the brain towards language systems. From ages 7 to 11, children rapidly lose tissue in deep brain nuclei that control motor skills, such as learning to ride a bicycle, thus suggesting a refinement in processing efficiency and a pruning away of redundant tissue. Thompson said the findings may have key implications for educating children. Aided by a better understanding of how the brain develops, educators could teach languages, mathematics and other specific skills at the most advantageous times.

Furthermore, children learn a second language faster than adults because children learn the enough vocabulary according to the necessity of communication. Children are more open to learn by doing different activities, they are less analytic. Children have less attention spam that is why they need to be changing activities constantly. They need more practical activities than theoretical teaching. Also, teachers need to provide concrete instructions rather

than abstract activities, things they can easily understand and do. In the case of adults, they need a broad vocabulary because they communicate in more complex forms than children. This means that adults need more time to communicate effectively in a second language and also more complex activities, they may have a clearer sense of why they are learning an additional language and may therefore be able to work purposefully towards objectives of their own choosing. Children begin with the oral production the same way they learn the mother tongue. Children incorporate the different structures and contents naturally and gradually, and also seem to learn a language faster than adults.

Another reason why people consider that children learn quickly than adults is the capacity to learn to pronounce accurately. The younger the child is the better pronunciation a child will be able to have. They are likely to find it easier to acquire a good command of the sound system of the language, not only the pronunciation of individual sounds but also patterns of intonation. Adults present more difficulties to adapt themselves to pronounce which makes them look as if they are less competent to "talk" a second language by using the right accent. Patricia Kuhl (October 2010) affirms that "when a child listens repeatedly a phoneme, the neuron of his hearing stimulates the connection in the auditory cortex of his brain. What it shows is the advantage children have regarding to adults to pronounce".

The reasons explained above show significant differences in the process of learning a second language between children and adults. Also, it is necessary to mention that additionally to those reasons, social context and goals or objectives influences on the second language learning. Besides, it is also important to mention that those characteristic should be always taken into account every time a teacher prepares a class in order to adapt the activities to the level and

distinctive features of each group. Because as it has been easily perceived, studies demonstrate that there are different arguments that support this affirmation.

2.2.4 Approaches used to teach children

In the educational field, choosing the best approaches or techniques is such a big issue because of the impact on students' development. As a teacher, using the best approach is mandatory to improve and get students achievement. Choosing the best approach could be a difficult task if teachers do not have clear objectives of what they want for a class. Today's world demands more than learning "structures" or "formulas" to learn English. Fortunately, 21st century has helped to think more clearly about the use of language and also to make use of many resources to facilitate students learning; especially when surfing on Internet because there are hundreds and hundreds of activities in plenty of sites dedicated to teaching. Definitely, selecting the right approach could be a challenge so teachers must be careful on what they choose. Below, there is a brief explanation of the most common methodologies that can be applied in the English teaching a children class.

2.2.4.1 Total Physical Response (TPR)

Total Physical Response, known worldwide as TPR by James J. Asher, Ph.D., is based on the idea that the human brain has a biological program for acquiring any natural language on earth - including sign language of the deaf.

The process is visible when we observe how children internalize their first language. The secret is a unique "conversation" between the parent and kinds. 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. Notice that these "conversations" continue for many, many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of the target language, speaking appears spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.

2.2.4.2 Teaching Proficiency through Reading and Storytelling (TPRS)

Teaching Proficiency through Reading and Storytelling or TPRS is a method for teaching foreign languages that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. Concerned that his students were disinterested in the unexciting process of learning a language from a textbook, he began to use James Asher's Total Physical Response to teach Spanish. As Asher says students acquire their second languages as they acquired their first languages. Our students learn as babies learn. Therefore, we should not expect them to produce the language before they have had an ample amount of time to listen to it. Blaine experienced great success, and the students began to be excited about his class. Although TPR has been the most effective method for

acquiring a second language since it was invented in the 1960s, Blaine found that after hitting the "TPR wall," he was unsure of what to do to move from the imperative to the narrative and descriptive modes of speech. He found that changing from commands to the third person singular allowed him to tell stories, a long-term memory technique. He found that asking the students to act out the parts of the characters in the stories preserved the highly effective physical element that had been so powerful in Classical TPR. As the technique was developed over the years, it became an all-encompassing method and methodology. The method combines Dr. James Asher's Total Physical Response (TPR) with Dr. Stephen Krashen's language acquisition strategies, allowing teachers to teach grammar, reading and writing along with vocabulary.

2.2.4.3 Natural approach

The Natural Approach was developed by Dr. Tracy D. Terrell, professor of linguistics at UC Irvine and UC San Diego (late UC San Diego) and Dr. Stephen Krashen, professor emeritus of linguistics and education at USC. The Natural Approach to language learning is designed to develop basic communication skills, not make you an expert in grammar. Adult beginning language learners, just like children, go through different stages of competence in the new language, first Comprehension, second Early Production and lastly Emergent Language. In Natural Approach foreign language classes, students are allowed to progress naturally from one stage to the next.

2.2.5 Kinds of materials used for teaching children: Using authentic and non-authentic English material to teach English to Children

Choosing the right and proper material for teaching English to children is important to succeed in a class. English teachers must be aware of the challenges and difficulties they may encounter with the material and prepare it according to the student's needs and characteristics. Also, teachers should vary the material to motivate students and develop all the aspect of the foreign language. Below, there are some materials that can be used in an English children class.

2.2.5.1 Flashcards

The use of flashcards for teaching children is a very useful tool. When teaching new vocabulary to children, teachers sometimes use real objects to represent the words they want to communicate to their students, but sometimes it is not possible. Based on this fact, using flashcards allow teachers to represent the objects by using images and words. It becomes possible to use material that contain the vocabulary and the picture or object that students need to learn. "Flashcards are a simple, versatile, yet often underexploited resource. There are some reasons for using flashcards and a selection of activities to use in a children's classroom". (Budden, Joanna. (2004). *Using flash cards with young learners.* British Council, Spain.)

2.2.5.2 Magazines

"Magazines are a rich source of authentic materials and can be very motivating when teaching children" (Lavery, Clare. (2011). *Activities for using magazines in the classroom*) British Council, 10 Spring Gardens, London SW1A 2BN, UK). Teachers can bring and show magazines to the class to stimulate interest in different topics, for example magazines about animals, famous places around the world, or to introduce the topic of media or sports. Another example of using magazines, it is to cut some magazines titles and pictures to create a collage. Using the collage, teachers are able to try different activities like predicting what the magazines are about or to let children speak about which magazine they like the most and why.

2.2.5.3 Movies

Media content consumed by children is likely to shape their perceptions of the real world and the people operating within it. The effects of the media on children can be profound (The F.I.L.M. project. (n.d.). *Teaching with movies, a guide for parents and educators*). Using movies is a good way to introduce children to authentic material. One of the advantages is that listening is a skill that can be developed. Besides, children not only increase their listening skills but also vocabulary; at the same time, in a way of imitation, children pronounce the words as the character in the movies pronounce them. This action make students model their pronunciation, not being conscious about practicing this skill, or just by talking about the movies, increasing their speaking skills.

2.2.5.4 Books

Books are one of the most useful tools to teach English to children. Using books give students big options, like reading, writing, increasing vocabulary, fluency, and other skills. "Books present an amount of vocabulary that help children to associate new words with the context or situation that is presented" (De Coursey, Dan (2004) *Megatrends 1* (2nd ed.) Macmillan Education). Teachers have to be aware of choosing the correct and appropriate book to teach children. Books prepared for editorials specifically to teach children, have grammatical and functional functions of the language presented through dialogues and texts with exercises and activities. This kind of books, allow students to analyze and develop the language in specific areas. For example, writing exercises, in which students practice to write in an accurate way. As well as books designed to specific purposes in an English class, other kind of books, such as novels, can be used to introduce students in real context.

2.2.6 Activities and techniques for teaching/learning English as a second language for children

It is essential for children to learn English at a young age in this rapidly globalizing world. In the field of teaching, there are many activities and techniques that teachers can make use of when teaching a class. To succeed in teaching children a foreign language, requires specific skills and intuition are required that differ from those appropriate for adults teaching (Brown, 2001: 87). Based on this affirmation lessons should be constructed according to children's capabilities and needs. Lessons have to call children's curiosity to persuade

interaction according to the student's level, personality and experience. To achieve this there are different activities and techniques described below.

2.2.6.1 Choral and Individual Repetition

Pupils must be active users of the foreign language in order to learn it. Repetition of vocabulary and language chunks and expressions helped pupils internalize the foreign language. (Bejarano, Yael. My First English Adventure, teacher's edition). Repetition can be choral or individual. Choral repetition is a motivating way to get pupils to participate actively in the lesson while reinforcing target vocabulary and language at the same time. It builds confidence, allows even the timid or "slower" pupil to practice using the language without focusing attention on itself and it is motivating. (Bejarano, Yael. My First English Adventure, teacher's edition). By using repetition, children practice the correct pronunciation. This kind of tool can be done through tongue twisters, competition among groups, repetition to the person who is sitting down next to them, oral lectures or simple repeating after the teacher.

2.2.6.2 Games

Performing interactive games and quizzes in class enable children to learn English in a fun, enjoyable and relaxing way. It also motivates students to learn a language. When teachers want students to communicate, there are varieties of games that can be done in the class. Talking about games, does not necessarily mean "to play". Games have to be used with a purpose, such as: identifying new words, practicing new structures, for example with "find someone who", "hot

seat", "tic, tac, toe", "spelling bee activities", and others. Depending on the topics presented teachers can use different games. "There is not a specific time to say when to use games. Teachers have to be very creative and focused" (Jody Collinge, Global CHE Network).

2.2.6.3 Movements and Gestures

The use of movements and gestures happen in every action people do. In a foreign language class, especially in a children's class is quite important to use movements and gestures. If kids do not know the meaning of a word, teachers help them with expressions using hands, face, feet or all the body. This means that movements and gestures are an extra help for children learning, since they are curious and want to do all they see and perceive by themselves. For example, when learning the parts of the body, there will be an achievable learning if they listen to the words but also observe teachers movements pointing at different parts of the body. (Goldin Susan, 2005 "How our hands help us think, United States of America").

2.2.6.4 Songs

Music is an amazing tool for teaching languages, especially to children. Good songs will bounce around in learner's heads long after their lesson is over. Young learners pick up vocabulary, grammatical structures, and the rhythm of the language simply by doing what they already love to do, singing. (Super Simple Learning, 2014).

Children really enjoy singing along and it can really improve motivation. Singing can also improve the pronunciation and intonation patterns of the students, especially younger children, through increased awareness of stress patterns, weak forms etc. Some simple songs are very repetitive and good for singing along. For very young learners the 'Alphabet Song' is a good starting point for singing and reinforcing the alphabet. Furthermore, teachers have to look for techniques to be used when teaching with songs (British Council, 10 Spring Gardens, London SW1A 2BN, UK). Also, singing common songs or asking students for songs they like will avoid students not to keep quiet when they are supposed to sing, and of course, it will be a pleasant experience, for both, the students and the teacher. Remember that the most important objective is learning the foreign language by having fun (Super Simple Learning, 2014).

2.2.6.5 Role plays

The use of conversations or role- plays into a children's English class stimulates confidence when children when speak and encourage them to communicate easily into the foreign language.

Role-playing is a teaching strategy that fits within the social family of models (Joyce and Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (Poorman, 2002, pg. 32). Second, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the

instructor's knowledge. Rather, they take an active part. A third advantage to using role-playing as a teaching strategy is that it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. In role-playing the student is representing and experiencing a character known in everyday life (Scarcella and Oxford, 1992). For instance, plays of daily life situations such as: traveling to another country, having job interviews, doing the shopping, and the like.

2.2.6.6 The use of stories in teaching English to children

Teaching with stories is one of the best tools to teach English. Stories offer meaningful experiences to children when learning English and that is why, it is important to know how to select the best stories that properly fit in a children's class. There are some reasons to mention the importance and effectiveness in teaching children with stories. (Wright, 2004: 4-5). Those reasons are:

- Motivation. Most of children like to listen and read stories and they may spend all their time and attention to read or listen to stories. An example of a story is the tale "The little red riding hood", (Charles Perrault; 1697). This story is about a little girl who goes to her grandmother's house with a basket with food for her. Kids will be willing to follow the story and to discover what the end of the story will be. This activity completely catches the attention of children. Besides, it leads to a very strong motivation to learn the story and the language that is used.

- Meaning. Through the use of stories students not only discover new words but also the meaning and the message that stories contain. Therefore, teachers have to be careful when selecting stories. Stories with values content will be better because they have a moral message and this will raise good moral values in children.

- Increasing fluency. Fluency is a reading word recognition skill that permits a reader to construct meaning of text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during a class and makes possible, silent reading comprehension" (Pilulski & Chard, 2005, p. 3). According to this, when reading stories, children start recognizing a variety of words; meanwhile, they learn the pronunciation of the words. So that, the next time they look at some of these words, they know how to pronounce them.

2.3 Hypothesis

Hypothesis proved:

- If graduates from the University of El Salvador acquired more accurate and exact methodologies and tools to teach children, they would be more prepared to teach children.

2.4 Variables

Variable 1: Lack of subjects related to teach children methodologies.

Indicators:

- Variety of methodologies used based on students needs
- Academic Student's performance

Variable 2: Poor teacher's performance

Indicators:

- Variety of methodologies used
- Evaluation system
- Teacher's attitude towards student's characteristics

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 Level of investigation and Research Design

This investigation is a descriptive study, also referred as "correlational" one. It is determined descriptive study since there are two variables which are "lack of subjects about teaching children methodologies" and "teachers' performance". It is intended to find if the lack of preparation in the teaching children's area affects teachers' performance. For this reason, being in contact with students and teachers helped to have a better overview of this topic. It is argued that students who graduated from the University of El Salvador from the Licenciatura en Idioma Inglés Opción Enseñanza, did not have the enough training specifically in the "teaching children's area". Due to this, researchers planned to see if that kind of background might affect future teachers when choosing methodology or activities at the moment of working with kid stated the following. First, it was programmed to observe different classes where the interaction was among students from 6 to 12 years old and the teacher. This observation was carried out to detect if teachers had a kind of deficiency for not being well-trained when studying their major. In this sense, researchers looked for an academy where English courses for kids were taught, and that at the same time had graduates from the University of El Salvador. During 4 consecutive Saturdays researches were observing classes and filling in a checklist for obtaining the information. The students and teachers were acting naturally without any sort of manipulation, which was a big advantage for having a close result of this issue.

3.2 Universe and sample

The universe for this investigation was 12 groups of English children level at Pro-lingua Institute. Each group had 12 children between 6 to 12 years old. Therefore, it was planned to get the sample of this investigation by using an aleatory sample, that was, 3 groups, which represents the 25%, making a total of 3 teachers and 36 students. These 3 groups were observed for 2 months to get the results to support this research.

3.3 Techniques and Instruments/Gathering data

Since this investigation is qualitative, it is necessary to explain somehow the way it was carried out. Here, it will be found the different instruments used during the gathering data process.

First, researchers designed checklists, one for the students and another one for the teachers, in which the options were YES or NO. In the kids checklists there were presented different aspects related to the class to be observed during four Saturdays at Pro-lingua Institute, such as: activities, motivation and interaction. On the other hand, in the teacher's checklist there were presented aspects such as: classroom arrangement, use of variety of activities, guided practice and others. Also, a questionnaire was given to the teachers in order to get information about teacher's knowledge and experiences on the field. Finally, it was done an interview to the three teachers observed, to know, based on their studies and experiences, how they dealt at the beginning or at a certain period of time when teaching English to children, but mainly to make a comparison between the observation in the classroom and what the teachers expressed. (See annex 1)

3.4. 1 General Analysis of the Data Obtained

Based on the instruments used for the present graduation project the results will be shown. First, researchers started with an interview for teachers with the purpose of knowing how comfortable teachers were about teaching children during their first experiences. Teachers said that even tough when studying at the university of el Salvador they did not have the enough orientation in this field, they expressed having difficulties at the beginning of teaching children. As a result, all methodologies and tools have been learned through their own experiences.

Second, a questionnaire was done to identify teachers experience and knowledge in the field of teaching children as a foreign language. Teachers expressed that children learn by doing different activities such as: reading stores, practicing conversation, repeating vocabulary, role-plays activities and others, Teachers had a good management into the classroom taking into consideration the use of different material such us flashcards, posters, books, drawings etc. Teachers made variations in activities in order to incorporate all kind of learners in a classroom.

Moreover, teachers always started with an enthusiastic activity to captivate students' attention in order to let them know that is time to learn English, which was observed from students at the time of participating in any type of activity. Also, interaction with other children was observed. Children enjoyed sharing with their classmates and participating actively, which supports Vigotsky's theory as mentioned previously in the theoretical framework. It can be said that there is a relationship with what teachers said and what it was observed through the teacher's checklist, which purpose was not only how teachers made

different activities, but also how they applied them and how children react to them using different methodologies to achieve learning.

3.4.2 Analyzing data obtained from each instrument

3.4.2.1 Teacher's checklist analysis

Positive aspects

First, considering the environment, teachers set the environment before starting the class. So, when students arrived, the classroom was already prepared with posters and pictures that awoke student's curiosity. Teachers made use of playful activities, even though that the space was reduced. For example, memory games, hot potato, pair work and flashcards games.

Besides, based on the methodology to teach children, teachers must be very enthusiastic, according to the observations, they always used dynamic activities to start the class; for example, they made use of flashcards, videos, crosswords and worksheets to introduce new vocabulary. Then, they had children repeating the new vocabulary. Most of the time, the teachers associated words and practiced activities with movements to promote interaction and association with the new knowledge.

About reading stories, only in one of the three courses there was a book which they read in every class that was also complemented with videos related to the story to call students attention and to increase motivation. This also reflected

the use of authentic material which occurred only in one observation out of the three teachers observed. Teachers are likely to use the book course.

Negatives aspects

Regarding the classroom management, during the class, it was not observed. There was not enough space to arrange the classroom for each activity, because the classrooms were small or there were unnecessary desks taking extra space. During the observation, the practice of conversation through role plays was not observed frequently, because they spent most of the time with playful activities, they did not have enough time to make role plays. Besides, children only read a story once from the book. That means that reading short stories is not one of the techniques that teachers used very often. Finally, it was not observed the use of songs. Songs are very important because listening to songs is a valuable way to improve listening. Regarding to this, teacher Diana Herrera expressed: "we all listen all the time, so listening is an implicit skill which is always being practiced".

3.4.2.2 Children's checklist analysis

Positive aspects

Through children attitudes teacher performance was reflected. One of the main findings was the way students interact and participate in class. Making a comparison on how teachers consider students learning and how students participate in a class, it was perceived that teachers promote activities in which the main purpose was to learn by doing things and promoting interaction through

movements. Besides, the activities observed such as games, short story reading and vocabulary repetition are part of their reality and students practiced based on activities they usually do.

Furthermore, teachers promote activities based on the context, age, necessities, and also by making use of authentic and non-authentic material, according to students characteristics; even though they had preference on non-authentic material, teachers keep a balance between them. It also supports what they expressed on the teaching planning section on the questionnaire and interview related to the use of authentic and non-authentic material. See annex 2

3.4.2.3 Questionnaire Analysis

Positive aspects

According to the theory consulted, children learn a foreign language by being in active interaction and movements, that is why, researchers asked teachers how they consider children learn English, which options were active interaction and movements, reading stories, practicing conversation, repeating vocabulary and others. According to the teachers' answers the majority of kids learn by using all the skills mentioned above, but also they suggested other ways. As it was observed, the teachers under study always introduced the topics in an enthusiastic and dynamic way in order to set an appropriate opening for the students, which supports Vigotsky's theory as mentioned previously in the theoretical framework.

Second, based on teacher's experience researchers wanted to know how children take more advantage in the learning process, having as a result that there is a mixture of activities such as: active interaction, class environment, repetition and practicing. These activities make children have the opportunity to interact and share experiences with others through the practicing of movements, using mimics, playing "hot potato" and applying interactive charts. Furthermore, teachers know that these activities are very important to set in an appropriate environment for students, so they will build significant learning. This gives them the space to develop different kinds of activities, so they prepare the classroom to make students learn by practicing interactively.

Also, in this questionnaire there were two questions about the use of authentic and non - authentic material. It was perceived that graduates observed keep a balance between these two kinds of materials.

Another question was about children's assessment from the teachers and we got that teachers use the three options provided which were: written exams, vocabulary repetition and real content activities, making a variety of ways to assess student's progress. As it was expressed from them, teachers always planned their classes based on the ideas they have acquired and previous experiences that came from them or other teachers.

3.4.2.4 Interview Analysis

Positive aspects

The three teachers interviewed said that they have not taken any preparation on the field by their own, but fortunately, they have had the chance to attend workshops related to teaching children in their job, so they have gotten

new ideas on how to teach children, shared experiences about children's discipline and students characteristics, like age and learning styles, to have success. Teachers interviewed agreed on learning by playing and producing things, but not only playing to have fun or to mess up in the class, but to fulfill student's needs for reaching specific purposes of learning. Students need activities where they can participate and feel motivated to inspire others to be part of their learning process. See annex 3

Negative aspects

Based on teachers opinions about how comfortable they felt the first time they taught an English class to children, they expressed they felt uncertain. Even though one of them has worked with kids several years at the church, he mentioned that it is not the same because in the Licenciatura en Idioma Inglés Opción Enseñanza, teachers did not give them specific tools for teaching children, added to the lack of the knowledge about children's characteristics in a social, psychological and academic way. Based on this assumption, for them it was really important to know that information in order to achieve a better class. Some of the teachers interviewed felt that the lack of orientation was left out at the university. Besides, they were seen as "when they became teachers, they would learn all the tools and methodologies through the experience, but they express it would be more productive and advantageous to have an orientation about how to deal with different kinds of students' personalities, such as extremely shy or hyperactive students. (See annex 3)

CHAPTER IV
ADMINISTRATIVE ASPECTS

4.1 Resources

4.1.1 Material resources

- Computers.

- Printers.

- Cell phones as a recorder for interviews.

- Photocopies of the instruments used to obtain the data.

4.1.2 Human resources:

- Students observed

- Teacher's observed

- Students in charge of the thesis project

  - Beatriz Azucena Candelario Chávez

  - Walter Omar Gutiérrez Pastul

  - Sara Elizabeth González Quintanilla

- Teacher's project advisor Lic. Cecilia Reyes de Amaya

4.1.3 Financial resources

- Transportation $175.00

- Photocopies and printed material $150.00

- Thankful gifts / Sharing $50.00

4.2 Timetable

Time	2013																																				2014							
	April				May				June				July				August				September				October				November				December				January				February			
Activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Selecting the topic		▓																																										
Defining the topic			▓																																									
Writing objectives, justification, universe and sample.				▓																																								
Checking the objectives, justification, universe and sample.					▓																																							
Compilation of material for the theoretical framework		▓	▓	▓	▓	▓	▓	▓																																				
Elaboration of the theoretical framework						▓	▓	▓																																				
Elaboration of instruments						▓	▓	▓																																				
Testing the instruments									▓	▓																																		
Checking the instruments										▓	▓																																	
Gathering information													▓	▓	▓	▓	▓	▓	▓	▓																								
Tabulation the information gotten																					▓																							
Analyzing information																					▓	▓	▓																					
Elaboration of final report																									▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Final presentation																																											▓	

CONCLUSION

- Graduates from the Licenciatura en Idioma Inglés opción Enseñanza make an acceptable performance based on the fact that they have experienced different methodologies studied by themselves, but not because they have deeply studied related topics in Didactics at the University of El Salvador.

- Teachers first experiences working with children were difficult to face because they were not prepared with enough and proper methodology according to children's need. The absence of teaching practice increases the difficulties that teachers had.

- Teachers' methodology is determined by the characteristics of the group they are teaching; having a priority in methodologies that let students interact, learn by doing and making movements, teachers' methodologies correspond to children's necessities.

- Teachers varied activities in which students can have fun and learn at the same time focusing every activity on purposes and objectives related to the students' needs and the topics.

RECOMMENDATIONS

- Graduates from the Licenciatura en Idioma Inglés opción Enseñanza have to look for courses on their own to increase the knowledge about how to teach children and get the appropriate and necessary methodologies and tools to develop an exemplary work in the classroom.

- Authorities from the Foreign Language Department at the University of El Salvador have to evaluate the curriculum from the Licenciatura en Idioma Inglés opción Enseñanza to create subjects focused on every level of English study to fulfill future teachers' needs, preparing them for specific areas of learning such as teaching children, teaching teenagers and teaching adults.

- In order to avoid teachers' difficult first experiences when working with children, it is necessary to practice with children. It is needed to create a teaching English practice course at the University of El Salvador, with the support of English academies that teach English to children. So, students from the Licenciatura will have the chance to observe and be part of the real context dealing with children, and most importantly, to prepare classes based on the methodologies and principles on how to teach English to children.

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ANNEXES

Annex 1: Instruments used to gather the information

Annex 2: Data analysis: graphics

Annex 3: Interview's transcriptions

Annex 1

Instruments used to gather the information

Research question: How the lack of subjects about teaching children methodology affects teachers performance when teaching English to students from 6 to 12 years old.

Objective: To know about teacher's experience and knowledge in the children's teaching area.

Instructions: Select the option that best fits with you.

1) How do children learn English according to you?
   a) Active interaction and movements
   b) Reading stories
   c) Practicing conversations
   d) Repeating vocabulary
   e) Other/s _____

2) Based on what you have faced, how do children take more advantage of the learning experience?
   a) Through active interaction
   b) Depending on the class environment
   c) Repetition and practicing conversations
   d) All the items mentioned above.

3) How often do you provide your students authentic English material (not designed for pedagogic purposes e.g. newspapers, magazines, TV programs, movies, literature, etc)?
   a) Always
   b) Sometimes
   c) Often
   d) Never

4) How often do you provide your students non authentic English material (designed for pedagogic purposes e.g. course books, newspapers, videos)?
   a) Always
   b) Sometimes
   c) Often
   d) Never

5) How do you assess your students' learning of the topics you teach?
   a) Written exam
   b) Vocabulary repetition
   c) Real context activities
   d) Other/s _____

6) When preparing your class, what percentage of your plan is based on the theory you already know?
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
   f) None

7) When preparing your class, what percentage of your plan is based on the experience you have already acquired?
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
   f) None

8) What kind of material do you include in your classes?
   a) Flashcards
   b) Posters
   c) Game boards
   d) Puzzles
   e) All the mentioned above
   f) Other/s _____

9) What kind of activities do you include in your classes?
   a) Drawing games
   b) Singing songs
   c) Role plays
   d) Story telling
   e) All the mentioned above
   f) Other/s _____

Research question: How the lack of subjects about teaching children methodology affects teachers performance when teaching English to students from 6 to 12 years old.

Objective: To recognize how teachers dealt with first experiences working with children without enough and proper methodology.

a) Based on the fact that you have not been properly oriented or enough prepared by the Languages Department at the University of El Salvador for teaching children, how comfortable did you feel when teaching children the first time? And currently?

b) How did you deal with the lack of orientation by the Languages Department at the University of El Salvador for teaching children?

c) Have you done any kind of preparation for teaching children by your own? What kind?

d) Based on your experience, which is the best way for children to learn English?

e) What kind of difficulties have you faced in the children's teaching area? Do you still have them?

f) What are the skills that you focus on when teaching children and why?

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT Licenciatura en Idioma Inglés Opción Enseñanza Terms: I and II – 2013	Checklist No.
	Date:
	Teacher's Checklist Pro-Lingua Institute

Research question: How the lack of subjects about teaching children methodology affects teachers performance when teaching English to students from 6 to 12 years old.

Objective: To recognize the different activities and methodologies teachers apply when teaching children, by observing teaching's performance.

No.	Activity Does the teacher…	Yes	No	Observation/s
1	…arrange the classroom differently according to each activity (classroom management)?			
2	…introduce the topic in a dynamic way?			
3	…practice conversations through a role play?			
4	…read short stories with students?			
5	…use playful activities to achieve learning?			
6	…model the activity to students in order to be done accurately and efficiently?			
7	…use visual aids such as: flashcards or posters for introducing new vocabulary or topics?			
8	…repeat new vocabulary?			
9	…provide students with movement activities to promote interaction among them?			
10	…set up the environment for the classroom with material related to the topic to be presented?			
11	…use authentic English materials (magazines, movies, crosswords, books)?			
12	…use non authentic English materials (course books, text books designed for academic purposes)?			
13	…practice songs with students?			
14	…give students the vocabulary meaning through examples, definition and synonyms?			

Research question: How the lack of subjects about teaching children methodology affects teachers performance when teaching English to students from 6 to 12 years old.

Objective: To identify the results that the applied methodology has on kids.

No.	Activity Does the kid…	Yes	No	Observation/s
1	…practice new vocabulary by repeating?			
2	…participate in role plays in an enthusiastic way?			
3	…interact with classmates in the activities done in the classroom?			
4	…like reading short stories?			
5	…use the vocabulary presented on flashcards according to each topic?			
6	…enjoy interacting through singing?			
7	…enjoy interacting through movements when the teacher asks for it?			
8	…participate when reading short stories?			
9	…follow instructions from the teacher according to each activity?			
10	…show interest when reading stories?			
11	…show interest when doing games?			

Annex 2

Data analysis: graphics

Tabulation - Question 1

1) How do children learn English according to you?
   a) Active interaction and movements
   b) Reading stories
   c) Practicing conversations
   d) Repeating vocabulary
   e) Other/s _____

In this graphic it is shown how children learn regarding teacher's opinion. According to this procedure it counts the times the teacher used active interaction and movements to teach a class, the use of reading stories and other that they considered were appropriate for the activity carried. The 66% of the teachers used other activities.

Frequency Table for Question 1

Class	Value	Frequency
1	a, b	1
2	e	2

Piechart for Question 1

Question 1
☐ a, b
☐ e
33.33%

66.67%
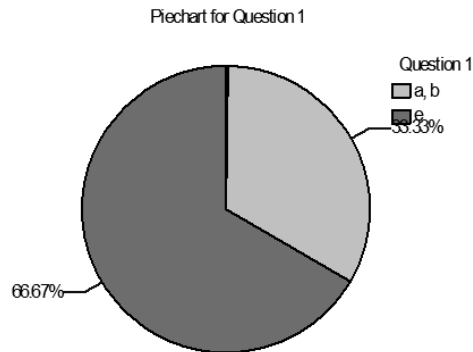
Tabulation - Question 2

2) Based on what you have faced, how do children take more advantage of the learning experience?
   a) Through active interaction
   b) Depending on the class environment
   c) Repetition and practicing conversations
   d) All the items mentioned above.

In this procedure it can be perceive the count of the times the teachers said to have more advantages in the learning experience. In this particular case the 60% of the teachers consider that it can be a combination between use of active interaction, class environment and repetition and practicing conversations.

Frequency Table for Question 2

Class	Value	Frequency
1	a	1
2	d	2

Piechart for Question 2

Question 2
☐ a
☐ d
33.33%

66.67%
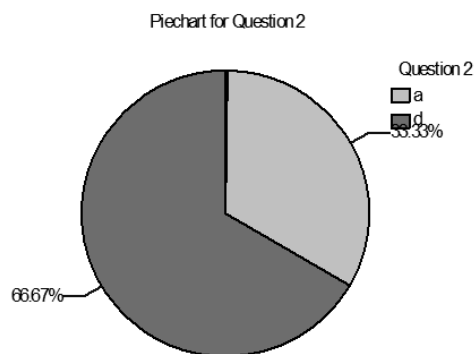
Tabulation - Question 3

3) How often do you provide your students authentic English material (not designed for pedagogic purposes e.g. newspapers, magazines, TV programs, movies, literature, etc)?
   a) Always
   b) Sometimes
   c) Often
   d) Never

This graphics shows the times teachers made use of authentic English material to teach a class. The 66% expresses that they sometimes expose students to this kind of material, while the 33% does it often.

Frequency Table for Question 3

Class	Value	Frequency
1	b	2
2	c	1

Piechart for Question 3
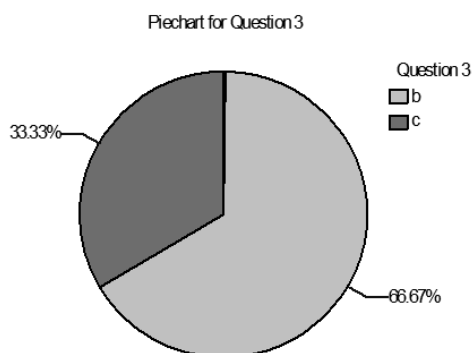
Tabulation - Question 4

4) How often do you provide your students non authentic English material (designed for pedagogic purposes e.g. course books, newspapers, videos)?
   a) Always
   b) Sometimes
   c) Often
   d) Never

This graphic count the times the teachers made use of non authentic English material to teach a class. The 66% expresses that they sometimes expose students to this kind of material, while the 33% does it often.

Frequency Table for Question 4

Class	Value	Frequency
1	b	2
2	c	1

Piechart for Question 4
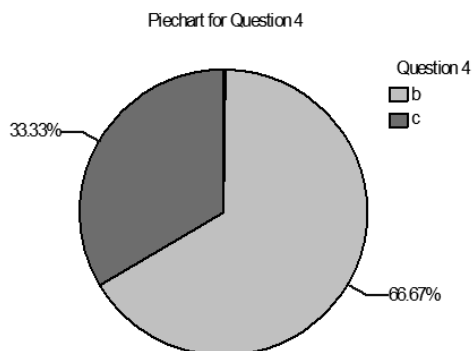
Tabulation - Question 5

5) How do you assess your students' learning of the topics you teach?
   a) Written exam
   b) Vocabulary repetition
   c) Real context activities
   d) Other/s _____

In this graphic it is appreciated how teachers asses students learning on the topics teachers teach. The 33% said that the use of written exams, vocabulary repetition and real content activities are used to asses students. On the other hand, another 33% expresses the use real content activities and the other 33% said the teacher uses other kind of activities.

Frequency Table for Question 5

Class	Value	Frequency
1	a, b, c	1
2	c	1
3	d	1

Piechart for Question 5

Question 5
a, b, c
c
d

33.33%
33.33%
33.33%
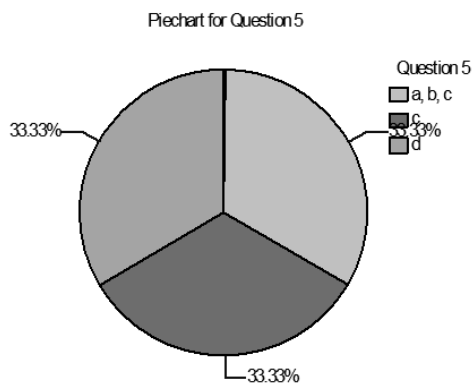
Tabulation - Question 6

6) When preparing your class, what percentage of your plan is based on the theory you already know?
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
   f) None

According to this graphic the 66% of the teachers consulted said they always planned based on the theory they know, while the 33% expressed they applied it the 80% of the time.

Frequency Table for Question 6

Class	Value	Frequency
1	a	2
2	b	1

Piechart for Question 6
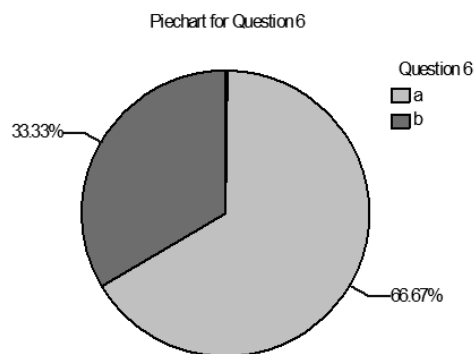
Tabulation - Question 7

7) When preparing your class, what percentage of your plan is based on the experience you have already acquired?
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
   f) None

According to this graphic the 100% of the teachers consulted said they always planned based on the experience they have.

Frequency Table for Question 7

Class	Value	Frequency
1	a	3

Piechart for Question 7

Question 7
☐ a

100.00%
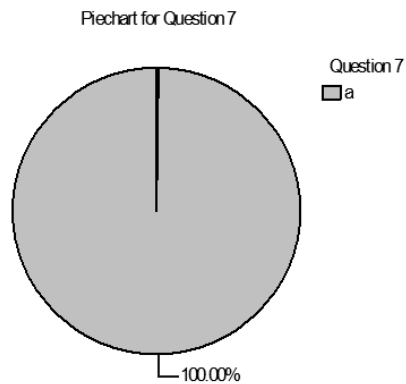
Tabulation - Question 8

8) What kind of material do you include in your classes?
   a) Flashcards
   b) Posters
   c) Game boards
   d) Puzzles
   e) All the mentioned above
   f) Other/s _____

This graphic shows the count of times teachers used different kind of material. The 33% said they use Flashcards, Posters, Game boards and Puzzles. Another 33% uses Flashcards, Posters and Game boards and the other 33% uses Flashcards, Posters and Puzzles.

Frequency Table for Question 8

Class	Value	Frequency
1	a, b, c	1
2	a, b, d	1
3	e	1

Piechart for Question 8

Question 8
a, b, c
a,b,d
33.33%
e

33.33%

33.33%
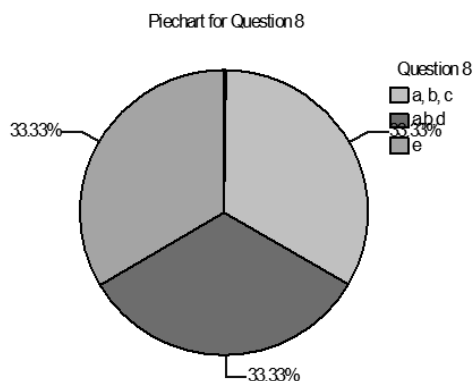
Tabulation - Question 9

9) What kind of activities do you include in your classes?
   a) Drawing games
   b) Singing songs
   c) Role plays
   d) Story telling
   e) All the mentioned above
   f) Other/s _____

This graphic shows the count of times teachers used different kind of activities. The 66% said they use Drawing games, Singing songs, Role plays and Storytelling. The other 33% uses Drawing games, Role plays and Storytelling.

Frequency Table for Question 9

Class	Value	Frequency
1	a, c, d	1
2	e	2

Piechart for Question 9

Question 9
a, c, d
e
33.33%
66.67%
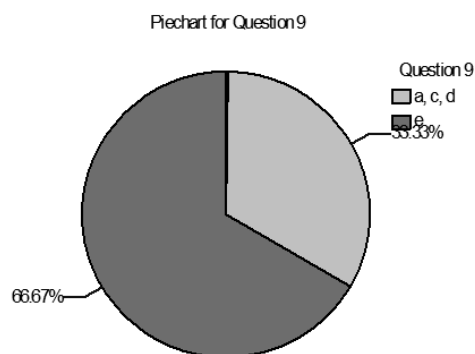
Tabulation - Observation 1

Does the teacher arrange the classroom differently according to each activity (classroom management)?

This graphic counts the number of times each of the 2 unique values of the classroom management observation occurs which is the 66%. In the other hand the 33% was not observed. This means that in 2 classes out of 3 the teacher was arranging the classroom in different ways according to the activity.

Frequency Table for Observation 1

Class	Value	Frequency
1	no	1
2	yes	2

Piechart for Obs 1

Obs 1
- no
- yes

33.33%

66.67%
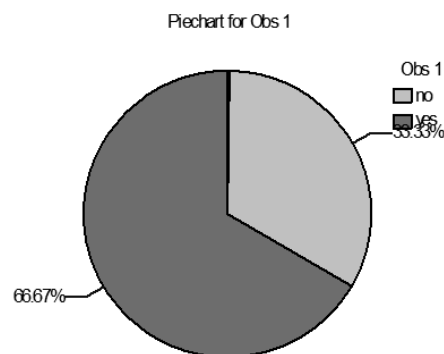
Tabulation - Observation 2

Does the teacher introduce the topic in a dynamic way?

This graphic counts the number of times in which the teacher introduces the topic in a dynamic way. Having as a results that the teachers always introduces the topic in a enthusiastic and dynamic way in order to prepare students for the contents that will be studied , which is the 100%.

Frequency Table for Observation 2

Class	Value	Frequency
1	yes	3

Piechart for Obs 2

Obs 2
☐ yes

100.00%
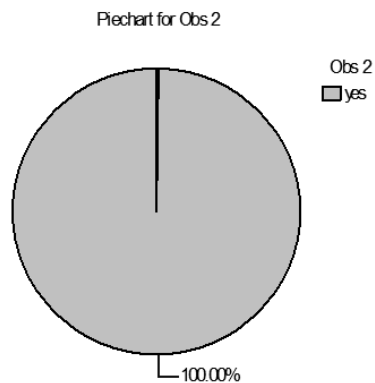
Tabulation - Observation 3

Does the teacher practice conversations through a role play?

This graphic counts the number of times each of the 2 unique values of the observation occurred. As you can see in the graphic below, the practice of conversations through role plays happened 33% only in the classes observed. On the other hand, 66% shows that did not occur during the observation time.

Frequency Table for Observation 3

Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 3
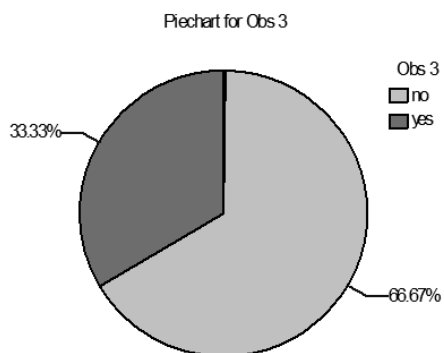
Tabulation - Observation 4

Does the teacher read short stories with students?

This graphic counts the number of times each of the 2 unique values of reading short stories with students did not occur which represents the 66%. In the other hand the 33% was observed.

Frequency Table for Observation 4

Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 4

Obs 4
☐ no
■ yes

33.33%

66.67%
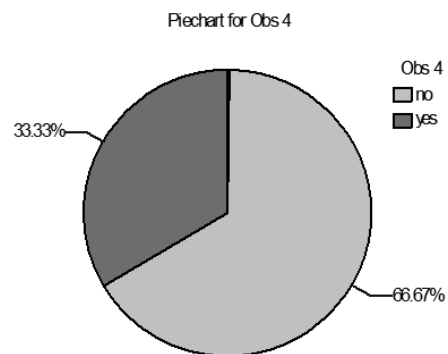
Tabulation - Observation 5

Does the teacher use playful activities to achieve learning?

This graphic counts the number of times each of the 2 unique values of the observation of the teacher use of playful activities to achieve learning occurs which is the 100%.

Frequency Table for Observation 5

Class	Value	Frequency
1	yes	3

Piechart for Obs 5

Obs 5
☐ yes

100.00%
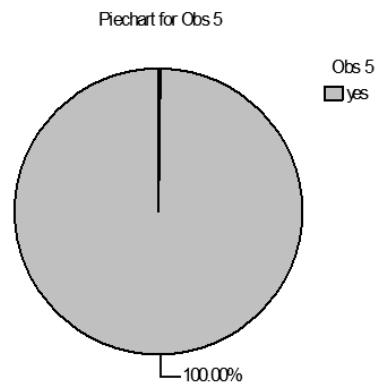
Tabulation - Observation 6

Does the teacher model the activity to students in order to be done accurately and efficiently?

This graphic counts the number of times each of the 2 unique values of the observation of the teacher modeling of activities to students in order to be done accurately and efficiently; in this particular case it occurs the 100% of the times.

Frequency Table for Observation 6

Class	Value	Frequency
1	yes	3

Piechart for Obs 6

Obs 6
☐ yes

100.00%
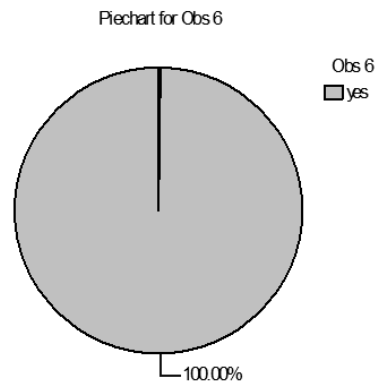
Tabulation - Observation 7

Does the teacher use visual aids such as: flashcards or posters for introducing new vocabulary or topics?

This graphic counts the number of times each of the 2 unique values of the observation of the use of visual aids such as flashcards or posters for introducing new vocabulary or topics, in this particular case it occurs the 100% of the times.

Frequency Table for Observation 7

Class	Value	Frequency
1	yes	3

Piechart for Obs 7

Obs 7
yes

100.00%
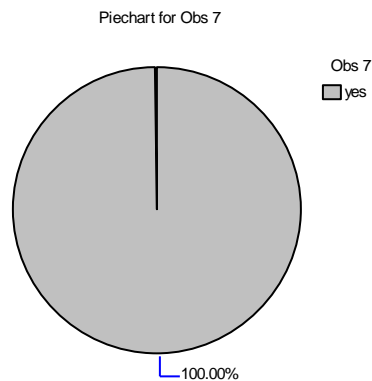
Tabulation - Observation 8

Does the teacher repeat new vocabulary?

This graphic counts the number of times each of the 2 unique values of the observation of students asked for the teacher to repeat new vocabulary, in this case it occurs the 100% of the times.

Frequency Table for Observation 8

Class	Value	Frequency
1	yes	3

Piechart for Obs 8

Obs 8

yes

100.00%
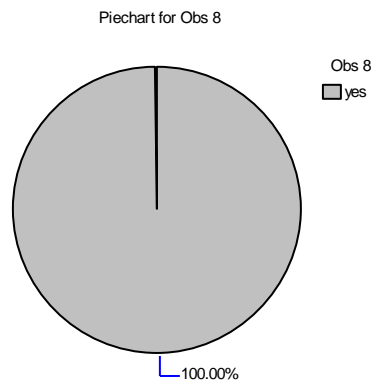
Tabulation - Observation 9

Does the teacher provide students with movement activities to promote interaction among them?

This graphic counts the number of times each of the 2 unique values representing if the   teacher provides students with movement activities to promote interaction among them. Through the observations 66% of the times occur while the other 33% was not observed.

Frequency Table for Observation 9

Class	Value	Frequency
1	no	1
2	yes	2

Piechart for Obs 9
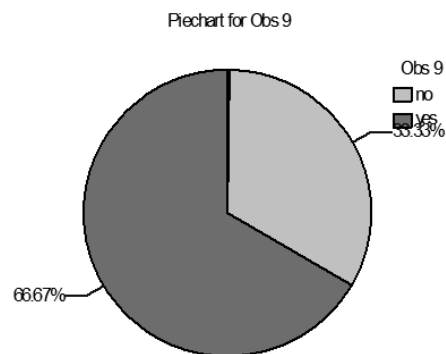
Tabulation - Observation 10

Does the teacher set up the environment for the classroom with material related to the topic to be presented?

This graphic counts the number of times each of the 2 unique values observing if the teacher sets up the classroom environment with material related to the topic will be studied, this time, the frequency occurs the 100% of the times.

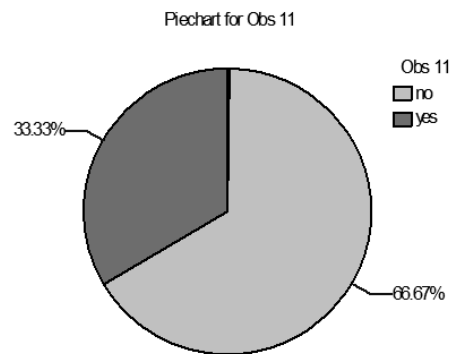Frequency Table for Observation 10

Class	Value	Frequency
1	yes	3

Piechart for Obs 10

Obs 10
☐ yes

100.00%
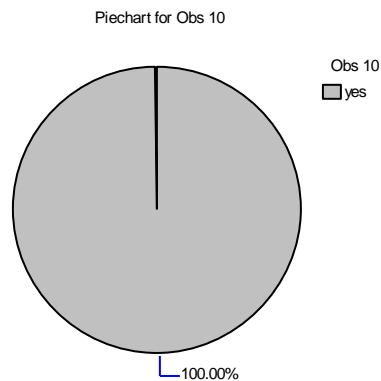
Tabulation - Observation 11

Does the teacher use authentic English materials (magazines, movies, crosswords, books)?

This graphic counts the number of times teachers use authentic English materials. The 33% occurred, while the other hand the 66% was not observed.

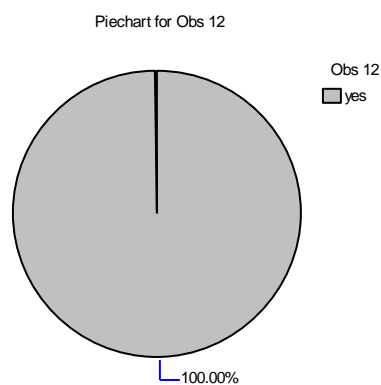Frequency Table for Observation 11

Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 11

Tabulation - Observation 12

Does the teacher use non authentic English materials (course books, text books designed for academic purposes)?

This graphic counts the number of times where teachers make use of visual aids such as flashcards or posters for introducing new vocabulary or topics; in this particular case it occurs the 100% of the times.

Frequency Table for Observation 12

Class	Value	Frequency
1	yes	3

Piechart for Obs 12

Obs 12
☐ yes

100.00%

Tabulation - Observation 13

Does the teacher practice songs with students?

This graphic counts the number of times teachers make use of songs with students to practice; in this particular case it did not occur the 100% of the times.

Frequency Table for Observation 13

Class	Value	Frequency
1	no	3

Piechart for Obs 13

Obs 13
☐ no

100.00%
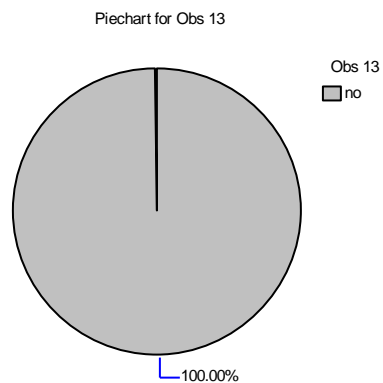
Tabulation - Observation 14

Does the teacher give students the vocabulary meaning through examples, definition and synonyms?

This graphic counts the number of times in which teachers give the students new vocabulary meaning through examples such as, definition and synonyms; in this particular case it occurred the 100% of the times.

Frequency Table for Observation 14

Class	Value	Frequency
1	yes	3

Piechart for Obs 14
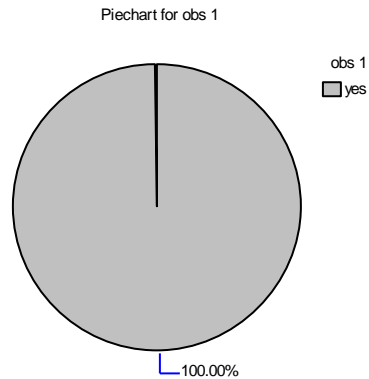
Obs 14
☐ yes

100.00%
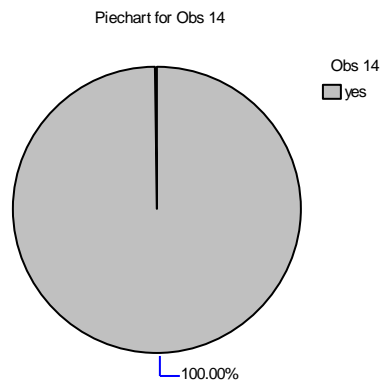
Tabulation - Observation 1

Does the kid practice new vocabulary by repeating?

This graphic presents the number of times kids practice the new vocabulary by repeating. According to the observations made, this issue happens 100%, which means always.

Frequency table for observation 1

Class	Value	Frequency
1	yes	3

Piechart for obs 1
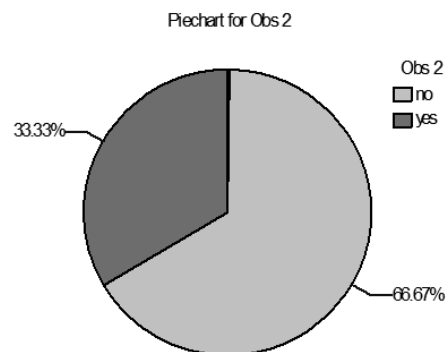

obs 1
□ yes

100.00%

Tabulation - Observation 2

Does the kid participate in role plays in an enthusiastic way?

This graphic represents that kids do not participate enthusiastically in role plays, having as a result that the 66% does not happen, while the 33% occurs.

Frequency Table for Observation 2

| Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 2

Tabulation - Observation 3

Does the kid interact with classmates in the activities done in the classroom?

This procedure counts the number of times kids interact with their classmates through interactive activities, having as a result that the 100% of the children did it.

Frequency Table for Observation 3

| Class	Value	Frequency
1	yes	3

Piechart for Obs 3

Obs 3
☐ yes

100.00%
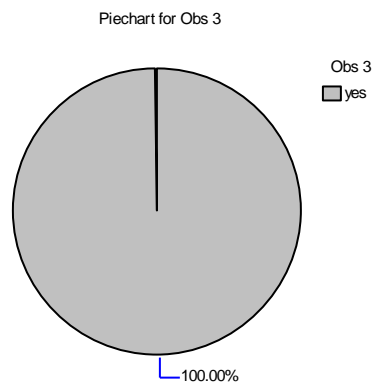
Tabulation - Observation 4

Does the kid like reading short stories?

In this graphic it is shown if kids like reading stories. The result was that 66%
of the kids do not have as an activity the use of reading stories, that why this
represents that kids do not participate on it, whereas the 33% like it.

Frequency Table for Observation 4

| Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 4
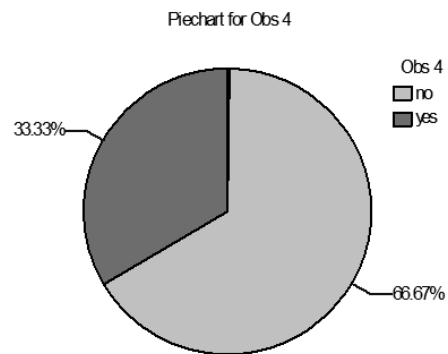
Tabulation - Observation 5

Does the kid use the vocabulary presented on flashcards according to each topic?

In this graphic it is shown the frequency in which kids use vocabulary presented on flashcards. According to the observation it can be said that the 100% of the kids make use of the vocabulary they see on flashcards.

Frequency Table for Observation 5

Class	Value	Frequency
1	yes	3

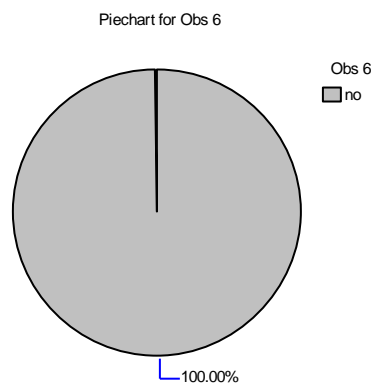Piechart for Obs 5

Obs 5
☐ yes

100.00%
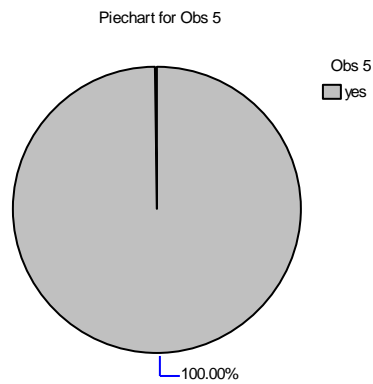
Tabulation - Observation 6

Does the kid enjoy interacting through singing?

In this graphic it is presented that 100% of children did not enjoy singing in the class, not because they do not like it, but because teachers do not make use of that.

Frequency Table for Observation 6

Class	Value	Frequency
1	no	3

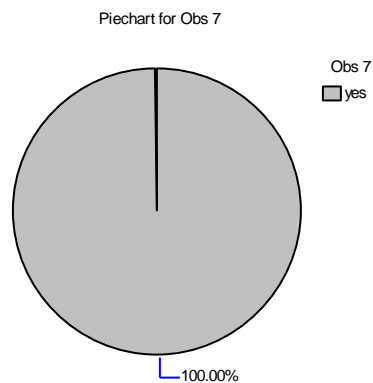Piechart for Obs 6

Obs 6

□ no

100.00%

Tabulation - Observation 7

Does the kid enjoy interacting through movements when the teacher asks for it?

In this graphic it is presented that 100% of kids enjoy interacting through movements according to the teacher's instructions.

Frequency Table for Observation 7

Class	Value	Frequency
1	yes	3

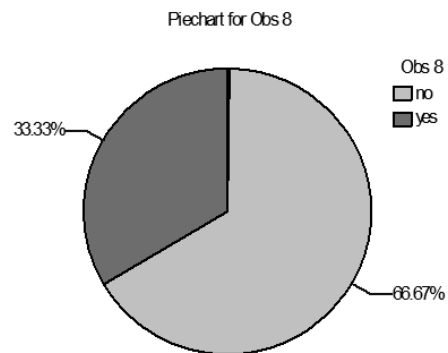Piechart for Obs 7

Obs 7

☐ yes

100.00%

Tabulation - Observation 8

Does the kid participate when reading short stories?

In this procedure it is shown that 66% of the kids do not participate when reading short stories. In the other hand, 33% of the kids do it.

Frequency Table for Observation 8

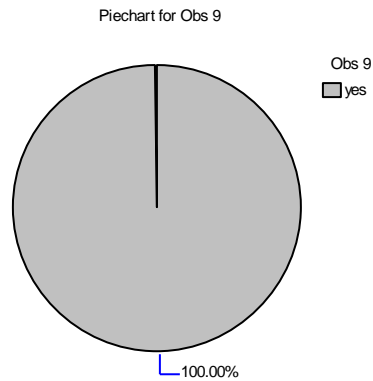| Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 8

Tabulation - Observation 9

Does the kid follow instructions from the teacher according to each activity?

In this graphic it is shown that 100% of the kids follow instructions from teacher according to each activity.

Frequency Table for Observation 9

Class	Value	Frequency
1	yes	3

Piechart for Obs 9

Obs 9
☐ yes

100.00%

Tabulation - Observation 10

Does the kid show interest when reading stories?

This graphic shows the number of times when students show interest when reading short stories. As it can be seen the 66% did not showed interest because this activity was not developing in the class, while the other 33% enjoyed it because they had reading short stories activities.

Frequency Table for Observation 10

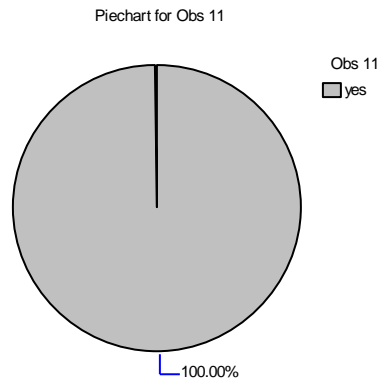| Class	Value	Frequency
1	no	2
2	yes	1

Piechart for Obs 10
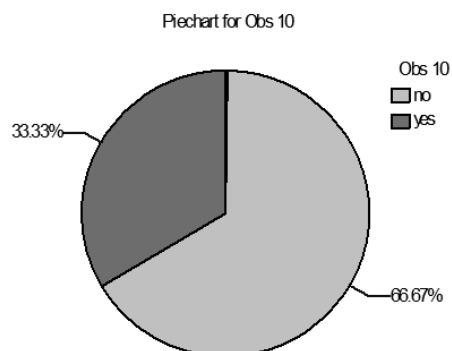
Tabulation - Observation 11

Does the kid show interest when doing games?

This graphic shows the frequency of the interest of kids when doing games. According to the results the 100% showed interest.

Frequency Table for Observation 11

Class	Value	Frequency
1	yes	3

Piechart for Obs 11

Obs 11
☐ yes

100.00%

Annex 3

Teachers interview transcriptions

Teacher Iris Garcia's interview

Date: August 10th, 2013 at Prolingua Institute

A: Based on the fact that you have not been properly oriented or enough prepared by the Languages Department at the University of El Salvador for teaching children, how comfortable did you feel when teaching children the first time? And currently?

B: I started Teaching English at the age of 21 years old; at the beginning was quite difficult cause I didn't know anything about children's behaviour or something related to methodology. However, I was lucky to get along well with kids; since the very beginning children's personality and mine clicked right away, that's why teaching children was not very difficult. Having the help of my big sister , who is a master in teaching children, helped me a lot to know more about ways to teach , what method to use and how to identify children problematic behaviour . Little by little , I have realized that teaching children is not just games but being a good friend to them; taking away yelling , punishment for everything but dealing with them , talking to them as a big friend. In my personal opinion, there is no successful method in teaching if you don't care about your student's affectionate area.

A: How did you deal with the lack of orientation by the Languages Department at the University of El Salvador for teaching children?

B: As I stated before , I was not trained to teach children . However , I was lucky to have literature at home about children and my sister's experience in teaching children. I strongly believe that if you love something you do whatever it takes to immerse in any area, in my case , teaching English .

A: Have you done any kind of preparation for teaching children by your own? What kind?

B: Well, in 13 years in teaching, I have attended to 2 3 hours-training for teaching children. That means , in terms of methodology I have got nothing cause most of the training are for showing what kind of "new games" you can do with kids , and no how to improve the teaching and learning .

A: Based on your experience, which is the best way for children to learn English?

B: In my personal case, I love the eklectical method , it's a little bit of everything , kids need to interact , move, repeat, exchange, discover, memorize , touch, see, listen , etc. Children from this time have difficult characters , problematic kids, not only in behavior but also in terms of study habits. So it is necessary to let them know that English can be fun and it has a purpose in their lives. A teacher doesn't have to focus just in the academic area but in the personal area too. We must keep in mind we are teaching humans not just little robots. I have understood always said that whenever I teach kids is like if I am teaching and dealing with my little brothers and sisters ; patience , love, tolerance , service and dedication have been the best techniques in my English classes.

A: What kind of difficulties have you faced in the children's teaching area? Do you still have them?

B: I have experienced some difficult problems in terms of academic low performance , lack of motivation , but the most difficult one has been to deal with kids who have emotional problems or learning difficulties, slightly retarded students.

A: What are the skills that you focus on when teaching children and why?

B: I focus a lot in " I see, I do , I practice" children need to discover that learning a new language is not just playing , but using the language in their own context and that it is useful. I focus on vocabulary, pronunciation, application of the language, reading, spelling, listening. Children not only have to learn to understand the language through CDs , but the speaking of the teacher ; even though it is difficult at the beginning , I practice body language too, mimics are also a good way to make kids understand. In short, children are capable to learn everything, so let's take advantage of it . I always use

this quote every time I get into my classroom and start teaching : "The great teacher inspires."

Teacher Diana Herrera's interview

Date: August 10th, 2013 at Prolingua Institute

A: Based on the fact that you have not been properly oriented or enough prepared by the Languages Department at the University of El Salvador for teaching children, how comfortable did you feel when teaching children the first time? And currently?

B: Well, in profesorado actually I saw some material and they taught us something about how to teach children but not in English that is a difference because it was in Spanish, right, like Didactics (…) I don't remember the other subjects but we were studying something about teaching children but not in English. The first time it was a little bit difficult because is not the same as when you are teaching to adults. Probably what I tough the most difficult was the lack of methodology for teaching English to children. Probably another subject in Spanish could be easier but for English sometimes it was not easy to know how to make learn something like how to teach grammar. We are not supposed to be teaching grammar to children, that was a little bit difficult, because you can do that with adults and we don't do that with children, they don't really get it and they don't care about it, so probably that was difficult, teaching grammar and have them learn structures. That was the difficult part.

A: How did you deal with the lack of orientation by the Languages Department at the University of El Salvador for teaching children?

B: At the beginning I felt a little bit lost when I started with them, but then I think that you are learning that with the experience, that is true, teaching to children, they don't teach you that at the University, you learn that with the experience and the first time, probably the first six months it was difficult for me. They were all over the place, they were shouting and playing and they were not paying attention, it was a mess the first time. The first time, the two levels that I had it was really difficult for me and also because I was very young, but then I think that when the years have pass and I have been teaching children like for three years I guess, so now is easier, is easier now because everything comes

with experience, because you don't get any information about that from the Languages Department regarding that.

A: Have you done any kind of preparation for teaching children by your own? What kind? I remember that from Prolingua they sent us to a workshop, it was a hotel for one week. It was for all English teachers but we took like two days or something like that just for the teaching that was oriented to children. It was not like a diplomado or something like that but they give us some strategies and advice and that was very helpful, that help me a lot. It was like two years ago

B: Based on your experience, which is the best way for children to learn English? The best way is by doing things. If they do something that is related to the topic that you are teaching that is going to help them to remember it and to know how to use it. That is the best way.

A: What kind of difficulties have you faced in the children's teaching area? Do you still have them?

B: Teaching grammar and probably how to manage them but it was just at the beginning

A: What are the skills that you focus on when teaching children and why?

B: Probably the first one and that is probably the easiest for them and also for teachers is vocabulary because they learn vocabulary very fast, grammar but not directly, just like doing things they practice grammar and structures but not teaching grammar directly. Then listening sometimes with the reading book, we do listening all the time, when we are repeating or asking them questions. The other one is speaking. All of them but probably the one that is easier for them, well, that is not the question but the one that is easier for them, vocabulary.

Teacher Carlos Hernandez's interview

Date: August 10th, 2013 at Prolingua Institute

A: Ok! Good Morning! How are you?

B: I´m doing good and you?

A: Great! Thank you very much for this opportunity I´m going to ask you some questions based on your experience working with children. So , I want yo to give your opinion according to them. The first one is: Based on the fact that you have not been properly oriented or enough prepared just in the teaching are. How comfortable did you feel when teaching children by the first time?

B: Well, I felt really comfortable because maybe I didn't have the opportunity to do it in an academic way but I had already worked in the area. So, it was kind of easy for me because I was working. In an academic way I felt really nervous. At the beginning I tried to do activities I knew teachers would enjoy. Also, I started teaching children I was making substitutions at the beginning it was kind of hard. The group that I have right now is the first I have.

A: As you told me before you studied at the University of El Salvador. So, I think you didn't have a subject specifically only to teach children. So how did you feel with the lack of orientation from the University of El Salvador? It was very difficult because the tools they give us are for a general class. They don't say ok this is for kids this is for adults. It is not totally bad because as teachers we have to grab those tools and apply them in different aspects. It's like a challenge. I think that maybe It would have been great to have those areas in separate ways. Also, we can have a little bit of physiology for example when the kid is talking too much what I can do. Maybe they might have problems but how to approach it was difficult for me.

 A: So do you think that's a problem for teachers who are graduated?

B: I think at the beginning is very difficult, but also time helps.

A: Have you done any kinds of preparation to teach children like workshops?

B: Well, actually like paying a course for my own I've never done it. But, here in the place I´m working we have workshops according to different areas; the last time I was in one was MODERN teacher of a modern society. But I strongly believe that that work had to be done at the university.

A: Actually y. You've had that preparation after you graduated. So, how did you get all the preparation and the activities you use with children?

B: Some of them I recycle, I take things I have learned in other courses. I look them by myself some others; I get them from other colleagues. It's like sharing ideas

A: What do you think is the best way teaching learns?

B: The best way for children to learn English is by playing but not only for fun, you need to have something in the game or the activity a purpose to learn. Trying to put songs, videos, that can attract them, like pronunciations etc.

A: What kind of things do you take into consideration when teaching children?

B: We need to take many things into consideration, like age, classroom, and gender. But the age is the most important because you can put activities they enjoy according to the age so you can give the appropriate material.

A: when you design a particular game what do you think of?

B: First of all, I think about the difficulty for the kids, if they are going to be able to do the activity and also that everything has to be related with the topic your are teaching.

A: What are the skills you focused on in your classes?

B: Mostly what I think is better for a kid is speaking. But I try to incorporate all of them at the same time.

A: ok thank you very much!

B: It was a pleasure!