Abstract
This study is about teaching foreign languages to children, it is focused on the teaching competences that the children teachers already possess, the elements of the communicative competence used, the communicative competences that the teacher and students practice during the class, the strategies and activities that teachers use to develop communicative competences and the promotion of moral values of the teacher. These previous factors were analyzed in all teachers that are teaching English to children in this institution by the use of two instruments such as: an interview guide to the teachers and a class observation chart. Finally, the results gathered were discussed and analyzed.

Resumen
Este estudio está enfocado en la enseñanza del lenguas extranjeras para niños de nivel infantil, se enfoca en las competencias de enseñanza del profesor, los elementos de las competencias comunicativas, las competencias comunicativas que el profesor y los alumnos practican, las estrategias y actividades que los profesor usan para desarrollar competencias comunicativa y la promoción de valores morales de parte del profesor a los niños. Se analizaron los factores anteriores a través de dos instrumentos al total de profesor de niños en inglés infantil: entrevista a profesores y observaciones de clases y al final los resultados fueron discutidos y argumentados.

Key words: teaching competences, communicative competence, moral values, strategies, activities.

Palabras clave: competencias para la enseñanza, competencia comunicativa, valores universales, estrategias y actividades.

Introduction
Background issues and the research statement
In the present, teachers need certain tools to be able to perform their teaching adequately. These tools involve: capacities, competences, skills, and even habits. This concern has been required not only in Mexico but also in all over the world, for example, Leyva, Roque and Martínez (2006) in Martin Sabina, E. (1999), states that nowadays the teaching-learning process does not only include the acquisition of knowledge but it also has to do with the development of certain competences. This situation of course brings other necessities such as “having very well trained teachers who are able to transmit their knowledge, develop abilities and competences to their pupils, so that these students can improve in their personal and academic life” (Thelot, C. 2007, p.26). The necessity of having a competent teacher is helpful to obtain successful results in the students’ education.

There are a lot of concepts and definitions about what competences are. One of these concepts is offered by Martin Sabina, E. (1999) who states that, from the theoretical point of view, competences have a close relationship to the acquisition and development of human abilities taking into account different aspects. These aspects are: hobbies and habits, knowledge, values, attitudes, expectations, relationship with the activity, problem-solving, and making wise decisions. “Competences are knowledge, skills and in-
dividual characteristics that allow a person to do something.” (Marco Común Europeo de Referencia Para Las Lenguas, 2002, p. 9). Competences are defined as the possibility that humans have to integrate and carry out the knowledge, abilities, hobbies, attitudes, and values, and also for the successful solution of some cognitive and professional activities since these are present in their social and labor life.

For this reason, nowadays teachers need to possess certain competences since they have to play several roles, sometimes like friends, as psychologists, as social workers and as parents, too. According to (Zabalza, M. Á. 2003, p.p. 109–122). “Educators had not realized about the relationship between education and language teaching, how close they are between each other, and the importance education has for language pedagogy as Linguistics, Social Science, Psychology, etc.” (Richards, J. C. 1990, p. 2). Competences do not only have to do with “knowledge to do”, it also has to do with the process of teaching and learning (Gonzalez Gallego, I. 2008, Pp. 9-10).

In the field of language teaching, learning-teaching competences are also vital for teachers. For example, the language teachers’ profile includes being aware of language acquisition and language learning processes, which have been discussed for so many years. Krashen, S. (1981) uses the term “acquisition” to describe second language learning. Children have a natural process when they acquire their native language, but when they learn a second or a foreign language the process they have is a conscious language development.

Learning has to be stimulated by someone else, and acquisition is conducted without any instruction. “Teachers need to understand the types of teaching–learning activities used at each stage of the second-language acquisition process are different from the ones used at other stages, it is also important that language teachers understand that some kind of activities are different, such as the cognitive and audio-lingual in the understanding and production stages”. (Chastain, K. 1976, p. 463)

Language teachers for young people have to design material to make a more relaxed class. They also need to have knowledge about how, when and what to evaluate or assess in the class, because at that early age their self-esteem is being developed. Teachers for young people must be conscious about their own values and the values society request in daily life, and finally they will teach them to their students with their own behavior to make them future successful individuals. “Teachers not only have to focus on sounds, vocabulary, and structure of the language as means of developing language skills, they should also take advantage of each possible opportunity to foster cultural insights” (Chastain, K. 1976, p. 465). It means that teachers have to take into account each student’s background to develop the competences needed for their learning, and their willing to conduct research in their professional life.

Nowadays it exists the pedagogy of love, although it is focused to teenagers, for the necessity to catch their attention to the class, it can be used with children, because of their ages they need their teachers show them that they are important, and they care about their intellectual and personal necessities. For that reason, it is observed that the learning process in children is different in comparison to how adults learn, it is well-known that most of children learn a new language easier than an adult, but if the teacher’s method is too complicated for them, they can lose the interest for the new language. “Children do not have the same access as older learners to meet language that teachers can use to explain about grammar or discourse. The children’s lack of inhibition
seems to facilitate them a more native-like accent. Teachers will find some important differences from the linguistic, psychological and social development of the learners; this is the reason why teachers have to be careful when choosing the activities for children (Lynne, C. 2001, pp 1-2). To understand a better child’s learning process it is necessary to study Piaget, J.; Vygotsky, L.S.; Bruner and other educators, due to these authors have studied children development deeply. Some differences in the learning process between adults and children are too obvious, the first ones are more enthusiastic and they do the activities asked by the teacher even if they do not know how. But if the activities are too difficult they lose the interest quickly and they get bored easily.

Statement of the problem
Because of these differences children English teachers face too many problems, they might have the capacity to teach adults, but sometimes they do not know how to teach a foreign language to children, how to behave in front of a children class, what kind of activities and materials are useful for them. They face to the necessity of role playing at that age, also when, how and what to evaluate according to their students’ ages, the appropriate use of personal and moral values among teachers and children, inside, and outside the classroom, and the necessary teaching competences to teach their young students. Nowadays, teachers are starting to get interested in their own competences and children teaching. This situation seems to happen at Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano” (CIEX), a Mexican institution in Guerrero which was created in 1993 by Professor Miguel Murga Caro. In this institution children teachers had to form their profiles through experience. This is reflected when teachers have to organize activities for children, to adapt material, to evaluate or assess children learning, and to cope with the situation about discipline. That is why this research is going to investigate the competences to help teachers teaching children.

Research question
Based on the problem stated above, the following research question arises: What teaching competences should language teachers develop for teaching English to children at CIEX?

Subsidiary questions
With the purpose of answering the main question stated above it is essential to place some subsidiary research questions:
1. What are the elements of communicative competence?
2. Which communicative competences should children English teachers develop?
3. How can teachers develop their teaching competences when teaching children?
4. Which teaching competences are useful to develop communicative competences in children?

Main research objective
This research, aims to explore the competences that will help children English teachers to improve their capacities taking into account the theory, so that teachers can perform their role appropriately within and outside a language classroom.

Specific objectives
The specific objectives to achieve the main objective are the followings:
• To identify the components of communicative competence.
• To describe the communicative competences teachers should have to teach children.
• To describe the activities language teachers for children should implement in order to develop their own competences for teaching children.
• To identify the teaching competences, that teachers at CIEX already possess.
Literature review
In this section the foundations of language learning and language teaching are explained based on the theories that incorporate this discipline. After that, this chapter describes the similarities and differences among language learning and language teaching theories and the changes they have faced through the time. Next, it describes the required competences in general for different purposes and the importance they have for teaching. Then, it explains the importance of communicative competences for teaching a second language. Consequently, the chapter describes the necessary teaching competences for teaching adults. Finally, the last section will contrast the aspects to teach adults and children, stating the cognitive process children have and emphasizing on the necessary competences, strategies, activities and values for teaching children.

Language Learning Theories
Although Language Acquisition is one of the most wonderful aspects all humans possess and it apparently happens in an unconscious way that does not mean it has a complex process to follow. "Behaviourism" according to this theory children learn through repetition, practice and positive reinforcement, which makes their habits as part of their life, then it becomes part of their language use. Otherwise Chomsky, N. (1959) claims that children are biologically programmed for language and that language is developed in children just in the same way as other biological functions. This is known as "Innatism". Another recent theory that has caught the attention is the "connectionism" this theory states that language acquisition does not require a separate "module of the mind", connectionists argue that, what children need to know is essentially available in the language they are exposed to. Finally, the last theory but not the least important is the "interactionist position" which focuses on the role of the linguistic environment in interaction with the child’s innate capacities in determining language development.

Language Teaching Methods
Language teaching has been developed because of the importance it represents. The Classical Method: focus on memorization of vocabulary, grammatical rules, translation of texts, etc; this method later on, was called the Grammar Translation Method. This happened during nineteen centuries of language teaching” (Brown H. D. 1941, p. 16). The weakness of this method was that it did not pay attention to pronunciation, and that is the reason students did not practice the oral skill through their learning process. Later on “In the twentieth century, there was an emerging of different methods for teaching languages, just to name a few also exists the Audio-lingual Method (ALM) of the late 1940s and 1950s. And Direct Method among other till today, many of the pedagogical springs and rivers of the last few decades which are captured in the Communicative Language Teaching (CLT), now a catchphrase for language teachers. With the purpose of teaching students to communicate genuinely, spontaneously, and meaningfully in the target language. (Brown H. D, 1941, pp. 15-18)

Firstly, the most significant learning theories are going to be briefly presented and discussed. Regarding to the theory of Innatism Krashen, S. (1982) proposes a “monitor model” which constitutes of five hypotheses; he claims that research findings consist of different domains: acquisition-learning hypothesis, the monitor hypothesis, natural or-
under hypothesis, the input hypothesis and the affective filter hypothesis.

Castillo, M. and Tamayo, H. (2013) stated some alternative learning theories are: problem solving, skill development, competencies based, self-regulated learning, case studies and task centered learning. For this study it is also relevant to analyze the teaching theories in general which were adapted to the area of language teaching. Those theories are: Behaviourism, cognitivism, constructivism and socio-cultural theory.

**Behaviourism** teaching theory was the first theory to be developed by language teachers, it was from middle age to the XVIII century, this theory was mainly focused on continuous repetition and memorization of words and phrases, the role of the language teacher was “teacher centered” it means only the teacher can give something to the class and the speed the language teacher and the students followed was firstly motivated by stimuli – response (Castillo, M. and Tamayo, H. 2013).

This theory is related to the acquisition-learning hypothesis of Krashen, S. (1982), because of the conscious part the students have through the learning process in behaviorism language teaching theory, but the exposition to the target language almost never happen in real situations and it is too much systematical, this makes more difficult for the students to develop real language. This hypothesis according to Krashen, S. (1982), there are two ways for learning a second language which are “acquisition” and “learning”.

The second language teaching theory is the **cognitivism**, it visualized human beings as isolated learners and that is the reason why the learning process was student centered, this theory let students modify their mental schemes during the class, which was very useful to help students make their own knowledge. The role of the teacher was “student-centered” which was the opposite of the behaviorists and it made cognitivists criticize it. (Castillo, M. and Tamayo, H. 2013)

This language teaching theory is related to the monitor hypothesis **learning theory** that Krashen, S. stated in 1982. This hypothesis states that the acquired system acts to initiate the speaker’s utterances and it is responsible for fluency and intuitive judgments about correctness. Otherwise the learned system acts only as an editor or “monitor”, he has specified that learners use the monitor only when they are focused more on being correct than on what they have to say because of the change the students’ role takes into the learning process and the responsibility they get into their own learning.

The third language teaching theory is the **constructivism**, this theory was from 1950 to 1970, and it was re-taken by Vygotsky, L. (1978) who also criticized behaviorism, in this theory the role of the student was more active because this theory stated that human beings learn by interaction and by doing things and students learn through the discovery of knowledge, that is why it was focused on a student centered learning process, the role of the teacher changed to just being a guide and facilitate learning to the students, it was also important for the teacher to take into account the students level of knowledge and development. (Castillo, M. and Tamayo, H. 2013)

This theory was related to the natural order hypothesis found through observation that second language learners seem to acquire the features of the target language in predictable sequences, as first language learners do (Krashen, S. 1982). And the input hypothesis that Krashen, S. found in 1982 which states that some people acquire language in only one way – by exposure to comprehensible input. Because the role of the student was modified
and it got more freedom for them to explore the language by themselves and because of the exposition to real situations the students took during the class the learning process became easier for them to get and use it in real situations.

The latest language teaching theory is the **socio-cultural theory** it was from the 1960’s to the present, this theory was also created by Vygotsky, L (1978) in this theory he states that the learning process derives from the interaction of social and personal factors and all the superior mental functions emerge from the social environment, because this theory involves society and culture more, the school takes a new role in the student’s learning and it is part of the constructivist perspective, this theory also takes into account other subjects to learn a second language because it states a fundamental element of psychological development and language in its different forms (mathematical, symbolic or writing). (Castillo, M. and Tamayo, H. 2013)

The last language teaching theory is related to the **affective filter hypothesis** of Krashen, S. (1982) because of the impact society and culture takes into each student’s learning process, emotions and student’s state of mind or willing to acquire the second language get a new level of importance in this theory. The “affective filter” is an imaginary barrier which helps learner acquiring language from the available input. “Affect” refers to such things as motivation, needs, attitudes, and emotional states.

It is important to notice that learning and teaching theories have evolved through time, experience and necessities they faced. The role of the teacher and students has changed into a more dynamic one, students nowadays have to create their own knowledge and teachers have to design classes where students face real situations to develop the necessary competences to perform a proficient language.

**Competences**
The capacity of students to solve problems in real situations, the ability to develop a proficient activity in different subjects and the different points of view about life between teachers and students is one of the reasons why nowadays most of teaching models are focused on developing competences so teachers are trying to use competences for teaching and that is the reason why they are trying to develop competences in their students, “competences are knowledge, skills and individual characteristics that allows a person to do something”. (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 9)

**Communicative Competences**
The term communicative competence has been used to refer to the rules of language use (Jakobovits, L. A. 1970; Widdowson, T.B. 1971; Hymes, D.H. 1972; Savignon, S. 1972; Munby, J. 1978). But nowadays many language courses and programs are designed for achieving students’ development of their effective communication. That is why the development of the term ‘communicative competence’ has been turned to the speaker’s ability to use the appropriate language in the right context for the right purpose.

All language teachers and learners need to seek the development of their communicative competences if their goal is to communicate correctly. However, sometimes this goal seems to be very-far reaching when the contexts of the students are not a native or at least a bilingual context. Studies on conversational interactions of all sorts (Michaels, S. and Cook-Gumperz, J. 1979; Collins, P.H. and Michaels, S. 1980) are based on the assumption that communicative competence is demonstrated daily and achieved as speakers engage themselves in verbal communication. The communicative competence in children is acquired in an interactive environment by

When the teacher selects activities for children, it is important to take into account their experience. According to Lindfors, J. W. (1980) the children's needs and interests should be taken into consideration for carrying out these activities which must be meaningful and purposeful and so must be the real communication with them too. The interactive activities should provide the children with information about how language is used as well as about how it is structured.

**Teaching Competences for Teaching Adults**

The learner needs as (Brown, H. D. 1941, p. 1) suggests “a complete involvement, a total physical, intellectual and emotional response is necessary to success in a second language.” It is important for a teacher to have this knowledge about their learning because, “the knowledge of how a learner learns, determines the philosophy of education for the individuals, their teaching style, approach, methods, and classroom techniques.” (Brown, H. D., 1941, p. 8). In the field of language teaching, the purpose for teachers is to make their students to communicate in the target language, and “learning a second language usually means mastering orally and comprehend it. Learning involves both modes (unless you are interested only in, say, learning to read in the second language”. (Brown, H. D., 1941, p. 75), and to get teacher's purpose in “communication and learning need that a person perform some tasks, not only linguistics, but these tasks do not have to be just simple tasks, that is the reason why teachers use strategies in communication and learning” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 15)

It depends on the person which strategy they are going to use when learning or using the target language. “To perform communicative tasks, people have to do activities about communication and develop communicative strategies.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 60). And it is teacher's task to teach them, maybe as an unconscious way the strategies they have to follow, “strategies has to do with what the person can do in relation with communicative activities”. (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 27)

**Teaching Competences for Teaching Children**

Piaget, J. (1973) showed that children think in considerably different ways than adults do. This did not mean that children thought at a less intelligent degree, or at a slower pace, they just thought differently when compared to adults. Regarding the difference this issue represents it is important to state some differences children language teachers must take into account when they are preparing a class. In the field of teaching competences for teaching children it is important to outline the cognitive process children have. Piaget, J. (1973) believed that children play an active role in the growth of intelligence and they learn by doing. The active role children have in the development of their own knowledge makes them to perceive the world only as they have experienced it and the theory of cognitive development focuses on mental processes such as perceiving, remembering, believing, and reasoning. This makes the fact that language teachers have the necessity to expose as much as it is possible children to the target language and children must take an active role during the class to make up their own knowledge.

Some activities have been designed to make this process easier for children, so in the
field of language teaching, classroom activities are very important, because they help students to communicate which is the purpose of the language teaching, this means that “communicative activities have to do with what the person can do about comprehension, interaction and expression.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 27). These kinds of activities are essential for the learning and a teacher cannot omit them; these activities help the students to practice, because for developing a competent language student, it is necessary to practice the target language, it means using the language in real situations. “The use of the target language makes a person to develop general competences and communicative competences.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 9). The following are some activities which can be used: games, songs, describing pictures, poetry reading, discussion, role-playing, miming, story-telling, problem solving. (McNamee, G.D. 1979; Cazden, C. B. 1983; Greenfield, P. 1984)

Children language teachers nowadays must think about promotion of values during the classroom and the combination of teaching them in an conscious and unconsciously manner, this idea is reinforced by the statement of “values may be explicit or implicit if you say that one value is part of your daily life then you are making this value explicit, but in your choices and actions you will be influenced all the time by what you take to be preferable or important and this issues makes this value implicit“ (Haydon, G. 2007, p. 9). As it is indicate “nowadays people live in a very speed and complex life, they are unable to relax even for few minutes and that is the reason why every day there is more and more unhappy people. Living a life with moral values means eternal bliss and peace, this happiness is achieved through developing faith in God, the practice of moral values, control of an impulsive mind and unconditional love towards other people. As people bring these attributes and they realize that it is necessary to take care of physical, emotional and inner need in their life, they notice that they are not stress and worry about the future anymore“(Gulla, A. 2010 p. 13-14).

Conclusions
The design of this study might result useful and interesting to language educators in general as well as to children language teachers since it offers some guidelines for similar research in those areas. Besides, the analysis made in the literature review may provide with some interesting and deep concepts, terms and theories related to the topics involved in the research. Finally, since teaching English to children is a challenging task that requires to possess pedagogical competencies that involve: domain of the subject matter, teaching skills, positive attitudes to the learning and teaching processes and moral values to be promoted among students, this article may offer the theoretical basis needed for further research in this area.

References:


