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Different methodologies teaching English

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ABSTRACT

Our aim in this paper is to establish a fresh eclectic approach to English-teaching methodologies starting with the analysis of the existing methodologies.

Following an initial analysis of the existing methodologies, we will expose their weaknesses and we will reflect on their use. Thus, we can provide a satisfactory theoretical framework upon which to build.

Finally, we will discuss the idea of a new eclectic method that may help improve the teaching of English with new technologies such as video games. We will also take into account our own experience of the “practicum” abroad in a native school.

KEYWORDS

Different methodologies, eclectic approach, video games, native teaching.

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INTRODUCTION

Teaching English is challenging .However, in this globalized world learning foreign languages is necessary. So as potential teachers, we should ask ourselves the following questions,: How should I teach English to my pupils? What is the best way for them to learn?

At present, English is one of the most important and growing subjects in our primary schools and it is also present in our curriculum. Moreover, many schools are adopting bilingual programs. Though there is abundant legislation stipulating how teachers must proceed and how they should incorporate the different approaches and methodologies, it is the teachers themselves who are expected to design and plan the lessons.

Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects.

Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method.

However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a Natural approach involving teaching in a setting as close as possible to the one people learn their mother tongue.

OBJECTIVES

Our aim is to draw on what we consider to be the most outstanding features of the existing methods to develop a fresh teaching method which is close as possible to the native process of language acquisition.

Overall Objective

- Analyze what would be the most appropriate methodological guidance for the teaching of English in Primary Education, and create an eclectic method.

Specific Objectives

The specific objectives are:

- Gather information to explain in detail some of the existing methods used in the teaching of English.
- Analyze each of these methods indicating their advantages and disadvantages.
- Report the most appropriate methodological guidance for the teaching of English in Primary Education.
- Propose an eclectic method the closest to the native teaching way using the known resources.

JUSTIFICATION

As stated earlier, at present English is crucial in our education, since it is the language of the global village. It is therefore high on the list of the curricular priorities.

As a potential English teacher, I am very interested in finding the best way to transmit my knowledge of English, and something very important to me is to transmit the love for the language and make the pupils keen on learning it.

Is not just a matter of accomplishing certain goals or preparing the pupils to pass certain examinations, I would like to go further and find a methodology as similar as possible to the native one. Thus, is not just a matter of teaching English but a matter of teaching in English, learning English through all the different daily situations and through the different subjects present in the school.

However, in our teaching panorama, all the methods have the same consideration. It is the teacher's prerogative to choose one or another. This is why I would like to state the advantages and disadvantages of using different methods in different situations. Furthermore I would like to propose a method regarding all the possibilities of the known methods and from there, attempt to develop an eclectic method as similar as possible to the native one.

I believe that the development of new teaching methods provides long-term benefits for the education system as a whole. It should be a prime concern for members of the teaching profession. If there were an ideal method for every possible situation, then every pupil would have a better chance of succeeding. It is the only possible way to develop an English teaching method, which could be compared to the ones in the native countries.

To sum up, the future employment of our youth depends to a great extent on being fluent in more than one language. In fact it is now a minimum requirement in the labour market. Thus, both learning and teaching English are essential since is the

official language in many countries and the language used for business and international relationships.

THEORETICAL BASE AND PRECEDENTS

As a theoretical base and precedents, and since I have had the English Teaching Method subject this academic year, I will follow the subject theory, in which we can find the different English Methods used nowadays and their main characteristics.

The Methods are as follows:

1. The Grammar Translation Method
2. The Direct Method
3. The Audio-lingual Method
4. The Total Physical Response
5. The Communicative Language Teaching
6. Task-based Language Learning
7. Suggestopedia

First of all we consider it important to define the Word methodology.

METHODOLOGY: A system of ways of doing, teaching or studying something (Cambridge Dictionary).

According to Traits: Describes concrete ways of Teaching.

Another definition: Tries to be as precise as possible giving examples of how to teach following a determined method.

English Methodologies:

1. The Grammar-Translation Method

This was the predominant method in Europe during the nineteenth century. Some of its main proponents are Seidenstücker Johann, Johann Karl Plötz and Meidinger (Stern, 2001).

It is based on learning grammar rules and vocabulary of the language. One of its main objectives is that students become able to translate from one language to another. Reading and writing basically works, leaving aside the more oral expression and comprehension. Classes focus on the teacher, who provides grammar rules and vocabulary to be memorized.

Grammar is taught with explanations in the native language and only later applied in the production of sentences through translation from one language to another. The sentence is the basic unit of learning and practising the language. Most sessions are based on phrase translation from one language to another. The student's native language is the medium of instruction, that is, it is used to explain new items and to make comparisons between the target language and the native language.

As already mentioned, the mother tongue is kept as a reference in the process of learning a second language. The principles on which this method could be defined are based on the following points:

1. Translation interprets the words and phrases of a foreign language in the best possible way.
2. Structures of language are best learned when compared and contrasted with the mother tongue.

In this method, while the textbook is used, the teacher will translate every word and phrase from English into the mother tongue.

Translation from one language to another is a very important goal that students should acquire. Authority in the classroom is the teacher and key skills to be learned are reading and writing.

The main features of the Grammar Translation Method are:

To Grade Elementary Teacher Project Carré Moreno, Anna

It is a way to study the language used by the detailed analysis of grammar rules, and focuses on the translation of phrases and texts of the language being learned. The mother tongue remains the reference system in the acquisition of

the second language.

- Reading and writing are the main learning objectives. Reproduction and oral/listening skills received little attention.
- The selected vocabulary is based on the texts used and is taught through a list of words with its translation equivalent. Students memorized.
- The sentence is the basic unit of learning and practice of new language.

Most lessons are based on translation into the mother tongue.

- Accuracy is greatly emphasised. It is expected that students acquire competent translation skills
- Grammar is taught deductively, through presentations and studio grammatical rules, which are then practised through translation exercises. The intent was to teach grammar in a systematic and organised way.
- The students' native language is the medium of instruction. It is used to explain new items and to make comparisons between the language learned and mother tongue.

This method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. Equal relevance is not attributed to the four major skills of language learning: listening, speaking, reading and writing. This method involves less preparation of didactic lectures by the teacher, and teacher's ability to speak English correctly is not taken into account. Moreover, almost no class time is allotted for students to produce their own sentences, and even less time is spent on oral practice (productive or reproductive). The classroom experience does not allow students to develop their own style. In addition, there is often little contextualization of grammar.

As we can see, the Grammar-Translation method is very antiquated, it does not mean that we can not use it at all, but we need to consider many other issues while teaching to our pupils. At some point and in some circumstances the Grammar-Translation method may be useful, but in general we recommend that it should not be over-used.

2. The Direct Method

The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz (Richards & Rodgers, 2001). The appearance of this method was a response to dissatisfaction with the grammar-translation method.

Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules.

Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips.

It involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice.

The key principles are:

1. Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.
2. Only learn the vocabulary and phrases every day during the initial phase of the class. in the following phases grammar, reading and writing is introduced.
3. Communicative skills are taught gradually using question-answer exchanges between teacher and students.
4. The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.

5. Both oral production and listening comprehension are taught.
6. Correct pronunciation is emphasised.

Some of its main features are:

- Students must learn to think and communicate in the target language.
- The role of students is not passive.
- culture (history, geography, day-to-day life) of the speakers of the language is studied.
- Vocabulary is emphasised by Holm grammar.

The main disadvantage of the Direct Method is that it is based on the idea that the target language can be learned exactly in the same way as the mother tongue. This is difficult because the conditions for second-language acquisition are very different native-language acquisition. In addition, the obligation to avoid using the native language often leads to complicated explanations in the target language.

Among the other disadvantages are the rigorous basis on linguistic theory. First, the results depend excessively on the qualities of the teacher and not all teachers have enough time to adhere to the principles of this method at a native level. Second, teaching conversation skills is not altogether practical if one takes into account the time available for learning foreign languages in schools, though admittedly, the method was successful in private language schools (e.g. Berlitz), where paying clients were highly motivated and the use of native teachers was the norm. Third, in state schools it was perceived to have several drawbacks since it required teachers who were either native speakers or fluent in the foreign language. Finally, It was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

3. Suggestopedia

This method developed by the Bulgarian psychiatrist-educator Georgi Lozano v. The method is derived from “Suggestology”.

Although Suggestopedia is arguably now out-dated, certain elements of the approach still survive. The approach was based on the notion that positive suggestion would make the learner more receptive and in turn, stimulate learning to some extent. Lozanov holds that a relaxed but focused state is the perfect state for a learning process. In order to create this relaxed state, suggestopedia makes use of music, a comfortable and relaxing environment, and a close relationship between the teacher and the student, almost like the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

Although language-teaching materials are not used in Suggestopedia, the learning environment plays such a central role that the important elements of the environment need to be briefly enumerated. The environment (the indirect support materials) comprises the appearance of the classroom (bright and cheery), the furniture (reclining chairs arranged in a circle), and the music.

This is not to say, however, that certain elements of the approach cannot be taken and incorporated into the more eclectic approach to language teaching widely in evidence today. The use of music both in the background and as an accompaniment to certain activities can be motivating and relaxing. Attention to factors such as décor, lighting and furniture is surely not a bad thing. Dialogues too have their applications. Perhaps most importantly of all the ideas which create conditions in which learners are alert and receptive, can only have a positive effect on motivation. Whether these conditions are best created by the use of classical music and the reading of dialogues is debatable, but there is no doubt that Suggestopedia has raised some interesting questions in the areas of both learning and memory.

4. The Audio-Lingual Audio-Visual Method

The Audio-lingual Method appeared as a result of the need to possess good oral and aural mastery of a foreign language during and after World War II. We find this method named in different books of the 60s. Its well-defined principles were developed by Moulton, between 1961 and 1963 (Stern, 2001).

It is closely linked to behaviourism, the elements of repetition and habit formation. This method proposes a learning process based on listening and oral production as opposed to writing and reading.

The material presented is based especially on dialogues and exercises as major learning techniques. In this method, the use of the mother tongue in the classroom is not recommended, although the use of the mother tongue in the classroom or materials is not as restrictive as it is in the direct method.

The lessons are organised by grammatical structure and presented through short dialogues. Generally students repeatedly hear different conversations and focus on mimicking the pronunciation and grammatical structures in these dialogues. Simple and active practice is emphasised. The intention is to prevent learning the language from being a mental burden and make it a relative effort through repetition and imitation.

The Audio-lingual Method has introduced memorising dialogues and imitative repetition as specific learning techniques. It is an interpretation of learning in terms of stimulus and response.

The main objectives of this method are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically.

Its basic principles are:

1. Listening and oral production should be taught before writing and reading.
2. Instructions and exercises are given in the target language.

3. Language forms occur within a context.
4. Mistakes are carefully avoided because they lead to the formation of bad habits.
5. The teaching methods are geared to provide students with a native-speaker model.
6. Positive reinforcement helps students develop good habits.
7. The teacher leads, guides and controls the learning of students in the target language.
8. Language is seen as culture-related.
9. Dialogue is the way to present vocabulary, structures, and is learned through repetition and imitation. Interaction occurs between student and teacher. The student imitates the teacher.
10. Importance is given to correct pronunciation, rhythm and intonation.

Some of the major weaknesses of this method are:

- Repetition as a learning method is used, and no opportunity is given to students to create anything new or be spontaneous.
- Students become very good at the practice of speaking, but are unable to use the patterns fluently in natural communication contexts.
- It may be a mistake to regard audio-visual materials as a teaching method in themselves, instead of as a didactic tool.

5. Total physical response

The Total Physical Response method was developed by James Asher in 1960 (Richards & Rodgers, 2001). It is based on the psychological theory that memory is increased when stimulated by the association of motor activities for language learning.

It refers to coordination between speech and action. It is based on learning the language through physical and motor activity. This author proposes that direct speech, such as commands or orders, towards students produce physical responses before verbal responses. The method involves playful movements, reduces stress and creates a positive mood in the student, thereby aiding the learning process.

According to the author, there are 3 principles:

1. The child develops listening skills before speaking skills in the initial phases of language acquisition. At this stage, children can understand complex expressions that they can not produce or imitate spontaneously.
2. Oral comprehension is acquired in children because they are prepared to respond physically to spoken language in the form of orders.
3. Once listening skills are acquired, speech evolves naturally and almost effortlessly.

The general objective of TPR is not to teach how to speak fluently nor to teach speaking techniques, but simply to teach how to speak.

Imperatives and commands are used in activities developed for this method. They are used for physical activity and action in students. Other class activities include role-playing and games, which focus on the kind of situations which may occur in everyday places like restaurants, supermarkets or the home.

The primary role of Students in the Total Physical Response Method is to listen and act. They listen carefully and respond physically to commands given by the teacher. The teacher's role is active and s/he is the leader throughout the activity. It is the teacher who decides what to teach, which materials to use and how to use them. S/he is responsible for providing students with the most appropriate exposure to language types so that they can internalise the basic rules of the target language.

To give feedback to the students, the teacher should follow the example of feedback that parents give their children. At first the parents correct very little, but as the children grow up, the children tolerate fewer mistakes in speaking. Thus, the teacher must avoid over-correcting in the early ages and avoid interrupting the students with corrections since this may inhibit them.

In the early stages of learning, the teacher's voice, actions and gestures can be sufficient for the class activities. As the course develops, the teacher will need more materials to support learning.

Here are written some of the instructions that the teacher can give during class:

Touch your teeth.

Show your teeth to Laura.

Laura, point to Carlos' teeth.

Some disadvantages of this method are:

- . Students may feel uncomfortable with certain exercises.
- . This method is more suitable for beginners and younger ages.
- . You cannot teach all the skills of a language through this method. If over-used, it can become repetitive.

6. Communicative Language Teaching

According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candlin, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth and Halliday.

Great importance is given in helping students to use the language learned in a variety of contexts. Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication.

The main focus is on helping students to create meaning as opposed to helping them to acquire precise grammatical structures or acquire a level similar to that of a native. It is aimed for students to acquire the language by focusing on the development of communicative competence. To achieve this goal, teachers use materials that focus on the need to express and understand.

The main objectives of this method are:

1. The development of communicative competence in students
2. Involving students in the learning process

3. Giving equal emphasis to the four language skills: speaking, listening, reading and writing.

Key Principles of the Method.

1. The language should be submitted as used in actual cultural context.
2. Learned language should be the vehicle of communication in class.
3. Pupils should be given the opportunity to express their ideas and opinions.
4. Errors are seen as a normal process in the development of communication skills.
5. Fluency is more important than accuracy.
6. One of the responsibilities of the teacher is to create situations that promote communication.
7. An additional function of the teacher is to foster student learning in the role of activity manager and communicative advisor.

In this method, the student has the central role and the teacher acts as a mediator. Teachers talk less and listen more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language.

According to Communicative Language Teaching method, language is used in four different ways. These ways are also called competences:

- The discursive competence: refers to the student's ability to use the new language in speaking and writing. Teachers often call this skill fluency.
- Grammatical competence: refers to the ability to use the language correctly, using the rules and features of the new language. This competence is also often called precision.
- Sociolinguistic competence: the student's ability to use language correctly in specific social situations. It is also known as adequacy.
- Strategic competence: refers to strategies for effective communication when the student's vocabulary is insufficient and requires learning strategies. It is also known as efficacy.

The Communicative Language Teaching Method has certain disadvantages. First, more vocabulary is required to support the functional use of language. Second, it provides few guidelines on how to handle the vocabulary. Third, according to some reviews, it over-emphasises the concept of communication. And finally, it is difficult to adopt a communicative learning approach if there are so few native teachers.

7. Task-based language learning

This approach was created by Prabhu (1987) and was created to fill the gaps of the communicative approach (Richards & Rodgers, 2001). It tries to define what should be taught from an analysis of language as a tool for communication, not as a formal system.

It is based on an approach where various tasks as the central unit of planning in learning the language are used. It is based on the following principles:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language is used for carrying out meaningful tasks promote learning.
3. Language that is meaningful to the learner supports the learning process.
4. It focuses on process rather than product.
5. Tasks in communication and meaning are essential.
6. Students learn the language through communicative and intentional interaction.
7. Activities and tasks are sequenced according to their level of difficulty.
8. It focuses on how to get students to acquire communicative competence through which they act and communicate in a real way in the target language.

It is an organisation based on teaching communicative activities that integrate and promote different processes related to communication. In the classroom students must also deploy other strategies used to solve specific problems in relation to the proposed task. It focuses not on syntactic structures or functions but on activities using the language. And since learning processes necessarily include communication processes, then the approach aims to promote learning through actual use of the language being

learned in the classroom, going beyond the manipulation of units of different levels of description.

Thus, the task-based approach stems from a need to discover the principles that should govern communication, how it can be learned and how to teach.

The main features of this approach are as follows:

1. It is representative of communication processes in real life.
2. It involves all students in understanding, producing or interacting in the target language.
3. It is intentionally directed towards language learning.
4. During the activity, the student's attention is more focused on handling information (meaning) in the form (linguistic content).
5. Development involves some educational values (autonomy, creativity, responsibility and reflection on the learning process).

It is important to consider the content of the tasks to make this approach more efficient. Tasks have a pedagogically appropriate structure. They are open in their development and outcomes and in the active involvement and personal contributions of students. Priority attention must be given to the response of the students to the tasks.

This method has some disadvantages, including the risk that, as with all working groups, some students may take a secondary role and rely on others to do most of the work and learning. A second weakness is that the newly-acquired knowledge can be lost if there is no consolidation and assimilation work during the session . A third obstacle is the difficulty of implementing task-based learning where classes are large with the limited and insufficient space.

METHODOLOGY

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others.

As mentioned earlier, the main aim of this work is to develop an eclectic approach through the analysis of existing methodologies coupled with our own experiences studying abroad in an internship in a bilingual school where English was taught by natives. The aim, at all times, was to develop an approach as similar as possible to the approaches used by natives.

We have summarised the existing methodologies. We have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels which abound in primary education. At the same time we will bear in mind that the fact that we are not natives impedes us from teaching in exactly the same way as natives. We can though, mitigate our weaknesses by developing additional material. Moreover, the methodology we propose is not to help primarily teachers, but students, and the learning process.

Consequently, involving students in the learning process is a major objective. As a future member of the teaching profession and as an ex-student in our primary school system, I really missed the motivational part of the process. In my view, a motivated student is the best thing a teacher could have, but it is very difficult to find self-motivated students. So besides the proposal of an eclectic method where some methodological elements could be included, we would like to enhance our method by including a motivational component which draws the students into the learning process and makes him more enthusiastic about learning English.

So a key component of our eclectic method developed from the existing methods is the new motivation factor. It involves the use of new technologies in our classes. The problem is that new technologies are a very general concept nowadays, but to be specific we would like to introduce video games. We consider that video games are immensely attractive to students and this should be taken advantage of.

INTERVENTION PURPOSE

The Method Concept in Teaching

What is the most important idea we have to take into account to design a language course?

- Fluency? - Oral communicative skills? - Reading skills? - Accuracy?

The answer will depend on the level of proficiency required by learners.

We would like to distinguish between the different stages of education, taking into account that the student's characteristics may not be in consonance with his mental development and other skills. We consider that flexibility in teaching methods and access to resources are vital. In order to distinguish between the different cycles we would like to follow the following student's characteristics:

Following Guangzhou (2009), the psychoevolutive development of students in Primary Education has the following characteristics:

General features of development

1. Progressive. Development continues throughout life.
2. Sequential. It is an ordered sequence of change. For example, the child learns prior to reason and thinks about specific aspects of the abstract.
3. Integral. Some forms of behaviour are dependent on others.
4. Differential. Although the development is similar in all individuals, each subject has some distinguishing characteristics.
5. Variable. For example, a child may be very competent in classroom studies but less competent in sport.
6. Diversified. The individual first develops general skills and later, non-specific ones.

Cognitive, linguistic, emotional and social aspects:

Cognitive Aspects

First cycle of 6-8 years.

- Observation and manipulation.
- Relate their thinking with the actual reality around him.
- Perceive reality holistically without having the capability to analyse parts and general conclusions drawn from them.
- Acquisition of causal progressive thought.
- Great intellectual curiosity.

Second cycle of 8-10 years.

- They reason, analyse and draw conclusions about things, facts or actual experiences.
- Perform operations of seriation, conservation, combinatorial classes and associativity.
- Develop attitudes of intellectual curiosity.
- Understand cause/effect.
- Can integrate different information.

Third cycle of 10-12 years.

- They are able to reason about remote aspects of their own experience.
- Develop a more objective observation.
- They are curious about the distant world.
- At 11 to 12 years, starting in the understanding of abstract relations.

Linguistic aspects

From 6 to 8 years

- Correctly utter all sounds and learning graphing.
- They develop their oral and written skills of expression and communication.
- Frequently used coordinated and juxtaposed sentences and to a lesser extent, subordinate clauses. Distinguish gender and number, use pronouns, tenses and moods.
- Expand their vocabulary. From 8 to 10 years
- Development of oral and written comprehension and expression.
- Expansion of vocabulary.

- Use simple sentences.
- Increased use of adjectives

From 10 to 12 years

- Their writing is faster.
- Written language is more elaborate oral language.
- Use more complex sentences.

Affective and social aspects

The most significant events are as follows:

From 6 to 8 years

- Shift from selfishness to acceptance and relationship with others.
- Expand their socialisation process.
- Increased emotional control.
- Interest in games with rules.
- Home groups by 7 years.

From 8 to 10 years

- Children have the spirit of balance.
- Friendship is strengthened.
- They need to be accepted by their peers.

From 10 to 12 years

- Process assertiveness and character formation.
- Greater independence in social skills.
- Increased interest in peer relationships.
- The age of "no law."
- Work co-operatively with others. Greater empathy.

Thus, our aim will keep some characteristics during the whole primary education process, but also may have some changes depending on student's age or the situation. We will focus our purpose more on the different stages instead of on the wide variety of daily situations we could find in a school, even though one of the characteristics of our aim is to try to optimise the sense of individuality in the students.

We would like to illustrate, with some examples, how the objectives of our study are introduced into a daily class routine. At the same time, we would like to encourage

anybody interested in this field to add new ideas or just modify some existing ones while teaching their own lessons, always trying to go further and giving some extra personality to their lessons. We are always receptive to new ideas feedback is always welcome since it helps us to develop new techniques. Then we will see what is lacking in each of the methods we have presented, in relation to their application to the teaching of English in Primary Education.

The first method mentioned, the Grammar Translation Method, has the following disadvantages when using it in Primary:

1. It is a very "theoretical" approach that gives little chance for creating dynamic and enjoyable activities, and may become boring for students.
2. The student is the centre of learning, so it has little chance of participation.
3. Great importance is given to grammar in detriment to the other skills, such as oral expression.
4. The student motivation factor is overlooked.
5. The student is a passive recipient of grammatical rules.
6. Students are prevented from being creative because it is a method based on repetition and simple translation.
7. This method does not allow collaborative work among students, focusing instead on the individual work of translating texts and phrases.
8. The classes are conducted in the native language, so exposure to the foreign language is minimal.

Taking into account the psychoevolutive development of pupils in primary education, it would not be appropriate to use this method alone for teaching English, since it has significant disadvantages. It does not promote active student participation and gives little importance to one of the basic skills in learning English: communication. However, this method could be introduced at certain points of the Higher Learning Elementary Cycle to study more difficult texts which require greater understanding and the use of translation skills.

Regarding the Direct Method, there are several disadvantages which, in our view make it unsuitable as a single method for teaching English in Primary:

1. Avoiding the use of the mother tongue in the classroom can lead to confusion in some of the explanations..
2. It requires a vast amount of material for the teacher be understood
3. The teacher would have to have a native-like level of English.
4. It focuses only on communication and overlooks other skills like writing or reading.
5. The teacher's messages can become difficult to understand for students, especially the younger ones.
6. The conditions in which we learn the mother tongue are not the same as the conditions in which we learn a foreign language.
7. To be 100% effective the students would be required to have had much more exposure to English.

As we see, this method also has disadvantages for the use in primary education, because we must not forget that the conditions in the classroom are not the same as those encountered in other environments. Therefore we can not expect students to learn a foreign language in the same way they learned their mother tongue..

Even so, we might consider this method, especially in the Middle Cycle and Upper Cycle of Primary, especially in activities in which the aim is to introduce students to English culture, since this method emphasizes the importance of culture-related aspects.

The Audio-lingual Method has the following disadvantages:

1. It is closely linked to repetition elements, and in some cases can become boring if it is over-used.
2. Students have an active role — to listen and repeat different dialogues.
3. The teacher does not act as a mediator of learning.
4. The student is a passive rector of the content presented in class.
5. It provides little opportunity for dynamic and enjoyable activities in the classroom and thus, does not promote a positive student attitude toward the foreign language.

6. It does not encourage student motivation.
7. It does not promote co-operative work, because work is done individually.
8. Student creativity is not developed, thereby limiting spontaneity.
9. Students are not perceived to learn specific everyday communication guidelines.

Although this method of repetition and memorisation does not seem entirely suitable as the only method for use in primary education, we could draw on some of its principles to help students learn certain essential structures in English ,dialogue, such as the structure of the greeting:

- John: "Hello"
- Anna: "Hi"
- John: "How are you, John?" - Anna "I'm fine, thank you. And you? – John "I'm fine, too. Thanks "

These structures provide students with proper guidelines on how to make greetings in English. In the classroom, this structure is presented and students should memorise and reproduce it.

The Total Physical Response is one of the methods that have been discussed before. If we analyse its use in primary education, we can see that has the following disadvantages:

1. It is not useful for the whole primary school term, as it focuses on the motor response of the pupil to the orders of the teacher, thereby making it more appropriate for the first Cycle in Primary.
2. It has little choice when creating activities.
3. There is excessive focus on the physical response and subsequently student communication, overlooking other important skills such as writing.
4. If over-used, it can become repetitive.
5. It requires extensive and lengthy preparation by the teacher.
6. Students may feel inhibited, thereby producing a negative attitude towards English.

7. Classroom diversity can not be overlooked.. That is, if in our classroom we have a student with a wheelchair, he could not do many of the proposed activities, as most of them are based on motor movement.

Even considering all the disadvantages of this method, it may be useful at certain points of the Cycle in Primary. It might be useful to consider this method as an introduction to the language. For example, if the teacher says "Touch your nose", students must touch their noses. If you say: "Sit down on your chair", students will sit in their chairs. It would be useful to use it to gradually introduce students to the most communicative forms of the English, in a playful way.

The weaknesses of Communicative Language Teaching include:

1. The amount of support material required for the activities. This is necessary to promote oral communication among students.
2. The teacher must devote a great deal of time to the preparation of the sessions.
3. Although the method attaches importance to the four main skills, it over-emphasises communication.
4. It discards the study of grammar, which is essential for a proper command of language.
5. It is inappropriate especially for the Initial Cycle and Medium Cycle of Elementary. In these stages the speaking skills of English learners are scarce, which renders them unable to take full advantage of this method at this age.
6. The teacher should have a very high level of English and also have certain skills to ensure good use of the method in the sessions. He must know how to manage the class group and provide adequate and understandable feedback to students.

Although this method has these disadvantages, it is a good method for learning English especially in the High Cycle Elementary, where students, given their linguistic and cognitive development, are more capable of speaking using terms and complex phrases. Given the ability to speak, we could make use of Communicative Language Teaching to help students to use the language learned in a variety of contexts, putting special emphasis on learning the communicative function.

We will conclude this description of the weaknesses of the different methods with the disadvantages of Task-based Language Learning:

1. The teaching is based on communicative activities, which involves a great deal of preparation by the teacher.
2. The success of the exercises rely heavily on the participation and motivation of the students and their desire to work.
3. Most activities aimed at communication, are conducted in small groups or in large groups, which makes order in the classroom a priority since each individual group member (the moderator, participants) must fulfil his role.
4. There is a risk that some members of the working groups contribute more than others.
5. The students who are less out-going or possess inferior verbal skills may feel inhibited, reduce their participation and lose motivation in the classroom.
6. The new knowledge acquired can be lost if not consolidated in subsequent sessions or activities.

As with all methods, and despite the disadvantages, we can apply in some situations in the classroom, especially creating tasks that promote learning of the communicative function of language. In addition, it is also a suitable method if you want to promote group tasks and cooperation. The Task-based Language Learning, so we could use to relate exercises in reading, writing and communication, making the writing exercises to acquire a more active and communicative approach that will help students in their learning.

Taking into account the psychoevolutive development of children of primary school and having analysed the methods, we can conclude that the exclusive use of one method alone is not viable due to the shortcomings in the teaching of English in Primary Education. Therefore, the best option is to adopt an eclectic approach that selectively uses the most suitable features of each individual method. With an eclectic methodology best suited to each individual classroom situation. We believe this approach would lead to a learning process much closer to the students' needs..

This idea that we should not choose one single method for teaching English appears in the literature. As Stern (2001) points out, nowadays language-learning theorists shun the idea of "simple formula", that is, one single method for teaching language. Currently learning the language is not conceptualised in terms of a single, undifferentiated method. Our methods must adapt to the variety of situations that occur in the classroom for learning a second language. Currently a globalizing vision, which in some books is referred to under the title of "The break with the method concept," "The break with the concept of method" (Stern, 2001) or "The post-methods era" defends the Post-methods Age. (Richards & Rodgers, 2001). Ideas that relate to the "perfect method" are impossible, since all have several, or even too many drawbacks to be used. We can say that the methods that encourage a more active student role will always be more appropriate, given that learning a language means acquiring certain skills that should be taught through practice and not only by memorising rules. But that does not lead to methods that are single and perfect.

Moreover, the globalization concept also implies that the perfect method is one that we believe as teachers, according to the needs and objectives in our classroom. The idea that each teacher creates his/her own method means taking those parts of the different approaches that may not be very important when separated, but putting the parts together would lead to a satisfactory implementation and optimisation of learning. This idea has many advantages, mainly because we can create as many methods as we need according to the characteristics of our students.

According to Richards and Rodgers (2001), the most important criticism made is that these methods seem to tell the teachers what to teach and how to teach. Teachers should accept the theory related to the method and apply it in their own practice education. It usually contains detailed specifications of content, teaching procedures and techniques. The roles of teachers and students as well as the type of activities and learning techniques to be used in class, are also usually prescribed. The teacher's role is marginalised and limited to understanding the method and then applying its principles correctly. This means that the methods are inflexible and impede the varied and individual interpretations of the teacher. There is little opportunity for the teacher to use his/her own initiative or style. Moreover, students are seen as mere passive recipients of the method and should perform the exercises and activities proposed, without taking into account that every student has different learning styles.

So, on this last idea, teacher's methods should be flexible and adapt to the needs and interests of students. We conclude, therefore, that it is impossible to use a single method in our process of teaching English. And again we return to the concept of "eclectic approach", one that encompasses the strengths of different existing methods.

Here are the basic lines of the eclectic method:

1. You must respect the natural order of learning; first listening, followed by speech, then reading and writing.
2. Equal importance must be given to the four skills: speaking, listening, writing and reading. While we should note that when we use a language, communication is one of the most important skills to bear in mind.
3. The role of the student should be participatory and active and go beyond being a mere recipient of information.
4. Teachers should act as a mediator of learning, providing opportunities for students to express, without fear, and to use English in the classroom in an atmosphere of respect.
5. English is language used in the class activities and sessions. However, use of the mother tongue can be resorted to if it aids understanding.
6. Activities and resources used should be adapted as much as possible to the English used in natural contexts.
7. Activities involving the use of new technologies, such as videogames, should be introduced.

Depending on what we teach in a unit and the activities that we propose, we will use one method or another. Besides, not all children learn the same way, so we must draw on the strengths of each method to ensure that our students can learn.

I think it should not be used a unique method to teach English, just as there is no single type of student or a single type of teacher, we should pursue individuality. Furthermore, it is appropriate that methodological approach vary according to the ages of the students and the characteristics of each class group since it is a very rewarding way to work the language, using the strength of each method.

Taking advantage of interesting parts of each method, we can better adapt them to our students' needs, as well as the different situations that occur in the classroom depending on factors such as the time of learning or the type of activities.

Advantages and disadvantages of our eclectic method:

Advantages:

1. The sessions are more inspirational and dynamic.
2. The sessions are more varied.
3. There is greater flexibility to adapt to specific situations.
4. It takes into account the different needs of our students.

5. A good learning environment is created and the teacher-student relationship is improved.
6. It facilitates the achievement of objectives.
7. It provides for multiple points of view and has a wide range of activities.
8. It ensures constant reflection and renewal of the teacher.
9. The teaching-learning process becomes much more rewarding.
10. It develops the four skills (listening, speaking, reading and writing).

Disadvantages:

1. Session planning is time consuming.
2. From all the methods described, it is sometimes difficult to select the most appropriate aspect for a specific session
3. The obligation to choose the appropriate method at each moment" can generate some uncertainty in the teacher.
4. An inadequate combination of methods may confuse students.
5. The need to adhere to a book restricts the teacher's ability to do different activities with different methodologies.

LIMITATIONS AND SUGGESTIONS

The most important limitation of this study is that we did not empirically test the seven methods of teaching English. In addition, it would have been very interesting to implement the eclectic method I proposed.

However, I believe that the importance of this research makes it advisable that, before embarking on empirical research, we should previously develop a considered theoretical reflection that serves as a foundation for further empirical research.

Another limitation was amount of literature available. It was necessary to resort to using the internet and class-notes of the subject English Language Methodology.

As a possible suggestion, it would be interesting to conduct a study which puts the different methods into effect separately in different classroom situations. This would enable us to see which ones are more effective in different situations. Another suggestion would be that the effectiveness of other teaching methods not included in the six used in this work were analysed.

As we have said, we encourage prospective students to expand research in the field of methodologies.

CONCLUSION AND REFLEXION

The main objective of this work was to establish the most appropriate methodological guidance for the teaching of English in Primary Education. To carry out this objective, information was sought first to create a theoretical framework. We focused on finding the current knowledge of English in Spain, the importance of this language in science, the world of new technologies, the evolution of teaching and the legal framework of English in teaching Spanish,

From this theoretical framework, different steps related to the specific objectives were followed. Our first specific objective was to identify existing methods, and to do a literature search to gather information from some of these methods for teaching a foreign language, in this case, English. This search prioritised the main features of the methods, pointing out the advantages and disadvantages (the latter point corresponds to the second objective).

Once sufficient bibliographic information of the methods was obtained, we conducted a process of comparison: some important variables were chosen to take into account while evaluating their features.

Once the comparative study and final work process was done, we reached certain conclusions. Initially, the main idea of this work was to choose the method that would be most appropriate for teaching English in primary. Following the literature search it was decided that the best option is the idea of globalization teaching English. This idea of globalization has been associated with the idea of an eclectic method. This involved avoiding the selection of a single method and the consequent need to select the specific advantages of each of the existing individual methods, leading to a customised method to suit the needs of group and teacher alike.

Thus, the procedure performed met the overall goal of this work, namely, to find the most appropriate methodological guidance for the teaching of English in primary

education, which in this case would be, an eclectic and globalizing methodological guidance.

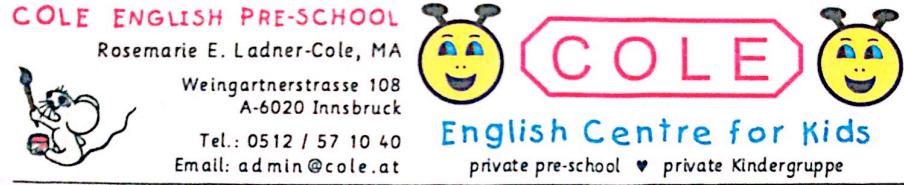
I would like to conclude by adding that this work has been very interesting and helped me grow as a future primary school teacher. English has always fascinated me as a foreign language, and for many years I have been trying to improve my knowledge D. The effort made to carry out this study has helped me to become much better-informed about the methodologies for the teaching of English in primary education and this knowledge will help me in my background as a future teacher.

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ANNEXES

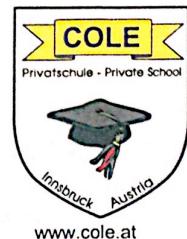
These are the main methodology characteristics of the school where I have been doing my “Practicum”. They have been extracted from the Educational Project.



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Equality, diversity and inclusion policy

Policy statement

At COLE we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and members of staff.

We aim to:

- Provide a secure environment in which all children can flourish and in which all contributions are cherished.
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive, non-stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding of issues of equality and diversity.
- Make inclusion a thread which runs through all of the activities of the institute.

Methods:

- Our institute is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in written or spoken form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting on the any basis such as colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our institute because of any disability.

- We are unprejudiced to diversity in individuals both children and adults, and therefore all types of person may participate in an appropriate manner in our institute.
- We make sure that all parents/carers are aware of our equal opportunities policy.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- If a member of staff has found to have breached this policy then they could face disciplinary action.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care when these are required.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity, and inclusion.

Curriculum

The curriculum offered at Cole English Centre for Kids encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making the children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.

- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and abilities.
- Differentiating the curriculum to meet children's special educational needs.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of materials.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- We help children to learn about a range of healthy food, cultural approach to food and eating, respecting the differences among them.

Valuing diversity in families.

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/carers to take part in the life of the institute and to contribute fully.
- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.

Monitoring and reviewing

- To ensure that our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, diversity and inclusion.
- We provide a complaints procedure and a complaints summary record for parents/carers to see.

This policy is based on the legal framework for the United Kingdom:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989 and 2004, 2006
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs and Disability Act 2001.

This policy was adopted by all the staff at COLE, September 2013
 Date for review – February 2014.