

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



**“ THE LACK OF PEDAGOGICAL CONTENTS AIMED AT TEACHING
CHILDREN ENGLISH IN THE CURRICULUM OF LICENCIATURA EN IDIOMA
INGLES”**

STUDENTS:

TANIA LETICIA CONTRERAS NAVARRETE

SILVIA CRISTINA CUBIAS MARTINEZ

TELMA IRIS GONZALEZ HENRIQUEZ

ANDREA ELIZABETH OSORIO REBOLLO

AMALIA GUADALUPE ROSA CRUZ

**TO OBTAIN THE DEGREE OF
LICENCIATURA EN IDIOMA INGLES: OPCIÓN ENSEÑANZA
ADVISOR: MSE. MIGUEL ANGEL CARRANZA**

MAIN CAMPUS, JANUARY 2005

AUTHORITIES

RECTOR OF THE UNIVERSITY OF EL SALVADOR:

Dra. Maria Isabel Rodriguez

GENERAL SECRETARY OF THE UNIVERSITY OF EL SALVADOR:

Licda. Alicia Margarita Rivas de Recinos

DEAN OF SCHOOL OF ARTS AND SCIENCES:

MsD. Ana María Glower de Alvarado

HEAD OF THE FOREIGN LANGUAGE DEPARTMENT:

Mti. Edgar Nicolás Ayala

COORDINATOR OF GRADUATION PROCESS:

Mti. Pedro Antonio Salazar Murcia

ACKNOWLEDGMENTS

To all the people who helped us to achieve this project:

To God: For giving us the strenghtness, the patience and the necessary knowledge to carry out this project.

To our parents: For supporting us, for their love, and for their understanding during the career as well as in the process of this project.

To our advisors: For their help in the development of this essay.

INDEX

	PAGE
Introduction.....	1
English Teaching In El Salvador.....	2-5
Why Teaching Children.....	6-14
Analysis of English Didactic Programs.....	15-16
Research Methodology.....	17
Analysis Of Data.....	18-24
Proposal.....	25-27
Conclusions.....	28
Suggestions.....	29
Bibliography.....	30-31

INTRODUCTION

The following essay is the result of the need of preparing students not only for teaching adults but also teaching children. Through our own experience, we have realized that we were not prepared to work with children in a formal way, which is different from teaching adults. Therefore, we see the need of including contents aimed at teaching children in the Licenciatura en Idioma Inglés so students can be more prepared at the time of teaching children.

This paper will begin by first introducing a brief historical framework, in which the following aspects are mentioned: The beginnings of the teaching of English in El Salvador, the new programs that have been implemented by the Ministry of Education. Then theory about teaching children is presented and divided into: children`s behavior, techniques for teaching children and how children learn a second language. Next an analysis of the three Didactics programs is included; and another about teachers and students´ questionnaires. Finally a proposal is presented for the inclusion of a specific Didactics course aimed at teaching children, in the curriculum of the Licenciatura en Idioma Inglés.

ENGLISH TEACHING IN EL SALVADOR

In the history of El Salvador around 1940's, learning a second language was not so important for most people for these reasons: It was not a requirement for most job positions, and also because El Salvador did not have strong business relationships with foreign countries; in this case the United States.

English was not necessary for getting a good job position because the knowledge a person got from high school was enough. However, there was a reduced group of people: the wealthy, who cared about learning a second language with the purpose of sending their children to study abroad especially to the U.S.A., and when they came back, got a good job position either with the government or the American Embassy. In the same year an institution called the American School was founded in the country. In these institutions English classes were taught by native American speakers, since in the country there were not well prepared teachers. Besides that, there were other institutions like the Hemphill School which offered classes through correspondence and the Centro El Salvador-Estados Unidos, now Centro Cultural Salvadoreño.

By that time, the relationships between these countries were not so strong like nowadays, and the amount of people required to have a very good knowledge of the language was reduced. Among the groups of people that were prepared in this area were the ones who came from the U.S. They were not only teachers but

christian missionaries that came to preach. Since not all of them knew how to speak Spanish, they needed interpreters. Due to this need, a career of Translation-Interpretation was created in the University of El Salvador. Those were the beginnings of the English major at a University level. **

From then on, the Government of El Salvador saw the need of implementing a foreign language program for their students at public schools. For that reason, through the Ministry of Education, English was implemented as a subject. According to La Ley General de Educaciòn of El Salvador in 1978, the article 19 said: “ The common subjects that correspond to high school level are: Mathematics, Literature, Science, Social Sciences and English.”

Nowadays, the need for communication and business among different nations is growing. In the last years, foreign language teaching has been included in the educational programs of different countries, and our country is not the exception. English is becoming an essential language for being an international one and for being considered as “ the business Language”. For this reason, through the Ministry of Education, the government is providing tools to improve the teaching of English. To do this, they have created different projects such as: Plan Piloto and Plan 2021.

According to the “ *Ministry of Education Magazine, edited on November, 2003*”, the “ Plan Piloto” consists of including English as a subject for Basic Education

* Information provided by lic. Guillermo Escobar, teacher from the Foreign Language Department of the UES

(first to sixth grade), and the incorporation of English in pre- school education. This project has been organized and planned in three stages, which are:

Systematization, Design and Follow up. In the first stage information was gathered about the way in which some institutions are already teaching the subject. In El Salvador there are between 180 and 200 schools that are teaching the English Language in first and second cycle. According to the MINED, this was a worthy experience that allowed them to know how the English subject is being taught by these institutions, the resources used and the contents being taught. After this, a curricular proposal for the English teaching for first and second cycle was designed. To design this curricular proposal the information gathered in the schools was taken into account. The first version was evaluated and passed through observations. It was corrected, and then it passed to what is known as the Coordination Department. In the third phase, the curricular proposal was distributed to 50 schools that are participating in the “ Plan Piloto”. These schools were organized as follow: 14 in the western area, 25 in the central area and 11 in the eastern area. The main reason why these institutions were chosen was because they were already offering English at the primary level and this gave more support to the suggestions or observations that were made to the program. Then, the suggestions obtained would help to get the final proposal design. The “ Plan Piloto” was carried out with the purpose of defining a curricular proposal that allowed the effective incorporation of English teaching as a subject in the first and second cycle of Basic Education. The “Plan Piloto” began in the year 2003.

Finally, the current government proposed the “ Plan 2021” which is a new project that pretends to improve the English teaching in the schools by creating an

English program that the Ministry of Education has called “Compite”. This will allow the students to be prepared in the working field. According to Lic. Ana Marta Najarro, coordinator of Compite program of the Ministry of Education, this program pretends to improve the English teaching in order that the students have enough knowledge for the working field. For the coordinators of this project, the best way in which the Ministry of Education can improve the students English teaching is through well prepared teachers of English and the revision of the current English programs. To achieve this objective, the Ministry of Education pretends to evaluate the 100% of the teachers in service to see the English level that they have. These evaluations will be carried out by professionals in English or by native speakers that according to Lic Ana Marta Najarro, The Ministry of Education will hire. Besides, the English Programs of all levels will be revised, just in order that all the contents studied in all levels be related one with another, and in that way to have well coordinated English Programs. Furthermore, with this project it is intended to reach some other goals like the one of offering to the students alternative English courses so they have the opportunity to increase their knowledge in this area.

To carry out this project, the Ministry of Education is doing some researches with the University of McMillan and the University of Chile. Moreover they will count on with the contribution of a local Newspaper “El Diario De Hoy” that will publish articles about English like visual aids or other materials that can help the teachers

in their English classes. According to the coordinator of this project, it will start in May of the year 2005.

WHY TEACHING CHILDREN?

Nowadays, teaching children English is becoming very popular. In the first years of education, important basis of knowledge have to be established, not only about general learning areas, but also about a second language or foreign language, in our case English. Learning a second language will be useful through out their academic formation, and in the future it will help them to have good performance within the globalized changing world that the students will have to face. In our country, English is becoming an essential part of the every day life, for this reason, it is necessary that future teachers acquire knowledge about all aspects related with teaching such as: pedagogical, psychological and methodological ones. The pedagogical aspect includes on how children learn at different stages of their educational process, the psychological is related with children's personality and behavior, the methodological one includes aspects like techniques and activities that can be developed with children.

Teaching children English is a matter of understanding children behavior and other important aspects: one of the most important aspects at the time of teaching children is the way in which you plan a class; since this will reflect the selection of activities and the way they will be developed. In order to plan a class, teachers have to take into account different aspects: setting an objective, choosing the

appropriate contents, considering students' age and level, setting the material and the resources that will be used; and also including activities like dynamics focused on the class content. According to Moreno Vallardo (1984), setting an objective will help the teacher to choose appropriately the learning experience, to communicate to other people what it is expected from that experience and to carry out the learning evaluation. The objectives should come from the student needs.

There have been some other experts in the educational area that provide some ideas in the way in which a class for children can be planned. According to Froebel, María Montessori and Ovidio Decroly, the classic methods of planning have three main parts or stages:

1. The observation stage is one of the most important at the moment of teaching children. At this stage, children learn with objects that they can see, hear, taste, smell or touch.
2. The association stage consists of relating the new objects and experiences with the ones learned before establishing similarities and differences.
3. At the Expression Stage, the children manifest through their own ways, what they have learned with the purpose to evaluate them.

According to Dunn (1983), a lesson for children is organized in different phases:

Phase 1: The children sit on the floor in a way that they can look at the teacher's face and the mouth movements, so they can imitate him or her. This phase starts by using songs and rhymes. And it is joined with oral activities.

Phase 2: The children sit at their desks or tables, and work in pairs or groups, or individually. They can do activities like coloring, reading or writing. This is a period of calmness where the teacher can move around the classroom and talk with the children about the activities they are working on.

Phase 3: In this final stage, the children are generally tired, and they like to stand up and to move in the classroom. In this phase, the teacher will give children the opportunity to get involved in games and activities that include the use of their body like play stages.

From the experts point of view all these aspects are very important to develop and plan a class for children, as well as methods and techniques. These methods and techniques should be selected appropriately, taking into account the students' age and needs. For teaching children, it is important that the teachers be prepared with

different activities in order to keep children's attention; since this is one of the most difficult aspects to get at the time of managing a children class. Moreover, it is very

important to choose the appropriate techniques for maintaining the children's motivation and to facilitate their learning process. That is why, the techniques more commonly used according to the pedagogical books focused on teaching children are the following:

GAMES.

Games are of great influence in language, because through them, language for communication is assimilated, an example of this is the communicative games in which the students can practice in an oral way. These kinds of games can be adapted according to the group needs. Also, through the games, children can take advantage in many aspects:

- The child gets better concentration, it means that while playing, the children feel interested and motivated, and it helps them to focus their attention to acquire a specific topic.
- Another advantage is that the children can remember more things (vocabulary), since when playing, the children keep all their senses alert, and it makes them get the knowledge easily.
- Through games, children can acquire vocabulary easily, for example when using cards.

- Furthermore, the games contribute to obtain some language structure, specially, by the ones that include structural repetition. And by the games that include competition, the children will be helped to memorize the structure in study.

Since children are having fun, they will find learning English interesting. They will absorb much more than they will if they were only studying. Children are full of energy, and they like to be active; so, why not to use all that energy in a constructive purpose? the purpose of learning English.

Some aspects that teachers should take into consideration when playing games are:

- Teachers should get involved in the game to influence students' motivation.
- Time limits are very important, because they make the game interesting or boring. If an activity takes too much time, students get bored and lose interest. Sometimes to help students to increase their interest, teachers can use rewards or penalties during games, because this keeps students' motivation and interest.

There are different games that teachers can use when giving an English class, each game serves a purpose, for example: Memory Games, Vocabulary and Movement Games. If teachers' objective is that children learn vocabulary, they can use vocabulary games like: spelling, bingo charts, tic tac toe, hangman,

etc. Moreover, if the intention is to increase children's ability to speak, teachers may use the following games: Simon says, choral repetition, chain drills, etc. In order to reinforce writing, teachers can use: story tales, scramble words, dictation, missing words, etc.

According to Froebel's theory (1984), the child never gets tired of an interesting game, and the teaching of children should be a neat, methodic and coordinated game. In that way, the simple games become a pleasant work that educate physically and intellectually. Besides, Froebel considered that the child has to feel joy and pleasure in all the activities that he or she performs. He thought that the teacher is the responsible for providing the necessary conditions in order to make the children have fun and to feel happy while they are out of their homes. Furthermore, Froebel thought that it is indispensable to keep the children busy, and a way to accomplish this is through games.

SINGING AND CHANTING

Songs and Chants are key motivators in the EFL classroom. Children live in a musical, rhythmic world. Sounds, patterns and movements are all around them. When they enter the English classroom, the most spontaneous way to introduce children to language and make them feel at ease is to involve them in music and chanting. Children who may be too shy to speak can be part of a group effort to make music. The combination of words with the bit of a chant or song is a powerful teacher of language. The teachers can write their own songs and chants by:

- Thinking about key phrases and vocabulary being taught.

- Identifying a familiar or easy to follow tune or rhythm.
- Matching the language with the rhythm.
- Looking for repetition possibilities.
- Mixing actions and TPR with props.

The teachers can use songs and chants as warm ups. Songs and chants foster the memory for language through repetition. Also, chants are great, because they increase the language in the listening, and the children have a reason to use English. They are funny and children enjoy repeating them.

FAIRY TALES AND STORIES

Stories and Fairy Tales are a good technique for teaching children, since they learn by listening stories. It is important that books are colorful and have visual pictures in order to help the children to follow the story. In this way, the children create a mental picture of what they are reading or listening, and also, they can imagine what has happened previously to what is taking place.

DRAMATIC PLAYS

Dramatic plays are a strategy for conversation among children, they combine the intellectual aspect of language such as vocabulary, patterns and sentences with the emotional and practical aspects of language. In Dramatic Play, the teacher removes one of the major blocks to English speaking: the lack of confidence in using the language. It allows children to “step into someone else shoes” as they

become less worried about performing and more concerned about getting the meaning across to other children. Their English improves as they practice.

Besides chants, songs, games and fairy tales, there are other techniques that can be useful for children and that help them not only to acquire knowledge, but also to

develop their manual skills, like:

- Drilling: Make holes with sharpening objects like: Pencils, pen. Etc.
- Weave
- Sewing
- Folding
- Drawing or painting

- Pasting figures that have been cut before. The purpose of the cut outs is to provide children with manipulative. They can use when playing games with a partner and to give them hands on experience in learning the skill of cutting.

- Shaving
- To braid
- Coloring.

All the techniques mentioned before are helpful so teachers can keep children' s attention and motivation; but all these activities can fail if teachers do not consider children's behavior. Behavior is one of the essential aspects that teachers should

pay attention to, in order to have a successful class; specially with children, since they are full of energy, and this energy should be controlled through disciplining them, and by establishing some rules within the classroom. That is why, it is important that teachers know what to do for keeping children controlled during the class.

According to Froebel (1984): “ Activities should not be carried out as an imposition, and the discipline should not be so too strict; since the excess of control instead of helping to have a well managed class, it provokes in the children the desire of breaking the classroom rules at any moment”. For Froebel the best way of keeping children controlled is by developing an activity properly, by employing the adequate and interesting material, and working with enthusiasm and gladly. Children’s psychological needs like: love, understanding, protection, the feel that they are accepted etc, are of great influence in children development and are directly related to their behavior. Managing children requires to look at the learning needs of children, and to make sure that those needs are placed first, children who are treated negatively tend to adopt negative behavior. Similarly those who are treated positively tend to become positive. Many problems of misbehavior arise through children seeking attention. Such attention seeking may be the result of lack of love at home, insecurity or sense of worthless.

ANALYSIS OF THE ENGLISH DIDACTICS PROGRAMS

The programs were revised with the purpose of finding out what kind of contents students are exposed to, and to know if in the objectives of these courses there is any relationship with the teaching of English to children.

According to the program of English Didactics I taught at the Language Department of the UES, students will be introduced to the theory and practice of the teaching English as a second language. To do this, students will learn different methods they can apply as future teachers, and that will help them to analyze and evaluate their performance in the teaching field. All of this theory and different methods are helpful for them in their job, but they do not provide students with the practice to face real situations in classrooms. In this course, it is expected that students will be able to elaborate objectives for a lesson plan, design their own lesson plans, put them into practice and discuss them in class. This kind of methodology gives students the elemental practice, but when they go to the job field they find that they are not enough prepared to work teaching English at any

level. It means they teach to teenagers, or even children which is very different from teaching adults; that is the reason why we think that students should be prepared to teach at any level, in this case children.

With regard to the English Didactics course analysis, in English didactics II students are exposed to a continued knowing of methods for the teaching of English, they will also be able to do lesson plans and design evaluation instruments. In order to achieve this purpose, students will be taught the following contents: teaching techniques, didactics planning, evaluation and applying theory to practice. The contents and material provided to students will help them to develop a class from a basic to an advanced level, it will also be helpful for them to apply it according to the area in which they will work. Finally, in English Didactics course III, students are taught contents related to learning and acquisition, planning (programs and lesson plans) and evaluation.

It can be seen that English didactics III is a continuum of English didactics I and II; since didactics III reinforces students knowledge about planning lessons, program design and evaluation.

Through the revision of the English didactics programs it was observed that the contents taught to students from Licenciatura en Idioma Ingles do not provide them

with information on how to teach English to children. Due to this, students face the challenge of working in a different level (Specifically with children) from which they were instructed.

RESEARCH METHODOLOGY

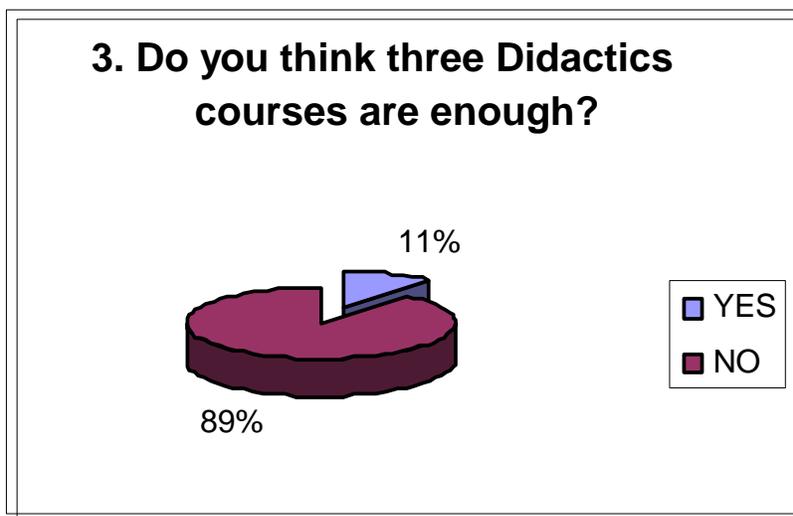
This research intends to show the need of including contents in the didactics courses on teaching English to children, since the current curriculum of the Licenciatura en Idioma Inglés does not prepare students pedagogically to work with children. Therefore, some of the objectives that have been set up to carry out this research are: To find out if students who have finished their major are prepared to teach English to children and to identify if the Curriculum of the major contains enough theoretical and practical contents that would help foreign language students to teach English to children. This is an exploratory type of research which intends to explain the phenomenon of the challenge that students face at the time they teach to young learners.

This research will find out how useful the knowledge that students obtained in the three Didactic courses at the moment they taught English to children was. The elaboration of some questionnaires is key in order to gather the information that would help us in our research. Moreover, some interviews will be administrated to support the obtained data. The universe selected for this research are 30 students from the Foreign Language Department who finished all their courses in 2003 and

represent 50% of the sample. The participants were selected according to our purpose of finding out the necessary information, since most of them had an acceptable experience on teaching English and the facility to access to their information. Besides, nine professors who have taught Didactics courses from the FLD of the University of El Salvador were also chosen.

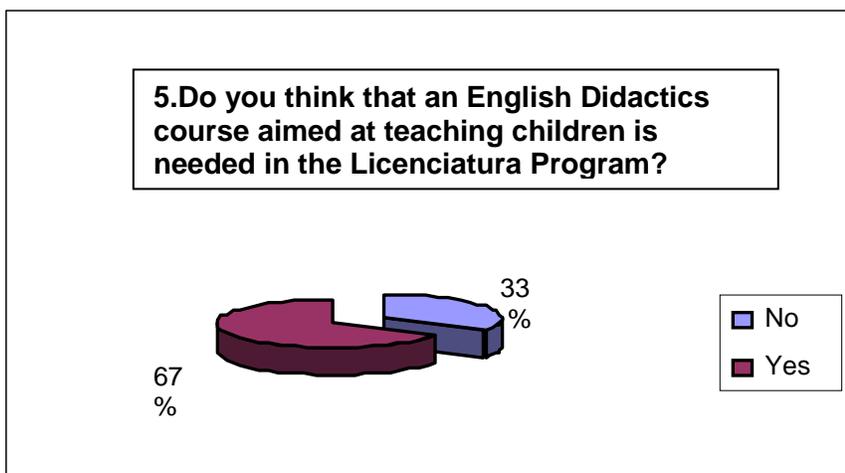
ANALYSIS OF DATA

The questionnaires administrated to 9 teachers of the Foreign Language Department present the following information:



Most of the teachers agree that the Foreign Language Department should include more than three didactics courses or contents aimed at teaching children can be included in the Licenciatura en Idioma Ingles. On the other hand, some teachers said that the major is not designed for teaching English to children. But it is supposed that the curriculum is designed taking into account students' needs. In this case, we refer to the necessity that students have at the time of planning and developing a class focused on teaching English to children which is not reflected in the current curriculum.

In question number 4, Do you think the students from Licenciatura are prepared to teach children, most answers were negative. Among the 9 teachers interviewed, 6 of them said that students are not prepared for teaching children, since they state that teaching children is not a part of the curriculum and students have the fundamental knowledge to adapt it to that intended area.



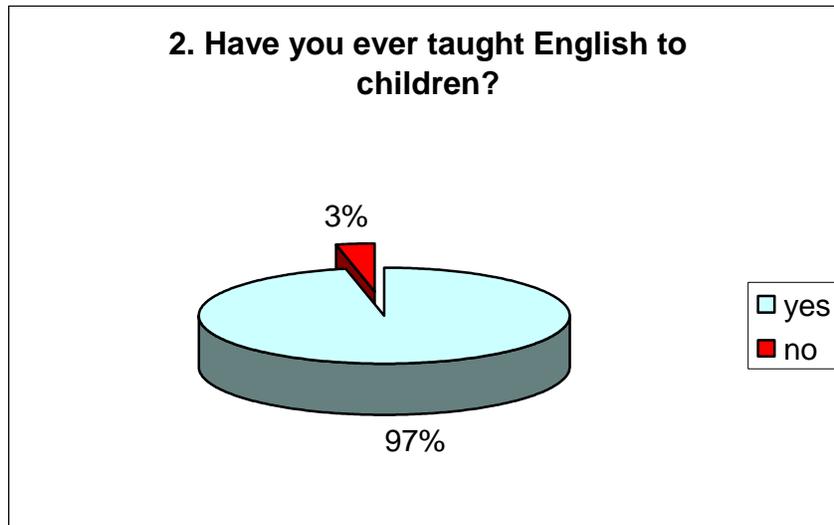
67% of teachers agreed that it is necessary to include a course aimed at teaching children, because the learning process must be understood by all students from the early years of education (primary level) to the highest education (university level). Besides that, it is important to know the methodology for teaching children because many beginner teachers start or end up working with children.

And as they expressed, there is a big difference from teaching children to teaching adults.

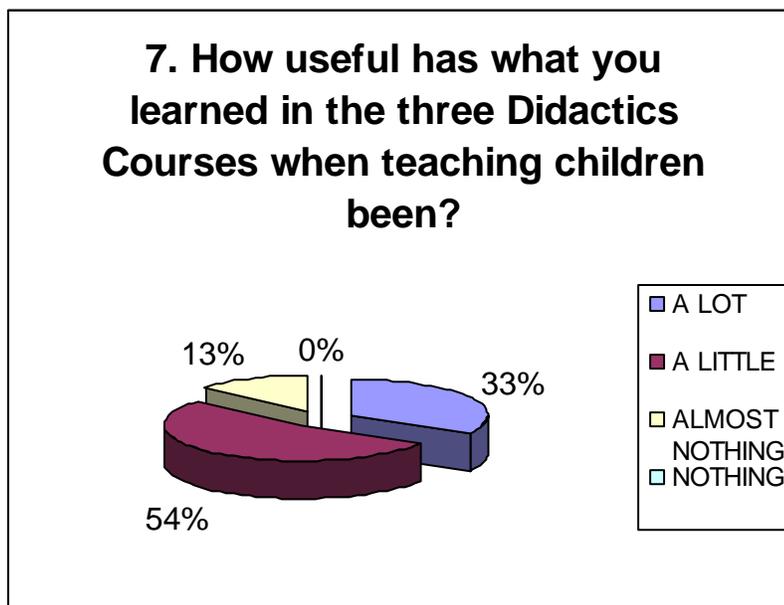
Teachers' opinions in question number 6 were: that there are not topics related to the teaching of children in Didactics courses, even though there were two teachers who have different opinions, They say that the didactics contents can be adapted to teach children. The suggestions that teachers provide to improve the quality and satisfaction of graduates with the Didactics courses are: Practice, techniques and resources need to be implemented to make a real change in the curriculum; to include a special didactics for children, to hire teachers who are experts in teaching children field, to make a marketing study to know what people need outside in this field, and to include a teaching practice course with children.

STUDENT QUESTIONNAIRE ANALYSIS

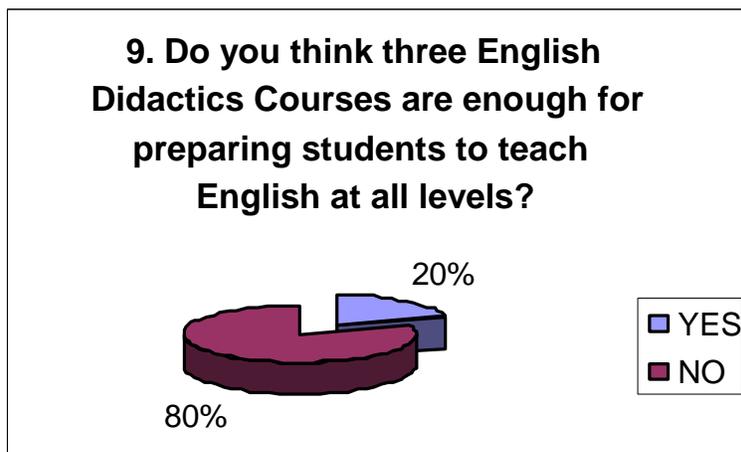
“The importance of including a Didactics course aimed at teaching children in the curriculum of licenciatura en Idioma Ingles,” is reflected in the results obtained in the questionnaires administrated to students from the Foreign Language Department of the University of El Salvador. The taken sample was of 30 participants, 20 women and 10 men. Most of them started the major in 1998. The job experience of these participants ranges from 1 to 9 years of teaching. The 97% said that they have worked with children.



Most of the students expressed that the main problem they faced when teaching children was behavioral, because they did not know how to plan a class for children and specially how to treat them, and because they were not prepared to control and manage a children's class.



In relation to the academic preparation that students received during the major, it was found that most of them took four Didactics courses, which none of them had topics related with teaching children English, as a result, they expressed that those courses were not useful at the time of teaching children English, since they were not prepared with enough didactic material to deal with children. This is a clear evidence that the curriculum does not prepare students to teach children.



Through the questionnaire, it could be determined that most of the students consider that 3 English Didactic courses are not enough for preparing them to teach English at all levels, specially children, and they expressed the following reasons:

- ❖ There should be more information and practice about teaching children.

- ❖ The courses should include the most important topics about teaching children.
- ❖ There should be a Didactics course for each level.
- ❖ The didactics is emphasized just on teaching adults.
- ❖ There is not a Didactics course for teaching children

According to the answer given by the students in question number ten, it was found that most of them expressed that the students of Licenciatura en Idioma Inglés are not specifically prepared to teach English to children when they finish their major. Besides, they think there should be more practice and knowledge about the field.

In the question eleven whether teaching children is the same as teaching adults, most of the students answered that it is not the same and expressed the following reasons:

- ❖ Children learn in a different way.
- ❖ Children behavior is different.
- ❖ Children think in a different way.
- ❖ For teaching children, teachers need to be more creative.
- ❖ Didactic material for children is different
- ❖ The attention span of the children is different from the adults
- ❖ The techniques for children are different.

The question that dealt with the need of including a Didactics course aimed at teaching children in the Curriculum of Licenciatura en Idioma Inglés, most of the students expressed that it is necessary since:

- ❖ Most of the time they work with children.
- ❖ It is necessary to know strategies and techniques for teaching children.
- ❖ Teachers should be prepared to teach at any level.
- ❖ Students need to get more knowledge on teaching children English.

PROPOSAL

The current currículum of Licenciatura en Idioma Ingles has been designed to prepare students for teaching at a higher level, since subjects related to the teaching of English are focused on teaching in a general manner. As a result, students' needs are left out; because they do not receive the adequate instruction for teaching children. This can be proved through the analysis of the students' questionnaires in which it can be seen that the 97% of the students got their first job in the teaching children area, a field in which they were not prepared. Due to this factor, students feel insecure when teaching children. Therefore, including a special Didactics aimed at teaching children is a need. For this reason, our proposal consists of including a special Didactics course aimed at teaching children. This course will be designed in order to provide students with contents that allow them to know how to manage an English class for children at their early years of education . In this course, students will study methods and techniques for teaching children, for instance: Songs, chants, games, fairy tales, stories, etc. Besides that, they will be taught how children learn a second language, their behavior and tips for classroom management.

PROGRAM SUGGESTED FOR AN ENGLISH DIDACTICS COURSE TO TEACH CHILDREN

Course Description

The prerequisites of this subject are the three English Didactics. In this course, students will be introduced to issues concerned with Teaching English to children, from theory to practice.

During this course, the topics to be developed will have to do with the theory on how children learn a second language, theory on Children's behavior and teaching methods and techniques for teaching children. All this theory will serve as a basis for students to put it into practice when teaching children.

Objectives:

At the end of this course, students will be able to:

- Know how children behave at different ages.
- Develop an understanding of methods and techniques for teaching children.
- Know how to elaborate didactic material for teaching children.

Methodology

To firmly set knowledge and learning, diverse modes and techniques will be performed by students. Among this: Active reading of the material, discussions, reports and a final research work which will consist of an observation of an English class for children. Students will elaborate didactic material. Techniques will be practiced in class, and later on in teaching practice at schools. There will be workshops given by experts, these workshops will be based on different topics, such as: Methods, Elaboration of didactic material, tips for classroom management, etc.

CONCLUSIONS

1. Among the 30 undergraduate students interviewed, 97% of them have worked with children. Area in which they were not prepared, and in most cases they got jobs in private schools, where they had to work with children.
2. Because of the implementation of new English Programs from first to sixth grade made by the Ministry of Education, it will be necessary that the future teachers know how to teach English to children.
3. The contents included in the three Didactics courses provide students with the basic knowledge on the teaching field, but this is not enough for the real world where students have the challenge of working in different levels, since they feel that the lack of pedagogical contents affect them directly. In the Foreign Language Department there are not enough experts who could prepare students to teach English to children.
4. It is evident that the Curriculum of the major Licenciatura en Idioma Inglés was not designed to prepare students for teaching English to children; but due to most of the students have faced the situation to work with children without having the enough knowledge about the area, it is necessary to include pedagogical contents aimed at teaching children in the major.

SUGGESTIONS

1. To include at least one didactic course aimed at teaching children in the curriculum of the Licenciatura en Idioma Inglés in order to help students to overcome the challenge of working with young learners.
2. To hire teachers experts in the teaching of children, in order to provide students with the necessary knowledge about children's learning.
3. To have students do their teaching practice at the kinder 6 level.
4. To provide students with enough teaching practice during the Didactics class in order to keep a balance between practice and theory.
5. To prepare students with the methodology used for teaching English to children.

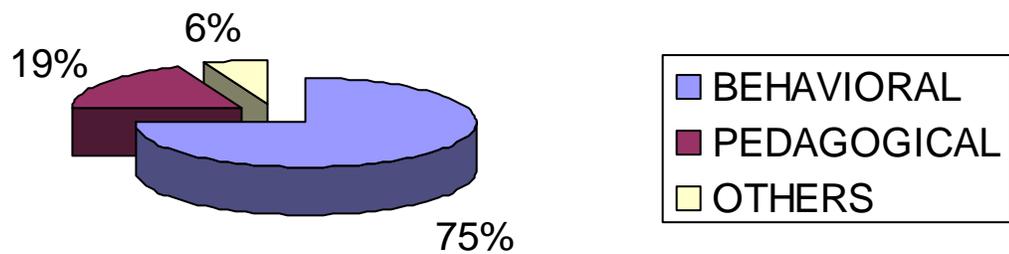
BIBLIOGRAPHY

- De Andres Robin 2001
Teacher line number 13
Madrid, Spain Pearson Education
- Feldman, Santiago Matías, 2001
English Language Teaching,
Methodology based on Language, Teaching and Learning.
An integrative approach with young learners.
- Fernandez, Patricia and Rey Tongue, 2002
English as a foreign Language at primary Level
Universidad Tecnológica Nacional.
- Ghosn K., Irma, 1997
English Teaching Forum volumen 35
ESL With children's Literature
- Holt, J. 1984
Young Learners
London Penguin
Pag. 117-124
- López de Cruz, Angela, 1984
Didactica Especial para la Educación Parvularia
Editorial Piedra Santa
Pags. 25-142
- Marroquín, Marco and de Méndez, Mirna, 2003
Inglés para básica
Revista trimestral del Ministerio de Educación, " Clase"
Gobierno de El Salvador.
- Mújina, Valeria
Psicología de la edad preescolar.
- Rojas Bernal, Leyla María, 1998
Como aprenden los niños una lengua extranjera
Cooperativa editorial Magisterio
Santa Fé de Bogota, D.C. Colombia

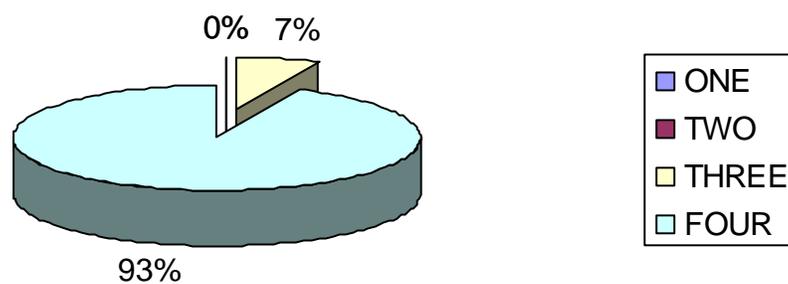
- Vale, David and Feunteun, Anne, 1995
Teaching Children English
Cambridge University Press.
- http://www.onestop.com/news/magazine/children/children_animal.htm
- <http://www.careerplanning.about.com/library/weekly/aa03901a.htm>
- Interviews to: Lic. Guillermo Escobar, Foreign Language Department Teacher
Lic. Ana Marta Najarro, Coordinator of Compite Program, Ministry
of Education.

ANNEXES

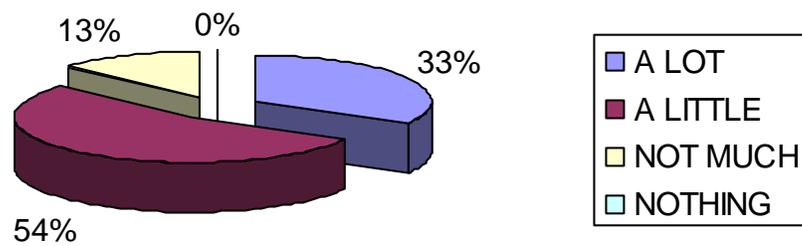
4. What kind of problems have you faced when teaching children?



6. How many Didactics courses have you taken?



7. How useful has been what you learned in the didactics courses when teaching children?



8. Do you remember how many didactics courses have you taken aimed at teaching English to children?

