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**EXPLORING LEI TRAINEES ISSUES DURING THEIR TEACHING
EXPERIENCE WITH CHILDREN**

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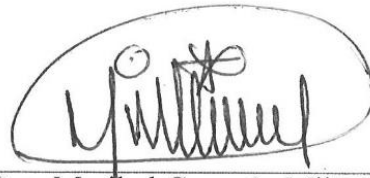
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ABSTRACT

In this investigation we explore LEI trainees issues during their teaching experience with children based on the different issues they face. The principal topics that we approach in this document are language acquisition, classroom management, motivation and teaching strategies. We also discuss issues of lesson plan, methods and materials for teaching children that may help understand how children learn and improve our understanding of ELT in general.

We followed a mixed methodology, including quantitative and qualitative data interpretations. The participants in this study are LEI students in the Faculty of Languages. Their age ranges between 20 and 25 years old they were in the 6th semester of the BA in ELT at the moment of this investigation. We administered a questionnaire that helped us collect information to understand some problems that they have had when teaching. The questionnaire is based on sixteen questions. Six open questions and one checklist including 10 multiple choice questions.

Findings suggest that participants perceive themselves as proficient and have mastered the basic elements when they teach children. The most relevant issues they face are group control and external factors, such as; lack of resources, gaining students attention and children's English level. Some of the most significant suggestions participants recommend are adding other subjects to the contents of the BA curricula that include tips to improve teaching, practice before taking teaching experience and design extensively lesson plans and appropriated materials.

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CHAPTER I: INTRODUCTION

1.1. Introduction to the problem

English language teaching is the process to prepare students for a wide range of degree opportunities from education and research in language to general communication and culture interactions. In the last decade the SEP has implemented obligatory English classes for all public schools (PENIEB, 2011).

Despite this implementation, teachers may not have the appropriate training for dealing with children. The English Language Teaching (ELT) program at the Faculty of Languages of the BUAP University is dedicated to train English teachers in different contexts, and for this reason students take a set of subjects that help them develop different competences in the teaching field. One of the most relevant subjects and which is taken almost at the end of the degree is Teaching Experience with Children; where trainees are required to teach children in an official institution for about 20 hrs. Some of these trainees have to face different challenges and overcome varied troubles.

This study arose when we did our Teaching Experience with Children, we realize that it was not an easy task and a lot more a challenge. We argue that we need more experience in the field of teaching, here at the same Faculty of Language, where most of the courses are based on theory and very little on teaching practice, according to our perceptions. When we face real situations teaching children is when you deal with different kinds of challenges.

In this investigation, we attempt to explore some of these issues from the point of view of actual English practitioners with children; in order to illustrate the manner these trainees may help others to overcome and raise awareness of these issues.

1.2. Purpose of the study

The general aim of this study is to explore what are the most salient issues trainees' face when teaching English to children for the first time. The specific objective is to illustrate the form these trainees have overcome some of these issues by means of a questionnaire.

The participants are students who are taking English Teaching Experience with Children and who are teaching children for the very first time.

1.3. Context of the research

The theoretical areas related to this research are the following: teaching children and classroom management as one of the most relevant issues trainers face. When dealing with children, motivation and learning to teach and the implementation of strategies as teaching materials and practitioners own experience become the basis for this study.

This study takes place at the Faculty of Languages of the BUAP, where students are educated to become English teachers. All students at this BA are required to teach in front of a classroom for twenty hours to children who are in kindergarten or Elementary school, that is to say, children between 4 and 12 years old.

1.4. Participants of the research

This research collected data through a questionnaire. This questionnaire was administered to twenty English language trainees of the Licenciatura en la Enseñanza del Inglés (LEI) of

the Faculty of Language (BUAP) who are doing their Teaching Experience with Children in different public schools.

1.5. Research questions

This paper sets out to answer the following research questions.

- 1) How do English teacher trainees perceive themselves during their first teaching practice with children?

- 2) What are the most salient issues LEI trainees report when teaching children for the very first time?

- 3) What are some suggestions LEI trainees express to have implemented in order to solve their issues?

1.6. Justification

This research is significant because it focuses on specific issues regarding trainers' education and formation. The focus of this research is to illustrate actual LEI trainees' perceptions for the very first time they are face to face with being in front of a classroom teaching English. This investigation may help future English trainers to deal with certain issues they may face during their teaching experience with children and help future generations.

1.7. Conclusion

Teaching experience is an essential subject in the development of future teachers. It is important to consider all the issues they face during their teaching experience with children. If we want to find a solution to those matters, we have to study what are the student's perceptions when they face those difficulties and listen to their voices.

CHAPTER II: LITERATURE REVIEW

2.1 Chapter overview

In this chapter we provide a general perspective of the foundations this investigation bases on. We also review the most relevant investigations done before in relation to our topic.

2.1.1 Language acquisition

Commonly our first language is acquired, and the second language is learned. This is because we understand that our mother tongue is acquired through experience while the second language usually comes with formal teaching. Language acquisition takes place in constantly stimulating environments: children are exposed to their first language from the very beginning and they are literally bombarded with language all the time. (House, 1997, p. 7). As we know children acquire L1 in a natural way based on their own experiences, also for them it is very difficult to acquired L2 in a not natural form, that means in a classroom because they are not being exposed to the language in their everyday lives and they do not understand the whole structures of the language.

As future teachers we need to take into account the age of our students to guide them to acquired step by step the language, in other words they have to live the language “For young children, learning is still a question of experiencing rather than committing information to memory, so we need to provide our students with the possibility of experiencing to ensure successful learning. Because children learn from experience”

(House, 1997, p.7). In addition for future teachers, it is important to create an environment where children feel comfortable and get the knowledge through experience in a regular way .

In the first place language acquisition plays an important part in the learning process for that reason, we have to know the following steps that we need to apply with children, so they can develop their L2. According to House (1997):

Language is usually delivered in the classroom following an established belief regarding the order of language acquisition: listening speaking, reading, then writing. This means that we:

Present the language orally; the child listens

Then ask the children to reproduce this language orally; the child speaks

Then present language in the written form; the child reads

Finally ask them to reproduce this language in a written form; the child writes. (p.8)

To accomplish the language acquisition in the classroom as future teachers we need to be conscious to present the language orally because children need to hear the language as much as possible to develop their listening skill moreover teachers have to spend a good part of your class time getting students speaking in order to develop communication in L2. The next step is to introduce the reading ability by giving them the necessary tools to acquire this skill in the classroom and finally, the last step is writing so we have to develop the four-stage process in a successful way in order to develop language acquisition , it is the most complex stage because it cannot be performed successfully until the other three stages are ready (Ibid, 1997).

2.1.2 Learning processes to children

Teaching English to children nowadays may be a challenging task and teachers as well as trainees may find it hard and complex. Generally speaking, trainees may not be receiving the adequate capacitation to teach children in a specific level. According to Scott & Ytreberg (1990) children develop their multiple intelligences in two stages, some do it at five to seven years old and others after eight to ten years old. Each child acquires language at his or her own pace and own manner. However, at first stages children are very distracted and they pay attention for a very short period of time. Teachers have to change activities regularly as children have the need to move constantly and they don't like to work in teams and share materials. On the other hand, children from eight to ten years old are more concerned about working in pairs, they pay attention for longer periods of time and they ask questions frequently. Another important aspect to consider is the relationship between teacher and students.

Children between five to seven years old are able to:

“Talk about what they are doing, they can tell you about what they have done or heard, they can plan activities (...) they can use their vivid imagination (...) they know that the world is governed by rules, young children are often happy playing and working alone but in the company of others, they cannot decide for themselves

what to learn (...) they are enthusiastic and positive about learning”

(Scott & H. Ytreberg, 1990,p.1-2).

All those characteristics are important in L2 learning process, moreover teachers can use all the abilities that children have and create new ways to increase this learning process and also take into account the age and characteristics that children possess, in that way teachers can implement activities to have successful learning.

Children from eight to ten years old have different characteristics in comparison to children from five to seven years old because they are relatively more mature, some other important different issues are:

“Their basic concepts are formed, they have very decided views of the world (...) they ask questions all the time, they are able to make some decisions about their own learning (...) they are able to work with others and learn from others” (Scott & H. Ytreberg, 1990, p.3-4).

According , it is different the way that teacher have to approach working with children from eight to ten years old because they have their own knowledge according to their experiences so they can decide about if they want to learn and what are the things that they consider meaningful in the L2 learning process

Children will only learn when they are self-motivated, “when a person is successful at the learning process, and then there is motivation to continue learning.” (M.Curtin, 2009, p.208) learning English as a second language requires a lot of motivation, when students have high self-efficacy, they will do well and become successful in their learning, as for students with low self-efficacy they will give up too easy, sometimes be likely to blame teachers for their lack of learning (Ibid, 2009).

Good and Brophy (2007) suggest that teachers who motivate students in the classroom should:

- a. Provide a supportive classroom environment.
- b. Provide structure activities with appropriate levels of challenge for the students, but that are not too difficult.
- c. Teach and connect learning objectives that have personal meaning and relevance, and
- d. Teach students to set personal learning goals and perform self-appraisals. (Curtin, 2009, p. 209).

Learning processes in children then vary significantly depend on their age.

2.1.3 Teaching English in Primary School

Nowadays children are very familiar with English, we think that it is easy for them to acquire the language in a natural way, they have the ability to interpret meaning without knowing the meaning of words. Teachers may find that it is difficult to teach children because children love to play and they get bored easy, they do not realize that children learn better with games and also activities that motivate them and keep them active in the classroom

According to Halliwell (1992) keeping children active does not always work. Certain activities stirs children in a constructive way, others may cause children to get out

of control, usually games and oral work will stir children. On the other hand, there are activities that will settle them like writing or coloring.

Teachers have to be aware when to implement those activities in their lesson, it is important to mention that planning has to be varied in a way children do not get confused, for example if we are teaching colors the whole activities have to be based on colors. Our planning has to follow a sequence based on the lesson plan, otherwise “the children’s minds are being required to jump from one topic to the next with little time to let things sink in or rehearse things effectively through meaningful use.” (Halliwell, 1992, p. 27).

According to Harmer (1998) what makes a good teacher may be rooted on the charisma of a teacher and personality, it is an essential matter in the classroom toward children. As future teachers we need be sociable with children, it is fundamental to inspire a class and make them feel we are interested in them, establish a good relationship, and learn to identify their weakness and capacities, Children learn different in their own form, also when we correct mistakes, we must do it in a respectful way explain them that it is normal to make mistakes, everyone makes mistakes, even teachers. This may help students self-esteem and they may not be afraid in making mistakes. When it comes to giving instructions to the class, teachers must do it clearly and as simple as possible, also it is recommended to ask one of the students to explain what the activity is all about to the class (Harmer, 1998).

As Harmer (Ibid.) argues, “Teachers physical presence plays a large part in his or her management of the classroom environment” (p.15) the way that teachers move around the classroom, plays an important part, some children like it when their teacher walks around and asks if they need help. Successful teachers usually know what their students are doing and how they are feeling, that is why it is recommended to walk around and listen to

them and respond in a kind way. Another important aspect is the level of voice we speak to the class, according to Harmer (1998) students at the back must be available to hear the teacher without screaming and get the level of their voice in the right volume. In cases when, it is recommended to use a loud tone of voice is specially when children are making a lot of noise, by doing this they might stop talking and pay attention because they might think the teacher is saying something important and they want to hear it.

Especially when teaching children, “big classes can be quite intimidating for inexperienced teachers” (Harmer, 1998, p.128) big groups of students can be very difficult for teachers to move everywhere in the classroom and assist students in the back. It may also be problematic to organize dynamic and creative activities because of the lack of space as well working in pairs or teams and it may not be easy for students to move around. Generally speaking, it would be better for teachers to move the desks in an organized way to leave space where she or he can walk through and use handouts for every activity in case there is not enough space. Working with big classrooms is not always a disadvantage for teachers, there are plenty of activities that may be carried out in a more effective way with big classes, such as, promote debates and some other group activities like role plays.

People are natural actors, after all, each person likely assumes a variety of roles every day, students can practice talking by asking questions making suggestions, demanding things, pretending to be to solve problems, and reflecting on what happens (Diaz-Rico, 2004).

Role play is a fantastic activity because we can use it in different situations in the classroom when teachers give students an oral activity or a game for students to perform like actors. In this way, students can learn in a funny way and have a successful learning in

the classroom, we can use different methods to teach but this is one of the most relevant for teaching children especially.

2.2 Classroom management

According to Scrivener (2012) classroom management is the way that you manage students' learning by organizing and controlling what happens in your classroom, or the way that you consciously decide not to organize and control. (Scrivener, 2012, p.1). To succeed in management, it is better to make children trust on you, as the very first thing to do. Then, be real with them, assume the role as a teacher instead of acting out, feel secure with yourself, "remember that how you feel inside doesn't matter... your aim is to develop an air of confidence, self-control and mastery of everything that happens in your classroom." (Scrivener, 2012, p.37).

2.2.1 Characteristics about classroom management

Many trainees find it difficult to manage the classroom especially because they don't have any experience to face management challenges. Classroom management is not all about discipline, according to Machado & Botnarescue (2011), it involves supervising, arrangement and directing classroom activities as well being attentive to children's behavior. It is also important to mention trying to inculcate the values in them to promote respect toward their classmates. One of the main issues of classroom management is misbehavior in the classroom. To deal with certain discipline situations experts recommend

the following: first listen to the children, respect them, treat them all the same, show them that you care and establish a good relationship. These suggestions may help control the classroom. Strategies as the previous ones, may not solve all the situations of misbehavior in the classroom, but they may help understand children's behavior easier and guide you to provide a successful classroom management (Scrivener, 2012).

According to Scrivener (ibid.) being supportive with students is also a way to help them feel valued. Students will feel positive in class, they will work better with the activities. Whatever you are talking to students or if they ask you something, teachers must try to always make eye contact, by doing this you will show them that you care. Finally, in order to deal with bad behavior in class, the author mentions that teachers must encourage students with motivating activities that involve them and stop them from distractions. Students who love what they are doing significantly reduce the amount of being disorderly; constantly talking with students whenever there is a problem and find a solution to avoid bigger problems are also suggestions to avoid discipline problems.

2.2.2 Effective classroom management

According to Kamarulzaman, Wirawani, Zhi, & Pang (2015) Effective classroom management requires teachers to be expert in his or her managing abilities, and not only depending on his/her teaching skills. Classroom management is not just a word; it is a significant ability for every single teacher from preschool to classrooms to university level to possess.

Quoting Brunette (2014), the previous authors affirm “teachers need to demonstrate self-discipline and good manners – do not get angry, do not insult, no blistering language. His or her management plan is never sadist; he or she lives by the law of sympathy, even when challenged by children to defy it”. This quote explains the huge commitments teachers need to make when teaching children and that significantly affects management.”

Children love to play constantly and very often they don’t listen to teachers instructions, that is why it is important to speak slowly and clearly with children, and make sure they understand the activity. There are many strategies for classroom management that may be effectively used with games. However, if they are not applied in an efficient way for your classroom some discipline problems may arise. If applied well, these games may help you find solutions for other class issues, anticipate and avoid problems in the classroom and allow more time to be used practically while teaching.

2.3 Lesson Plan

English teachers spend a lot of time planning very detailed lesson plans. With experience, doing this planning becomes quicker, but it never ceases to be an important part of a teacher’s job. “It is not only inefficient, but it is unprofessional to have a lesson without having given proper consideration to what you are going to do in that lesson” (Underwood, 1987, p. 61). It is very important that teachers plan the lesson according to the topic that they are going to implement with children and follow each step but being flexible. Very commonly, when teachers have had enough experience they might feel able to give their classes without a lesson plan because they felt confident, but it is important that they are

guided in their lesson regardless if they have enough knowledge and experience teaching English.

“The main section of the teacher’s book provides... detailed lesson plans. In some cases, these will be step-by-step accounts suggesting how to exploit the activities in the class or they may be simply a list of activities also suggested in order” (House, 1997, p. 12). If teacher use these guidelines, it is important to know that they must be adapted to each group. And that teachers know how to elaborate a lesson plan and the steps that we may need to apply in each lesson. Some of the most important points that teachers have to take into account are introduced in the following sections.

2.3.1 Lesson plan Organization

According to Woodard (2002) the following guidelines must be taken into account in order to plan a lesson:

Name and basic the type of activity: teachers have to give a specific name according to the activity most of the names are known because generally teachers use to use the same vocabulary for the activities

Goals, reasons and beliefs: It is important to be specific according to the goal in the activity that is going to be realized, also it is important to take into account the age of the students and the level.

Content or topic: we need to know what the activity is about and what the principal topic of the lesson is.

Context: We need to be careful because by the context we can know how we are going to work and apply the whole lesson, so we need to know the culture, the school, the educational system, the place, the language etc.

Materials: Teachers have to consider what the appropriate materials for the activity are.

Organization of people and furniture: It is about how the students are going to work maybe in pairs, working individually or the whole group.

Steps: These are the procedure and how the lesson will go step by step explaining the content properly (Woodward, 2001).

By taking into account these characteristics, we may elaborate a more complete and effective lesson plan. Besides the previous guidelines we also need to follow some other important points to complete a successful lesson plan.

2.3.2 Lesson Plan Content

Woodward (ibid) describes in detail some other issues the content of the plan may consider; he especially argues that timing is a significant issue and he claims that

Timing involved in an activity can be broken down into these stages:

Preparation time: How much time you need to arrange the room or make copies, for example.

Setting up time: How long it will take you to explain to students what to do and get them started.

Activity time: How much class time the activity takes up.

Clear up time: The time it takes to get things back in order or to get ready to move onto the next phase of the lesson.

Follow up time: The work done in the activity may well lead to other profitable areas that you can ask students to do later on or for homework. Under timing, you might also like to think of which point in the lesson an activity would fit especially well into (Woodward, 2001, p.166).

As seen teachers have to apply each point mentioned wisely and as a result teachers will have successful lesson plans and they will know how to work with students and make point by point a successful lesson in each class.

2.4 Methods and materials for teaching children

Methods and materials are useful in all teaching processes because both help us achieve a successful learning for the students, they also guide future teachers to make a lesson plan and to know the type of materials that needed to apply with children and carry out different activities, techniques and teaching strategies in the classroom.

2.4.1 Teaching methods

“A teaching method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost

always thought of as being broadly applicable to a variety of audiences in a variety of contexts” (Brown, 1994, p.51).

In the following sections we describe some of the most widely recognized teaching methods. These methods are still part of the content of the BA in English Language Teaching at the Faculty of Languages and are part of trainees teaching tools. Methods are described in order to provide a general perspective of the activities and techniques trainees have found effective when teaching English to children and that belong to some of these methods.

2.4.2 The Grammar Translation Method

The Grammar Translation method is the oldest one and created specifically to learn the dead languages, such as Greek and Latin. In this method, the fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise that helps develop their minds (Larsen-Freema,1986, p.11)

This method is essentially about vocabulary and grammar rules that students need to master in the target language, also students memorize native language based on vocabulary words, they work on reading and writing, also sometimes they need to translate many words and understand literal meaning of those words.

2.4.3 The Direct Method

In this method students need to associate meaning and the target language directly. In order to do this, when teachers introduce a new target language word or phrase he demonstrates its meaning through the use of realia, pictures or pantomime. Teachers are not supposed to translate into the students native language, also students speak in the target language a great deal and communicate as if they were in real situations (Larsen-Freeman & Anderson, 2011, p.30) the majority of the time teachers have to speak in English, in that way students acquired the language in a natural way. It is also important that teachers support their classes using successful material so that students can understand what teachers say and improve students listening and speaking.

2.4.4 The Audio-Lingual Method

In this method the teacher is like “an orchestral leader”, directing and controlling the language behavior of her students. She is also responsible for providing students with a good model for imitation, on the other hand, students are imitators of the teacher’s model or the tapes he supplies as a model new vocabulary and structures are presented through dialogues. Dialogues are learned through imitation and repetition. An important technique in this method and that has been widely used when teaching children is “drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns presented in the dialogue” (Larsen-Freeman, 1986, p.43)

Teachers use of recording or their own voice is a useful way for students to clearly hear and repeat each phrase, word or dialogue. The central point of this strategy is imitation, students are required to just repeat all that the teacher say so students can improve their listening and speaking skills.

2.4.5 The Silent Way Method

Brown (1994) quoting Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. At the same time, learners in a Silent Way classroom had to cooperate with each other in the process of solving language problems. The teacher is a stimulator but not a hand holder. Teachers in this method are silent much of the time, thus the name of the method. Teachers have to resist their instinct to spell everything out in black and white- to come to the aid of students at the slightest downfall- and they had to “get out of the way while students worked out solutions”. As we can see in this method students are passive, and the teacher is active and just is a stimulator. Students also have to pay attention what the teacher does and with this method students can improve their speaking and become more autonomous in the class.

Some of the most effective techniques of this method and that are still used when teaching children are role plays, guessing while teachers are silent and using body language and gesturers. However, one of the most significant techniques is the use of symbolic games.

2.4.6 The Suggestopedia Method

“The application of the study of suggestion to pedagogy has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning” (Larsen-Freeman, 1986, p.72). This previous quote is one of the fundamental principles of this method. Students must be relaxed and confident; they will not need to try hard to learn the language. It will just come naturally and easily. It is considered important in this method that the psychological barriers that students bring with them be desuggested. “Direct and indirect positive suggestions are made to enhance students’ self-confidence and to convince them that success is obtainable” (Larsen-Freeman & Anderson, 2011, p.79-80).

Beown (1994) quoting Scovel (1979) affirms that the practicality of using Suggestopedia is an issue that teachers must face where music and comfortable chairs are not available, more serious is the issue of the place of memorization in language learning. Students comfort in class is very important in this method because the environment is seen as fundamental and the principal purpose of this method is that students feel comfortable in the classroom and teacher creates an adequate environment using materials or objects that help them understand better and feel secure. Students are not supposed to feel stress or insecurity with their partners nor with the teacher and this provides, according to this method an easy way to learn.

Even when children usually feel comfortable when learning languages, children’s comfort is one of the issues some trainees mention as a way to deal with children’s learning.

2.4.7 The Community Language Learning Method

In the Community Language Learning Method (CLLM) “Teachers who use this method want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning; to take increasing responsibility for it (...) the teacher helps them express what they want to say by giving them the target language translation in chunks” (Larsen-Freeman, 1986, p.99-100).

According to Curran (Cited in Larsen-Freeman & Anderson, 2011), there are six elements necessary for non-defensive learning. The first of these is security. Next is aggression, by which Curran means that students should be given an opportunity to assert themselves, be actively being involved (...) the third element is attention; at a beginning level, students must directly focus on or attend to one task at a time (...) the fourth element, reflection, occurred in two different ways in our lesson.

In the CLLM, the first step deals with students’ reflection on the language as the teacher reads the transcript three times. The second, when students are invited to stop and consider the active experience they are having. Retention is the fifth element, the integration of the new material that takes place within the whole self. The last element is discrimination, that has to do with sorting out the differences among the native and the target language forms (Larsen-Freeman & Anderson, 2011, p.95)

In this method, students have to be more confident and autonomous because teachers explain and talk in English to communicate to their students. Students are required to improve their speaking because they have to communicate their ideas, feelings and what they understand about the class, topic or any other text.

One of the most used techniques that belongs to this method is cut and paste, this technique helps children recognize the language and copy it to later reread.

2.4.8 The Total Physical Response Method

Also referred to as the TPR method and developed by Asher in 1972, this is the method that is most widely used when teaching children. “In the Total Physical Response method, students listen and respond to the spoken target language commands of their teacher” (Larsen-Freeman, 1986, p.110).

Teachers who use this method believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. During the activities in the method, the teacher is the director of all student behavior. The students are imitators of the nonverbal model. During the first phases of a lesson modeling is a basic technique. The instructor issues commands to a few students, then performs the actions with them. In the second phase, the same students demonstrate that they can understand the commands by performing them alone, as students begin to speak, they issue commands to one another as well as to the teacher (Larsen-Freeman, 1986, p.116-117).

The TPR method is widely recognized and effective when working with children, especially the commands, games and activities. Trainees in this study have expressed that they use and recommend most of the activities and steps suggested in the TPR method.

2.4.9 The Communicative Approach

“Communicative competence involves being able to use the language appropriate to a given social context. To do this students need knowledge of the linguistic forms, meanings, and functions” (Larsen-Freeman,1986, p.131). Students use the language through communicative activities such as games, role-plays, and problem-solving tasks, the use of authentic materials is also considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. In the Communicative Approach students are motivated to study a foreign language by actually using it in simulated situations as close to real communication as possible. By doing this, students may feel they are learning to do something useful with the language they study. (Larsen-Freeman,1986, p.132-133) and use their learning in practical forms.

The activities that teachers implement with their students in the Communicative Approach are essential for their knowledge. Through activities, games and interaction with the teacher and between their classmates activities become successful and have a significance, all activities mentioned before have to be communicative, in other words students have to talk in English and give their point of view and realize different tasks.

One of the most important aspects in the Communicative Approach has to do with actually needing the information the other participant has in order to communicate for real communication purposes.

2.4.10 Teaching Materials

Teaching materials play an important role when teaching children. Materials provide English teachers an excellent resource to improve students' learning. Experts believe that students are the best resource for producing and using materials into the classroom, they can be used to facilitate the learning of a language. According to Tomlinson (2013) materials "can be represented by visual, linguistic, auditory and kinesthetic, and can help pupils to make discoveries about the language for themselves" (p. 2).

Teachers must decide what is best for students, if they are supposed to follow a program in the school; they have to adapt the materials according to the needs of the program. For teaching children materials need to be adapted according to the age and level of English, and it is usually better to measure student's needs. As we mention before every child learns differently.

Epstein & Ormiston (2007) quoting MacLean (1990) affirm that for children as well as for adults reading and working with stories develop writing, speaking and listening through hearing stories. Students become familiar with the sound of the language and later they can use it in their own speech and writing. Story reading and sharing of stories are familiar to everyone and they "contribute to a positive classroom environment in which students are more comfortable taking risks" (Epstein & Ormiston, 2007, p. 43). For this

reason, it is important to implemented stories with good visual images to make reading more comprehensible.

When working with story telling an important point, according to Harwood (2010), is that materials should be available to accomplish the following six principles:

- Expose the learners to language in authentic use.
- Help learners to pay attention to features of authentic input.
- Provide the learners with opportunities to use the target language to archive communicative purposes.
- Provide opportunities for outcome feedback.
- Achieve impact in the sense that they arouse and sustain the learner's curiosity and attention.
- Stimulate intellectual, aesthetic and emotional involvement (Harwood, 2010 p.83).

2.5 Motivation and Teaching Strategies

One of the main issues trainees face during their teaching experience with children is motivation. Motivation is seen as the main tool to promote learning.. According to McGlynn (2001) trainees may lack some experience to motivate students and may not be aware that not only the activities in the classroom but also sometimes the temperature in the classroom can play a factor in motivation.

Teachers are “in charge of the total learning environment, right from the very start. It’s up to them to create a successful beginning that will give them and students the momentum needed to have a mutually positive teaching and learning experience” (McGlynn, 2001, p.29). Sometimes hot classroom environments literally affects children’s motivation, in those cases, experts suggest to open the windows to let the classroom get some fresh air and awake the class and using activities that will stand up and sit down students.

According to Curtin (2009) teachers have to be patient and understanding with children. At first, they may feel shy and may not want to talk much. In this case smile is recommended to make students feel trust. Get students involved in all activities, interacting with other students is very important for language development. Implementing activities that children enjoy, such as; board games, play Simon Says, memory games with pictures, shape bingo, etc. Generally speaking, children learn best by having fun and enjoying interacting with others.

2.5.1 The Best Strategies

When teaching children, the Total Physical Response method and its techniques is suggested because it promotes “less psychological stress if children are physically to do something while they are listening and learning” (Curtin, 2009, p.127). One of the most used techniques is giving directions in the classroom such as stand up, open your books,

color, look at, etc. Children do not need to respond, they only need to demonstrate their comprehension by following the teacher instruction. This strategy is recommended to implement learning for beginner students.

Another important aspect to mention is having the appropriate materials already planned and prepared ahead of time, this may lead you to a successful teaching. The need for effective time management is critical for all teachers, but especially for beginning teachers, as Curtin (2009) affirms, it is better to have all your lessons and materials ready before your class because children are very smart they will know when you are not well prepared, and they will not successfully archive the goals. When discussing best practices, materials. Time and instructions become vital to the understanding of teaching.

Teacher's motivation is also an influential issue in children learning "teachers also act as key figures, or authorities, who affect the motivational quality of the learning process by providing mentoring, guidance, nurturance, support and limit settings" (Dörnyei, 2001, p. 35). In other words, teachers attitude and behavior is a central part of all teaching best practices and of best strategies in particular.

2.5.2 Motivation in the classroom

Psychologists have identified two distinct forms of motivation: intrinsic and extrinsic. Intrinsic motivation refers to an inherent interest in pursuing a topic "learning for learning's sake". Individuals may find a subject enjoyable and they naturally desire to learn mastery of it. On the other hand, extrinsic motivation, refers to a desire to pursue a

subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval (Kelly, 2014).

When dealing with extrinsic motivation teachers can implement different activities and give children rewards, in this way students may learn better by having a compensation. Sometimes it is difficult for teachers to reward students every time by giving things as gifts or another kind of compensations. However, extrinsic motivation is one of the most important issues that can actually affect students behavior and attitude toward learning. Extrinsic motivation is different in comparison with intrinsic motivation because students do not need any gifts or compensation just feel the personal or internal satisfaction to learn because they love it and they want to learn. Intrinsic motivation can also be affected by teachers but in a different way. Students may for example feel great with themselves for teachers' attitudes or modeling. In any case, we need to develop both types of motivation, intrinsic and extrinsic, in this way students may have a more successful knowledge and learning but teachers need work with both usually in classroom.

Teachers represent the group's unity and identity and serve as a model for students, ten Commandments that may help teacher's student's motivations are listed by Dörnyei and Malderez (1999):

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.

7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learner's goal-orientedness
10. Familiarize learners with the target language culture (Dörnyei, 2001, p. 138).

Experts generally suggest that “if we want to motivate students to learn we need to pay attention to more to students than how we can best present course material” (McGlynn, 2001, p. 56), teachers may certainly need to design dynamic activities to keep students concentrated in class, as well created good atmosphere between the students and inside the classroom to make students feel comfortable but most importantly teachers need to focus on students' needs, desires, wishes, ideas, likes and dislikes to really match the teaching-learning processes.

CHAPTER III: METHODOLOGY

In this chapter we describe the methodological aspects considered in this study. We specifically describe the method, the participants, the context and the procedures to collect the data.

3.1 Type of study

In this study we followed a methodology based on the qualitative and quantitative approach that is a mixed method, we decided to administer a questionnaire to explore the issues that trainee teachers have faced and how they have solved those issues when they teach children for the very first time.

According to Creswell (2003) “mixed methods refers to approach that develops pragmatic knowledge claims. This approach collects both quantitative and qualitative data. The researcher bases his inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem” (p.21). In this study we implemented open-ended interviews to collect detailed views from participants and also multiple choices to explore and analyze participants’ views.

3.2 Context

This study was carried out at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP). The BA in English Language Teaching of Faculty of languages is one of the most important educational institution and one of the most recognized locally, nationally and internationally in the area of educating English teachers. The mission of this institution is to train professionals in the area of education and foreign language and translation. Some of the most important areas of this BA are language,

communication, culture and technology in ELT that are useful to promote intercultural communication in different languages. (Facultad de Lenguas, s.f.)

At the BA in ELT there is a requirement to compulsory take a subject to teach English to children for about twenty hours in a period of four months. Students must have taken these subjects before this courses: ELT Methods, English Language skills Development, ELT Evaluation, ELT Materials workshop, Curricular Design and Target Language V. Consequently, some of the questions in the administered questionnaire are related to these subjects, how they helped them and the effectiveness of their previous knowledge.

3.3 Participants

The participants in this study were students of the faculty of languages of the “Licenciatura en la Enseñanza del Ingles”. During the investigation they were taking courses in the term Spring 2016. They all were taking their last term at the BA and specifically the subject “English Teaching Experience with Children” at the moment of the investigation. Their age ranged between twenty to twenty-six years old. There were 20 participants, 7 males and 13 females, all of them with an intermediate level of English; that is a B1 of the CEF. That is the reason why we applied the questionnaire in English.

3.4 Instrument

According to Biddix (2009) the instrument in an investigation is the general term that investigators use for a measurement device (survey, test, questionnaire, etc.). To help differentiate between instrument and instrumentation he considers that the instrument is the device and instrumentation is the course of action. We decided to use a questionnaire

because we wanted to know specifically participants' views toward the issues we intended to portray and at the same time we wanted the instrument to be practical in terms of the number of participants we selected.

The instrument consists of 10 items. We included five multiple choice questions to analyze the quantitative part of the research and we also included 5 opened questions, in order to explore the qualitative part of participants expressions. You can see the instrument in the Appendix.

3.5 Procedures

In order to administer the questionnaire, we needed participants who were taking the subject "Teaching experience with children". This is a practical subject, therefore and unfortunately, many students were not attending to their classes because at that time they were all doing their Experience Teaching English to Children. Thus, it was difficult to see them around at the BA. After the instrument was piloted, and we asked for permission to different groups (students and teachers) we gave the questionnaire to ten practitioners of one group. Those students took the questionnaires home and approximately one week after that they gave them back to their head teacher who gave us the questionnaire. We administered other 10 questionnaires to students that were taking teaching experience with children with a different teacher and they answered the questionnaire at the moment.

When we finally had all twenty questionnaires we explored participants' answers to analyze and categorize all the answers and the results. We examined all the information and made some classifications according to participants' common answers and our interpretations of themes. Results and findings are evidenced and illustrated in the following chapter.

CHAPTER IV: FINDINGS

In this chapter we present the answers of our research questions. Qualitative findings in this study are illustrated by means of tables and then interpreted and evidenced with some excerpts in order to provide a clear illustration of the issues under study. Statistical results are presented in graphs.

4.1 Answer to the first research question

The first research question in this study was how English trainees perceived themselves during their first teaching practice with children. According to participants' answers, they perceive themselves as "proficient" in their teaching but also, it may be noticed that some of the participants consider they have "mastered" the basic elements when they are teaching English to children.

In order to answer in detail this first question, the questionnaire included eleven quantitative questions that we present in graphs. Each specific graph represents participants' self-perceptions toward different issues involved in trainees' self-concept toward teaching English to children. In most of these eleven graphs participants were required to self-evaluate their proficiency, mastery, awareness or needs for improvement in each of these criteria toward their self-concepts as teachers.

The first of these eleven graphs shows how confident participants perceive themselves to teach English to children. Their answers are illustrated in Graph 1.

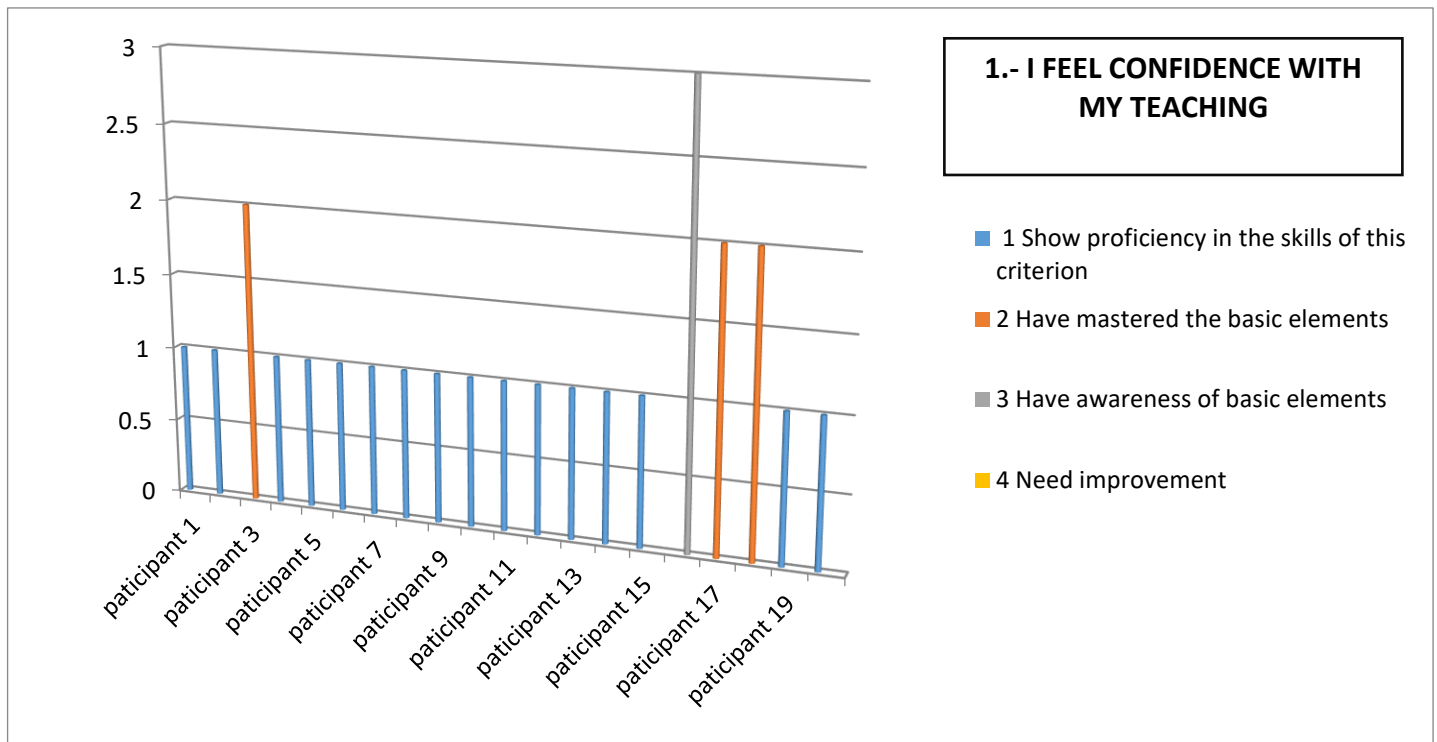


Table 2. - CONFIDENCE

As we can see in this graph, out of 20 participants’ just 16 participants, about 80 percent consider themselves proficient by feeling confidence. Three participants, 15 %, have mastered the basic elements and finally only one participant considers he has awareness of the basic elements about confidence.

These findings may mean that most of the trainees consider themselves very proficient as to showing confidence with their teaching. This confidence may be translated to believing that they may not too much help to manage a children’s classroom.

The following graph shows participants’ answers to how they enjoy teaching to children.

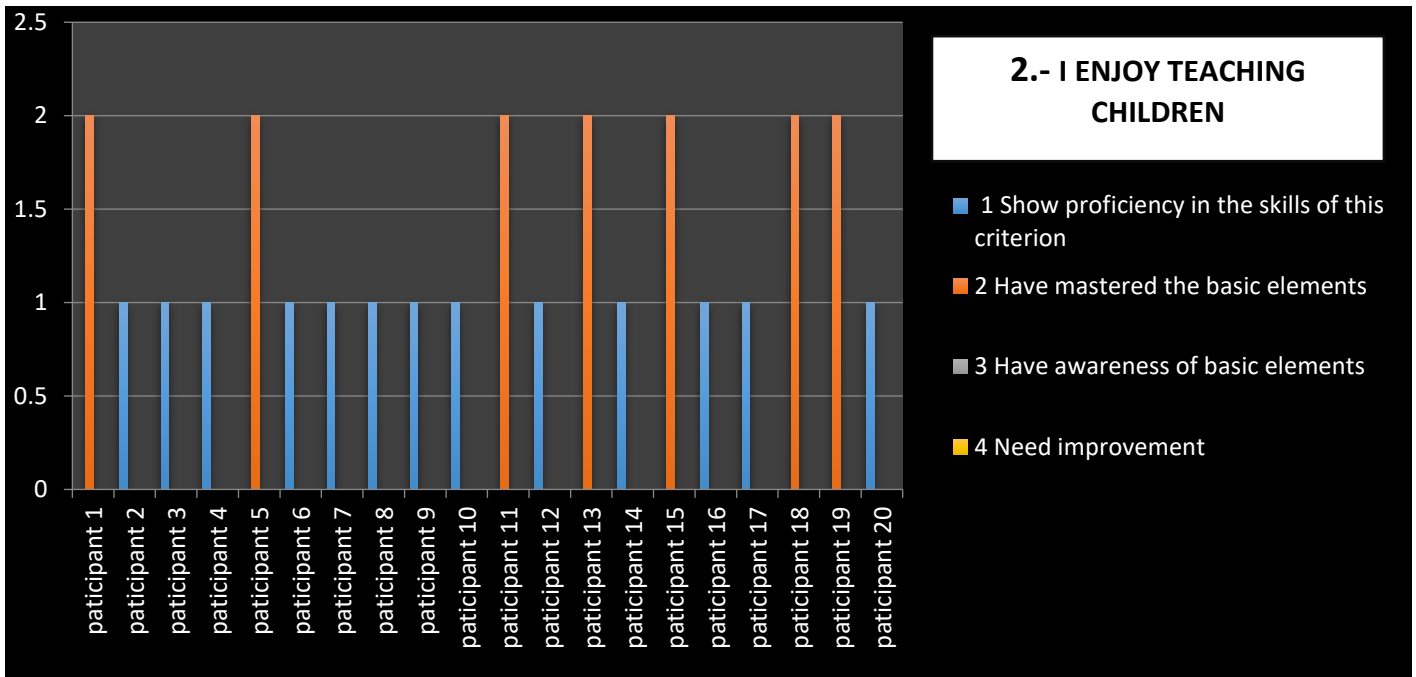


Table 3.- ENJOY TEACHING

The table above shows trainees self -perception of enjoyment when teaching children. As we can see in this chart out of twenty participants, only 13 participants, that is 65% of the total sample, consider they enjoy teaching English to children. The rest 35%, seven participants claim they have mastered the basic elements of this enjoyment.

Even when generally most participants affirm they are proficient at this enjoyment, it is noticeable that seven participants do not find themselves as proficient in this criterion. This may suggest that this 35% may find it hard dealing with young learners.

The following question shows how proficient participants see themselves at implementing different teaching strategies. Their answers may be seen in graph 3.

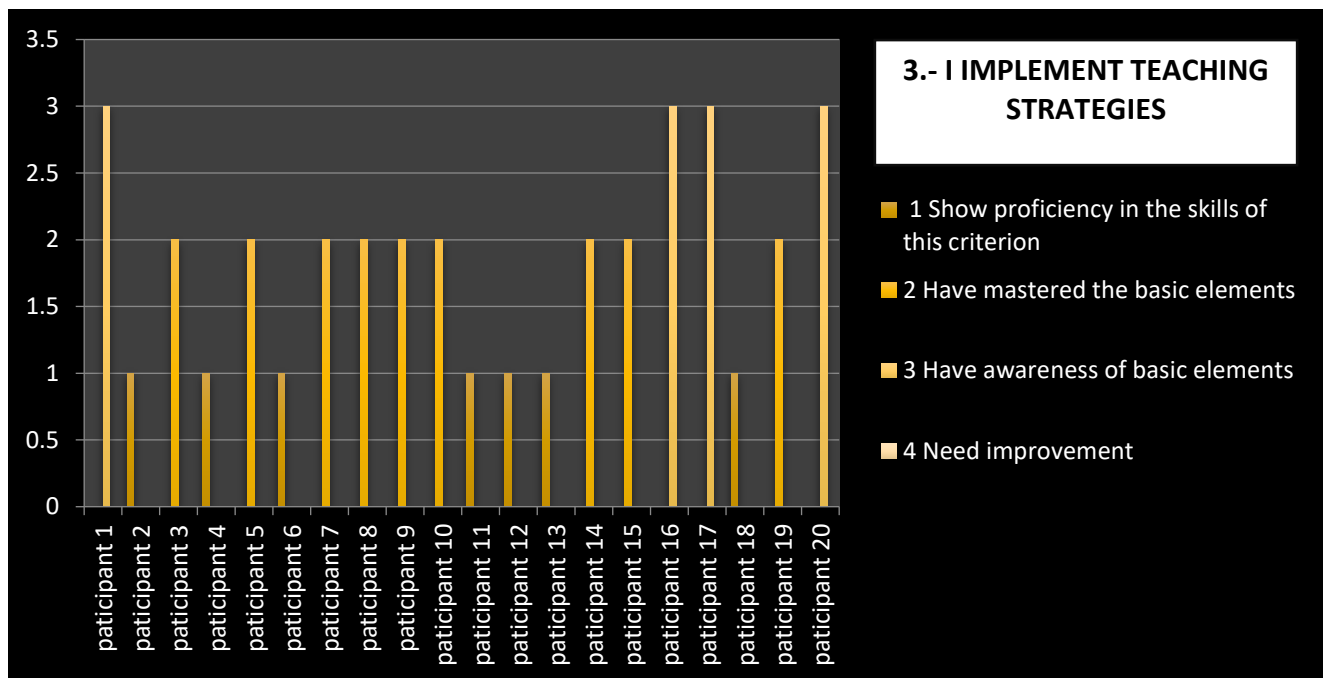


TABLE 4.- TEACHING STRATEGIES

The graphic above shows trainees self-perceptions about the implementation of teaching strategies. As we can see in this graph, out of 20 participants only 7, that means 35% of the total sample consider themselves proficient in the skills of this criterion. Nine participants, that means 45%, claim they have mastered the basic elements. And finally, four participants, that means 20% of the total sample, affirm they have awareness of basic elements.

All those findings may mean that even when most of the trainees consider themselves proficient and have mastered the basic elements of teaching strategies, there is still an important number of participants who consider they may need help at developing these strategies since they affirm they have only awareness of basic elements. The following graph refers to how proficient participants self-perceive at giving instructions. Their answers are illustrated in graph 4.

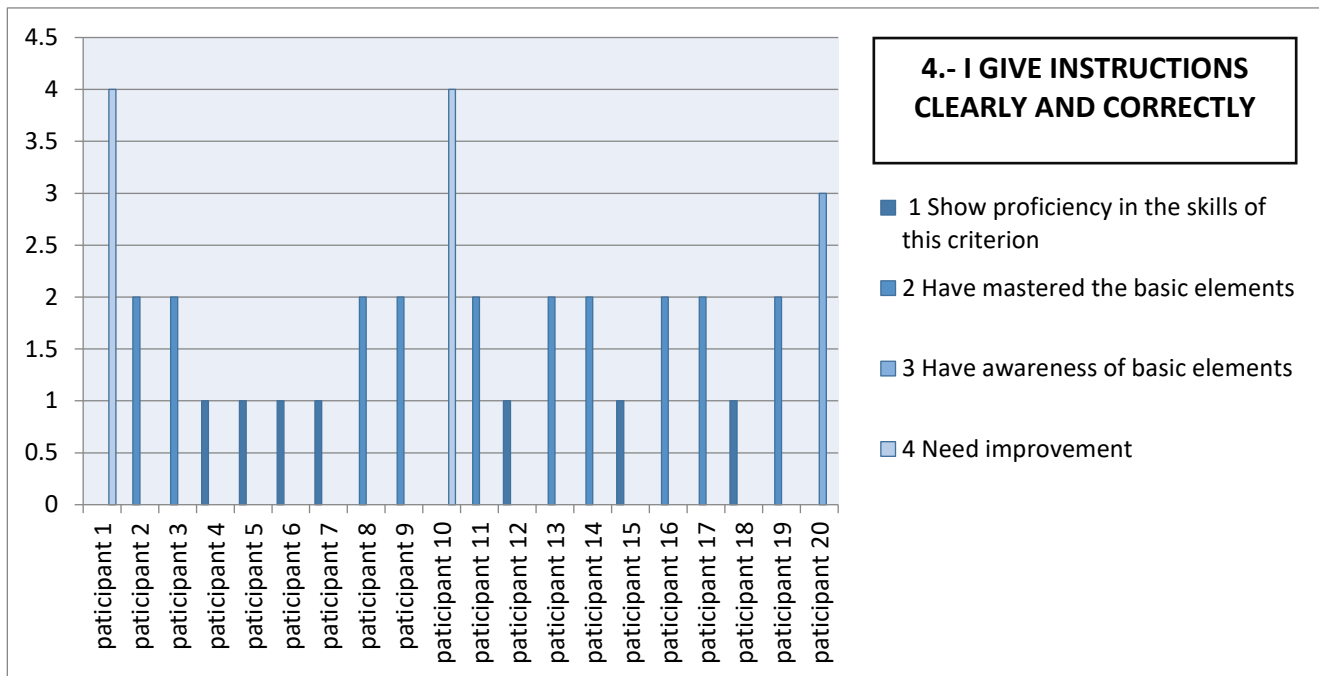


Table 5. - GIVING INSTRUCTIONS

The graph above shows trainees self -perception about giving instructions clearly and correctly. As we can see in this table out of 20 participants, only seven, 35% consider themselves proficient in the skills of this criterion. The most significant number in this graph is 10 participants 50% who affirm they have mastered the basic elements. Only one participant claims to have awareness of basic elements and two participants, 10%, affirm they may need improvement at giving directions.

These findings may mean that most trainees are aware that they may need to develop and improve the basic elements of giving directions and that they may find it hard becoming proficient in the skills of this criterion.

The following graph shows how proficient participants see themselves toward using body language when teaching English. Their answers are in graph 5.

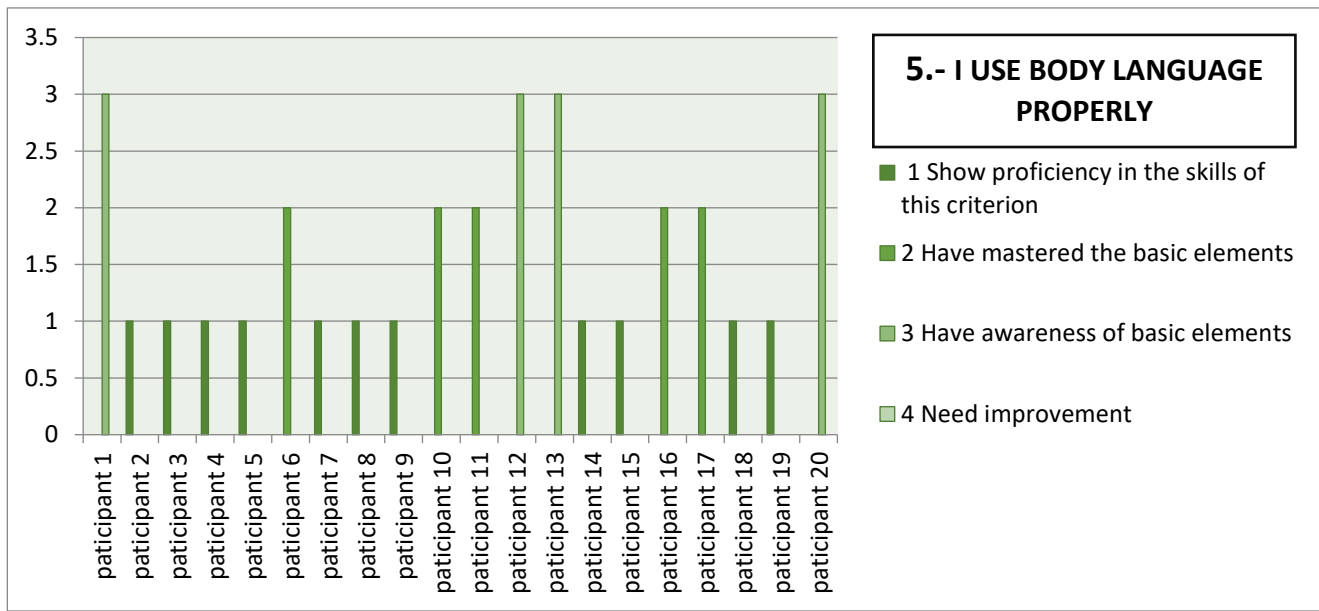


Table 6. - USE BODY LANGUAGE PROPERLY

The graph above shows trainees self-perceptions about the use of body language when teaching English to children. As we may see in this table out of 20 participants, eleven, 55% consider themselves as proficient in the skills of this criterion. Five participants, that means 25%, claim they have mastered the basic elements and four participants, that means 20% affirm they have awareness of basic elements

This means that most of the participants consider themselves proficient in the skills of this criterion. Findings may suggest that body language is not a hard strategy for trainees to manage and develop. Body language may be considered a type of realia when discussing about teaching materials. The following questions then refers to how participants perceive themselves about the use of teaching materials.

The use of body language is the need of English teaching goal. The use of body language can arouse students' interest of learning and keep the curiosity. Body language can help

students do some things or actions in accordance with teachers' commands. The use of body language can enhance the learning effect (Yang, 2017)

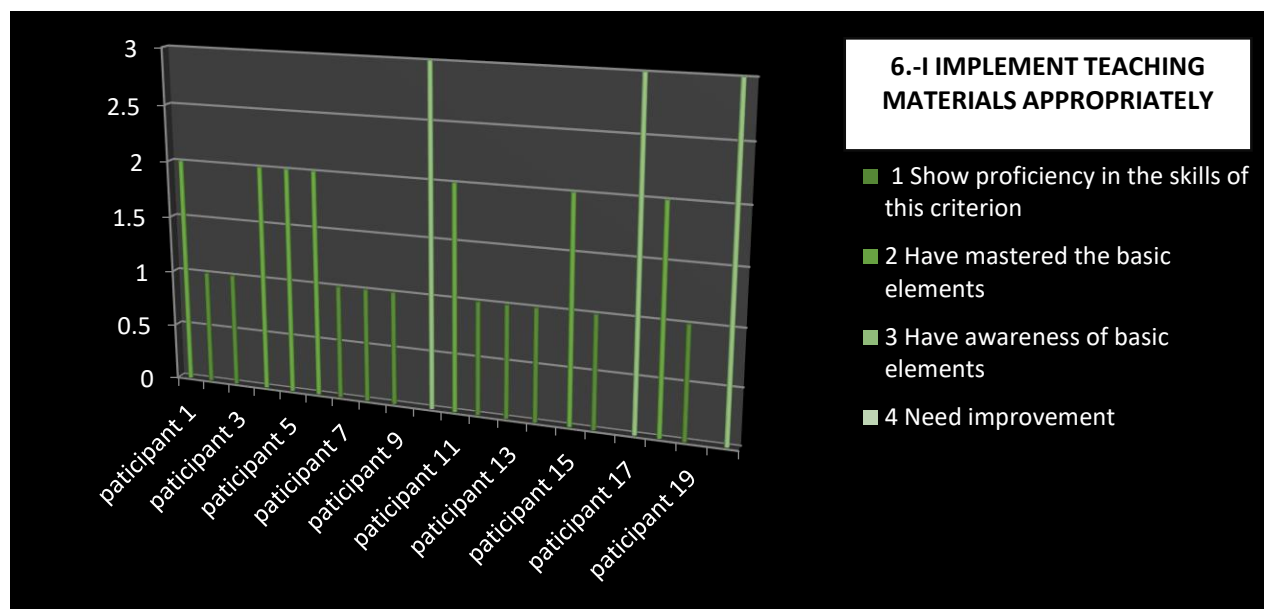


Table 7.- IMPLEMENTING TEACHING MATERIALS

The table above shows trainees self-perception about implement teaching materials appropriately. As we may see in this table we can see that out of 20 participants only 10 participants that means 50%, consider themselves as proficient in the skills of this criterion. Seven participants, that means 35% of the total sample claim they have mastered the basic elements and only three participants affirm they only have awareness of basic elements.

Comparing this graph with all the above ones, we may say that half of the participants do not perceive proficient themselves at implementing materials for ELT in the case of teaching children. It must be clarified that all along the bachelor's program there is only one course in regards to materials for ELT.

The following graph shows participants' self-perceptions toward their voice use when teaching English to children.

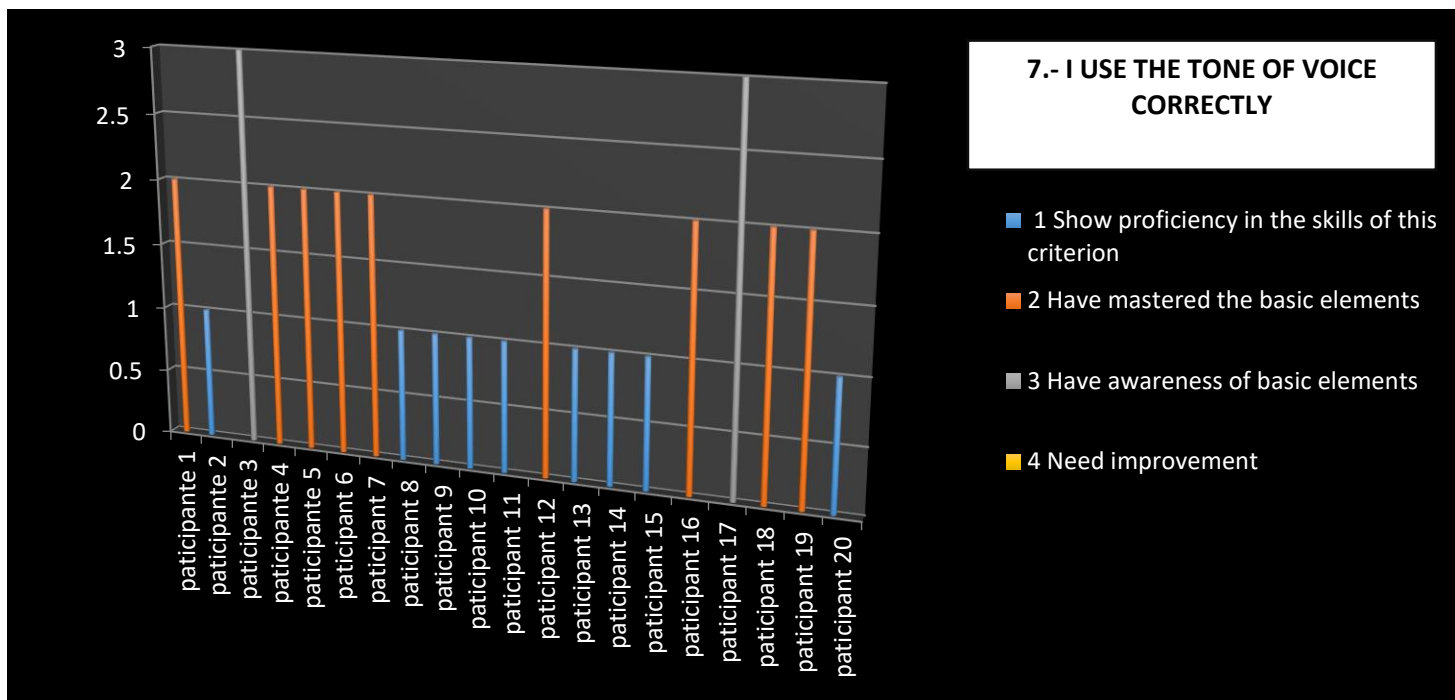


Table 8.- USE THE TONE OF VOICE CORRECTLY

As we may see in this graph most of the participants self-perceive as having mastered the skills of voice management. Nine grade themselves as proficient and other nine as having mastered the skills. This means that almost 90% of the sample self-perceive as not needing any improvement in this area. There are only two trainees who believe they only are aware of the basic elements and none of them believe they need improvement.

These findings suggest that most of the trainees feel very confident in regards to voice use when teaching English to children. The following question in the questionnaire and that may help evidence participants self-perceptions was about the use of the four skills in their planning.

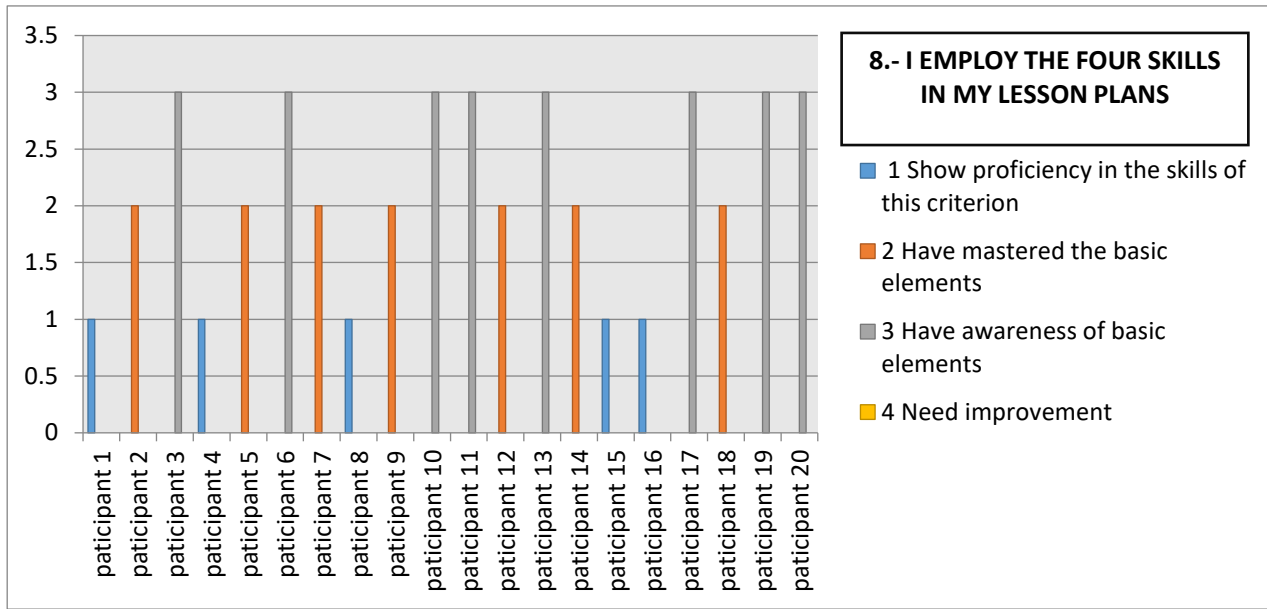


Table 9.- EMPLOY THE FOUR SKILLS

The graph above shows trainees self-perception about using the four skills in lesson plans. As we may see, out of 20 participants just 5 participants, that means 25 percent consider themselves as showing proficiency in the skills of this criterion. 7 participants that means 35 percent claim they have mastered the basic elements and 8 participants, that means 40% affirm they only have awareness of basic elements

These findings may suggest that generally trainees consider themselves as not needing improvement for the skills in this criterion. Results may also mean that trainees believe their lesson plans cause not trouble at all in their teaching.

The following question illustrates how participants perceive themselves at eliciting information and encouraging students' participation in class.

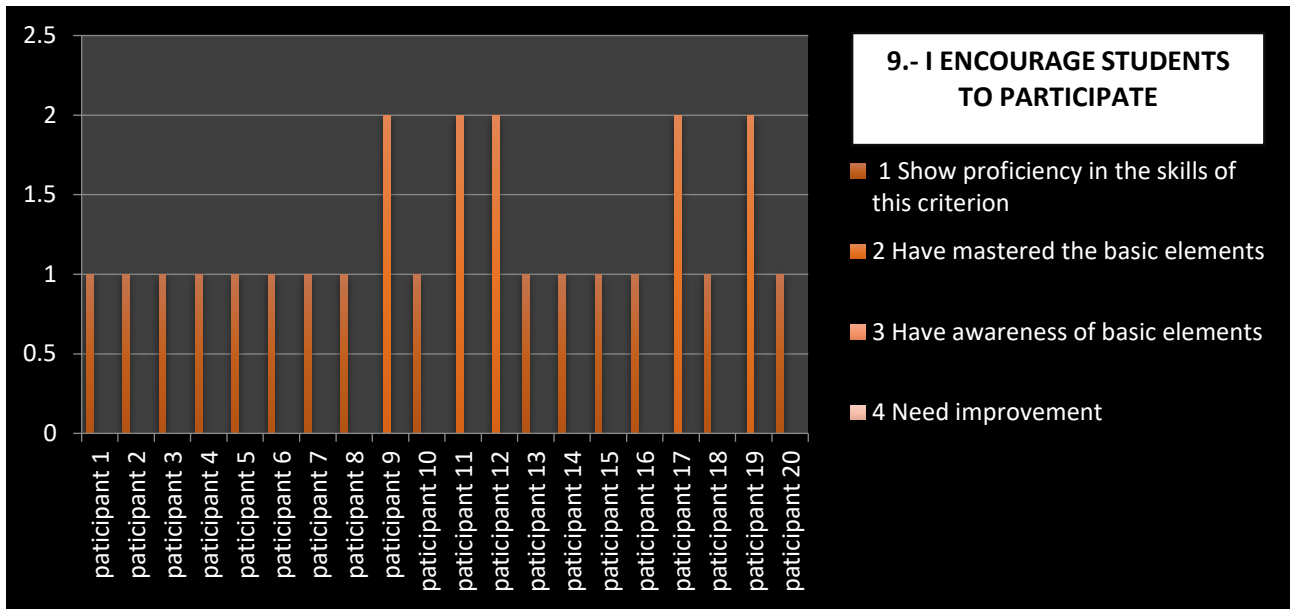


Table 10.- ENCOURAGE STUDENTS TO PARTICIPATE

The graph above shows trainees self-perception about using the four skills in lesson plans. As we may see in this graph, most of the participants, fifteen, that means 75% of the total sample consider themselves as proficient in the skills of this criterion and only 5 participants, that means 25 percent claim they have mastered the basic elements

These findings suggest that participants consider themselves as having mastered the issue of encouraging students to participate. It is worth it to mention here that generally children are willing to participate, and trainees may not need a big effort to demand children to participate in class.

The following question focuses on the issue of catering for different learning styles.

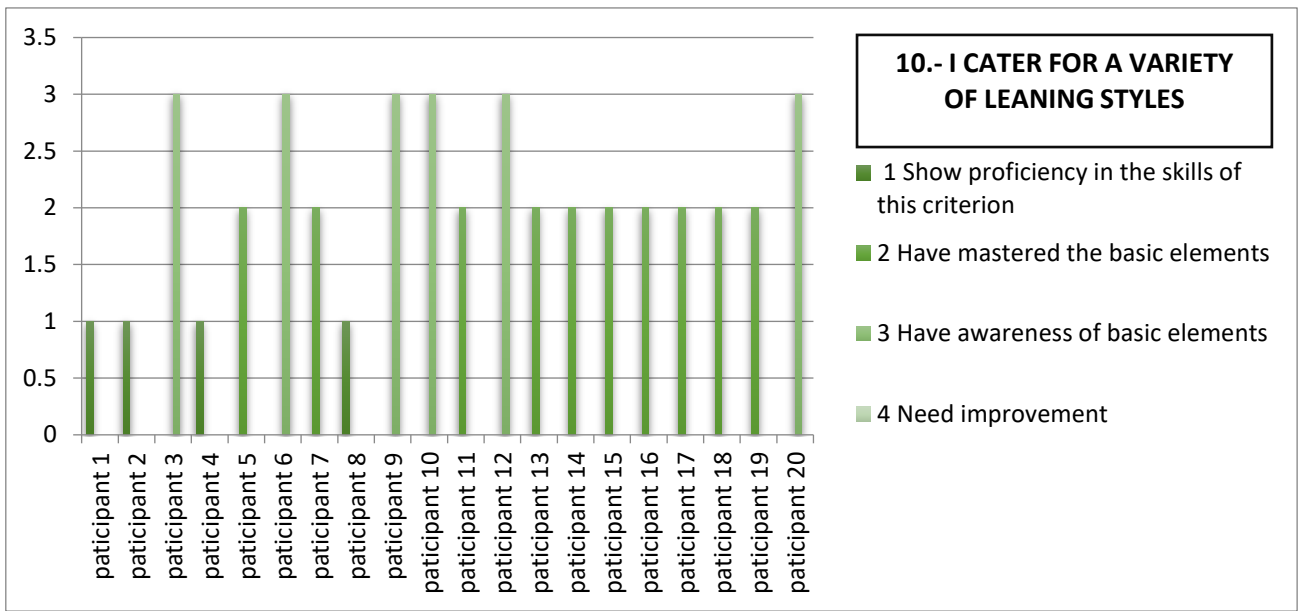


Table 11.- LEARNING STYLES

The table above shows trainees self- perception about catering for different learning styles during their teaching. As we may see, only four participants, that means 20% percent of the total sample, consider themselves as showing proficiency in the skills of this criterion. Ten participants, that means 50% claim they have mastered the basic elements and 6 participants, 30% affirm they only have awareness of basic elements.

These findings suggest that considering the inclusion of activities for different learning styles, trainees may not feel as confident as they do in other issues. Considering participants answers here is significant in the sense they have expressed feeling very confident in other issues but not that much in this one.

The last part of the first research question has to do with the reasons students expressed in regards to teaching English to children. First, they were asked if they liked teaching children. Their answers are represented in the following graph.

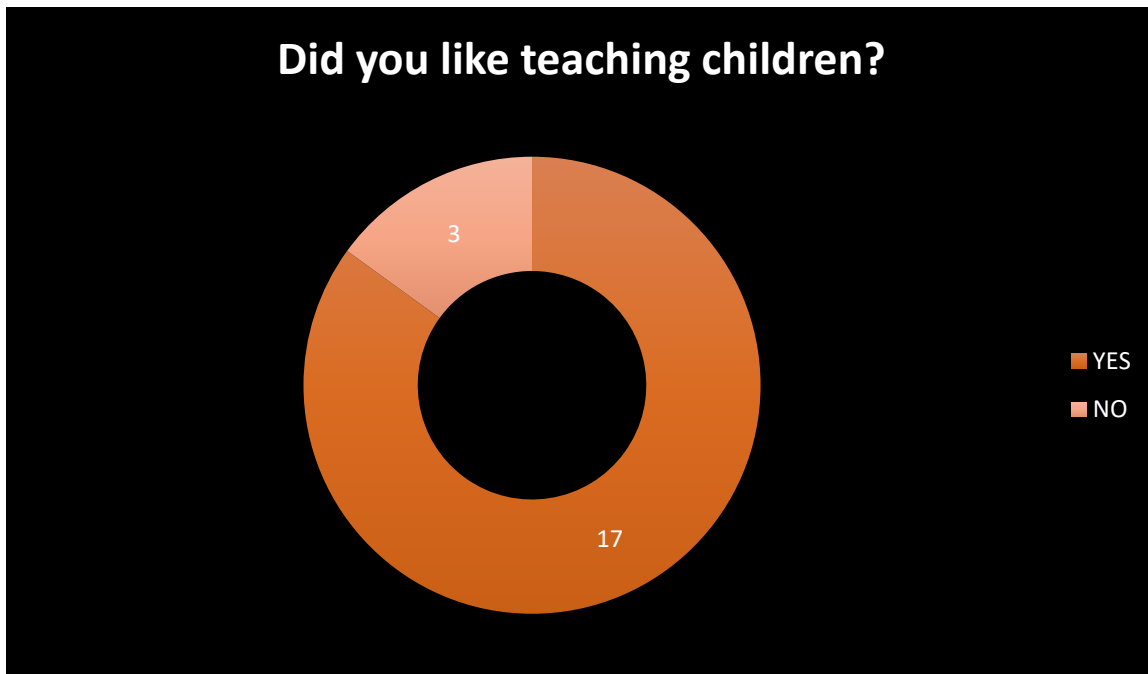


Table 12.- DO YOU LIKE TEACHING?

As we may see in this table, 17 participants, 11 females and 6 males claimed they liked teaching children. On the other hand, 3 participants 2 females and 1 male said they did not like teaching children. Even when the majority of the participants were females, it is relevant that three trainees affirm they do not like teaching children and even when 85% of the total sample answered they did liked teaching children, the other 25% is significant considering they were all teaching children at the moment of this investigation.

It must also be clarified that this subject “Teaching experience with children” is mandatory, therefore; trainees have no choice to take it or not. These findings may be useful in order to review the curriculum and include a subject of Teaching Experience where students may have the choice to decide if they want to teach children or not. Or, may be clarify the foundations of the reasons why they are required to teach English to children without a choice.

As for the reasons participants mentioned toward teaching children, participants 'answers have been classified into the following categories:






REASONS	
ENJOY TEACHING	
LOVE TEACHING	
BEING HELPFUL WITH STUDENTS	
PERSONAL DEVELOPMENT	
PREFER TO TEACH TEENAGERS	

Table 12.- REASONS

In this table participants answers have been classified according to; enjoying teaching, loving teaching, being helpful with the students, personal development and prefer to teach teenagers. We consider that according to the chart the most relevant reasons why trainees like teaching children were that they enjoyed teaching and for them it seems to be an important part of their personal development as a future teacher.

Generally, and based on participants answers to the previous questions, we may conclude that trainees who like and enjoy teaching English to children may feel more confident in their teaching practicum and professional development than those who do not like it.

4.2 Answer to the second research question- Issues trainees face with children

The second research question in this study was related with the most salient issues LEI trainees report when teaching children for the very first time. In order to answer this question, we asked trainees about the problems they have faced and how they have solved them. The most common issues they reported have been categorized and are illustrated in the excerpts below.

- Lack of resources for example: computer, books. As may be seen in the following excerpts:

Excerpt 1: -Too much images

Excerpt 2: -Changes with materials

Excerpt 3: -By games

- Group control

Excerpt 1: -To control whole group and to get their attention

Excerpt 2: -Control all the class

Excerpt 3: -To be able to control them

Excerpt 4: -Class control is a major problem, at least for me it is

- Children with disabilities / External factors

Excerpt 1: -Being in a boarding school, there are lots of children with serious problems

Excerpt 2: -How manage a big group and not all my students will be the same, and work with the students with some problems

Excerpt 3: -If the child is mentally ill then it's complicated to work with him or her

- Children English level

Excerpt 1: -Making everybody work at the same speed

Excerpt 2: -Sometimes I don't know if I have to speak all the time in English or if I could translate some phrases rarely

- Gain attention

Excerpt 1: -We need to use materials, authentic material that catches their attention

Excerpt 2: -Singing song with movements, giving examples asking about their likes

Excerpt 3: -To capture their attention to keep the discipline, speak up

Excerpt 4: -To catch their attention, to prepare adequate materials for them, to learn, to help them learn while playing

- Tone of voice

Excerpt 1: -In my first lesson my voice tone was low and children didn't understand my instructions

Excerpt 2: -Using a lot of body language exaggerating the voice tone

Excerpt 3: -Tone of voice, tips to control class

- Fighting and arguing

Excerpt 1: -Class control. Crying, fighting arguing and if the child is the mentally ill then it complicated to work with him or her and its one of the biggest challenges I have had to face

Excerpt 2: -I like working with children because they are calmed and more obedient than teenagers.

The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement also work across almost all subject areas and grade levels (Association, 2018)

As we can see, even when in most of the quantitative answers in Research question one trainees report almost no troubles at all and feeling very confident, in the open questions their answers express they have faced issues, challenges and other problems. Some of the most significant have to do with group control and resources.

Participants were asked specifically about the challenges they have faced; their answers have been classified in the table below.

WHAT ARE SOME CHALLENGES WHEN TEACHING CHILDREN?	
CLASSROOM MANAGEMENT AND CHILDREN'S BEHAVIOR	● ● ● ● ● ● ● ● ● ●
GAINING STUDENTS ATTENTION	● ● ● ● ● ● ● ● ● ●
USE OF GRAMMAR TRANSLATION	●
SPECIFIC PERFORMANCE	● ● ●
EXTERNAL FACTORS	● ● ●
USE OF MATERIALS	● ● ●

TABLE 13.- CHALLENGES

In the above chart some of the challenges trainees have faced when teaching children are illustrated. As we can see, classroom management and children's behavior, and gaining students attentions are the most significant findings in this criterion. On the other hand, the use of grammar translation, specific performance and other external factors and use of materials seem to be relevant challenges they have faced.

The two most significant categories that include classroom management and gaining students attention were elaborated based on participants excerpts. These excerpts sometimes seem to justify they lack of awareness on the area or excuse their management of these issues as challenges. Participants´ actual expressions are presented as follows.

Classroom management and children´s behavior

Excerpt 1: -Behavioral problems

Excerpt 2: -The lack of resources for example: computer, books, etc.

Excerpt 3: -I don´t know if I have to speak all the time in English

Excerpt 4: -They are playing or doing something also the group control

Gain students attention

Excerpt 1: -Sometimes to catch their attention

Excerpt 2: -Sometimes they do not pay attention

Excerpt 3: -To keep the discipline

Excerpt 4: -Speak up because in my first lesson my voice was low

In order to conclude this second research question, participants were asked how they have managed the previous challenges. Their answers are illustrated in Table 14 below.

HOW HAVE YOU MANAGED THESE CHALLENGES?

should be a subject not only about how to design materials but as well as giving tips to have a successful class. Some other participants mentioned it must be mandatory lesson planning for children before and to do research on materials and activities' effectiveness. Generally speaking trainees report the following forms to solve issues in regards to discipline; being patient, materials and funny activities. Their actual expressions are below:

- Be patient with students

Excerpt 1: Be patient, motivate students

Excerpt 2: Be patient, motivation, creative, passion of what you do, enthusiastic

Excerpt 3: Teachers need to be more patient and tolerant

Excerpt 4: I learn to be creative, patient, to take care of others

Excerpt 5: Talk with them in a friendly way

Excerpt 6: I have noticed that children felt motivated to participate when I tell them compliments of their work

- The need for English teaching materials

Excerpt 1: Tips to a give good class not just materials

Excerpt 2: It wasn't "taller de cosas"

Excerpt 3: The use of materials in real context

Excerpt 4: With different activities, songs, recipes, conversations

Excerpt 5: Using attractive material, multimedia materials

Excerpt 6: Using games, songs and colorful materials

- Dynamic lessons, micro teaching

Excerpt 1: The timing that my ss' spend in the activities

Excerpt 2: Looking for activities that included all this skills

Excerpt 3: The activity (time, materials) voice, body language

Excerpt 4: The lesson have to be more dynamic, due to they enjoy play and moving

In the following table (Table15), we have categorized participants' self-perceptions toward the changes they experienced along their practices when teaching children. In this table we classified trainees answers into the following categories; positive experience, personal reward, improve classroom management and strategies, personal development and motivation and use of authentic materials.






WHAT CHANGES HAVE YOU EXPERIENCED ALONG YOUR PRACTICES?	
POSITIVE EXPERIENCE	
PERSONAL REWARD	
IMPROVE CLASSROOM MANAGEMENT AND STRATEGIES	
PERSONAL DEVELOPMENT AND MOTIVATION	
USE OF AUTHENTIC MATERIALS	

Table 15.- CHANGES

As we can see the most relevant changes that participants have experienced along their practices are positive experience and improving classroom management and

strategies. We may say that even when participants have reported facing certain issues, they have also solved them along their practices and leaving them with a sense of development and improvement in regards to their teaching practices.

In the following table (Table 16), we have categorized participants' expressions in regards to the most effective ways to motivate children, according to their perceptions. The criteria that we consider are rewards, compliments, creative materials, dynamic activities, classroom environment and successful performance.

WHAT ARE THE MOST EFFECTIVE WAYS TO MOTIVATE CHILDREN IN THE CLASSROOM?	
REWARDS	● ● ●
COMPLIMENTS	● ● ●
CREATIVE MATERIALS	● ● ● ● ● ●
DYNAMIC ACTIVITIES	● ● ● ● ● ● ● ● ● ● ● ● ●
CLASSROOM ENVIRONMENT	● ● ●
SUCCESSFUL PERFORMANCE	● ●

Table 16.- MOTIVATION

As we may see in the previous table, the most significant resource to motivate children according to trainees is the use of dynamic activities, followed by the use of creative materials. Some sample answers of participant's actual expressions are as follows:

Creative materials

Excerpt 1: Using attractive material

Excerpt 2: Multimedia material

Excerpt 3: Diversity of materials

Excerpt 4: Authentic materials

Dynamic activities

Excerpt 1: Dynamic activities for the classes

Excerpt 2: Sing and play most of the time

Excerpt 3: Master lesson plans with a lot of activities

Excerpt 4: Games playful learning

It is important that students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you (University, 2018) .

As we may see in this previous expressions, trainees perceptions toward the use of materials and their relevance in the teaching experience with children is significant. Findings in this question may be practical in terms of including some of these ideas into the curriculum of the subjects related to these issues.

In order to conclude the answer to this third research question, trainees were asked what subjects of the BA curriculum they perceive as the most helpful in terms of

practicality when teaching English to children. Their answers are illustrated in the following Graph.

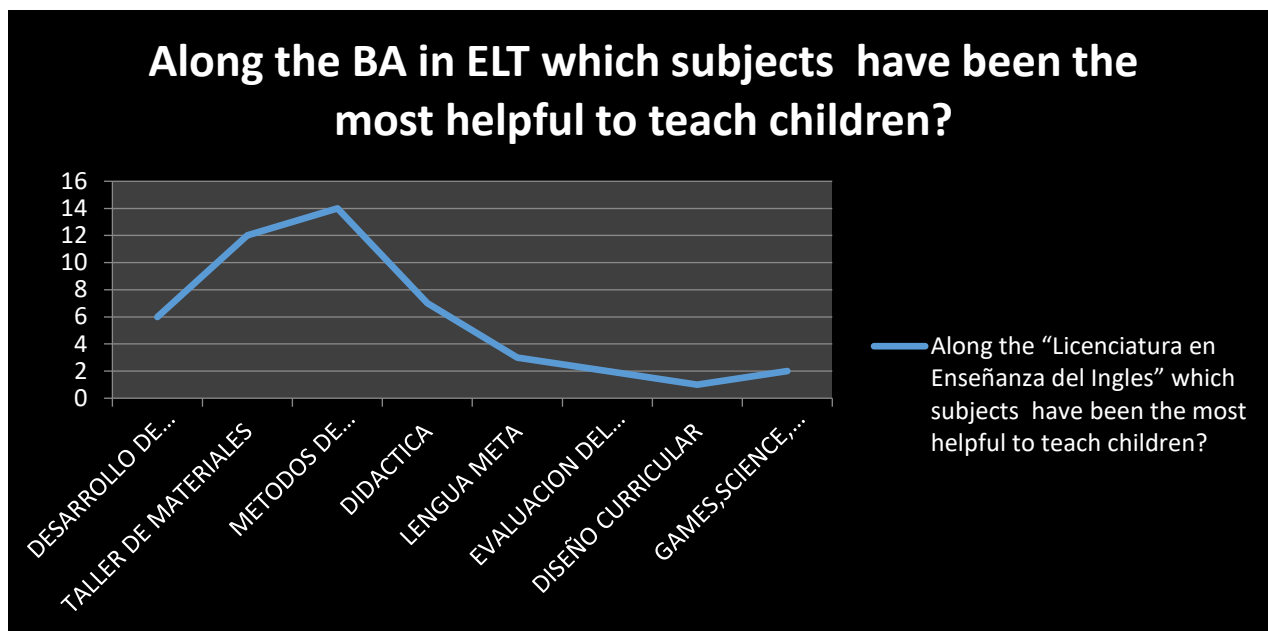


TABLE 17.- HELPFUL SUBJECTS

In the graph above we can notice all the subjects that were mentioned by the participants, such as; Materials workshop, ELT Methods, Didactics, Target Language, Evaluation, Curriculum Design and others. As we may see, the most significant subjects for participants are ELT Methods, and Materials workshop.

CHAPTER V: CONCLUSIONS

In this final chapter provide a brief summary of the study, we especially focus on the implications of our findings and the limitations of the study in regards to data analysis and procedures. Finally, we suggest some possible directions for further research.

5.1 Summary

After the analysis of the instrument we could get very useful and interesting information. The first instrument was a checklist about trainees perceptions; the second part was about open and close questions. Firstly, when we analyzed the results from the first part, we found that most of the participants feel very confident with their teaching but when we analyzed their expressions qualitatively, we found that they recognize some weaknesses in their teaching and that most of them claimed they needed some other tools to succeed as future English teachers.

There are contradictory findings in this investigation. On the one hand, quantitative results suggest that most of the participants perceive themselves as proficient and having mastered the basic elements when teaching English to children. On the other hand, qualitative findings indicate they struggle with some issues, such as; group control, external factors, lack of resources and getting students attention. One of the most significant findings in this study was participants suggestion to improve their professional development by adding to the BA curriculum other subject that give them tips to improve lesson planning and materials design before taking teaching experience or practice.

5.2 Implications

In this study we have attempted to give voice to trainees' general ideas, perceptions and beliefs in regards to teaching English to children for the first time. As future English teachers, we all face concerns and worries toward teaching for the first time, however; teaching young children becomes a mayor issue. We have tried to illustrate some trainees issues and their suggestions in order to provide a general perspective for other trainees who are to teach English to children for the first time. We believe this may help them feel they share certain characteristics, issues and worries. And probably help them solve some of their issues, while at the same time provide them with tools to improve their professional development.

5.3 Limitations of the Study

The main limitation of this research was time, the instrument was applied at the beginning of the term and for us it was complicated because we had some troubles looking for trainees willing to participate in the study. Most participants were very worried and nervous about beginning to teach English to children and the questionnaire we had planned made them feel more overwhelmed.

Consequently, one more limitation of our study is the number of participants. We expected to have at least thirty trainees answering our instrument, but we ended up with only twenty.

It was also complex for us to organize the information; thus, we spend some time re-reading each question and answer to find the relevant information we needed. Since we administered the questionnaire in English, some of the participant's answers were not very clear, thus, we had to spend some time interpreting their answers based on our

understanding and knowledge of the field. As a consequence, our interpretations may provide another limitation to this study.

5.4 Directions for further

According to the findings in the present research, there may be some directions that researches could follow in the future, for instance; that the Faculty of Languages may extend this research to analyze the relevance and pertinence of some of the subjects included in the curriculum. Some other directions for further research may be related to the exploration and implementation of workshop to give trainees tips to improve lesson plans, materials use and design, and performance.

Finally, some other directions for further research may include applying the same questionnaire to more experienced teachers of children and compare and contrast their answers with these trainees. In the same sense, the same questionnaire may be administered to teachers of adolescents and adults in order to find similarities or differences.

Generally, we hope this brief study may contribute to help trainees who teach English for the first time feel they are not alone, and help them improve their teaching experience in a more effective and confident form.

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
Appendix

Age of practitioner: _____ Age of children: _____ School grade of children: _____

Gender: () Male () Female Type of school: () Public school () Private school

Languages in the school: () Indigenous () English () Spanish Other: _____

My personal observation checklist		1	2	3	4
					
1	I show confidence with my teaching				
2	I enjoy teaching children				
3	I implement teaching strategies				
4	I give instructions clearly and correctly				
5	I use body language properly				
6	I implement teaching materials appropriately				
7	I used the tone of voice correctly				
8	I employed the four skills in my lesson plans				
9	I encourage students to participate				
10	I cater for a variety of leaning styles				

1		Show proficiency in the skills of this criterion
2		Have mastered the basic elements
3		Have awareness of basic elements
4		Need improvement

*Did you like teaching? Why?

*What changes have you experienced along your practices?

*What are some challenges when teaching children?

*What are the most effective ways to motivate children in the classroom?

*How do you manage the practice and the four skills with children?

*Along the "Licenciatura en Enseñanza del Ingles" which subjects have been the most helpful to teach children? Why?