THE

CHALLENGE

OF

TEACHING

CHILDREN

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INTRODUCTION

Being a teacher has been considered for many years one of the most important and rewarding professions. This is because teaching through education helps human beings develop themselves and it is the way to share knowledge from generation to generation. In addition, the future of every community or society will be based on the products or results of the teaching-learning process.

It is difficult to define exactly what teaching is since there are many aspects or characteristics that form this concept. Glatthorn and Fox (1996) claim that teaching is the art of combining many skills and providing learning for all students. They also state that teaching engages students as active learners to induce positive, comprehensive changes in their previous knowledge, skills and attitudes. So, teachers must master the basic skills of teaching and should possess the ability to continuously adjust their teaching techniques and strategies to meet the different needs and interests of their students.

Furthermore, teachers are considered like a head manager in a company, this is because they are in charge and are responsible for the success of every aspect of the class. They are the ones that have to set goals, distribute rewards, must work well with groups and individuals, motivate and counsel their students, perform lectures, design and organize activities, build a good learning environment as well as use effective techniques and strategies. In brief, a teacher is the one who encourages learners to acquire knowledge and become better people

Teaching children means teaching students from the ages of 3 to 12 years old. These are kindergarteners and school children. If you compare a 3 and a 12-year-old child, you can see that they are very different. You cannot teach them the same way; this is a challenging job. That is the reason why teachers must be aware of the different interests and needs of their students and must adapt their teaching to them.

Probably, the kindergarten teacher is the one who has more responsibilities, because teaching kindergarteners requires the teacher to be dynamic, active, patient, and understanding. In addition, kindergarten teachers must help children develop in many areas like: their skills, adapt to a new society, which is "the school", increase children's interest in learning new things, as well as to make them learn how to be part of a group.

This is the reason why teachers that teach children need to know the techniques and strategies they can use in class, in order to achieve their goals. First, a teacher must know what characteristics and abilities he/she needs to have or develop so that he/she can teach children and be an effective and efficient teacher. Second, the teacher must know the students´ interests and needs in the different stages of childhood. Third, the teacher ought to be aware of all the tools he/she should use to maximize learning such as the lesson plan, teaching methods, games, learning styles, mind maps, etc. Fourth, the teacher has to analyze and examine students' behavior and know what can be done in order to change or maintain that behavior. Finally, the teacher must take advantage of songs and games that are appropriate for children to make learning more enjoyable and meaningful. Through this book, all these aspects will be reviewed in order to help teachers be successful in their teaching.

CHAPTER 1

THE TEACHER

"I cannot teach anybody anything; I can only make them think."
Socrates (469 BC-400 BC)

1.1. Characteristics of a Good Teacher

Teachers may have this question on their minds: what makes a good teacher? A good teacher comes in all shapes and sizes. There are many characteristics that make for a good teacher, but they may be as varied as the teachers themselves (Scott & Ytreberg, 1991). However, there are certain qualities and practices, which contribute immensely to becoming a better teacher. Teachers play an important role in children's development since they are an authority that provides knowledge, opportunities to learn, motivation and security to students. In addition, teachers are professionals in charge of the teaching and learning process, in charge of the positive development of their students in all the different areas.

It is true that we still remember some teachers that we had in kindergarten, elementary, junior high or high school, why is that? why are some teachers remembered and some others are not? This is probably because they were nice, friendly or just because they satisfied our individual needs and interests and identified our abilities, maybe we remember them because of their abilities and teaching methods, their personalities or the way they influenced our lives. On the other hand, we may remember them because of a bad experience we had with them. Teachers must be aware that they influence their students in a positive or negative way.

In light of the above, it is important to recognize that teachers are different, however those differences can be used to develop their function and to do it in an effective way. According to Harmer (1997), the following are some of the main differences presented in teachers:

- Teachers are more introvert or extrovert than others.
- Teachers have different strengths and weaknesses.
- Teachers learn how to be a good teacher through a mixture of personality, intelligence and knowledge experiences.
- A good teacher can be born and made.

Teachers do not learn to teach only by getting a degree and becoming certified. Teachers learn to teach by teaching, making mistakes, learning from them and improving. And most important, teachers teach because they really want to. A good teacher could not imagine doing anything else!

There are many adjectives that could define a good teacher and here we have some of them: responsible, creative, professional, organized, dynamic, dedicated, hardworking and updated. They must be flexible, caring, enthusiastic, motivating, patient, tolerant, friendly and humoristic with students. Besides, good teachers should be active, reliable and helpful. Schreiner (2012) presents some evidence why it is so important to develop these characteristics if we are becoming teachers:

Patience

To be patient is one of the most important characteristics teachers must develop because most of the students who attend preschool have no previous experience. These students commonly struggle with following simple classroom rules and maintaining focus while working on learning activities. Preschool teachers must be patient with their students and should understand that, with no previous school experience, everything is new to them. Without patience, the teachers are likely to become frustrated, and the overall quality of the education they are providing will suffer.

Flexibility

Teachers should be willing to adapt their lessons when necessary to ensure that the information is accessible to students and that they can fully comprehend the content. Preschool classrooms are commonly filled with inexperienced learners who may not comprehend basic information as rapidly as the teacher would like. Preschool teachers must be accommodating to these students as they work to learn.

Compassion

Preschool teachers must be understanding of the fact that kids do not possess the ability to self-regulate their emotions or control their moods. Preschool students often struggle to control their emotions, as they are still developing the skills necessary to handle sadness, anger and other feelings. These teachers must be compassionate and understanding, offering comfort to scared or upset students when necessary, instead of dismissing their feelings.

Creativity

Keeping preschool age students engaged in learning activities can be quite difficult. Preschool teachers must possess the creativity necessary to create engaging lessons that both educate and entertain. Artistic activities can make information more accessible to preschool students and allow them to practice the academic skills that they are learning without becoming bored or losing focus. Preschool is also a time when students develop their imaginative play skills. These skills are used in everything from playing house to story writing. By engaging students in creative activities, the preschool teacher can assist them in acquiring these skills and provide them with the opportunity to expand their imaginative abilities.

Professionalism

Parents commonly experience a diverse array of emotions when they send their young students off to preschool. For some parents, preschool is the first time that they will spend extended periods of time without their child; for others, it is an

unwelcome sign that their child is growing up. Parents entrust preschool teachers with their most prized treasures. Preschool teachers must maintain a high level of decorum and appear confident and capable, allowing parents to feel that they are leaving their child with a consummate professional who is highly capable of both taking care of and educating their child.

1.1.1. An Effective and Efficient Teacher

Being a teacher is not just being in front of a group or teaching the topics of the course or subject. Teaching is a profession which needs a special effort from the teacher in order to know whether students understand and are able to practice what he or she is teaching in class or not. In addition, a teacher must be effective and efficient so that he/she influences the students' life and future.

What is an efficient teacher? An efficient teacher is one who has everything under control, has an organized classroom, reaches his or her goals, does the right thing consistently, has positive attitudes and develops students' skills. On the other hand, an effective teacher is someone who besides being efficient achieves influence on their learners' future life and who changes their attitudes.

There are many tips that can be given to become an effective teacher. First of all, teachers should remember that every class has to achieve their objectives and also that the first class is very important because it is when the rules are established, the objectives and the content of the subject are presented, the relationship between the teacher and students is defined and the way learners will be evaluated is discussed. Besides, depending on how much the teacher catches his/her students' attention and interest, will be the successful or failure of the course.

The teacher must have a well prepared class because this gives confidence to the teacher and makes students feel good. Moreover, the teacher has to provide many activities, which develop learners' skills and satisfy their needs. Thus, an effective teacher should be worried about planning his or her classes.

Another thing that has to be taken into account is that effective teachers ought to care about every learner they have. In addition, they must have positive expectations, classroom management skills, and the ability to design good lessons for students as well as to have different roles with students such as being a friend, a guide or a facilitator.

As a conclusion, in order to be an effective and efficient teacher, teachers must have three very important characteristics for students´ success: positive expectations, classroom management skills, and knowledge of how to design lessons.

1.1.2. Characteristics of Effective Teaching

Besides being an efficient and an effective teacher, your teaching must be effective too. So, it is important to consider the characteristics of effective teaching. They can be simply defined as factors which help students to learn. Effective teaching can mean different things in different environments. However, there are some factors that are common to all effective teaching situations. Those factors can be roughly divided into three areas: things that foster a good atmosphere for learning, effective techniques or approaches and personal qualities of effective teachers. Schreiner (2012) mentions that some of the characteristics of effective teaching are:

Atmosphere

Research on learning indicates that the learning environment has a significant effect on the success of learners. Certainly, an efficient, comfortable, well-lit space is important, but the learning atmosphere created by the instructor seems to have an equal or greater impact. Students and administrators see teachers who create a serious, but friendly and open study environment as most effective. Generally, an effective learning atmosphere is positive, free of stereotyping, and has an orderly yet varied structure.

Techniques

Approaches common to all types of effective teaching include student involvement and interaction, clearly stating learning objectives at the start of the lesson, using questions effectively, and using a variety of instructional techniques, thereby varying the routine. Independent reading combined with presentations and/or demonstrations is an example of using a variety of techniques to handle one set of learning objectives. The best technique is to provide students for participation in the activities and for collaborative work, children learn by doing. Preschool kids and school children are able to participate actively in the class through presentations, designing and explaining mind maps, telling stories, working with pairs and groups, among many others.

Personal qualities

There are numerous personal qualities universally recognized as characteristic of effective teachers. Mastery of the subject being taught and enthusiasm for sharing that knowledge tops the list. Approachability and accessibility are keys to effective teaching, as is respect for the students. While it is clear that teaching style is very individual and certainly an extension of personality, some sort of sense of humor seems to be an essential ingredient of teaching effectively.

Giving instructions

A very important aspect to become an effective teacher is to be clear when giving instructions. If teachers want their activities to be successful, they need to be sure the instructions have been understood by the students. Teachers need to explain several times, in different ways the activity and ask the students explain what they are going to do, in order to be sure students understood. Not all techniques are effective in all settings, nor with all groups. Effective teachers are those who can assess the needs of a given group of students and adjust their instructional format if necessary.

Feedback

Effective teaching provides feedback for both the students and the teachers. Feedback in effective teaching is provided in a variety of ways: through discussion, in writing and non-verbally, never solely through testing. Most importantly, the feedback should serve to motivate both students and teachers, promoting an active learning situation.

1.1.3. Characteristics of Effective Teachers and Teaching

No matter what type of student a person is, it is easy to remember the teacher who made an effort to make a class stand out. Teachers can address their learners' needs on an academic and creative level, and their students will get excited to learn. It is important to consider the level of the students and to encourage them to participate in the classroom and to give them positive reinforcement: then they will want to succeed in class. Professionals like Schreiner (2012) Koster, B., Brekelmans, M., Korthagen, F. A. J., & Wubbels, T. (2005) lists some characteristics of effective teachers and teaching:

Passion

Being passionate about teaching does not require an exaggerated presentation. It simply means that teachers need to demonstrate their knowledge in a professional and engaging manner to help students retain what is taught. Teachers who genuinely love their work find it easy to make a topic seem interesting. Their passion will show in how they discuss and present the topic at hand; genuine passion will ignite students' interest. Talent is not enough; it is passion that is necessary.

Learning Styles

Teachers must be aware that their students have different learning styles, they must plan their classes including activities to satisfied their students' needs. Teachers must understand that students will learn in different ways. It is necessary to meet each student's needs by presenting options for projects and assignments. Instead of just coloring, answering worksheets, lectures or strict textbook readings and examinations, teachers can combine a variety of teaching methods, helping

each student learn individually while avoiding redundancy. The use of images can get students' attention quickly while hands-on activities or simulated activities can help students learn through experience.

Open mind

Teachers should be eager to learn as their best students. Class discussions can be a great time to bounce ideas between teacher and students; this can make students feel respected and appreciated. Effective teachers should be confident, not arrogant, but comfortable in not knowing everything. Admit that they are not walking dictionaries. They should admit that they can still learn in their teaching practice while maintaining respect from students.

Boundaries

Part of being an outstanding teacher is to set tough goals and do the best to achieve them, because your students will appreciate their teachers' willingness to try new elements in the class. Teachers have to be confident at work to retain a sense of authority in their classrooms; this allows them flexibility in how they approach their subject matter. Students may expect teachers to simply follow the course textbook and interactive classes. It is a good idea for teachers to push themselves to achieve a new goal in class, and that example will encourage students to do the same.

1.1.4. Characteristics of Teacher Competencies

What makes a teacher competent to teach? The competences that teachers have developed made them successful teachers. Koster et al. (2005) explored what teacher educators themselves consider to be the main quality requirements, as well as vital tas ks and competencies. Teacher educators have to carry out the competencies they should possess as components of a professional profile. The important elements in a competence profile are:

- **Content competencies** (i.e., being able to discuss one's professional field with others). In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their

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curricular areas. They should be able to communicate this content material to students using methodologies like: the natural approach, audio-lingual, suggestopedia, task based learning, total physical response, communicate language teaching. Which are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay side by side of changes and advancements in their specialty areas.

- **Communicative and reflective competencies** (i.e., being able to evaluate one's own teaching and make changes accordingly). Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

- **Pedagogical competencies** (i.e., being able to make one's own pedagogical approach accessible to student teachers). Successful teachers are knowledgeable about multiple methods of instruction: Modeling, graphic organizers, multisensory instruction are instructional methods that some teacher use to help kids with learning and attention They understand levels of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they assess both student and personal achievement.

- **Professionalism**. Teacher excellence is reflected in a professional's efforts toward continual improvement in his/her field. Professional teachers are marked by their personality, reflection, collaboration, patience and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students.

These teacher competencies are vital in the formation of teacher educators, especially those ones working at elementary schools. When teachers of young learners develop these characteristics, they are prepared for solving any obstacle in the teaching-learning process. These competencies provide a variety of tools to adequate approaches, techniques, and materials to students' needs, which constitutes the central idea behind teaching.

1.1.5. How Teacher's Beliefs about Learning Affect their Teaching

The way teachers teach is directly affected by what they think about the teaching-learning process. To understand teachers' pedagogy, it is important to understand their beliefs about what constitutes a good instruction. Moon (2000) states that the teachers own instructional practices reflect what they believe to be good teaching, and their beliefs about good teaching reflect their understanding about how students learn. Of course, many other factors affect teachers' individual instruction besides their beliefs of teaching, for example, class sizes that are larger than they expected, the content of the textbook provided to them, and the resources that were not provided, the belief about learning: "kids do not understand" "kids just want to play". All these thoughts will affect the teacher´s development of his/her teaching life.

1.2. Classroom Management

In order to be effective in a classroom, every teacher must create the appropriate environment. Scott and Ytreberg (1991) state that a creative and positive school climate can only exist if the classroom is efficiently managed by the teacher. They affirm that the physical and affective classroom atmosphere must encourage learning, build self-concepts, and facilitate self-discipline.

The teacher as a manager is the one who can plan and organize the learning environment, establish and maintain a positive learning atmosphere and implement effective strategies. It means that the teacher needs to be in control of the classroom. Classroom management is a big key for students' individual

learning. The teacher not only has to be consistent on the rules and regulations, but also on the grading process.

Teachers have to keep in mind that in order to be a good classroom manager, they have to model the behavior expected from the students, to provide learners opportunities for attention, to show interest and positive attitude as well as to get involved in extra-curricular activities. Every teacher has his/her style of planning a lesson and the learners' needs are different. As a consequence, teachers have to take into account many aspects when planning a lesson.

First of all, teachers have to establish their teaching and learning objectives. This means the things they are going to teach and the students will learn through the lesson. After that, teachers have to think and consider the activities that will make students' progress and achieve the learning goals. In addition, a lesson plan must consider students' level and needs, the number of students, the time and the varied activities.

Some other ideas need to be taken into account when planning a lesson for children. For example, children need a lot of practice; they learn a foreign language in a natural way; they need to understand what they are learning; they can use the language creatively; focusing on grammar rules is not appropriate for them; and physical activities such as songs, games and rhythms provide a good context for language learning.

To sum up, teachers must plan, organize and manage everything related with their classrooms. A good classroom management is the key to achieve students' learning goals.

1.2.1. Positive Classroom Management

People's behavior is the result of the environment and the atmosphere around them. Their personality is the result of all the things that are present in their

surroundings. That is why students' success in class depends on how appropriate and positive the classroom environment is.

If learners feel safe, secure, happy and satisfied in their atmosphere, they will be in the right mood to learn. The environment that learners need is also the one that provides them opportunities to express what they want and need. This means that the teacher has to motivate and encourage students by having a positive performance and also by having good communication with them.

Some aspects that teachers can take into account to have a positive classroom environment are the following: to make students participate, to listen to children, to pay attention to their students' non-verbal communication, to address learners by their first names and to come to class well prepared. It is also important to mention that the teacher also has to consider the affective factors; this is in order to promote a positive classroom atmosphere. Teachers should be patient, empathetic, enthusiastic, understanding, open-minded, tolerant and persistent.

Classroom management is the organization of all the elements that constitute a class. It means classrooms decorations, charts and bulletin boards, desks and chairs, the time, the material, the activities and the relationship between the teacher and the students. All these elements must be carefully designed, and their implementation should be orientated towards the fulfillment of students' learning goals.

In conclusion, it can be said that, successful teachers create a learning environment that provides emotional and physical safety for students. In addition to this, successful teachers possess the ability to interpret their students' behaviors accurately and respond in ways that are appropriate, consistent, fair, and supportive. Moon (2004) describes four areas when talking about classroom management: First, the classroom environment, that is, how students are organized in groups to do the activities and the way in which class furniture is arranged to promote learners' communication. Second, the organization and time, which are essential factors to manage a classroom effectively since the order of the

activities, the transitions between them and the materials used, are reflected on the students' learning. The third area which is relationships and participations, concerns about developing positive relationships to make learners participate and learn. And the final area of classroom management is giving instructions. The teacher must be clear and brief when giving instructions; he or she must explain what learners are going to do, how and why they are going to do the activity.

Teachers need other skills to be a successful classroom manager such as: empathy, respect, concreteness, congruence, spontaneity, etc. Having all these skills, the teaching will improve and learners will feel much better. Furthermore, these skills will help to deal with the different kinds of personalities that students have. When we teach children, we can find different kinds of treats: the highly sensitive child, the self-absorbed child, the defiant child, the actively aggressive child and the inattentive child. In order to manage the class, it is important to take into account these differences in order to be successful in the teaching-learning process.

CHAPTER 2

THE STUDENTS

"I hear and I forget, I see and I remember, I do and I understand."
Confucius (Chinese Philosopher, 551 BC – 479 BC)

One of the most important things teachers must do if they want to be successful in their teaching is to get to know their students. According to their age, students have different interests, needs, personalities, as they are in different stages of their lives. When teaching children, teachers must be aware of the fact that, besides learning, their students are growing in size and they are developing their cognitive, linguistic, affective/emotional, social, gross and fine motor skills. This is the reason why teaching must be adapted to the specific stage the students are going through.

2.1. Principles of Child Development

Child development has been a topic of interest for many years to scientists, parents, and people who work with, and study, children. Until recent years, theories and observations about how children developed were made by observing children's growth, behaviors, learning of language, how they play and work with others, and what they know. In other words, we could see evidence of child development, but we did not know how it was happening. Today, with new technology, teachers are beginning to understand how development occurs and the importance of parents, teachers, and child care providers in the development of children. Experts like Sigmund Freud, Erick Ericson and Jean Piaget have developed theories to explain their observations of child development. Based on their studies on Psychosexual Developmental Theory, Psychosocial Developmental Theory, Behavior Child

Development Theories and Cognitive Developmental Theory (Cherry 2019), they have proposed the following different developmental theories:

1. ***Development proceeds from the large to the small***. This refers to the observation that infants' gain control or mastery over their large muscles before they gain mastery over their small muscles. Large muscles are in the trunk and neck area. Small muscles are in the hands and feet.

2. ***Development proceeds from the center of the body out***. This was based on similar observations.

3. ***Development proceeds from head to toe***. Upper body muscles, neck, chest, arms, develop before lower body muscles.

4. ***Development is orderly***. Children usually have to learn one skill or develop in one area before they can learn another skill. For example, infants crawl before they walk, eat soft foods before solid foods, and coo and babble before they form words.

5. ***Development occurs in stages***. Children seem to go through stages of development where a lot of changes will occur followed by a period of little noticeable changes before the next level of development occurs.

Some theorists believed that children were born knowing nothing – blank states– and that development depended almost totally on their parents and their environment. Inheritance was not very important in this theory. Gregor Mendel believed that children were born with everything they needed to develop in a normal and healthy way if they were provided with their basic needs and otherwise not interfered with as they grew. These people believed that genetics or inheritance played the larger role in how children developed (Miko, 2008).

2.2. Five Developing Skills

School plays an important role in children's development. It is not only a place where children can learn, it is also an institution where they will develop their skills and abilities such as the cognitive, speaking, affective or emotional, social, fine and gross motor skills. Scott and Ytreberg (1991) state that the appropriate development of these five skills is important because they help children become successful adults.

Children are able to learn and understand many elements coming from the context that surrounds them. This is because their ***cognitive skill*** makes them build knowledge and process information. As they interact with the people and objects in their context, children activate their cognition and stores the new information they acquire every day. In addition, it should be taken into account that knowledge is the product of this cognitive skill; without it, children are not able to build more and more knowledge.

At home, children communicate and interact with their parents having non-verbal language (gestures, body language, sounds), but the school is the place where they really learn the communication process. At school, children develop their ***speaking skill*** communicating, negotiating meanings of what they say with others, practicing dialogues, learning songs, poems, rhymes and tongue twisters, improve their pronunciation, intonation and fluency.

The appropriate development of the ***affective or emotional skill*** helps children express their feelings, show emotions, and built important relationships. This area is directly related with the self- esteem, so it is very important that teachers pay close attention to it so that if the students have a good self- esteem, they are going to have good relationships with their teachers and partners. They will be able to communicate their feelings in different ways such as talking, composing, drawing, singing, etc. Thus, this affective area is important because children need love, care and attention to feel well and secure.

Moreover, the *social skill* is essential for their good development. This is the ability that will make them live in a community, being part of a group. One characteristic of the preschoolers is that they are egoistical, because they are the center of the adult's attention since they are born. That is why the school plays an important role in this area. Because it is the place where they start building up their social life. For example, they start learning to share their things, to work in groups and teams. Therefore, it is crucial to develop this skill, considering that their social abilities are the ones that will let them be successful in their future life.

The last ability that is important in children's development is *the motor skill.* This is divided in two areas: fine and gross. Gross motor skill refers to activities like sports, games and physical movements people do with the whole body. The fine motor skill refers to the movements children make with their hands, like handwriting, painting, coloring, and cutting. The motor skills should be developed since they increase children's creativity and motor abilities; they are part of daily life. (Mauro, 2019).

The challenge of teaching English to children is that teachers must help students develop these skills at the same time that they are learning English. How can teachers put everything together? How can they include activities to develop their skills and at the same time learn English vocabulary or grammar? It requires a competent teacher.

2.3. Children's Interests in Different Stages

Every child is unique. However, all children follow basic patterns of growth and development from infancy and early childhood through middle childhood and adolescence. It is true that children learn something new every day. They learn things that are interesting and that represent something for them according to the stage of childhood in which they are.

Childhood is the stage of human life among 0 to 12 years old. Piaget decided to divide it in three stages in order to study the interests and needs that children

have in each stage. The three stages are: the first (from 0 to 3 years old); the second (from 3 to 6 years old); and the third (from 6 to 12 years old). Each one has some specific characteristics that distinguish it from the others.

The ***first stage (0-3 years old)*** is characterized by the following interests:

a) ***Sensorial interest***. They are present since children are born until they are 8 months. This interest help babies develop their five sensorial organs, which are eyes, ears, mouth, nose and hands. During this stage, babies move a lot, they want to taste and touch everything; at the same time, in an unconscious way, they start organizing their movements for walking and touching.

b) ***Motor interests.*** During the first stage of childhood babies are moving all the time. These movements help them make their muscles stronger and little by little their movements are more coordinated and directed until they get things by themselves, for example, their spoon to eat, their toys to play with, they start crawling and finally walking. These take place in children's life from 6 to 8 months.

c) ***Glossy or language interest***. This appears around 4 to 6 months and it is when children make their first attempts to pronounce some words and say something. Their parents and relatives as well as the media (television, radio) make them start talking.

When children are between 0 to 3 years old, they are not independent, they need parents or relatives to take care of them and provide and satisfy their basic necessities.

The ***second stage (3-6 years)*** is characterized by children's curiosity. They want to know everything and they ask many questions. That is why this stage is called the ***"why" stage***. But it is important to be patient and answer them all their questions because confidence in adults is built. If adults do not answer or do not

pay attention to what they children to know, communication between them is broken, and it is going to be very difficult to repair it in the future.

In addition, *games interests* are included in this second stage because children spend their time playing with their friends and family because it is the way in which they taste, touch, hear and experience everything around them. Besides, it is very important that their parents and the people around them let them participate in family activities, in this way they will be being prepared for their future life.

Through games, children experience what it is not allowed for them in adults´ world. For children, to play is as important as to breath, because through games they relieve the frustration accumulated during the day. Sometimes adults think that children are not worried about anything, but they must realize how many times a day they listen to the words "DON´T DO THAT". These words produce in them frustration, which is relieved by games.

In the *third stage (6-12 years old)*, children need experiences in building, creating and accomplishing to have a feeling of satisfaction. Moreover, they need academic, physical, social and work skills for a good self-esteem. Besides, they need parents and teachers who help them discover and develop special talents and abilities.

Three kinds of interests can be found in this stage. The first one is the *abstract interests*. Children are not interested in the tangible things, but in the abstracts, they are capable to understand abstract concepts like numbers, symbols, the meaning of love and friendship for example. The second is the *social interests*, which appear when they find out that they belong to a society and when they become aware of their role in it. They build up meaningful friendships. Finally, the third is the *sexual interest* that is when they start having feelings towards someone else. They have many doubts and they want to know a lot of things about sexuality. Parents and teachers must pay attention to them and give some orientation so that they take those feelings and emotions in a good way.

In brief, throughout childhood, enormous physical, emotional, cognitive and behavioral changes occur as children go from being dependent on their parents to becoming independent adolescents, capable of functioning alone. Thus, among the most important things parents and teachers can do as children grow and develop is to provide them with plenty of attention and unconditional support at every stage of their development.

2.4. Preschoolers' Characteristics

The stage of going to preschool is very important for children. This is because preschool supports the developing child, emphasizes positive self-esteem, and teaches respect for individual differences. In addition, it offers opportunities for active play and group activities that help them develop feelings of satisfaction. Peinado Altable (1976) stated that there are also some situations preschoolers have to deal with at this stage, as well as some characteristics that have to be taken into account since they are crucial for their success in the future. The characteristics that Peinado (1976) lists are: integration of I, disobedience, father figure, games, child production, sexuality and image of the world.

When children are little, they are allowed to do all the things they want and as they grow up, they discover that they cannot do and have everything they want. This is a difficult situation for children to understand. One important characteristic of this stage is called *integration of I*. This term means that children at this stage recognize their own and other people's special characteristics. They realize that are members of a family, they identify their body parts and their functions, they are aware of the environment: their house, their school, their city, etc. They start being in contact with the society at school, at the supermarket, with the doctor, etc. In order for children to understand who they are, they need their family support, they need the school guidance and their teachers love and patience.

It is common that children have many changes when they experience new situations as well as it is normal that they have a reaction to these changes called *disobedience.* One reason why preschoolers disobey is because they want to

catch their parents and other people's attention. Another reason is that they would like to be seen different from the other children. In addition, preschoolers disobey because at this stage they realize they can do it, they want to see what happens if they do things that their parents tell them not to do. Disobedience is inside every child and we have to help them understand that life is much easier if they obey.

There is another situation a child has to deal with during preschool. Children see their mother as part of them, so they do not need any process to accept her and feel confident and secure with her. On the other hand, this does not happen with their father since he is the first strange person they know. At the beginning, they feel jealous because they only want their mother for them and they do not want to share her with their father, that is why **father figure** is essential for children to shape their personality and here is when they experience a process of adaptation. They feel bad when what they do is rejected and feel good when their acts are accepted by their parents.

Preschoolers' favorite activity is to play. They can spend all day playing **games** in which most of the time there are unreal and imaginary things. Games are important because they allow children to express their feelings and emotions, to release all the energy they have as well as to have an opportunity to feel secure, motivated and satisfied. Moreover, it is important to keep in mind that at school, games must permit preschoolers to try new skills and cooperate with other children to achieve common goals. In addition to this, games must be used for developing children's motor skills since they let them exercise their muscles, and stimulate their body when playing.

Child production refers to every manual activity, it can be picture, drawing children do at home or at school, these activities help children develop their fine. motor skills and increase feelings in children such as joy, happiness, confusion, frustration, confidence, love, fear, etc. Preschoolers produce without having a specific meaning or reason to do it. Furthermore, they sometimes give importance to some things that are meaningful for them but not for adults.

Children satisfy first their primary or basic needs. The first ones are the need of food, security, confidence and acceptance. However, there is another need that they have to satisfy: *sexuality*. Children start manifesting their sexuality by classifying things in genre. They give a genre to all the things and objects, for example by adding them an article. Moreover, they recognize the clothes they must wear, which are different from the clothes the opposite gender wears.

Finally, it is important to mention that children tend to collect information from their surroundings in order to have an *image of the world* they live in. They need to understand what happens around them and how the things work so that they can feel confident and secure. That is why they need time to get used to their environment and to create the real image of the world.

2.5. School Children's Characteristics

Children have big problems when they first enter to elementary school. It is a new and challenging experience for children. In the new school they have to adapt and adjust to that environment. Children at this stage continue growing and developing their skills. They now are learning how to get along in the world without parental influence at every stage.

The characteristics of this stage are: Children's relationships with the environment; The role of the school in children's relationship with the world; children's society; competitive attitude; and scholar's sexual life. These characteristics show the changes children have when they are in the elementary school. The first characteristic is *children's relationship with their environment*. Children see that this environment is different. They recognize and learn other concepts as well as they adapt themselves to the new environment. In addition, children realize that they have to socialize and that they are part of a group called society. New teachers, new friends, new challenges, they face love, friendship, acceptance but also rejection, bullying, disappointment.

The role of the school in **children's relationship with the world** is also very important. Children try to be part of a society, which is their school. They now have a peer group to imitate and be accepted by; therefore, they have to follow rules to stay in that group. Teachers' role is very important because they must be aware of all the students' personalities and must help those that need more help. Teachers as providers will prepare activities to help children socialize and put them in contact with the world. Here is when teachers become more demanding and stricter and also when children realize teachers' authority. At the beginning, they feel frustrated because they see that it is too different from preschool; however, they only need time to adjust and be part of that society, part of the elementary school.

Another characteristic for elementary scholars is **children's society**. Children want to form groups as a way of exteriorizing the feelings that are caused by the new adjustment. It is better for them to accept the new environment in groups, where they can control their classmates and take leadership. Their groups are always formed by children of the same gender. One characteristic of these groups is that they do not accept children of the opposite sex. To be accepted is very important for them, as this will produce a healthy self-esteem in them.

Competitive attitude is another essential characteristic for a child in elementary school. Children do not only look for their adaptation to the elementary school environment, but they also look for their professional success. Evaluations make students to be competitive, but sometimes this competitiveness has bad consequences such as to make children feel stressed and have emotional and physical problems. This scholar competitiveness is different from the one they feel when they play with their friends and from the one they have at home with their siblings. Here, they want to earn status in the group and the teacher's attention and affection in the classroom.

The XXI century has brought many changes in children and the media has caused children to develop many different interests in early stages in their lives. This is the reason why teachers must pay close attention to the students' activities, actions and reactions and must have good communication with their parents to monitor their behavior.

CHAPTER 3

THE TOOLS

"Education is the most powerful weapon which you can use
to change the world"
Nelson Mandela (Former South African President)

For every activity people do, it is necessary to use specific tools to work; for example, the carpenter needs a hammer and nails to do his job; a painter needs paint brushes and paint to make a picture. Similarly, teachers need specific tools to teach children. Young learners' teachers must help children settle in a new society, which is the school, must increase children's interest in learning new things, and must make them learn how to work with other students.

What are the tools teachers use? Teachers need to know methods, techniques and strategies they can use in class in order to achieve their goals. Teachers need to know that students have different learning styles and have multiple intelligences, to use them as tools to reach their objectives. The lesson plan is also a very important tool every teacher must use to organize the time, objectives, activities and materials to work with.

In this chapter, different methods and approaches to teach English will be explored to learn how to choose the correct technique or activity to each level, age and aim according to the method or approach used.

3.1. Learning Styles

Most people can recognize that children are different; some are quiet, some noisy; some are tall, some short; some are studious, some restless; some are courteous, some chronically disrespectful. Learning is not the exception; experts often overlook the fact that when it comes to learning, children are different too. Some respond well to verbal instruction, some need visual aids, and some have to involve their body in their learning. Jody Whelden (2015: 37), a Madison-based psychotherapist, counsellor and teacher, affirms that "each learning style is like an instrument in an orchestra". She adds that "kids need to know what instrument is theirs and how they fit into the orchestra."

The term *learning styles* is commonly used throughout various educational fields and therefore, has many connotations. In general, it refers to the uniqueness of how each learner receives and processes new information through their senses. The National Association of Secondary School Principals define learning style as, "the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (Keefe and Monk, 1983:36). Other phrases are used interchangeably with learning styles. Some of them include perceptual styles, learning modalities, and learning preferences.

Each person is born with certain preferences towards a particular style, but culture, experience, and development influence these preferences. The four most common learning styles are *visual, aural, reading/writing, and kinaesthetic/tactile* (Ferrell, 1983). Most people learn through all modalities, but have certain strengths and weaknesses in a specific modality. Some people have an equal propensity for more than one style, which is titled as the multimodal style. This preference can be determined through various testing instruments. Once a person's learning style is ascertained, accommodations can be made to increase academic achievement and creativity, as well as to improve attitudes towards learning.

3.1.1. What Do Teachers Mean by Learning Styles?

Students receive and process information in the learning environment in various ways. Teachers also vary in their methods or styles of teaching. When the learning style of the student is not compatible with the teaching style of the teacher, difficulties in academic achievement can result, as well as behavior problems.

In the classroom, it would not be feasible for the teacher to attempt to teach exclusively to match each student's unique learning style. However, with an understanding of the different styles of learning, the teacher can plan the environment, lessons/activities and materials to better create a balanced setting to enhance the success of each student. Depending on the perspective of the author, there are different learning style models; although in this section of the book only Cassidy's (2004:424) point of view will be explained in the words of the authors.

1. **The Visual Learning Style. -** Visual learners process information most effectively when the information is presented in a visual way. Depictions can include charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been previously presented in words. These learners think in pictures and have vivid imaginations. Most people are classified as visual learners.

2. **The Aural Learning Style**. - Aural learners process information most effectively when spoken or heard. These learners respond well to lectures, conferences and discussions, due to that, they are excellent listeners. They also like to talk and enjoy music and dramas. When trying to recall information, aural learners can often "hear" again the information others told them previously.

3. **The Reading/Writing Learning Style**. - Reading/Writing learners process information most effectively when presented in a written language format. This type of learner benefits from instructors that use the board to accent important points or provide printed outlines of the lecture material. When

trying to recall information, reading/writing learners remember the information from their "mind's eye". Many academics have a strong preference for the reading/writing style not only to learn, but to teach their subjects.

4. **The Kinesthetic/Tactile Learning Style**. - Kinesthetic/Tactile learners process information actively through physical means. On one side, kinesthetic learning refers to whole body action, while tactile learning focus only on the sense of touch. These learners frequently gesture when speaking, are poor listeners, and lose interest in long speeches. Most students that do not perform well in school are kinesthetic/tactile learners. The crux of this learning style is that the learner is connected to real situations through experience, example, practice, or simulation.

Using the experience of more than 20 years of being involved in the learning and teaching process, the authors recognize that all four learning styles have their own advantages and disadvantages. There is no such a thing as the "ideal learning style", the key is to be aware of one's strongest learning style and use the others as complements.

3.1.2. Learning Strategies for Each Learning Style

Once teachers understand each learning style their students may have, it is important to adequate strategies into classroom activities, enhancing the possibilities to learn successfully. In his book "Effectiveness of No Child left Behind Law", Spears (2011:78) mentions four sets of strategies for each learning style, as it is appreciated in Figure 1.

Learning Style	Strategies
The Visual Learning Style	- Replace words with symbols or initials. - Translate concepts into pictures and diagrams. - Underline or highlight your notes or textbooks with different colours. - Practice turning your visuals back into words. - Make flashcards of key information with words, symbols, and diagrams.
The Aural Learning Style	- Attend lectures and tutorials. - Discuss topics with your instructor and other students. - Put summarized notes on tape and listen to them. - Join a study group or have a "study buddy." - Tape record your lectures. - When recalling information or solving problems, talk out loud.
The Reading/Writing Learning Style	- Write out important information again and again. - Read your notes silently. - Organize any diagrams into statements. - Rewrite the ideas and principles in other words. - Make flashcards of words and concepts that need to be memorized.
The Kinaesthetic/Tactile Learning Style	- Sit near the instructor in classroom situations. - Read out loud from your textbook and notes. - Copy key points using word processing software. - Listen to audiotapes of your notes while exercising. - Take in information through field trips, laboratories, trial and error, exhibits, collections, and hands-on examples. - Put real life examples into your notes summary. - Recall experiments and role-play. - Use pictures and photographs that illustrate an idea.

Figure 1. Strategies for every type of learning style

It is important for teachers to know how their students learn. Once they identify their students' learning styles, they can select the most appropriate strategies to apply in the language classroom. As seen in Figure 1, the set of strategies vary from one learning style to another. Consequently, it is an effective idea to provide a variety of activities in which young learners use these strategies in order to acquire the language effectively and appropriately to the way they learn.

3.2. Multiple Intelligences

Howard Gardner has worked with the concept of Multiple Intelligences for many years and these concepts were introduced in Gardner's book, "Frames of Mind" (1983). Howard Gardner's theory of Multiple Intelligences (1993) took into considerations aspects of cognitive, psychology, anthropology, and sociology development to explain the human intellect. Howard Gardner (1993) mentions the following multiple intelligences:

- **Visual/Spatial intelligence**- Ability to perceive the visual things. Learners who have this intelligence tend to think in pictures and have the necessity to create mental images in order to retain information. These children like to look at maps, charts, pictures, videos and movies.

- **Verbal/Linguistic intelligence**- Ability to use words and language. Students with this intelligence are usually good speakers and they have their auditory skills highly developed. Furthermore, these kids enjoy reading, writing, telling stories or puzzles.

- **Kinesthetic intelligence**- Ability to control body movements. These children express themselves and process knowledge through movements. They have good eye-hand and physical coordination. Besides, these kids are usually dancers, athletic or good at handicrafts.

- **Logical/Mathematical intelligence**- Ability to use logic and numbers. Children with this type of intelligence have lots of logical intelligence and are interested in numerical patterns or categories. They like arithmetic problems, experiments and games that require strategies. Moreover, these students are curious about the world around them and ask many questions to know about it.

- **Musical intelligence**- Ability to appreciate music. Learners who have this type of intelligence think in sounds, rhythms and patterns. Musical children

respond to music by appreciating or criticizing what they hear. They love singing, playing musical instruments, composing music or remembering melodies.

- **Interpersonal intelligence**- Ability to understand other people. These children like to see things from other people's point of view so that they understand how they feel and think. They are usually leaders among their classmates and are good at communicating and understanding others' feelings.

- **Intrapersonal intelligence**- Ability to be aware of one's state of being. Intrapersonal children might be shy and reserved. They try to understand their feelings, desires and dreams. Furthermore, these learners tend to recognize their own strengths and weaknesses as well as to reflect and analyze themselves. (Garner, 1993)

Originally, the theory accounted only seven intelligences, subsequently, with the publishing of Gardner's new book Intelligence Reframed published in 1999, two more intelligences were added to the list. According to Gardner's theory, an intelligence encompasses the ability to create and solve problems, create products or provide services that are valued within a culture or society. The continuing Intelligences are mentioned in Gardner´s (1999) book:

- **Naturalistic intelligence**- Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They are aware of species such as the flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes. Teachers can best foster this intelligence by using relationships among systems of species, and classification activities. They should encourage the study of relationships such as patterns and order, and compare and contrast sets of groups or

look at connections to real life and science issues. Charles Darwin and John Muir are examples of people gifted in this way.

- **Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. (Garner, 1999)

As mentioned above, teachers must first identify the types of intelligence children have in order to take into account the different learning styles and from this identification of the intelligences teachers can plan their classes and have successful results. If they recognize their students' characteristics, they can design or create activities that encourage their motivation and learning. Moreover, if the activities are varied, the learners' needs will be satisfied.

3.3. Using Learning Styles and Multiple Intelligences

A good knowledge of learning styles and multiple intelligences can give teachers a powerful tool for providing learners with matrix of different learning preferences and opportunities for all students to develop all learning modes. The ability to use different types of learning is becoming increasingly important in our rapidly changing world, which does not limit learning to the verbal/linguistic mode that is still prevalent in most classrooms today. This traditional approach has been the way learning has been organized since formal schooling began, stretching back to the days of Socrates.

Multiple Intelligences is a term coined by Professor Howard Gardner based on his research in the 1980's, to explain how human beings learn. In Gardner's view (1993), children do not possess a fixed mental capacity, known as intelligence, but rather make use of different kinds of intelligent thinking to solve problems or create products that have value in different contexts and cultural settings. He also believes that all human beings possess multiple intelligences, and although individuals may demonstrate preferences for certain intelligences, it is possible to nurture and strengthen all the intelligences. This enables human beings to become more

effective learners across a wider range of experience. On the opposite, intelligences can be weakened if they are ignored, leading to a less effective learning.

3.3.1. The Contribution of Multiple Intelligences to the Classroom

Like all learning styles, multiple intelligences can offer a way to classroom learning, enabling all students to conscience of what they need to know. This can be done by providing what Fry. H, Ketteridge. S and Marshal. S (2009:115) mention in their book:

a) A variety of activities that helps to arouse and maintain interest
b) A range of approaches that can fit into students' different learning strengths
c) A more coherent context for learning which focuses on activities that enable deep learning and understanding. This is called *joined up learning*
d) Opportunities for learners to explore all aspects of '**how** they are **smart'** rather than limiting their beliefs of '**how smart** they are'

A major reason why many educators incorporate multiple intelligence theory into their student learning programs is based on Gardner's premise that if teachers can engage the multiple intelligences of students the quality of education will be improved. This means that educators can take a broader view of what we mean by intellectual capacity and ability. Dance, music and visual arts come to be seen as equally valuable in terms of helping students to understand and learn as traditional subjects. According to Gardner (1993), it is more valuable for students to study a smaller number of subjects seriously and in depth than to treat a lot of subjects at a superficial level.

3.3.2. Benefits of Using Learning Styles and Multiple Intelligences in the Classroom.

Once understanding the concepts of learning styles and multiple intelligences, teachers can appreciate the advantages of including this information to their classroom lessons when teaching children. Vosniadou S. (2002) mentions the following benefits:

Benefit 1

By using learning styles and multiple intelligences, students and teachers come to accept a broader view of intellectual ability. Many students are labeled as underachievers because they cannot easily access the verbal/linguistic know-how needed to do well in traditional academic tests. Research studies show, however, that these students often demonstrate a deep understanding of relevant concepts when they are engaged by classroom activities that include artistic, dramatic, musical or athletic elements.

Benefit 2

By using learning styles and multiple intelligences, teachers can give students opportunities for authentic learning that addresses the students' actual needs. In this sense, the classroom can replicate the 'real world'. In this context students will more easily become engaged in learning.

Benefit 3

By using learning styles and multiple intelligences, teachers can use a wider range of assessment contexts. It is no longer necessary just to assess student learning by pen and paper tests and multiple choice questions. Using learning styles and multiple intelligences encourages students to show what they know, so they can give presentations in class and in public; they can produce portfolios of work that they can explain to a panel of judges; and they can make projects and present the results.

Benefit 4

By using learning styles and multiple intelligences we can bring students of different strengths and preferences together, giving them all the chance to share their expertise, and to develop their 'weaker' intelligences by learning alongside fellow students who are 'stronger' in these areas. Learning in this way can do wonders for students' self-esteem, as they see themselves valued by their peers.

Benefit 5

Learning styles and multiple intelligences focus on teaching for understanding; in other words, teachers should praise students for what they can do rather than highlight what they cannot do. This contributes to positive educational experiences, which is a strong precursor to successful learning in life. (pg. 18)

These benefits will be the result of applying the correct activities in the classroom taking into account the learning styles and multiple intelligences the students have. When teachers pay close attention to these aspects and know what are the needs of their students a real learning process will take place in the classroom.

3.4. Four Basic Skills

According to Segal (1992), the purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of large vocabulary and good grammar. Nonetheless, this is not the final purpose; the ultimate purpose is to let speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at English? No. If a woman is only good at reading and writing, can people say that she is good at the language? No.

In addition, most of the speakers do better in reading and writing than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. Teachers may not be able to change the examination system, but they can improve their teaching method or their strategies. As a consequence, teachers must develop the four language macro skills in their classroom lessons, as their learners are expected to become effective language users.

Listening is one of the means of language communication, most widely used in people's daily lives. Having students practice listening activities is a good way of increasing their vocabulary. This also helps the learners improve their listening comprehension. For instance, people know that one of the differences between learning their mother language and a foreign language is the environment.

Teachers can practice the foreign language only in formal places and classes. Practice is important; only through listening practice, learners can improve their listening comprehension.

Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue limitlessly. At the same time, speakers have to think hard when they want to give the correct response, as their answer is created by themselves through cognitive process. Once they master this skill, they can talk freely and express themselves effectively.

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today, but all these readings must be done in limited time. Learners have to read them correctly and with a certain speed, and at the same time, they must develop good reading habits. For instance, a student may read word by word, or may use his finger to point the words, or shake their heads while reading; these are all bad habits. They should read phrase by phrase and should follow the reading with their eyes. Another important aspect to consider when students read in class is that there must be a proper distance between their eyes and the reading material.

Finally, **writing** is one way of providing variety in classroom procedures. It provides learners with physical evidence of their achievements and they can measure their improvement. It helps to consolidate their gasp of vocabulary and structure, and complements the other language skills. When developing writing, teachers must remember that a sentence is the base of an article; therefore, students should begin their writing with sentences. Other good strategies for developing writing are translation, sentence pattern exchanging, text shortening, and rewriting. These activities help students to understand the text and write

compositions. Writing can foster the learners' ability to summarize and to use the language freely.

Generally, these four skills cannot be separated. Each and one of the skills are a complement to acquire a meaningful learning. There are different ways to approach each skill for example, before a new lesson, it is recommended that students should do reading and writing first.

3.5. The Teaching Methods

The most important tool that teachers have in order to teach a class is "the teaching method". This is because it gives them the necessary techniques so that they can stimulate, provide and produce knowledge in young learners. Teachers should choose the teaching method that is the most appropriate for children's needs. There are three most popular teaching methods that English teachers at elementary schools use: the Natural Approach, the Total Physical Response, and the Eclectic Method.

3.5.1. Natural Approach

The **Natural Approach** was developed by Tracy Terrell and Stephen Krashen in the 1980's. It is based on Krashen's five theories about second language acquisition. This approach believes that acquisition is the natural assimilation of language rules by using language for communication. Meaning is emphasized and considered the essence of language. In brief, the view of language that the natural approach provides consists of vocabulary, structures and messages.

In this approach, students listen to their teacher from the very beginning using the target language to communicate. In addition, learners are allowed to use their native language and their target language when having the natural approach in class. At the beginning (in the first stages), students are not corrected when they speak since the teacher is focused on meaning rather than form.

Moreover, there are three important types of learning techniques and activities. One of them is that comprehensible input is presented in the target language, using techniques such as Total Physical Response, body language and gesture. Another type is group techniques; these are similar to communicative language teaching. The last one is that learners begin to talk when they are ready.

Furthermore, there are three principles identified in the Natural Approach. Khattak and Asrar (2007:251) state that this method is based on:

1) the classroom activities that must foster acquisition;
2) no correction of speech errors directly; and
3) students' response in either the target language, the native language or a mixture of the two (Katthak & Asrar, 2007:251)

With all these features and principles, it is clear how appropriate this teaching method is. The Natural Approach allows children to acquire the foreign language at their own pace without feeling stressed nor pressured. They focus on using the language in more natural contexts inside the classroom, focusing on message and meaning rather than grammar and form.

3.5.2. Total Physical Response

There is another useful teaching method for teaching English to children, which is the **Total Physical Response**. In the 1960s, James Asher started experimenting and developing this method and said that second language learning ought to be based on model of first language learning. In the next decade, the method was well known among language teachers.

The Total Physical Response has its emphasis on students understanding the message. Here, the teacher talks in the target language and commands students to do many things or actions such as "stand up, sit down, turn left, and turn right" (Morretta & Grazia di Francisci, 2014). This method is considered as a fun way of learning the language.

Moreover, this method has three important aspects. The first one is that understanding the spoken language must come before speaking; the second one is that understanding is developed through body movement; and the last one is that the listening period creates and prepares another period, which is when students are ready to speak (Richards & Renandya, 2002). Furthermore, this method focuses on two key components. The first component is the use of movement as a memory enhance; the second component is that commands are the only method of instruction. Through the Total Physical Response, children are able to learn and retain vocabulary.

Using this method in the classroom has been considered effective. However, it also has some problems. One of these problems is that teachers can have difficulties when teaching abstract vocabulary or expressions when using this method. Another problem is that the method can be ineffective if it is frequently used without integrating it with other activities. Besides, because the Total Physical Response is made up of commands, it tends to neglect other forms of language such as descriptions and conversations.

3.5.3. The Eclectic Method

According to the Webster's New World Dictionary, the word "eclectic" is composed of material gathered from various systems, doctrines, or sources. Thus, the eclectic method simply utilizes the best of all educational models, tailoring that mixture to the individual child in order to best meet his needs. Borrowing from textbooks, library books, workbooks, online courses, games, projects, learning kits, and more, the eclectic method is a hodge-podge of homeschooling systems.

Researchers in the field of special education recommend a curriculum tailored to the individual child's needs and abilities. The eclectic method is appropriate for this teaching context, Mwanza (2017:15) mentions the following as the main characteristics of the method:

a) Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.

b) There is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom

c) Learners can see different kinds of teaching techniques, using different kinds of teaching aids, that help to make lessons much more stimulating and ensures better understanding of the material on the other hand.

d) Solving difficulties that may emerge from the presentation of the textbook materials

e) Finally, it saves both time and effort in the presentation of language activities Mwanza (2017:15).

As a conclusion, it can be stated that the **Natural Approach** and **Total Physical Response** are the most commonly used teaching methods for children. This is because both provide the appropriate techniques to establish a situation where they can acquire language rather than learn it. Both Natural Approach and Total Physical Response are methods based on the same techniques that children use when acquiring their native language. On the other hand, teachers can use an **Eclectic Method** and choose the best of both, or from some other teaching methods that are adequate to their student's needs.

In order to have a good learning process the method is not the only aspect teachers need to take in consideration, there are very good studying techniques that go by the hand with a specific method or are very suitable to the students learning style. These studying techniques are used to present, follow up, review and study the information given in a class. Some techniques of study are more suitable for students than others, the most common techniques implied for students are the Brain or Mind maps. In this chapter we will focus on this study technique and explain how it helps students to reorganize information or simply study.

3.6. Brain or Mind Maps

Brain maps, also known as mind maps, were developed in the late 60s by Tony Buzan as a way of helping students to make notes in which they used only key words and images. In brief, a mind map is a diagram used to represent words, ideas or other items, arranged around a central key word or idea. With the help of this visual aid, students can quickly identify and understand the structure of a subject and the way those words and ideas fit together.

In addition, mind maps are graphic organizers used to organize and connect concepts, enabling students to understand how individual concepts relate to each other and how they fit into a larger knowledge framework. In a mind map, the concepts are typically interlinked and arranged in a radial pattern around a central concept. Tee. (et. al). (2014) Figure 2 provides tips on creating mind maps.
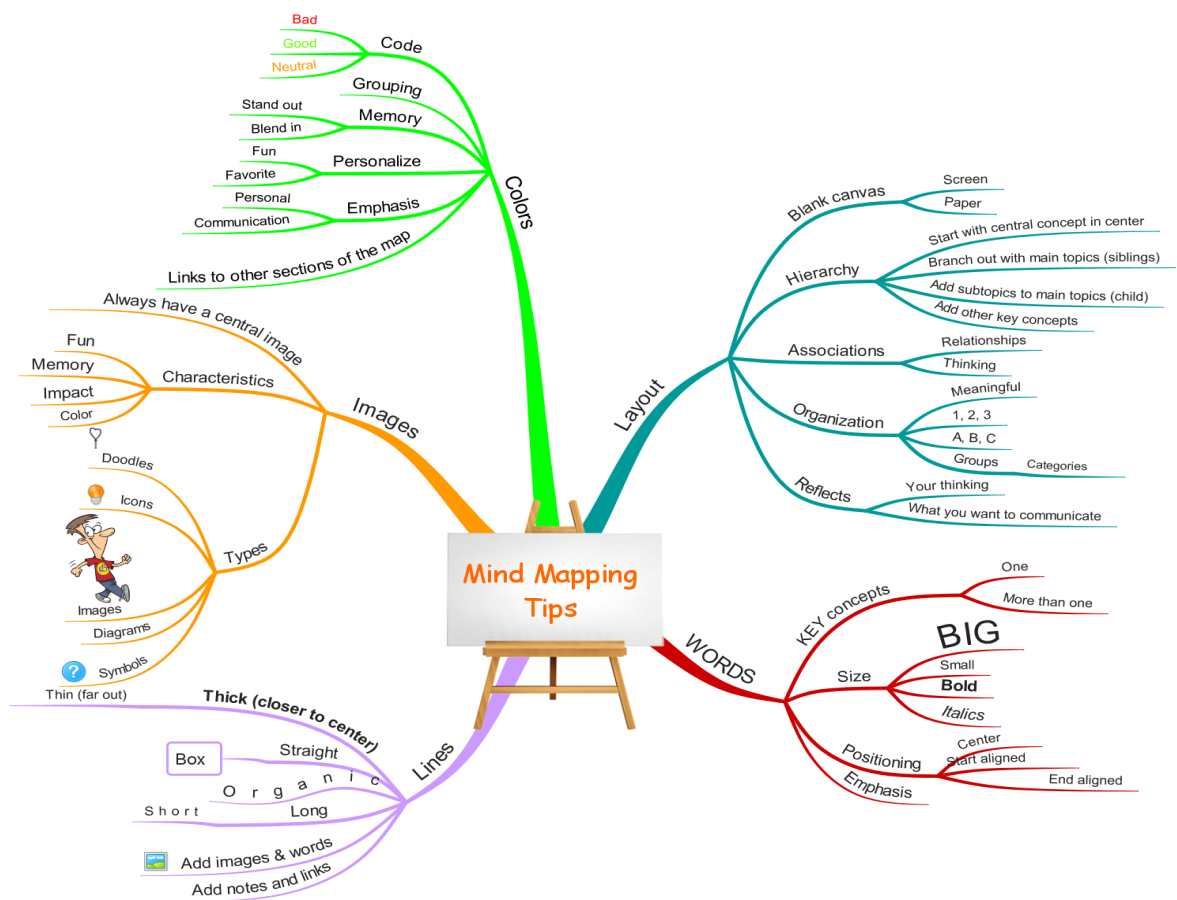

Figure 2. Mind mapping tips

Tee (2014) claims that to create a mind map, students should start with a central concept and then expand into branching sub concepts. Afterwards, learners can add related concepts to these sub concept, creating new branches and sub-branches until they capture and connect all concepts, reflecting their understanding of the topic.

3.6.1. Why Using Mind Maps in Schools?

Mind mapping is an effective educational tool because it promotes learning by helping students capture and organize information, make connections between and among concepts, identify concepts that are missing, and learn by making sense of information, either new or already possessed. Rees (2012) mentions some of the many reasons why teachers should embrace mind maps in education:

- Mind maps help teachers organize vast amounts of information into a single, coherent map.
- Mind maps are visual, allowing us to process, understand, and retain information in a way that most of us learn best.
- Mind maps foster creativity by helping us see both existing connections and missing connections.
- Mind maps allow for the attachment of files, website links, images, video, and other resources without unnecessary visual clutter.
- Mind maps are electronic and can be easily created and shared.
- Mind maps foster sharing and collaboration between students and teachers.

In addition, mind maps are useful for a variety of learning purposes. Students can use mind maps to   take notes, integrate information from a variety of sources, summarize books and organize coursework. Students can find many uses for these brain maps.

3.6.2. How Can Mind Maps Be Used in Preschool and Elementary Schools?

Students are more interested in using educational tools when these are likely to be fun; mind maps fit into this description. When a learner creates a mind map, the beginning of this creative process is as important as the finished product, therefore, teachers and students commonly make mind maps to learn.

Brain maps in early childhood education can be used by teachers and children alike. As a teaching tool, brain maps can be used to help children clarify, organize, relate, and group ideas and information about a topic. In doing so, children learn another way of representing and communicating what they know. In addition, concept maps help children to literally see relationships among concepts and remember information more easily.

Moreover, concept maps, like webs, allow children to revisit them and expand them. As children go back again and again, the teacher can see how new knowledge is integrated with old knowledge and diagnose misunderstandings. The latter is very important since, as Ausubel, Novak, and Hanesian (as cited by Hernández Rojas, 2018) argue, preconceptions (and misconceptions) are crucial for the quality of subsequent learning. Missed relationships and concepts, in particular, as well as wrong connections, can tell teachers a lot about children's conceptions and comprehension of the topic under discussion. To rectify misconceptions, the teacher can provide children with opportunities to apply the concepts under study in different contexts or ask questions that force children to review their conceptions critically.

Concept maps can also be used to organize teaching or the entire curriculum. As a planning tool, they can help teachers plan, structure, and sequence the content of their teaching. As they create a map of what they want to teach, teachers can see how different themes and topics are linked, so continuity of experience is ensured, and develop units and activities that integrate different subjects. Clearly, if concept maps are to fulfill their potential as a teaching tool, preschool children's needs and cognitive abilities need to be taken into consideration.

According to Birbili, (2006), early childhood educators interested in using concept maps should keep in mind that young children are not going to be in a position to immediately construct a concept map on their own. In fact, as Sparks Linfield and Warwick (2003) point out, young children need to be taught the technique of concept mapping, and therefore a period of direct instruction is necessary before children can successfully construct their own concept maps (Ferry, 1997). This process should start by having children observe their teacher creating concept maps.

When modeling the process of concept map creation, teachers should give particular emphasis to the linking or "joining" words and help children understand that "they are what makes the whole thing have meaning" (Sparks Linfield & Warwick, 2003, p. 126). Those words help create the propositions, the main characteristic of concept maps.

Brain maps should be introduced after children have had many opportunities to manipulate real objects, observe what is going on around them, record their observations, and communicate their findings and impressions in different ways. Having those experiences is important because it is through these experiences that concepts and generalizations are formed (Mancinelli, Gentili, Priori, & Valitutti, 2004). Concrete experiences are also crucial for the development of representational thinking. For example, children must have observed plants needing to be watered and seen for themselves what happens to be able to represent graphically the relationship "plants need water." It is also better to introduce concept maps after children have had some experience with simple, less-structured graphic organizers such as webs as a way of summarizing and presenting information.

Children's first attempt to create a concept map should be done within the context of a simple, familiar topic (e.g., animals or plants) and using a small number of concepts (e.g., 2 to 4). In addition, as Sparks Linfield and Warwick (2003) suggest, with young children it "would be more sensible to simplify concept mapping, making it a method of showing links between concepts but ignoring the hierarchical structure of those concepts" (p. 125). Their argument is supported by

the findings of a study conducted by Figueiredo et al. (2004), which suggests that kindergarten children find it difficult to depict even simple hierarchical relationships without a visual aid, namely a map template.

To better familiarize children with concept maps, pictures (or photos or drawing images) can replace text labels (words) because children of this age communicate their ideas better through symbols (Pearson & Somekh, 2003). Drawings or pictures can also be used by and for children who speak a different language or have reading or writing problems (Pearson & Somekh, 2003). One difficulty with using children's drawings is that if they are not clear (because of children's limited drawing skills), it will be difficult for children to remember their representations if they need to revisit their maps (Gomez, 2005).

Teachers who work with 4- and 5-year-olds should also consider that, as research on children's graphic development suggests, at this stage the objects depicted in children's drawing "typically appear to 'float' on the page" and are "seldom drawn in relationship to another in position or size" ("Young in Art," n.d.). To differentiate the hierarchical levels or to show the reading order of the map, teachers can help children assign numbers to their symbols (Mancinelli, Gentili, Priori, & Valitutti, 2004).

Concept maps based on children's drawings look more like "real" concept maps around the age of 5 or 6, when most children have acquired not only a larger "repertoire" of graphic equivalents for the things that they see around them but also a better sense of how things can be organized in space ("Young in Art," n.d.). Depending on children's ages and previous experience with concept maps, teachers can also use real objects to represent concepts and relationships. As children become better readers and writers, simple words can replace objects, drawings, or pictures. In any case, the important thing is to help children see and understand that concepts (objects or pictures) are linked to form meaningful statements and that relationships between concepts can be represented graphically.

Birbili (2006: 58) describes the most adequate model of mind mapping that teachers should follow to teach preschool and school students:

a) Select the key concepts of the topic under study (e.g., sun and earth, sun and heat) after discussing with children "what we have seen or learned."

b) On a large piece of paper or the board, write or draw (or use pictures or photos) the key concepts (leave enough space between them so that the connecting lines are long enough to be seen and can have words written on them). Next, put words or pictures in large circles or boxes (concepts could also be written on 3-x-5 cards).

c) Connect the concepts (circles) with a line (or an arrow depending on the relationship you want to represent). As you link the two concepts, state in a simple and short sentence the relationship between them (e.g., "So, we've learned that the sun warms the earth" or "The sun gives heat"). This allows children to "see" and "follow" their thinking. Label the line using simple action words (e.g., warms, gives, needs, becomes) that specify the relationship between the concepts. Write the connecting word (e.g., warms) on the line. Use different colors for circles and links to help children see these as different types of information.

d) Encourage children to "read" the mind map on their own (or else recite the sentence).

e) Have children copy the mind map from the board. Birbili (2006: 58)

As discussed in this section, concept maps are a very helpful tool for young learners to organize all the information that they are exposed to in class. It is an appropriate technique for visual learners, making knowledge more accessible and understanding every element of the new topic to learn in an efficient way.

3.7.   Lesson Plan

It is true that teachers must select, before teaching a class, the most appropriate material and tools they have, in order to use and make students learn the teaching point. In addition, they need to design the activities and set the time they will take in the class. The lesson plan, Bin-Hady (2018) claims that is one of the most important teacher's tools, it is the document in which all these aspects are going to be specified. The following points give some characteristics of a lesson plan:

A lesson plan is an organized outline for a single teaching period.

1. It is put into writing
2. Its general purpose is to make sure that each learner receives the best teaching respecting the conditions.

The next points are some specific purposes that a lesson plan has:

- To prove and make sure of the appropriate selection of material.
- To make consideration of each part of the lesson.
- To help the teacher to present material in a suitable way.
- To help the teacher to provide efficient teaching.
- To provide an outline of the teaching procedure
- To give confidence to the inexperienced teacher.

The most important characteristics of a well-planned lesson are:

a) **Unity**: a lesson plan is a unified segment of teaching.
b) **Content**: it ought to contain new material related to the previous lessons.
c) **Scope**: it should be reasonable.
d) **Practicality**
e) **Flexibility**

f) **Instructional steps**: according to Bin- Hady (2018) a lesson must have the three steps of the teaching process: presentation, practice and production.

There are many styles for making lesson plans as well as there are many teaching styles. However, a lesson plan usually includes some elements. These are goals, objectives of the lesson, review of previous classes, discussion, reading activities, writing activities, instruction, materials, new activities, practice and evaluation, content, timing, procedures, and interaction.

To sum up, preschool and school teachers count on several tools that assure the effectiveness of their teaching. Before implementing a class, teachers must make important decisions, such as selecting the appropriate teaching method, integrating the language skills to develop, choosing the activities that best suit their students' learning styles and intelligences, and the inclusion of teaching aids that help students acquire knowledge. Once teachers have selected the most appropriate learning tools, they must design a logical and efficient sequence of classroom activities, organized into a lesson plan. With all this previous preparation and planning, English teachers can assure the effectiveness of their lessons to help young students to learn a foreign language.

CHAPTER 4

BEHAVIOR

"It is not enough to have a good mind; the main thing is to use it well."

Rene Descartes (French philosopher, 1596-1690)

Wherever a large amount of people gets together to live and work, it is imperative to establish norms that regulate the behavior of the participants and assure an element of social order (Stenhouse, 1974). Elementary schools are not the exception; they constitute educational contexts rich in social relationships. Teachers interact with their learners, their colleagues, and their authorities. Similarly, students interact with their teachers, other teachers, school authorities, and their classmates. With so many social interactions happening in this context every day, it is not uncommon that a participant may be rude, aggressive or even indifferent. This type of behavior is considered disruptive as it breaks the balance in the teaching-learning process (Watkins, 2011).

Classroom behavior is one of the trickiest issues teachers face today; it will probably not be surprising that discipline control in the classroom is rated among the top four challenges teachers face in public schools today (Pearson Education Development Group, 2017). In fact, almost half of elementary school teachers in affirm that discipline is a serious problem in their classes (Chavez Romo, Ramos Sanchez, and Velazquez Jaramillo, 2017). They state that disruptive behavior leads to waste curriculum time and creates a classroom environment that is not always favorable to learning (Quintero Corzo & Ramírez Contreras, 2011). Additionally, behavioral problems usually stress teachers since they feel frustrated they are unable to discipline students (Kyriacou, 2000). Teachers must be aware of the

different types of behavior that students may exhibit in the classroom, correspondingly.

4.1. Laying the Foundation for Positive Classroom Behavior

In order to establish classroom discipline, teachers face many conflicting theories about how to manage it. Some of these theories deal with logical consequences, behavior management and assertive discipline, to name just a few. Of course, there is no "correct" way to encourage positive classroom behavior. The Pearson Education Development Group (2017) suggested how to lay the foundation for positive classroom behavior on the online educational site TeacherVision. These suggestions refer to the following aspects:

The approach

Teachers should take some time to think about the strategies they plan to use to encourage positive classroom behavior. Clarifying their strategies will make it easier for them to lead the class confidently and effectively.

Clear discipline strategies

One way to establish discipline classroom is to anticipate possible classroom challenges and determine which strategies are adequate for dealing with them. Having clear strategies will help teachers be prepared to face these discipline challenges when they arise.

Teachers' expectations

Students should know what teachers expect from them. The classroom rules presented on the first class should be positive, specific and concise. Teachers may wish to post them in the classroom or distribute them for students to sign. These discipline guidelines should also establish clearly what will happen if students do not meet teachers' expectations.

Teachers as role models

Occasionally, teachers may have to remind themselves to follow their own rules. For example, if they ask students not to drink beverages in class, they must refrain from keeping a cup of coffee on their desks. It is easier for students to follow a rule when they see the teacher as an example.

Encouragement

When teachers praise students who are excelling, they should not forget to encourage those who are trying, but struggling. These students often lack confidence and they need more reinforcement that is positive. This encouragement should come from their teachers in order to motivate them. Demotivated learners tend to challenge discipline in the classroom; consequently, teachers should encourage them to keep them participative in the class.

Respect

Showing respect for students includes listening to their needs and preserving their dignity. Teachers usually demand respect from their learners, but they do not meet the expectations students have from them. Mutual respect becomes helpful for a friendly teaching and learning environment. This can be achieved by doing simple but meaningful actions in class, such as greeting students at the beginning of class or returning their corrected homework in a timely fashion.

Teachers' consistency

Teachers should be sure to address student behavior in a consistent manner. Teachers must find a strategy they like and stick with it. It is not recommendable to shift strategies when misbehavior occurs, since this leads to students' perception of a lack of decisiveness in their teachers.

Students' Participation

Participative students are far less likely to exhibit disruptive behavior. Teachers must make sure that students are working at appropriate levels. Boredom

and frustration often lead to students' misbehavior. This is why it is important to keep learners busy and challenged with every class activity.

Students' suggestions

When building foundation for classroom discipline, teachers may be able to draw from students' and other teachers' past classroom experiences. Teachers should ask students to make suggestions about what should be expected of them and how misbehavior should be addressed. Students are often more responsive to rules they help create.

All these suggestions provided by Pearson Education Development Group (2017) can be helpful for teachers to promote a positive behavior in students in the classroom. Some of these techniques may work with some specific groups, while other strategies can prove to be more beneficial to other types of classes. The choice of the most adequate suggestions depends on what the teachers perceive their students need to reinforce their positive behavior. Creating an environment in which students know and follow the rules is challenging, but not impossible. With a little patience and perseverance, teachers can lay a foundation for respect and positive behavior in the classroom that lasts all year.

4.2. How to Manage Classroom Behavior

Managing behavior is a major component of effective teaching in the classroom (Clunies-Ross, Little, & Kienhuis, 2008). Teachers need strategies to be sure that students have a learning environment full of positive experiences regulated by discipline and effective classroom procedures. Teachers can anticipate potential problems that lead to disruptive behavior by planning and by taking on a positive approach to classroom management.

Teachers can avoid dealing with discipline problems using appropriate preventive measures. Casas (2011:85) mentions that preventing misbehavior in the classroom requires that teachers pay close attention to three main aspects: organizing the classroom, learning about students, and instruction and student assessment.

1) Organizing the classroom

Classroom organization is a teaching aspect that includes a variety of elements that consist from arranging the classroom furniture to establishing rules and procedures (Casas, 2011). For example, teachers must stand back and carefully look at the layout of their classroom or activity area space. Planning for efficiency in moving groups of students through each activity is a major consideration, as there are obstacles that may be dangerous to moving students. Providing a flow space can prevent behavior problems as well in students who want to annoy one another if given a chance to be that close to each other in a cramped space.

It is highly recommendable to use a visual chart that displays the classroom rules and the list of expected behavior. This behavioral chart should contain the rules written from what the students will do, rather than phrasing it as negative statement. Learners should be able to know exactly what will happen if classroom expectations are not met. For example, they could get a warning, a note or a phone call for their parents, or detention. These clearly listed steps in progression help a student get back on track; The more the student can understand that the expectations and consequences are in place, the more successful the behavior plan will be. Having a visual for the student to see where he or she stands can help. It is also wise to send home a letter to parents within the first few days of class to outline the expectations, the behavior progression, and consequences so that teachers are on solid ground in communicating these expectations to parents as well.

Behaviors that are extreme such as fighting, showing strong disrespect to the teacher or other students, damaging school property, or doing something very dangerous may require immediate attention.

2) Learning about students

A key factor for teachers to prevent misbehavior in the classroom is to know who their students are, how they feel in class, what their learning style is, and what motivates them to learn (Casas, 2011). This can be achieved by establishing a

positive rapport and by having good communication with their learners. Teachers who are effective at preventing discipline problems are those who "strive to develop a positive relationship with every student in their classrooms, and seek to promote positive relationships and a sense of community among the students themselves" (Bear, 2010:3).

Getting to know learners lead to a friendly classroom environment. Students will feel comfortable, safe, and focused on learning, with no need to misbehave as a result of discomfort or insecurities. Moreover, teachers can predict to a certain extent what their learners will react to a classroom activity or incident, which helps them to be prepared to deal with the discipline problem.

3) Instruction and student assessment

The aspect of classroom management that can become a valuable tool to prevent discipline problems is instruction (Casas, 2010). When teachers plan their class activities, they visualize what learners should do and say. The bridge that connects what teachers plan and what really happens is effective instructions. Teachers must deliver instructions very efficiently, making sure that learners understand what they are expected to do. This way, young learners will not get easily distracted since they will be focused on the activity.

Furthermore, it is common that teachers include games and kinesthetic activities when teaching active students in elementary education. They may even organize competitions that involve movement or physical effort. This type of classroom activities has a high risk of accidents resulting into injured students if the activity instruction does not include norms related to how they move or interact with their other classmates. To prevent students causing harm to themselves or to their classmates, teachers should plan effective instructions specifying the expected movements and behaviors so that games and kinesthetic activities can be developed in a controlled manner.

On the other hand, giving effective assessment to learners is also a helpful tool to prevent discipline problems (Casas, 2011). It is very important for teachers to

provide feedback to learners appropriately, so that their learners will not feel discouraged or attacked; students may exhibit disruptive behavior as a way to protest or object to what they perceive as unfair or offensive. Some learners are very sensitive and may not take feedback as well as others.

To sum up, classroom organization, learning about students, and instruction and student assessment as factors in classroom management that are useful when dealing with misbehavior in class (Casas, 2011). An effective organization is essential for teaching, and one of its advantages is to choose and implement the most adequate approaches, methods, materials, seating arrangement, and classroom rules and procedures so that their young learners adapt easily to the classroom context. Similarly, learning about students' needs, interests, likes, learning styles, and motivation provides valuable information that can help teachers predict how their learners will react to possible challenges in class.

Finally, giving instructions and providing meaningful feedback are also important tools for preventing discipline problems (Casas, 2001). Young learners have to understand what it is expected from them; consequently, teachers must give clear, effective instructions for every class activity, so that students know exactly what to do, having little chance to behave unexpectedly. In addition, giving feedback appropriately keep students comfortable and willing to learn more; when being discouraged by ineffective assessment, learners may express their frustration through misbehavior. Likewise, it is very important for teachers to learn about strategies that they can implement in their classrooms to prevent discipline problems. They can manage their classes so that learners are focused on their learning activities, giving little or no room for misbehaving.

4.3. Difficult Behavior in the Classroom

There are different types of difficult behavior that students may have in class. Teachers should identify them and should know how to react in these situations. Arshad Ashraf, a professor in the University of Oxford, provides with some possible responses to a variety of types of misbehavior in the classroom:

Behavior:

Rambling -- wandering around and off the subject. Using far-fetched examples or analogies.

Possible responses:

- Refocus attention by restating relevant point.
- Direct questions to group that is back on the subject
- Ask how topic relates to current topic being discussed.
- Use visual aids, begin to write on board, turn on the multimedia projector.
- Say: "Would you summarize your main point please?" or "Are you asking...?"

Behavior:

Shyness or Silence -- lack of participation.

Possible responses:

- Change teaching strategies from group discussion to individual written exercises or a videotape
- Give strong positive reinforcement for any contribution.
- Involve by directly asking him/her a question.
- Make eye contact.
- Appoint to be small group leader.

Behavior:

Talkativeness -- knowing everything, manipulation, chronic whining.

Possible responses:

- Acknowledge comments made.
- Give limited time to express viewpoint or feelings, and then move on.
- Make eye contact with another participant and move toward that person.
- Give the person individual attention during breaks.
- Say: "That's an interesting point. Now let's see what other people think."

Behavior:

Sharpshooting -- trying to shoot you down or trip you up.

Possible responses:

- Admit that you do not know the answer and redirect the question the group or the individual who asked it.
- Acknowledge that this is a joint learning experience.
- Ignore the behavior.

Behavior:

Heckling/Arguing -- disagreeing with everything you say; making personal attacks.

Possible responses:

- Redirect question to group or supportive individuals.
- Recognize participants' feelings and move on.
- Acknowledge positive points.
- Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."

Behavior:

Grandstanding -- getting caught up in one's own agenda or thoughts to the detriment of other learners.

Possible responses:

- Say: "You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject," or "Can you restate that as a question?" or "We'd like to hear more about that if there is time after the presentation."

Behavior:

Overt Hostility/Resistance -- angry, belligerent, combative behavior.

Possible responses:

- Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
- Respond to fear, not hostility.
- Remain calm and polite. Keep your temper in check.
- Do not disagree, but build on or around what has been said.
- Move closer to the hostile person, maintain eye contact.

- Always allow him or her a way to gracefully retreat from the confrontation.
- Say: "You seem really angry. Does anyone else feel this way?" Solicit peer pressure.
- Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., "If by "queer" you mean homosexual..."
- Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- Ignore behavior.
- Talk to him or her privately during a break.
- As a last resort, privately ask the individual to leave class for the good of the group.

Behavior:

Griping -- maybe legitimate complaining.

Possible responses:
- Point out that we cannot change policy here.
- Validate his/her point.
- Indicate you will discuss the problem with the participant privately.
- Indicate time pressure.

Behavior:

Side Conversations -- may be related to subject or personal. Distracts group members and you.

Possible responses:
- Do not embarrass talkers.
- Ask their opinion on topic being discussed.
- Ask talkers if they would like to share their ideas.
- Casually move toward those talking.
- Make eye contact with them.
- Comment on the group (but do not look at them "one-at-a-time").
- Standing near the talkers, ask a nearby participant a question so that the new discussion is near the talkers.

- As a last resort, stop and wait.

These scenarios of classroom misbehavior, listed by Arshad Ashraf, a professor in the University of Oxford, help teachers with suggestions on how to deal with them, and the best action to stop the discipline problem. The possible responses generally recommend teachers not to punish the student, but to understand the cause of the misbehavior, and to find a solution to neutralize the disruptive discipline.

4.4. How Do Children Acquire Behavior?

Ackerman (2018) explains that, according to the behaviorist theory, all the environmental components that children interact with have a crucial implication in their behavior. Parents, teachers, relatives, friends, classmates and even media contribute with patterns of behavior, which function as models for children. She adds that these patterns can be positive or negative. A **negative conduct** can be acquired and eliminated in the same way that a **positive conduct.** However, a negative behavior has two implications; (1) the lack of a positive conduct and (2) the learning of the negative behavior after acquiring the positive conduct. This is important for teachers because they must lead the children into a positive pattern that is opposite to the negative. In addition, they must teach the positive behavior when the negative pattern is being eliminated.

Reinforcement is an important concept when talking about children's behavior. It is what let people continue producing patterns of behavior. Honig (1966:377) states that "the reinforcement can change future behavior and it can be positive and negative"; it is positive when it increases the possibilities of a pattern to happen and it is negative when it decreases the possibilities to happen. Besides, there is a high possibility that the same behavior or conduct is repeated when this is reinforced.

Children can acquire behavior by *observation and imitation of models.* Through these models, they have many opportunities to acquire new behavior.

Children observe an adult, a child or even an animal to show a pattern of behavior and they can repeat and imitate easily what they did. Children usually imitate or repeat a behavior if they see that there is reinforcement after showing that behavior.

Another way of acquiring behavior consists of reinforcing conducts that are similar to the pattern to be learned (Bandura and Walter, 1963). This is called **behavior modeling** and it is generally used for encouraging children to continue with their development of writing and reading. These imply a gradual process and the time taken to complete them depends on the students, but teachers can help students to do it with more easiness.

In brief, children acquire behavior in different ways. It can be by observation, imitation, and also by reinforcing conducts. But, the most important point here is that teachers must be aware of this so that they can know why their students behave in that way and how they can help learners to change or maintain their behavior.

4.5. Why Do Some Behaviors Persist?

Buckley & Walker (1970) affirm that there are three essential components that play a role in children's behavior and which interact with each other when a pattern of behavior persists. **The initial stimulus** is the conduct that occurs before the answer of the child; **the answer** is the children's behavior; and the conduct that happens correct after the behavior is **the consequence.** The answer is the only component that can be observed since the others belong to the children's environment.

It is important to mention that reinforcements are necessary in order to acquire and modify children's behavior. **The positive reinforcements** are the most helpful when trying to maintain a good pattern of behavior. There are three positive reinforcements, which are the social, the tangible and the intrinsic reinforcement.
The social reinforcement is the one that congratulates a behavior in children. It can be words, phrases or claps. The social reinforcements can come from their

parents, teachers and classmates and these make students feel good in their environment.

The tangible reinforcement, as the name says, includes all the tangible things that encourage children to have a positive behavior. These reinforcements can be food, candies, cookies as well as toys, movies, games, stickers, etc. *The intrinsic reinforcements*, which are the feelings of satisfaction, usually come from the children's reaction to learning and behaving correctly. Unfortunately, these are too difficult to prove because they are not tangible things.

As it was mentioned before, there are also *negative reinforcements.* They change a stimulus that does not produce a positive pattern of behavior and becomes it a consequence. These are related to consequences such as punishments, criticism, pain and scolding.

To sum up, it is essential to comment that there are two important reasons why some behaviors persist. The first motive is because there are positive reinforcements that help to maintain a good conduct; and the second reason is because there are also negative reinforcements that if teachers use appropriately, they can be effective, too.

4.6. How Can Bad Behavior Be Eliminated?

Buckley & Walker (1970) explain that there are some methods that can be used by teachers to eliminate misbehavior in the learner. It is important to mention that some of them can be effective; it will depend on the situation and the components that are integrated in such behavior. Teachers must be familiarized with these methods and their advantages and disadvantages, so that they can select the appropriate method to correct students' bad behavior.

Punishment, which is the most commonly method used by parents and teachers, consists of giving verbal or physical reinforcements to children. When it produces the elimination of the negative behavior or conduct, it is considered

effective. Another useful method to eliminate bad behavior is **isolation,** meaning separate children from the others. The purpose of this method is to give children time to reflect on what they have done. At school, for example, placing children in a corner of the classroom can be effective.

Extinction is another method as well. It consists of ignoring the negative answer from the students. Children stop doing that action because they realize that it is not possible to have the reinforcement they want. Teachers have to remember that it will be difficult to extinct the behavior if children have responses from them. **Reinforcement of incompatible conduct**, which is another common method, consists of giving something to the child in order to distract him/her and neutralize his/her bad behavior. At school, teachers can make that the learner that is having a negative behavior write on the board or read aloud.

Another option of eliminating bad behavior is by increasing the positive reinforcements as much as possible so that children stop showing their negative conduct. This is known as **stimuli satisfaction** since children have as a result a feeling of satisfaction. Finally, there is another way to treat misbehavior, which is called **stimulus change**. This means to change the stimulus that is provoking the students' bad behavior. For example, the teacher can order the learner to move another seat if he or she is talking to another classmate in order to make him/her stop talking. It is very common that teachers usually think of consequences for children's disruptive behavior; they think of unpleasant things like punishment or restricting privileges. However, reinforcement or pleasant consequences might be a more powerful motivator for children.

In conclusion, bad behavior is a common challenge for any teacher in preschool and elementary education. It is very important for teachers to understand the causes of misbehavior and how to deal with these situations. Fortunately, there is a variety of methods that are helpful in correcting students' disruptive behavior. In this way, the classroom environment will be friendly, respectful, and appropriate for all students to focus on their learning without any possible distraction caused by discipline problems.

CHAPTER 5

MUSIC AND GAMES

"I would teach children most importantly music, for the patterns in music and all the arts are the key to learning"

Plato (Greek philosopher)

Music is as old as human beings, because it has been with men through their life. Music refers to mommies singing for their babies, birds singing in the morning, a girl singing under the shower. Music connects people to their memories. There is special music for special moments like a wedding, a birthday, a graduation party. It can be said that music is a very important part of everybody's life; additionally, music provides many benefits to people because it has been used in different kinds of therapy and also has been used to enhance the learning power of young children (Ohman-Rodriguez 2004).

5.1. The Importance and the Role of Songs in Language Teaching

Gardner (1993) noted that the musical intelligence is the first intelligence to emerge in young learners. Many young children appear to be naturally inclined to sing a tune so it is beneficial to build upon their musical interests and enhance their literacy development simultaneously. Woodall and Zeimbroski (n.d.) agreed that music plays an important role in language and literacy development. Strong social promises are encouraged through music and songs beginning in pre-school, and toddlers can begin to experiment with grammatical rules and various rhyming patterns in songs. A child's initial introduction to patterned text often occurs first in songs, chants, and rhymes which are repeated throughout childhood. When songs,

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chants, and rhymes are utilized, concepts about print become more meaningful and conventions of print are learned in context.

As noted by Schoepp (2001), much of the literature discussing the value of using songs in English as a second language (ESL) classrooms is not empirically based; however, after identifying reasons teachers and researchers provided for using music with ELLs, patterns emerge which suggest teachers' motives are theoretically grounded. These patterns include affective, cognitive, and linguistic reasons. The affective filter is one hypothesis developed by Steven Krashen (1982) who explained that for optimal learning to occur, the affective filter must be weak. A weak filter means that a positive attitude toward learning is present. Because of the casual learning environment used when singing, songs are one method for achieving a weak affective filter and promoting language learning. Cognitively, songs present opportunities for developing automaticity—knowing what to say and producing language without pauses—in the language process.

The repetitive nature of many children's songs could also be of value to non-English speakers as they hear words and phrases repeated. Most of the language young ELLs will encounter is informal so linguistically using songs can prepare students for the genuine language they will encounter. Since music supports students' literacy development, Peregoy and Boyle (2008:127) encouraged teachers to "sing a song a day, as songs bring levity, laughter, and beauty into the classroom".

5.2. The Importance of Music in the EFL Classroom

According to Hill-Clarke and Robinson (2003) music can improve listening and oral language skill development, improve attention and memory, and enhance abstract thinking. Music can enhance students' creativity and cultural awareness. It can be naturally integrated throughout all curricular areas to develop and to extend vocabulary and comprehension skills. It is important to talk with children about the music they listen to and sing, so they are aware that different cultural groups listen

to and sing various kinds of music. Through culturally diverse music, children learn about other people's lives and ways of thinking.

Using music in the classroom can be an important means of transmitting knowledge to young learners. Playing music during the lesson contributes to the building of a relaxing environment for learning. Students can also develop their listening skill when they learn through songs. These advantages, among other reasons, make music a helpful tool in the language classroom.

5.2.1. The Listening Processes

Wortham (2006) mentions that here are two processes involved in listening. The first is ***bottom-up processing***, where the listener builds up the sounds into words, sentences and meaning. The listeners' understanding relies totally on what they can recognize in the oral message. In the classroom, students try to understand the language sound by sound or word by word, with little or no use of their knowledge of the world

The second listening approach is ***top-down processing,*** where the listener uses background knowledge to understand the meaning of a message. When learning a language, students can use all the information they know about the topic they are listening to in order to understand the message. The new information fits into the listener's previously established schemata.

Practicing both of these processes is essential for developing listening comprehension. This is because most people combine both processes most of the time to understand what they hear and perceive in the word around them. However, a study (Khuziakhmetov & Porchescu, 2016) recommends that a foreign language program should include enough exercises helping to form bottom-up processing skills, especially in basic levels. This is true for young learners, as they are not yet familiarized with the English sounds.

5.2.2. Reasons for Using Music and Songs in the EFL Classroom

The affective, cognitive, and linguistic reasons for using songs are all listed below and provide insights into the benefits of songs in the classroom.

Affective reasons

The practical application of the Affective Filter Hypothesis (Krashen, 1982) is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning. With the affective filter weak, Saricoban and Metin (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. Eken (1996:46) states that songs can be used:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way
- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings
- To encourage creativity and use of imagination
- To provide a relaxed classroom atmosphere
- To bring variety and fun to learning

Cognitive reasons

Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988:473) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses."

Linguistic reasons

Using songs can prepare students for the genuine language they will be faced with. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

5.3. Why Introducing Songs in the Classroom?

Students' motivation and interest are among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students.

Songs naturally motivate students, they can evoke positive atmosphere and they have considerable cultural significance, as well as they present an inexhaustible source of materials practicing pronunciation, grammar, vocabulary and all of the four skills.

Griffee (1992) explains that songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning and it is exactly schools that could use the best and the most the immense potential a song dispose.

5.3.1. Examples of Activities to Use Songs in the EFL Classroom

Kadri (2011) provides the description of some class activities that use songs as means of learning a foreign language. Teachers can implement these activities in their classroom.

1. The Cloze or Gap Fill

This is the most familiar and popular activity, and for that reason is probably overused; however, there are many different ways to use them. Here are some important considerations to bear in mind when using this activity:

- Have a point, be it vocabulary or prepositions or whatever.
- Do not cloze 3 or more in a row.
- For lower levels, give the first letter, miss out word endings, give dashes for letters, or give a glossary.
- Give vocabulary clues or synonyms for the missing words.
- Get students to work in pairs to predict words before you play the tape.
- Insert extra words which students then cross out as they listen.

- Change the words, as in "Careful Shouts" or "Countless Whiskies."
- Cloze unstressed, then stressed words in the same song, and have students discuss why one is easier than the other.
- Cloze several words in a row and students have to guess not only the form (adjective, adverb, noun, verb, or preposition) but also words, rhythm and rhyme.

2. A-B Activities

Students match beginnings and ends of lines, such as "Another Day in Paradise" (simple) or "Private Investigations" & "If Only..." (more complicated).

3. Mixed-up activities

Generally, this activity has the lines of the song on separate strips of paper. Students put down strips as they hear them. Teachers can also have mixed-up lines or verses, so that learners try to organize in advance (use prompts).

4. Dictation

Students listen to the song and then dictate what they hear to their teammates. There are three variations for this activity: wall dictation, self-dictation (whole song blanked), and part dictation.

5. Translation

Class chooses a song from their own language and groups translate. Then students check with other groups. Combine the best. Then work on rhyme and rhythm.

6. Jigsaw-listening

Groups listen to different songs with the same (Luka/Behind the Wall) or different themes (Easy Street/Money for Nothing) and peer teach vocabulary, then students compare.

7. Composing

Students listen to the song, then they add verses of their own. Students can also finish the line in each verse, then listen to check. Good songs for this are, "Imagine" & "Man Gave Names to All the Animals" by Bob Dylan.

8. Writing

Put random words from the song on the board. Students try and write the "tale of the song." Students paraphrase the song. Another variations is to cut the song in half and students predict the other half.

9. Pronunciation

Students listen to a song and focus on specific sounds. For example, He's got the whole world... for the /h/ sound, and Do I speak double Dutch to a real double duchess... for the /d/ sound.

10. Vocabulary

Students listen to a song and they focus on recognizing vocabulary in the song. Implement some complementary activities, such as miming verbs, dictionary work, or matching.

11. Listening

Give students a word list. They number the words as they hear them in the song. They can practice sound discrimination, for example, tempted/tended.

12. Posters

Students arrange lyrics and pictures, or just lyrics, or translate.

All these song activities (Kadri, 2011) must be adapted to the age and English level of the students. Teachers also need to pay attention to their students' learning style to select the most appropriate song activity for them. There are some that aim at providing practice for a specific language area, such as vocabulary, grammar, and pronunciation; others focus on strategies that learners must develop to enhance their listening comprehension. It is helpful for language teachers to have

different ideas to use a song so that they can satisfy different needs and provide a variety of activities for young learners.

5.3.2. The Dynamic Relationship between Music and Play in Children's Development.

Dodge and Colker (1992) agree that children's exposure to music can have an impact on all three key aspects of development (cognitive, social-emotional, and physical) and language is included. Eliason and Jenkins (2003) also suggest that in the classroom, music has significant therapeutic applications as well. This gives teachers another way to help foster the emotional development of their students. Figure 3 (Dodge & Colker, 1992) shows the benefits of using songs in the different curriculum areas.

CURRICULUM AREA	BENEFIT TO DEVELOPMENT
Language Arts	Develop new vocabulary Learn new concepts Practice pronunciation Develop fluency
Social development	Interact with peers Cooperate Take turns
Emotional development	Express feelings Have contact with peers Increase feelings of self-worth Share materials
Cognitive development	Develop listening skills in songs requiring specific action at specific times Develop creativity and imagination by inventing their own song lyrics or dance moves Increase attention spam Memorize words, sentences, and chunks of words
Physical development	Explore the numerous ways in which their bodies move Improve balance and coordination Enhance fine motor skills through finger plays Develop gross motor skills through the body movements

Figure 3. Benefits of Using Sings in Different Curriculum Areas

As seen in Figure 3, having songs in the language classroom is beneficial for young learners in many areas (Dodge & Colker, 1992). Young learners are not only exposed to art, they are also entitled to develop their emotional, social, cognitive and physical intelligences (Gardner, 1993). Given that, language teachers have a solid, scientific foundation on which they can justify the benefits of using songs in their classrooms.

5.4. The importance of Using Games in the English Classroom.

English language learning is usually hard work for children. Effort is required at every moment and this has to be maintained by the teacher over a long period of time. In order to do this, teachers have to use games, which help and encourage children to sustain their interest and work.

Games are very useful and important when teaching English to children for some reasons. One of these reasons is that they can provide children intense and meaningful practice of language; another reason is that they are highly motivating for children in learning and practicing English because games are amusing and interesting.

However, games are not only useful and important for the students, but also for the teacher. Games can help them to create contexts in which the language is useful and meaningful. In addition, games can make the teacher have enjoyable, fun and successful classes.

In brief, it has to be stated that language learning is a hard task which can sometimes be frustrating for children. However, well-chosen games can eliminate this situation and be valuable as they give learners a break and at the same time allow them to practice the four language skills. Besides, they employ meaningful and useful language in real contexts as well as they encourage and increase cooperation for learning the language.

Perhaps as busy, responsible, mature adults have somehow sadly forgotten what it is like to have fun. It is not difficult to realize that playing was once a "natural way of learning" as well. As a consequence, teachers should not look at games as just child's play, but rather as a tool that can and should be used for teaching English learners at all ages. Games are a way "to have fun dealing with grammar as a change of pace" (Firsten & Killian, 2002:526), Furthermore, games can be a safe opportunity to practice without fear of ridicule. Due to the competitive nature of many games, they can provide a great sense of accomplishment for many students and their teammates as they watch their progression.

While games to teach English learners are indeed a "change of pace" as stated above, they are also very useful tools for fluency, as "children tend to forget they are learning and so use the language spontaneously" (Roth, 1998). Basically, if students are having fun playing a game, they do not have time to be bored or frustrated with it and will get more out of the activity.

Teachers need to keep in mind when teaching English as a second language and teaching English as a foreign language that the classroom may be the students' only exposure to the language. Games to teach English learners can help to make language learning a positive and exciting experience, which will be important and motivating to the students. If teachers keep students motivated and engaged in the lesson, the results can be incredible!

5.4.1. How Do Teachers Use Games to Teach English?

Once teachers realize the importance of games to teach English learners, the next step is to apply them within the classroom. When researching games to use as classroom activities, it is easy to see a correlation between popular children's games and the adapted classroom version. A creative teacher will find that almost any game can be adjusted to suit the needs of a lesson.

As teachers deal with a foreign language setting, it is important to be sure that any games they might use are linguistically relevant, simple to explain, easy to set up, and fun to play (Roth,1998). Games can be used as an ice-breaker or warm-

up at the beginning of class, as an introduction activity for new vocabulary or grammar, or as a review exercise at the end of a lesson, chapter, or before an exam. While the preparation of materials may be time-consuming, " the time and effort it might require to create the materials for each game will be well worth the while, and from then on, you'll always have the materials available to you." (Firsten & Killian, 2002:526)

5.4.2. Tips on Games to Teach English Learners.

Teachers may know that it may be discouraging to do more preparation, especially when the phrase "time-consuming" is used. Nonetheless, they should not be concerned about time wasting since students can help their teachers to prepare materials for the games. Not only will that cut down on teacher's work, but it will also be beneficial to give students practice on the language points the game is focused on (Firsten & Killian, 2002). Many students enjoy being part of the creative process and will be more than willing to help - this is especially true with younger students.

Another suggestion is to limit groups to four or five students so that the students will not get restless waiting for their turn to come up again. Depending on the size of the class, this may mean that teachers will have to walk around the room to monitor various groups and assist them during the game as needed. (Firsten & Killian, 2002).

Roth (1998) makes the following suggestion for presenting the game: teachers should play the game with one or two pupils in front of the class as a demonstration. This will allow the others to see a model of what is to be done and how the game is to be played. She also suggests that the students sit in a circle around you as you explain. You may decide to act out the game by playing first one part and then the other for them to see. And finally, she suggests that you give the game a chance and not be discouraged, as it sometimes takes time for students to understand the game enough to really enjoy playing it.

5.5. The Advantages of Using Games in the Classroom

There is a common idea that all learning ought to be serious and that if the students are having fun and there is laughter, then they are not really learning. This is a misconception since it is possible for the students to learn a language as well as to enjoy themselves at the same time. One of the best ways of doing this is through games.

There are many advantages of using games in the classroom, which have to be taken into account by the teacher in order to maximize the students' learning and abilities. According to Lee (1986), the benefits are:

1. Games are motivating and challenging.
2. They are a welcome break from the usual routine of the language class.
3. Games help students to make and maintain the effort of learning.
4. They encourage learners to interact and communicate.
5. They create a meaningful context for language use.
6. Games provide language practice in the four language skills, which are speaking, writing, listening and reading.
7. They are fun and children like to play them.
8. Games add variation to a lesson and make the foreign language useful to children.
9. Through playing games, learners can learn English the way they learned their mother tongue without being aware they are studying.
10. Shy students can participate positively.

English teachers are popular in preschools and elementary schools because their classes are fun and enjoyable. Because through the use of games they break the routine and help the students focus in a specific aspect of the language.

5.6. What Makes a Good Game?

A good game designer gives his players continuous challenges, each of which leads to another challenge, to keep them "hooked" on playing a game. This can be done by setting clear, short-term goals appropriate to the level of the player

and the context within the game. Each challenge should satisfy some kind of learning objective. For example, answering a question, identifying a sample or completing a measurement or a portion of a map could be a challenge, part of a larger game. Prensky (2002) explains some aspects to take into account about a good game:

Flexibility

Teachers need to make sure that there are many different ways to accomplish each goal. Simply plotting out a step-by-step progression through the goals can be stifling. As much as possible, let each player (or team) work out their own strategy to the endpoint while still keeping the game challenging and achieving the learning objectives.

Immediate, useful rewards.

Instead of just points towards victory, successful players (or the pieces or characters they are in charge of) can be rewarded with new capabilities, a new part of the board to explore or even a new task. These are surprisingly motivating, as the point of the game is not just to win it, but to keep playing.

Combining fun and realism

Many so-called games are actually simulations without goals and challenges. Excessive realism can also be boring. But even good games often incorporate incorrect assumptions or reward unrealistic behaviors, such as giving players too much time to make decisions.

Moreover, teachers have to be careful when selecting the games that they are going to use in class. Tyson (2000, as cited in Ying Yong & Jang, 2000) states that some of the characteristics these games must have to be appropriate and useful in the teaching-learning process are the following:

- A game must be more than just fun.
- A game ought to involve friendly competition.
- A game should keep all of the students involved and interested.

- It ought to encourage learners to focus on the use of language.
- It should give students a chance to learn, practice or review specific language material.

To sum up, language teachers must have criteria to match the games with their students' needs. When selecting a game, it is very important for teachers to consider all the characteristics mentioned above (Tyson, as mentioned by Ying Yong & Jang, 2000). This way, teachers can assure the success in their classroom activities as they have the necessary features to achieve students' learning goals.

5.7. When to Use Games

Games are often used as short warm-up activities or when there is some time at the end of a lesson. Nevertheless, a game should not be only regarded as a marginal activity filling in moments when the teacher and class have nothing else to do. They ought to be used at all stages of the lesson, provided that they are suitable and carefully chosen.

Teachers must keep in mind that games lead well to revision exercises helping students recall material in a pleasant and entertaining way. Even if games resulted in noise and entertained children, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence and generate fluency.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. On the other hand, as Lee (1986) observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Simpson (2015) suggests that games should be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

5.8. Types of Games

There are many types of games that teachers can use when teaching English to children. Firsten & Killian, (2002) provide examples of the different types of games:

Structure Games

This kind of games provides children experience of the use of patterns of syntax in communication. Among them, there are many guessing games, which can be played at various age levels. These games increase children's interest and encourage them to communicate right answers.

Vocabulary Games

In this kind of games, the students' attention is focused on words. These games help children learn and retain new words more easily. In addition, vocabulary games bring real world context into the classroom and enhance learners' use of English in a flexible and communicative way.

Spelling Games

This type of games should not be used as if they were only tests. Every spelling game ought to include a stage of study of the words used in the game. Furthermore, spelling exercises and games are not so much needed at an elementary stage, when the students have seen few words, as later, when they might have seen many.

Pronunciation Games

Pronunciation drills, which can take the form of games, should be often held, but not for long periods; five minutes every lesson may be enough. They must be as meaningful as possible and ought to provide students a lot of pronunciation practice. Here, learners can act as the teacher, but should not do so unless their pronunciation is good.

Number Games

These games help the students to get used to the spoken forms of numbers so that they are not a block to communication. In some there can be writing and reading as well.

Listen-and-do Games

First, the students must listen and understand and then, carry out some action. They have to be interesting and dynamic so that the learners can enjoy it and achieve the purpose of developing their listening skill.

Read-and-do Games

Reading games belong mainly to the early stages of reading, although some of them demand a more advanced achievement. In the earliest stages of reading, flashcards are a great help to children. Read-and-do games can keep students interested and motivated in practicing and developing their reading skill.

Games and Writing Games

The main characteristic of these games is writing. It is convenient, unless the students are very young and have not begun to write in their mother tongue, for writing in the foreign language to begin soon after reading. Writing games help learners to improve their writing as well as to practice the language.

Miming and Role-play

Increasing attention has been paid to the use of this type of games as a means of bringing more interest into the English teaching. Role-playing is a way of simulation and this helps to bring the language to life and to give the students some kind of experience of its use as a way of communication.

Tic-Tac-Toe

This game, called Naughts and Crosses in Britain, is altered slightly to accommodate for team play, but the traditional objective of three-in-a-row remains the same. Students must work together to correctly answer questions in order to gain a chance to place an X or O (based on their team) and each person on the

team gets a chance to answer for their group. Questions can be in the form of pictures which match vocabulary, to creating a sentence using grammar points, or whatever you choose to review with the students.

Concentration Game

It is a game to teach English learners that uses cards to match vocabulary or grammar points and is best played in circle-groups so that every student can see the cards. The students can help teachers by making pairs of cards so that they get extra practice. Once each set of cards are shuffled, they should be laid face-down in the middle of the circle. Each student takes a turn by flipping two cards face-up. If they match, the student wins those cards. If they do not match, the student must flip them face-down again and continue to pay attention so that they can make a match on their next turn. Students will help each other decide when a match is made, but you will want to monitor as well and perhaps have each student share their pairs at the end of the game for extra review.

The Clothesline

It is a game to teach English learners of building sentences using different words each time. Teachers should have many different options for each part of speech, including punctuation, in piles. Students take turns (in teams or individually) changing the words in order to create sentences. Students read the sentence they have created upon completion, and points are awarded for correct use of vocabulary, grammar and punctuation. The student or team with the most points at the end of the round wins.

Oral Matching

It can be a fun way for English learners to mingle and practice conversation. Each student is given a slip of paper with either a question or an answer on it (for more variety, they can have one of each, so long as they do not match!) and they are to read their questions and answers to their fellow students, in order to decide which ones go together. For more fun, teachers can use a dialogue or story to create question and answer slips. Once each student has found his or her matching

pair(s), teachers can have the students put it back together in the original order and read it together.

Scrambler

It is more of a puzzle type of activity that can be fun for English learners as a break from traditional worksheets. Teachers create a target word that they wish their students to discover (this can be an answer to a key question as well, as teachers wish). Several vocabulary words that contain letters can be used in the target word. Then, the vocabulary words are scrambled so that the students must discover from each scrambled word the vocabulary to go letter-by-letter in the boxes behind it. The target word can then be placed in a vertical fashion using those letters from the vocabulary. If teachers are using a key question, they have to be sure to leave a blank so that the students can re-write the target word from the boxes once they have discovered the answers to all the scrambled words.

In conclusion, effective teachers use as many teaching materials as necessary that can help them achieve their ultimate goal: their students' English learning. Songs and games are very helpful tools that enhance learning in the language classroom. They provide important benefits for both teachers and students, as English classes can have a wider variety of activities and, consequently, can become more fun, keeping learners' interest. Furthermore, songs and games are means of transmitting knowledge to young learners, in terms of vocabulary, grammar structure, and language skill development. Teachers just need to select the most appropriate songs and games, depending on their students' level, the learning potentiality, the flexibility at implementing them, and the learning goal they want to achieve.

CONCLUSION

For teachers that work with children, it is important to know all the characteristics, qualities and competences they have to develop to become effective educators. It is essential to mention that the teachers of children must pay careful attention to other aspects of childhood development while they are initiating their school life.

Teachers need to know what interests their learners have in the different childhood stages, as well as many techniques, strategies and tips for them to create and build a good learning environment. They have to be able to identify the students' learning styles and multiple intelligences in order to design adequate lesson plans and activities for children.

Furthermore, teachers can count on a variety of tools that can be used to manage and give solution to unexpected and unpredictable problems; important teaching methods for teaching children (Natural approach, Total physical response and Eclectic method); many ways to manage the class and students' behavior; and some games that they can use in class, with the clear strategy of obtaining better results from their students.

Moreover, disruptive behavior in the classroom is a major problem that most teachers have in common, especially when teaching children. Students' misbehavior can lead to an unpleasant learning environment that can harm the learning objectives of a class. It is very important for teachers to identify the causes of the bad behavior, and then choose appropriate strategies to respond effectively to these challenging situations.

Fortunately, there are a variety of theories, techniques, and strategies that teachers can apply in their classes in order to prevent or correct misbehavior; in this way, they can achieve effective classroom management. Teachers can establish clear classroom rules and teach their students the value of behaving according to how they are expected to act, using positive reinforcement instead of punishment.

Parents should also be involved in classroom procedures, as their children learn by imitating role models. By creating an orderly learning environment, both teachers and students can easily reach their learning goals.

The components included in the previous chapters, which are involved in the process of teaching children, are very important since they are what make and define a "good teacher". Providentially, teachers now have many resources for their service to have a good organization, a positive environment and a quality teaching. It all sums up to choosing and implementing the appropriate tool for every child in the class has become a key aspect in the teaching-learning process. Teachers who recognize children's differences and similarities can provide a better environment for their classes and achieve their goals of contributing to their young students' learning.

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