



**UNIVERSIDAD DE JAÉN**  
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

# **Innovative Approaches in the Teaching of English as a Foreign Language (TEFL)**

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RESUMEN – El carácter social del ser humano necesita de la comunicación (oral o escrita) para el entendimiento entre individuos. De ahí que el único y último fin de la enseñanza de lenguas es la comunicación. Por esta razón y, apostando por la competencia comunicativa, en el presente Trabajo Fin de Grado se abordan, desde un análisis crítico y detallado, diferentes métodos, tanto tradicionales como innovadores, empleados en la enseñanza de lenguas extranjeras durante las últimas décadas, comprobando cómo favorecen la comunicación en el proceso de aprendizaje. Al mismo tiempo, se proponen algunas actividades prácticas para los distintos métodos.

Palabras clave: inglés como lengua extranjera, enseñanza de lenguas, enfoque comunicativo, métodos tradicionales, métodos alternativos, proceso de aprendizaje, proceso de enseñanza.

ABSTRACT – The social character of the human being needs communication (oral or written) for understanding between individuals. Accordingly, the only and final end of language teaching is communication. For this reason, and betting on communicative competence, the current Degree's Final Project deals with, from a critical and detailed analysis, different methods, both traditional and innovative, used in the teaching of foreign languages during the last decades, verifying how they facilitate communication in the learning process. Likewise, some practical activities concerning the different methods are proposed.

Key words: Teaching English as a Foreign Language (TEFL), language teaching, communicative competence, traditional approaches, innovative approaches, learning process, teaching process.



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# 1. INTRODUCTION

The aim of this Degree's Final Project is to analyse the different approaches in teaching English as a foreign language<sup>1</sup> in Primary and Secondary Education. In order to do this, it is necessary to make a brief summary of those approaches that are more traditional and those which have been recently discovered, namely, the innovative approaches.

Related to this, it is important to mention that there are many subjects that have made an excellent contribution to this topic during the English Studies Degree. These subjects are, among others, "Didáctica de las destrezas y de los componentes en inglés", "Materiales para la enseñanza del inglés", "Programación y evaluación del inglés" and "Lingüística aplicada a la enseñanza del inglés". All of them are necessary in the English Studies Degree because one of its main professional applications, to be applied in nowadays society, is the English teaching to different sectors of society.

Hence, there is a need to teach subjects which, apart from enabling students to know the language, also train them to be able to teach it. To make this possible, it is important to instruct the future teacher in the aspect, related to the knowledge of the language and its use, as it is the case of the subjects "Inglés Instrumental I, II, III", "Técnicas de Estudio y Análisis en Lengua Inglesa", "Gramática Inglesa: Morfología y Semántica", "Gramática Inglesa: Sintáxis y Semántica" and "Gramática Inglesa: Discurso y Semántica". But it is also important to include some didactic aspects that will make the later transmission of the English language to the future students possible. Providing the university student with the necessary methodological training to be fluent in the future as a teacher of English as a foreign language is, precisely, the objective of these optional subjects offered in the last years of the Degree.

## 1.1 Justification

This topic is very important as far as language acquisition is concerned. Nowadays, English is spoken by a billion people in the world and it is the main communication vehicle worldwide, which means that the figure of the teacher and the student of English as a foreign language are very important and must be continuous objects of research.

This project aims to analyse the student, but especially the teacher comprehensively. The learning of any subject is a matter of both, and without the collaboration of the student,

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<sup>1</sup> From now onwards, we are going to refer it as TEFL

the teacher has a difficult task. But it is important to emphasize that the first impulse of motivation and interest in learning something new has to be given by the teacher, since this project focuses on students aged between 6 and 18 years, who, in a certain way, do not have either the capacity or enough responsibility to confront learning in the same way as an adult student. It should be made clear that some aspects of a language are not as entertaining or flashy as others, but I firmly believe that everything depends on the way in which the students are taught.

It could not be forgotten that the only objective of the acquisition of a new language is communication, and for that the students have to study its aspects, such as grammar, vocabulary, pronunciation, etc. But it must be clear that these aspects are mere tools for communication and not the other way around.

Nowadays, in schools and high schools there are students who hate English grammar or vocabulary because they do not really understand why it is necessary to memorize endless lists of vocabulary or irregular verbs. Apart from that, they neither know for what nor when they will use everything they memorize to pass a test or a course. For that reason, it is important to take into account the communicative skills: reading, writing, listening, speaking and interaction.

This is the main problem of language teaching, and this is why this project aims to analyse the different teaching methods, both traditional and innovative to draw strong conclusions that, as much as possible, help the teacher and the student to enjoy teaching and learning English.

## **1.2 Objectives**

As mentioned earlier, the only purpose of teaching languages, in this case of teaching English to foreign students, is communication. At this point many questions emerge such as: Do students know why they are learning English? Do they have evidence for what they can use it? Do they need to learn the culture of English-speaking countries? If so, what benefits would it have in the language acquisition process?

These are, among many others, the most frequent questions or, at least, those that any vocational teacher of English should ask themselves. Surely, if a survey is done in a Spanish high school asking the students why they study English or for what it serves to them, the vast majority of them would answer that they study English to pass an exam and to obtain good

grades at the end of the year. Others would directly reply that they do not know the reason. A student who does not know the reason for learning English is a disheartened, sad and unwilling student, because apart from not understanding the language, he or she does not understand its practical use either.

This project aims to make the student be the classroom and learning centre, to teach English in a spontaneous but premeditated way, causing situations in which it is necessary to use English, performing interesting tasks for the student and thus promoting fluid learning through the needs of the student.

Several aspects of language teaching will be addressed during the development of this project. In general terms, this project will make a critical, theoretical and practical analysis of traditional and innovative approaches, in order to draw conclusions that benefit the teacher in the teaching process and the student in the learning process, so that both could feel secure and predisposed to learn from each other.

In addition, all the theoretical conclusions obtained after the deeper analysis of the methods will be exemplified with a practical part where, useful and renewed exercises and tasks will be developed, always designed taking the student into account.

To sum up, the main objectives of this final project are:

- To make a compilation of the traditional methods in teaching English as a foreign language such as Grammar-Translation Method, Direct Method, Reading Method, Audiolingual Method, and Audiovisual Method.
- To analyse them in detail to observe their pros and cons and thus, collaborate in teaching improvement.
- To emphasize student-centred teaching by observing and knowing the students' needs in order to feel comfortable and confident in the learning process.
- To bet on communicative competence and its subcompetences.
- To promote the teaching of English without reliance on textbooks and justify why it is more striking and efficient for students.

- To advocate for spontaneous communication in the classroom, making it clear that the person who has to provide a clear input is the teacher, in order to receive some output from the students.
- To emphasize the importance of learning the culture of English-speaking countries to train people to be open-minded and non-prejudiced, who enjoy understanding from the point of view of a native speaker.
- To analyse the new methods that have emerged during the last decades such as Computer Assisted Language Learning, Task-Based Approach, Project Work, Multiple Intelligence Theory, Neurolinguistic Programming, Content and Language Integrated Learning.

### **1.3 Structure**

The layout of this project is developed in six different sections: this introduction where the justification and the main objectives, as well as the structure of the project are explained. The second part of the project is its main body in which the most important concepts are unrolled. This part is subdivided into three minor sections: an explanation of what linguistic competence is together with its subcompetences. Then, a clear development of the most important, and so called, traditional approaches in this order: Grammar-Translation Method, Direct Method, Reading Method, Audiolingual Method and Audiovisual Method. The following part is a contraposition of the previous one because some recent approaches in language teaching are explained; which is the aim of this project: Computer Assisted Language Teaching, Task-Based Approach, Project Work, Multiple Intelligence Theory and Neurolinguistic Programming. Then, a third part with the practical application. The conclusions, references and appendixes.

## **2. STATE OF THE ART**

### **2.1 Communicative competence**

One of the most important human characteristics is the ability of communicate. It is absolutely necessary to have a common language through which to communicate between cultures, which serves as a nexus of common union, it could be said. In this way, the ease, speed and consistency of intercontinental relations will develop with greater success. English

is this language, and not reaching satisfactory levels in it will cause a less fluent communication and, therefore, will reduce the chances of achieving communicative goals.

English has become the link between cultures, but why the English language? It is important to remember that a new word is added to the *Oxford English Dictionary* every two hours. English is the third most widely spoken language in the world, with more than a thousand years of history. It is spoken by more than 375 million people in many countries, including the United Kingdom, the United States of America, Australia and Canada, among others, and serves as the second language to approximately 1.5 billion people, making it the "global language" or "lingua franca". The present world is a world that speaks English for any aspect of everyday life, any business meeting and anywhere in the world. As linguist David Crystal (2003:72) points out, this language has not become the most widely used in the world for its simplicity or ease of learning, but for the simple fact of the power of the inhabitants who spoke it and they still do.

Although the main purpose of learning English is to communicate, we must not forget that, to achieve the aims of the communicative competence, we have to pay attention to the tools that are arranged in this competence and which will help the student to reach the final goal: communication. Communicative competence "was broken down into sub-competences" (Trujillo Sáez and Ortega Martín 2005:516). These tools are not only grammar, vocabulary or pronunciation (linguistic components), but also discourse techniques in order to create a coherent and cohesive speech (discourse competence), and the system that each student has to study and understand the language (strategic competence). Moreover, sociolinguistic competence should not be forgotten, together with intercultural competence in order to give importance to literature and traditions. Finally, pragmatic competence, which helps the student with the functional use of the language.

### **2.1.1 Linguistic components**

Linguistic components are the basis of language teaching but it is a huge mistake both to focus the teaching process only on them and to forget them. Bueno González (2013:33) supports this idea when he states that "lejos de proscribir al olvido los componentes lingüísticos, el concepto global de competencia comunicativa y el enfoque comunicativo sí han venido a afirmar su relevancia desde una nueva perspectiva: como instrumentos para un fin, la comunicación, y no como fines en sí mismos".

In this way, the linguistic components for the teaching of English are: vocabulary, grammar and pronunciation.

### **2.1.1.1 Teaching grammar**

One of the main tools to make communication possible is grammar. Indeed, knowing verb tenses, syntax, semantics and pragmatics provides speakers with self-confidence to be able to communicate. But grammar is nothing without vocabulary and pronunciation. In other words, if a student has a high grammatical level and a low level of vocabulary, sooner or later, his/her speech (both oral and written) will be repetitive and scarce.

It is unquestionable that English grammar cannot be presented in the same way to any student, since many factors, such as the age or use that the student is going to give to the language, come into play. The teacher has to be able to detect the students' needs and present grammar in the most appropriate way.

Grammar is not something flashy, much less if it is taught with "ejercicios puramente mecánicos de repetición, combinación, transformación o completar espacios, precedidos por la memorización descontextualizada de reglas, ejemplos y excepciones" (Bueno González 2013:35).

From my point of view, and referring to the last quote, taken from *Vademécum para la Enseñanza del Inglés como Lengua Extranjera* written by Antonio Bueno (2013), it is necessary to present grammar from a different perspective, when there is the need to express something and learn a new grammatical construction or aspect.

In Primary Education, the students' knowledge of English is elementary and it is more useful to expose them to the language directly, so that they realize that they are not able to express something in English and thus, motivate themselves to learn it. In other words, a student who is trying to tell his/her future plans for the next holidays and does not know the future tense, is interested in knowing it and using it in his/her speech. This way of learning grammar closely resembles inductive learning through discovery, in which examples are given and from them the learner deduces the grammar rule and learns it.

This practice is based on the General Theory of Learning (Bruner, 1961; Hammerly, 1975), according to whom all those things that the student discovers by him/herself are acquired better than the ones given.

In contrast, and taking into account my experience as a student, I believe that the deductive method is more useful with advanced students, young students who have an intermediate level of English (Secondary Education onwards) for several reasons: these students are supposed to have a strong basis in their mother tongue, so they know the different grammatical structures, so that when the teacher mentions that they are going to learn the structure of the future, they already know the use and usage of the newly acquired structure in their mother tongue.

Once the structure together with its uses and exceptions, the students are ready for using it in oral and written discourse.

It should be noted that both deductive and inductive practice are equally important and useful in teaching grammar. It cannot be concluded that the inductive approach is better than the deductive one in all cases. If there is anything discouraging in teaching, it is that the different aspects of language are always presented in the same way.

According to Martín Sánchez (2010), the choice of one procedure or another in many cases depends on the methodological approach adopted, but the teacher must decide one or the other according to the needs and characteristics of the students, since there are students who need a deductive teaching and others work better with an inductive one, and experience says that in most situations the two procedures for learning and assimilating a given grammatical content are needed.

#### **2.1.1.2 Teaching vocabulary**

Some traditional teaching methods, such as Grammar-Translation, have advocated for decades the importance of grammar in acquiring a new language, leaving vocabulary acquisition as the responsibility of students, since the only possible way to learn was memorizing it, and it depends on the capacity that each student had.

On the contrary, Bueno González (2013:38) points out that:

El sentido común nos dice lo importante que resulta el vocabulario para una comunicación efectiva, hasta el punto de que la utilización del léxico adecuado permite comunicarnos, aunque se tengan errores gramaticales. La falta de vocabulario nos lleva a la utilización de un lenguaje simplista y repetitivo, lo que, en definitiva, resulta desmotivador.

Arguing in favour of the last quote, it is important to point out that for having good communication it is necessary to have a good level in vocabulary, grammar and pronunciation, but it is true that a student with rich vocabulary and grammatical mistakes can communicate more easily than a poor learner in vocabulary and rich in grammar. To exemplify my argument I want to refer to young children, they begin to acquire their mother tongue through single words (vocabulary), not grammatical structures, and this is how they first begin to communicate with their environment. Once they have enough vocabulary, they begin to link it with grammatical structures, making their speech accurate and communicate in a clearer and more precise way.

*Mutatis mutandis*, I think this is the most natural and logical way to start learning a new language, although it is not valid for all ages. It is perfect for two or three-year-old children because they are able to learn the same terms in both languages. For older students, with full knowledge of their mother tongue, it would be more interesting to explain the equivalences of terms between their mother tongue and the English language.

Depending on the type of student, vocabulary must be presented in a different way, taking into account "sus características personales, estilo de aprendizaje, nivel y circunstancias" (Bueno González 2013: 23). To do this, we must "proporcionar materiales que satisfagan sus necesidades que sean relevantes y cercanas a su edad y madurez mental" (Bueno González 2013: 23). For a correct development of vocabulary acquisition, the teacher must be aware of the techniques that already exist for its presentation, and also, be able to develop their own techniques within the classroom.

### **2.1.1.3 Teaching pronunciation**

Pronunciation is one of the most important issues during the communication process since it is the one that makes the understanding between people possible. Being such an important part, its teaching cannot be relegated as a responsibility of the student. Nowadays, most Spanish-speaking students are used to learning English in Spanish and the teacher explains the different aspects of the foreign language in Spanish. This is something that they have taken for granted and both students and teachers do it automatically, but, does it make any sense to learn a new language without using it? Or, seen from another point of view, do Spanish native speakers learn to speak Spanish in English? The answer is very clear: native speakers of Spanish learn to speak and write Spanish by using Spanish, thus, in the same way must happen with the English language or with any other language.



Although the above argumentation seems, somehow, redundant and obvious, it should not be so when in Spanish classrooms teachers continue teaching English in Spanish. Similarly, it is necessary, as usual, for the teacher to adapt him/herself to the needs of the students and to accurately assess their level of English so that he/she can begin the teaching process in an advanced way or not. There should always be exceptions, and Spanish can be used in any situation of chaos, but always keeping in mind that the main objective is to learn to speak English.

With the use of spoken English in class, the student's pronunciation is broadly improved since he/she is continually exposed to the language. Concerning pronunciation, Bartolí Rigol (2005:4) states that:

Aparte de ser básica en la comunicación, la pronunciación proporciona información sobre nuestra persona y genera también unas actitudes u opiniones positivas o negativas, muchas de ellas producto de prejuicios o estereotipos. La pronunciación aporta, como apunta Seidlhofer (2001), información sobre la situación en la que se produce la comunicación y sobre nuestra identidad, origen geográfico, social, estilo, etc. y, por tanto, como señalan Dieling y Hirschfeld (2000) podemos decir que es una especie de tarjeta de presentación.

Having a good pronunciation is something worthy of admiration, which is beneficial to the learners because it contributes to increase their self-esteem and it also gives a good impression to the native speakers of that language. Therefore, pronunciation is an aspect within oral expression and oral comprehension that should not be neglected in favour of the other contents of the class. It is necessary to treat pronunciation from the beginning so that the students have less difficulty in understanding the native speakers and at the same time, so that they themselves are understood.

Students must know that pronunciation is an essential part both in the classroom and in the future use of the language. Similarly, as Bueno González (2013:41) points out, students should pronounce well, which does not mean that they should have a foreign or native accent. The accent of the mother tongue is totally valid if clear and fluid communication is achieved.

It is important to reserve time in class for pronunciation in order that the teacher will ensure that the student practises what he/she has learned, but the responsibility on the part

students to improve their pronunciation is also needed. The teacher can give tips such as watching movies or series in English or reading in English.

Finally, and taking my experience as a high school student again as a basis, it would be interesting for high school students to learn phonetics and phonology. Nowadays, the vast majority of English textbooks begin to initiate phonetics and phonology in isolated words such as irregular verbs or vocabulary. I strongly believe that initiating students into a new aspect of the language can motivate them to continue learning and can even arouse passions as far as language and pronunciation are concerned, as well as improve their pronunciation in broad strokes, since they would already be aware of the exact sounds they have to emit. Obviously, it is impossible to set a high phonetic level, but something basic would be beneficial.

### **2.1.2 Discursive competence**

Once the linguistic components are sufficiently clear, it is necessary to create connected speech, both oral and written, to be able to carry out the act of communication. This concerns discursive competence, as its name suggests. In this section I want to refer to the text as a whole, not to isolated phrases. As Trujillo Sáez and Ortega Martín (2005: 519) point out, discursive competence is "the ability to understand, create, and develop forms of language that are longer sentences (stories, conversations, letters, ...) with the appropriate cohesion, coherence and rhetorical organization to combine ideas".

As has been mentioned above, a clear distinction must be made between oral and written speech, considering that they have different characteristics.

On the one hand, oral speech is more spontaneous than the written one, it is characterized by the use of colloquial words and interjections. Moreover, the use of gestures also come into play. The sentences can be incomplete because with the context of the conversation they can be understood. Depending on the position, gestures and intonation of the speaker, the receptor can know his/her intention. In short, it is usually more informal.

On the other hand, written discourse is usually more formal and less spontaneous than the oral one. At the moment of creating a written speech the spokesperson devotes more time, he/she does the activity in a more planned and conscientious way. The written text, frequently, has more linguistic and grammatical weight due to its thoughtful planning as opposed to the immediacy of the oral discourse.

At this point it is important to note that the written register involves different levels of formality, namely, different types of texts. The XXI century is characterized, par excellence, by the use of written language at any moment, time, place or situation. The written record is present in our lives every day when taking a test, sending an email to a boss, or simply chatting with friends using instant messaging. This is where the student's discursive knowledge takes part in order to design de adequate text. In order to create a written text, it is necessary to take into account who the addressee will be so as to use a more formal or more informal register, since there are different ways to talk to somebody, depending on the addressee because we do not address a superior or a teacher in the same way as a friend.

As mentioned earlier, so that the formulated speech (oral and written) makes sense, there must be a person who produces a text or oral discourse, a recipient who receives it and communicative interaction between them. To make this possible, the presence of cohesion and coherence is necessary.

Cohesion is the way to relate and join various words, sentences and paragraphs of the text to give them a complete sense of unity. For a speaker of a language to be aware of this, as Trujillo Sáez and Ortega Martín (2005: 520) clearly state, "ties" or textual markers that link the different parts of the text are necessary. These can be "reference, substitution, ellipsis, discourses markers and lexical cohesion" (Trujillo Sáez and Ortega Martín 2005: 520)

Coherence, unlike cohesion, does not focus on how words and sentences are related within the text, but rather refers to the meaningful relationship that sentences and paragraphs have one to another. In other words, cohesion refers to the syntactic part of the text and the coherence to the semantic one.

### **2.1.3 Strategic competence**

In each aspect of life, strategies are used to achieve personal or professional goals. Moving this statement to language teaching we find that students and teachers, respectively, have their own strategies of learning and teaching of English to make communication possible.

In this way, the development of learning and communication strategies in the foreign language classroom has become one of the main objectives in the curriculum of modern languages because, although they are not an end in themselves, they help to accelerate, improve and expand the rest of the student's competences with the purpose of developing their

independence. In this sense and, as Bachman (1990: 107-108) states, strategic competence plays a fundamental role in the learning process:

Strategic competence is seen as the capacity that relates language competence, or knowledge of language, to the language user's knowledge structures and the features of the context in which communication takes place. Strategic competence performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal.

It is important to add that, on the one hand, the teacher must be responsible for the learning strategies' transmission to the students so that they can put them into practice and, on the other hand, the students must be autonomous enough to know themselves and, therefore, apply the learning strategies which are most effective and useful for themselves when learning new content. These strategies can be: summarizing, taking notes, reading aloud, making schemes, listening to music in English, etc.

According to Cherterfield et al. (1985) in Valcárcel, Coyle and Verdú (1995:93) these are the most important learning strategies:

- Repetition: Echo/imitation of a word modelled by another, or incorporation of a word or structure used previously into an utterance.
- Memorization: Recall by rote of songs, rhymes, or sequences of numbers or related concepts.
- Formulaic expression: Words or phrases which function as unanalysed automatic speech units for the speaker, often serving the function of initiation or continuing a conversation and giving the impression of command of target language.
- Verbal attention getter: Any means by which the speaker attracts the attention of another to him/herself if so as to initiate interaction.
- Answer in unison: Response by providing the answer aloud together with others.
- Talk to self: Practice in target language by engaging in verbal behavior directed to himself/herself.
- Elaboration: Providing information beyond that which is necessary to carry on the interaction.

- Anticipatory answer: Guessing from context to provide a response for an anticipated question, or prematurely fill in a word or phrase in another's statement.
- Monitoring: Recognition and verbal correction of one's own error in vocabulary, style, grammar.
- Appeal for assistance: Spontaneously asking another for the correct term or structure, or help in solving a problem.
- Request for clarification: Attempt to broaden understanding or knowledge of the target language by asking the speaker to explain or repeat a previous statement.
- Role-play: Spontaneous practice of the target language in interaction with another by taking on the role of another and fantasy plan.

Moreover, the students, taking their own experience into account, should be able to improve learning strategies to develop their usefulness.

#### **2.1.4 Sociolinguistic competence**

The main characteristic of languages is their social aspect. In Bueno González's words (1995: 347), "language occurs in a social context, it is in fact a social vehicle designed to achieve communicative goals, which involves, by definition, interaction between participants." This is the reason why sociolinguistic competence is a primordial subcompetence of communicative competence, since the social character both of language and of the speakers, culminates in communication.

In this section we want to focus on how to use the language, giving importance to the factors that come into play when a conversation is held such as: communicative intention, participants, context, purpose of speech, etc.

It is inevitable to affirm that the factors mentioned above condition the act of communication between speakers of the same language, because at the moment that a discourse is pronounced there is:

- A person who emits the message and someone who receives it (participants). Depending on the relationship between them (teacher-students, mother-daughter, friend-friend ...), social status, age, etc., the message will be more formal or informal, more careful or colloquial, etc.

- A context where the participants in the communicative act are placed in time and place
- A communicative intention from the speaker.

According to Halliday (1973) in Bueno González (1995: 351) most of the communicative intentions can be included in one of these groups: "transactional (practical and factual) and interactional (personal, emotional and social) uses of the language".

In the field of teaching, the social aspect of the language facilitates communication in the classroom, helping to improve the relationships between the speakers of the language. Because of that, the teacher should design activities which promote fluid and active communication in the classroom, giving a purpose to motivate the students for the best development of the activity. (cf. Bueno González 1995)

Bachman (1990: 94) expresses clearly what linguistic competence means for the correct use of the language when it indicates that "sociolinguistic competence is the sensitivity to, or control of, the conventions of the language that are determined by the features of the particular language use context; it enables us to perform language functions in ways that are appropriate to that context".

### **2.1.5 Intercultural competence**

Having explained sociolinguistic competence, the importance of culture and traditions of the speakers of the language and of the country where it is spoken cannot be forgotten. *The Common European Framework for Languages: Learning, Teaching, Assessment* (2001: 102) points out, rightly, that:

Knowledge of the society and culture of the community or communities in which a language is spoken is one aspect of knowledge of the world. It is, however, of sufficient importance to the language learner to merit special attention, especially since unlike many other aspects of knowledge it is likely to lie outside the learner's previous experience and may well be distorted by stereotypes.

The need to take intercultural competence into account is justified by many reasons: when acquiring a new language, it is necessary to know the habits, daily life, living conditions, values, beliefs, relationships, etc., because all this will contribute to the better understanding of the language itself; in addition, the students will be able to empathize with the speakers of the foreign language in order to know their way of life better.

On the other hand, education, in general, aims to train individuals who are independent, tolerant, respectful, non-discriminatory and open-minded. In order to achieve this goal, knowledge of different cultures is quite important in teaching as students can become familiar with different cultures, thus understanding different points of view. In addition, it is interesting to know the most important works, as well as their authors and historical figures who contributed to the creation of the country and the English language.

The rise of literature in the teaching of languages took place in the XX century thanks to communicative competence. The arguments that evolved in favour of the use of literary text in language classes were, among others: student-centred learning, cooperativity, real communication, functional and meaningful language, development of learning strategies, etc.

But all these arguments were not enough to justify their use, the main inconvenient came from traditional positions and prejudices, according to which the use of literature in TEFL did not have as much to do with implicit aspects in the actual processes of acquisition of language as with external justifications of prestige, cultural heritage, excellence, etc. The constant association of literature with concepts such as "manipulation of language" or "deviation from the norm" caused a certain ambiguity about the role that literary texts could play in the learning and teaching of the foreign language.

Traditionally, the criterion to define a literary text had been of semiotic type, which emphasized its linguistic specificity, the aesthetically and deliberately connotative message that the author sent to the addressee. However, in the new tendencies it is more of a sociological criterion, in which the consideration of a text as literary or not depends rather on social, historical and cultural factors, thus extending in a considerable way the functionality of the texts and in turn its didactic legitimacy. Despite this, many teachers still show some awkward about introducing the literary text as didactic material, since this false belief of their uselessness or inadequacy still exists, due to the linguistic complexity of teaching and learning a foreign language.

In my opinion, knowing the culture and literature of other countries, in this case English-speaking countries, helps students to immerse themselves in a new world where they can discover great historical facts and stormy stories. The literary texts are a stimulus for the student in the sense that they transport them to another reality. In addition, they are a source of culture, history and politics of a town. Students should learn more than grammar, vocabulary and communicative skills.

### **2.1.6 Pragmatic competence**

Pragmatic competence has to do with the functional use of linguistic resources in communicative exchanges. It also has to do with mastery of speech, cohesion and coherence, identification of types and form of text, irony and parody. With regard to this component, even more so than in the case of the linguistic component, it is scarcely necessary to highlight the great impact that interactions and cultural environments made on the aforementioned capacities.

Pragmatic competence is a subcompetence of communicative competence. It concerns the ability to make a communicative use of the language in which not only the relations between linguistic signs and their referents are present, but also the pragmatic relations, that is, those between the system of the language, on the one hand, and the interlocutors and the context of communication, on the other.

According to Bachman (1990:84-85), the competence of language (Bachman refers to what other authors call communicative competence) is formed by organizational competence and pragmatic competence, and this, in turn, is composed of illocutionary competence and sociolinguistic competence.

Bachman (1990:86) states that pragmatic competence includes “abilities related to the functions that are performed through language use”.

## **2.2 Traditional approaches**

In this section the main body of this project is going to be developed. During the last years many methods and approaches have appeared in order to improve the quality of the learning and teaching process. At the same time, these new approaches have improved the status of English as a global language.

Before the arrival of these methods, some others had been the base of teaching English as a foreign or second language.

### **2.2.1 Grammar-Translation Method**

The Grammar-Translation Method bases the teaching of a second language, in this case the English language, in the detailed analysis of the grammatical rules and their exceptions to later apply the knowledge acquired to the translation of sentences and texts that is made from



English into the mother tongue and the other way around. The first language (mother tongue) serves as a reference system in the acquisition of the second language (English).

This method arose in Prussia at the end of the eighteenth century and adopted as a model the system used for the teaching of Latin and Greek. Some of its representatives were Johann Seidenstücker, Karl Plötz, H. S. Ollendor and Johann Meidinger.

For this method, language is a system of rules that must be taught through texts and related to the rules and meanings of the first language. The basis of both linguistic description and classroom activities is the written language. Vocabulary is learned through word lists and special emphasis is placed on the degree of correctness of the translation.

Learning grammar is deductive, that is, a rule is presented, explained and memorized, and then practised in translation exercises. The sentence is the basic unit of teaching and the language of instruction is the first language of the learner.

The teacher is the main protagonist of the teaching-learning process, the highest authority. His/her function is to provide linguistic knowledge and to correct mistakes produced by learners. The student, on the other hand, has a little participative role, is limited to following the instructions of the teacher, memorizing rules and lists of vocabulary, reading and translating. To these learners "foreign language learning meant the tedious experience of memorizing endless lists of unusable grammar rules and vocabulary" (Richards and Rodgers 2014:7)

During the second half of the nineteenth century an opposition movement to this method was developed in several European countries, which laid the foundations for the development of new proposals in language teaching: the Reform Movement.

This method is suitable for the level of grammar that the student can reach, as it basically focuses on grammar. Grammar is very important, but it is not all. With this method, the students are able to know English grammar rule by rule, but, presented in a more traditional way. On the contrary, it is disappointing for the students, and for the teacher him/herself, that this is the only way to learn English, since the language is not presented in a funny way to motivate students to experience new knowledge, instead they have to face the language as rules, lists of words, tenses, syntax and other aspects with the purpose of learning to translate a text. In addition, it leaves out of place many important aspects in language

learning, mentioned above, such as vocabulary and pronunciation. But why is it still practiced if it does not work? The answer is in Richards and Rodgers (2014: 7):

Its continued use in some parts of the world may be due to (a) the limited command of spoken English of language teachers, (b) the fact that this was the method their teachers used, (c) it gives teachers a sense of control and authority in the classroom, and (d) it works well in large classes.

### **2.2.2 Direct Method**

Gouin was one of the first linguists to inquire about the Direct Method, due to his need to speak German fluently, since he was a foreign language student. In his beginnings as a student of German he followed the method Grammar-Translation because it was the one that he followed in his Latin classes as teacher. When it came time to face a conversation, he realized that he had a high level of grammar and vocabulary but he could not understand a single word in a conversation. It was then that he looked at the children and how they acquired the mother tongue, and decided to create a new method based on the principle that a foreign language is learned with the exclusive use of it, as has been mentioned earlier in section 2.1.1.3. (Tejada Molina, Pérez Cañado and Luque Agulló 2005:161)

The Direct Method bases its principles on the development of the four skills (listening, reading, writing and speaking), beginning with the oral ones, where oral expression becomes the basic and most important skill, the existence of the mother tongue is unknown, assuming that learning the foreign language and the mother tongue are similar processes, only with different age or sometimes at the same time. Translation is eliminated as a teaching procedure stimulating inductive teaching of grammar, and the use of visual aids, oral and written exercises.

According to Richards and Rodgers (2014: 12), the main features of this method are:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.

5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

From its foundation, it represented a total renewal of the concept of second language teaching, opening the way to the didactic processes of foreign languages. It was a radical change as oral language became the centre of the class, making it possible for errors to be corrected imminently.

Nevertheless, and in spite of its revolutionary essence, the Direct Method created much stir between the criticisms that I argue against the following disadvantages (see Richards and Rodgers 1986:10 in Cerezal Sierra 1995:168):

- It was difficult to implement in state education.
- It overemphasised the similarity of learning the L1 and L2.
- It required native teachers or with a native-like fluency in the foreign language.
- It depended very much on the teacher's skills, rather than on a textbook, but not all the teachers had a good command of the principles of the method.
- Sometimes the teachers had to do a lot of paraphrasing in the foreign language or demonstration when it would have been much easier to explain in the first language.
- It was often criticised because it lacked a rigorous foundation in applied linguistics and methodology.

In my opinion, the Direct Method was one of the precursors of active and fluid communication in class, leaving aside grammar exercises and textbooks. Its creation represented a radical change in the teaching of languages because it was totally novel for the time.

Perhaps this method is somehow outdated, in the sense that it presents somewhat radical features such as inductive teaching of grammar or the exclusive use of foreign language in class, without exceptions. But it is important to emphasize the courage of this method and its creators, since it was one of the pioneering methods in betting on what we nowadays know as

communicative competence. Thanks to its impetus, many researches have been carried out on the use of the foreign language during the learning process and new and innovative methods have been created that continue to focus on communication but with improved conditions.

### **2.2.3 Reading Method**

The Reading Method resembles the Grammar-Translation Method as it bases its teaching on written skills. It is a traditional method that proposes as the main purpose that the student is able to read fluently in English and can recognize semantic units in the text, not words that are loose, so that you can come to a complete understanding of the text.

This method takes the text as a reference unit, which will be treated or read in class and, once the teacher analyses the grammatical part that is going to appear in the text, he/she explains it to the students for them to be able to understand what is expressed in the text. In other words, the grammar that is taught to read and understand a text.

The principal objectives of this approach are:

- Learners are clever to recognize significance rather than letters or words.
- Learners can comprehend and read the text quickly.
- Learners dare to read dynamically.

Bruton (1995: 262) points out that "reading is an ability fundamental to survival in our societies, apart from being a freedom that should be encouraged on a regular basis in class", but also insists that "the biggest enemy to successful reading, like learning in general, is lack of motivation"

Given the latest quote, it is inevitable to say that reading is an import skill in TEFL, because it provides fluency and knowledge in terms of vocabulary and grammar, but taking into account that "the use of reading texts should not neglect the spoken activity" (Tejada Molina, Pérez Cañado, Luque Agulló 2005:163).

But it is also true that the student should see reading as something necessary and enriching, and not as an obligation. For that to happen, the student must enjoy reading or, what is the same, must be motivated.

For this reason and, in my opinion, the Reading Method, which bases the teaching of English only on reading as the main objective, is boring and even demotivating since the students only know an isolated part of the language, leaving aside other sections, equally important and that would help improve reading and, ultimately, to acquire a good level of English. In addition, we must emphasize that we need methods that help to acquire the English language in its totality, because reading in English does not mean knowing how to communicate.

On the contrary, practising reading actively means exploring the vast majority of the language like: pronunciation (reading aloud), vocabulary, grammar, discourse techniques, strategic techniques, etc. Tejada Molina, Pérez Cañado and Luque Agulló (2005:164) confirm that when saying that in the Reading Method “needs are transformed into goals, something which makes teaching methodology more concrete and useful in terms of skills. Vocabulary and grammar are also subordinated and sequenced according to a progressive advance in the learning process”.

As I have been saying during the development of this project, I think that leaving behind any aspect of English, however insignificant it may seem, is a tremendous mistake that can seriously damage the learning process of the students, and is in the teacher's hand.

#### **2.2.4 Audiolingual Method**

The Audiolingual Method is based on structural linguistics and contrastive analysis, as far as the conception of the language is concerned, and of behaviourism, in terms of learning theory.

This method emerged as a consequence of Bloomfield's greater interest in the teaching of foreign languages in the United States in the late 1950s. The main supporters were Fries, Brooks, Rivers and Lado in the 1970s. Following the basic principles of structuralism, this teaching methodology of foreign language was created, which almost destroyed the Grammar-Translation Method, which was used until the 1940s. (cf. Cerezal Sierra 1995:170)

According to Richards and Rodgers (2014: 62-63) the term structuralism refers to:

- (a) Elements in a language were thought to be linearly produced in the rule-governed,
- (b) samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.);
- (c) Linguistic levels were thought of as a system within system – that is, as being pyramidally structured; phonemic systems led

to morphemic systems, and these in turn led to the higher-level system of phrases, clauses, and sentences.

Taking into account that the basis of the Audiolingual Method is structuralism, the main features of this method are:

1. Language is a system of structures.
2. The emphasis on the oral aspect of the language.
3. The comparison between languages, to be able to see the autonomy of each system, the essential differences and also the similarities better.
4. The importance given to communication as an essential function of language.
5. The use of language is a behaviour, which is learned by means of the acquisition of habits through repetitive conducts.
6. The acquisition of the foreign language is different from that of the mother tongue.
7. Errors happen because of the inevitable presence of the mother tongue.

As the main purpose that audiolinguists demanded was "a complete reorientation of the foreign language curriculum" (Richards and Rodgers 2014: 65), Brooks (1964:111) differentiated between two types of objectives: short-range objectives and long-range objectives.

- Short-ranged objectives: training in oral comprehension, phonetic correction, recognition of speech symbols as graphic signs, the ability to produce those symbols in writing and improve listening.
- Long-ranged objectives: domination of the language as the native speakers, knowing the second language in a similar way to the native speaker. In other words, bilingualism. (cf. Richards and Rodgers 2014:65)

It is important to add that this method made a great contribution to TEFL in the sense that it focused on the use of language as a vehicle of communication, giving equal importance to all skills with simple techniques, taking syntax into account, and extending language learning to many people. (cf. Cerezal Sierra 1995:72)

On the other hand, the Audiolingual Method and the structuralist methods declined in the 1960s because (Cerezal Sierra 1995:171):

First, their ideas about language and learning theories were questioned; Secondly, teachers did not find their expectations fulfilled, and finally, students had a lot of difficulties on communicating outside the classroom, and sometimes found the learning experience boring and discouraging

### **2.2.5 Audiovisual Method**

The Audiovisual Method was created in France in the 60's. Its creators claimed the use of visual techniques during the learning and teaching foreign language process. Because of its characteristics, this method facilitates the obtaining of knowledge through techniques such as sounds, images, etc.

It can be said that it is a dynamic method as far as presentation is concerned, since an image of big dimensions in colour is more striking than a piece of paper without colourful parts.

According to Tejada Molina, Pérez Cañado and Luque Agulló (2005: 167) the Audiovisual Method makes it possible that the different aspects of the language are acquired in meaning and context, since, "it makes the FL its social and situational nature. The result is that communication is the aim".

This method uses mechanisms of perception to stimulate students' attention through the senses. Thus, this method ensures that the students are in constant interaction with the media, being able to capture the emitted message, and in this way they interpret their own ideas.

Nowadays, the visual materials used in class are the projector and the smart board which allow the visualization of images, videos, films, etc.

The main procedures to be followed by the teacher who uses this method are (Tejada Molina, Pérez Cañado and Luque Agulló 2005: 168):

1. Presentation: visual scenario for meaningful utterances and context.
2. Explication: pointing, demonstrating, selective listening, questions / answers.
3. Repetitions and memorization.

4. Exploitation (development or transposition): visual emancipation, role-play and new questions and answer, grammar.

From my point of view, I firmly believe that the use of audiovisual techniques in class is very helpful both for the teacher and the student. Apart from attracting attention from the students imminently, moreover it facilitates the development of the explanation on the part of the teacher; in addition, motivates the students to improve directly and indirectly the communication skills (listening, speaking, reading, and writing).

### **2.3 Innovative approaches**

Once the most important traditional approaches are developed and explained, this section aims to make an analysis of the innovative approaches which have emerged during the last decades, in order to change and improve the quality of learning and teaching English. In this section, some of these recent approaches are discussed.

But, what does change means? The Macmillan Dictionary and Thesaurus defines the word “change” in the following way: “to become different, or to make someone or something different” (retrieved, 21/6/2017)

Parab (2015:40) specifies in detail what a change is, and how change is present in a new trend or tendency when stating the following:

Change is the law of nature. A trend is the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the facet of traditional system of the education. Recent trends, methodologies and developments portray the vital role of the education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent, etc.

#### **2.3.1 Computer Assisted Language Learning**

Computer Assisted Language Learning (CALL) is a revolutionary method that aims to use information and communication technologies as a way of learning.

Nowadays the multimedia system is a system that allows us to combine texts with images (fixed or moving) and sounds with the help of the computer, resulting in a text,



designed in such a way that each user (student) can access the information making his/her own way of studying, which provides an interactive facet.

As previously said, the interaction between a person and his/her social environment is an innate characteristic of the human being that allows us to learn cultural and linguistic knowledge, among others. It is for this reason that informatics designs interactive programs for foreign language teaching. In order to make these interactive programs, the presence of the computer is necessary, together with peripherals such as speakers, microphones, keyboard, etc. that allow oral and active communication through the computer.

Like all methods, CALL has advantages and disadvantages. Taking the ideas from Araujo Portugal (2013: 4-7) as reference, we can conclude that the advantages are as follows:

- It increases the students' autonomy as well as a more personalized teaching.
- Students work at their own rhythm, they can devote more time to the areas in which they find more difficulty, since they can consult the information as many times as they wish and repeat the activities and exercises until they consider that they have assimilated them.
- The student has the impression of being the one who is the driver of his learning, leaving the teacher more time to be able to devote to other aspects of language teaching, which cannot be taught through the computer as oral practice.
- It provides students with privacy.
- Immediate feedback, increasing the motivation of the students.
- It is the student the one who decides when to access the information and the amount of information he/she wants to obtain.
- This method facilitates access to authentic material, which benefits students in understanding the culture of countries where the foreign language is spoken.

On the contrary, the main disadvantage of this method is that students, both at home and in class, need to have a computer and peripheral media to be able to carry out the activities proposed by the teacher. That is why it is not carried out in some Primary and Secondary schools since not all of them have enough money to install computers in the classroom.

It is for this reason that the teacher has to take into account that each of the students has a computer or electronic device to be able to propose tasks related to this method. In case there were any students with no economic possibilities to possess such electronic device and if the teacher sent a task by using computer, it would be a discriminatory case.

Moreover, if all students had a computer, it would have to be taken into account that they know how to use it correctly to perform the activity in a satisfactory way; if not, the student will be pushed toward meaningless and demotivating learning.

Finally, in numerous classes it is a difficult task for the teacher to ensure that all students are performing the task.

### **2.3.2 Task-Based Approach**

Task-Based Approach is an alternative and revolutionary method that has as a priority not to teach any aspect of the language until the student does not ask the teacher to explain it. Seen from a different point of view, the teacher gives a task to the students (individual, in pairs or groups) and he/she gives the necessary orientations to the students so that they are able to perform and to understand the task.

Once the students begin to do the activity, they can always ask the teacher about some specific questions, i.e., the teacher is always present in class as a reference for any doubt or problem. During the development of the activity, the role of the teacher changes in the sense that it is only a reference that guides the students in the task, leaving them to discover the solution alone.

The main objective of this method is active and oral communication in class. That is why, before giving an explanation of some aspect of the language, a task or communicative input is proposed as a starting point to promote the use of language in class. It is important that the teacher chooses a striking and motivating task to promote language development as efficiently as possible.

For Tejada Molina, Pérez Cañado and Luque Agulló (2005: 191) a task can be:

A procedure or set of procedures which can take one or more lessons -they have a beginning and a conclusion- and can be oriented toward communication - communication tasks- or towards learning the linguistic rules that enable learners to participate in the former tasks -enabling tasks-.

A very important aspect of this method is that the task must have a beginning and an end, it can never be incomplete, to give full meaning to the communication. It is a cycle that begins and must end to help the students to understand the task.

Many of these tasks could be "going shopping, completing someone else's family tree, or solving a riddle, among others." (Tejada Molina, Pérez Cañado, Luque Agulló 2005:1991).

From my point of view, this method is quite acceptable since it differs a lot from typical fill-in-the-gaps exercises, translating or repeating words. In addition, communication is the main and only purpose, which is very important.

Apart from this, it is necessary to point out that this method also has some disadvantages. One of them may be that the fact that the students are free to choose the vocabulary that they are going to use during the performance of the activity can prejudice them in the sense that they can always use the same structures, so plenty of attention is needed by the teacher to improve oral expression.

### **2.3.3 Project Work**

Project Work consists in suggesting students a research or development project with specific objectives that they must achieve. The students themselves must obtain the information, organize it and elaborate it to answer the proposed question or to solve the problem raised.

According to Centro Virtual Cervantes (retrieved 17/06/2017), the main features of this method of work are:

- El aprendizaje participativo, activo y en cooperación;
- La motivación y la implicación de los aprendientes;
- La globalidad del aprendizaje y la transversalidad de los contenidos;
- El desarrollo de conocimientos declarativos e instrumentales;
- La relación con el contexto social en el que tiene lugar el aprendizaje.

It was W.H Kilpatrick who discovered this method in 1918, defining it as a work plan in which the main objective is to make any interesting thing like making a task, resolve a problem, etc. (cf. Centro Virtual Cervantes. Retrieved 17/06/2017).

In this method the students are the protagonists of their own learning. The activities promote the development of different skills. It allows the student to experience learning, giving him/her enough time to enjoy the process.

This method aims to change the learning process, providing meaningful learning. The student knows the reason why he/she is going to do the task. It is for this reason that the student has a good reason to learn, and pays attention with enthusiasm. Otherwise, he/she would get bored.

In its beginnings, this method was not created for language teaching, although it was later discovered that it could be beneficial.

Thus, in tasks and projects where the ultimate goal is communication in a foreign language, “será necesario utilizar la lengua que se aprende, activando todas las destrezas lingüísticas (y no únicamente la escritura) y aprendiendo gramática y vocabulario a medida que las necesidades prácticas de desarrollo del proyecto lo vayan exigiendo” (Centro Virtual Cervantes. Retrieved 17/06/2001).

According to Gallacher (n.d.) in <https://www.teachingenglish.org.uk/article/project-work-teenagers> retrieved 17/06/2017) these are the main assets:

- ✓ Increased motivation - learners become personally involved in the project.
- ✓ All four skills, reading, writing, listening and speaking are integrated.
- ✓ Autonomous learning is promoted as learners become more responsible for their own learning.
- ✓ There are learning outcomes -learners have an end product.
- ✓ Authentic tasks and, therefore, the language input is more authentic.
- ✓ Interpersonal relations are developed through working as a group.
- ✓ Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centered.
- ✓ A break from routine and the chance to do something different.
- ✓ A context is established which balances the need for fluency and accuracy.

### 2.3.4 Multiple Intelligence Theory

This theory was discovered by the psychologist Howard Gardner (1983), who was able to change the traditional model in which it was believed that there were two types of intelligence, distinguishing between eight types of human intelligences that work together in acts of communication, among other things. This theory focuses its attention on the student and his/her intelligences, which can be developed in the classroom.

According to Gardner (1993), in Carrillo García y López López (2014:81):

Cada persona está dotada de una inteligencia formada, a su vez, por una combinación de múltiples que varían en grado y profundidad, todas ellas pueden ser aumentadas con la práctica y el entrenamiento, además, a partir de sus planteamientos acerca de la inteligencia, se reconocen las diferencias existentes entre el alumnado, debido a que cada uno responde a sus propios estilos de aprendizaje, preferencias o capacidad intelectual. Por ello, es importante destacar que la práctica pedagógica se beneficia si reconocemos las diferencias entre el alumnado, analizamos las particularidades de cada grupo de aula y acomodamos nuestra práctica como docentes a la realidad con la que tenemos que trabajar.

In this way, the eight types of intelligence that are differentiated are the following:

- ✓ Intrapersonal intelligence, which is responsible for the feelings that each person has internally. It has to do with the understanding of one's own experiences so that we learn from them. This intelligence allows people to come into their feelings and emotions in order to know themselves better.
- ✓ Interpersonal intelligence: this is responsible for the feelings, emotions, thoughts and ways of being of the people around us, as opposed to intrapersonal intelligence. It is a type of intelligence that allows us to interpret the words or gestures, or the objectives and goals of each person speech. This intelligence is very valuable in people who work with numerous groups of people, such as teachers, because they can quickly detect any classroom problems.
- ✓ Logical-Mathematical intelligence: for years, this intelligence was considered the "basic" intelligence until Gardner discovered the rest of intelligences. This intelligence is responsible for the analytical ability to solve problems with logical reasoning and thus to be able to establish ties between separated pieces of information.

- ✓ Linguistic intelligence: this intelligence is directly connected with the language and its use. People who have specially developed such intelligence are very sensitive to the sounds, rhythms and meanings of words. It has to do with the ability to dominate language and to be able to communicate with others. It does not only refer to the ability for oral communication, but also to other forms of communication such as writing, gestures, etc.
- ✓ Musical intelligence: since music is a universal art present in all cultures, this intelligence is responsible for everything related to it such as sounds, volume, musical rhythm, intensity, etc.
- ✓ Spatial intelligence: it is directly connected with the sense of space and spaciousness. It deals with the ability of human beings to see different things or objects from different positions or points of view.
- ✓ Bodily-Kinaesthetic intelligence: it is responsible for the ability that people have to be able to express themselves with the body. It allows human beings to express emotions and feelings through the body.
- ✓ Naturalist intelligence: this type of intelligence allows to detect, differentiate and categorize aspects related to nature, such as animal and plant species or phenomena related to climate, geography or phenomena of nature. This intelligence is necessary for the survival of the human being.



Figure 1: Multiple Intelligences Theory (<http://mydiscoverypreschool.org/theory-of-multiple-intelligences/> retrieved 10/06/2017)

If we bring together all aspects of language when there is communication between people, we can notice that all these aspects are necessary for clear communication. We need to know ourselves to know our level in the foreign language (intrapersonal intelligence), and it is also necessary to maintain a relationship with the person with whom we are going to communicate (interpersonal intelligence); thirdly, if any problem arises during the communication exchange, logical-mathematical intelligence is necessary. On the other hand, the domain of the language that we are going to use in the conversation is vital for a good message comprehension (linguistic intelligence); along with intonation, volume, pitch and rhythm (musical intelligence), apart from knowing the space and environment, where spatial intelligence will be developed, Finally, body gestures and expression (bodily-kinaesthetic intelligence), together with the consciousness of the natural environment (naturalist intelligence), facilitate communication in broad strokes.

To sum up, and according to Tanner (2001a: 40, 2001b: 57), in Tejada Molina, Pérez Cañado and Luque Agulló (2005: 197):

If these intelligence areas are systematically involved in language lessons, the benefits will be numerous. [...] Students will feel more activated and drawn into language learning, something which will enhance their motivation, increase their interest, accentuate their otherwise hidden strengths, and augment their willingness to take risks and try out new thinking processes.

### **2.3.5 Neurolinguistic Programming**

It was created by Banner and Grinder in the 70's. Both of them assume the connection between neurological processes, language and behaviour patterns learnt through experience, which can be changed to achieve the specific goals of life. The word *neuro* refers to the thinking process, the way in which people use senses to understand what is happening around them; the word *linguistic* has to do with the words, the way in which people use language and how it influences them and those around them. Finally, the word *programming* means behaviour, the way in which people organize their ideas and actions, which produces expected and unexpected results. (cf. Tejada Molina, Pérez Cañado and Luque Agulló 2005:194).

According to Revell and Norman (1999: 16), in Tejada Molina, Pérez Cañado and Luque Agulló (2005: 194), NLP is based on four basic principles:

- ✓ Results: having clear goals.
- ✓ Communication: establishing communicative contact with her/himself and with others.
- ✓ Sensory acuity: observing the information that comes through all the senses, in order to notice what is communicated in a non-verbal way.
- ✓ Flexibility: changing the way of acting if it does not work until the proposed goal is achieved.

Apart from these four basic principles, this method has several characteristics or presuppositions which, in summary, are the following:

- The map is not the territory: Our mental representations of the world are not an objective reality. We respond according to our own mind maps.
- Experience has a structure: Our thoughts and memories have a pattern or structure; when we change them, our experience will change as well. We can neutralize



unpleasant memories and improve those memories that serve us well. If a person can do something, anyone can learn a mode in the same way.

- The mind and the body are parts of the same system: Our thoughts continuously affect our physical being. These in turn affect our thoughts.
- It is impossible not to communicate: We are always communicating. If we are not talking, we are communicating non-verbally.
- The meaning of communication is the answer that is acquired: The result of the communication between one and several senders and one or several receivers, depending on the result that was obtained.
- Behind all behaviour there is a positive intention: Behind every hurtful behaviour there is a positive purpose. Instead of judging these actions what we must do is to identify the positive intention of the behaviour.
- People always use the best option: Everybody has their own personal history. Throughout life we have learnt to respond to everyday events and experiences. The choices that each of us makes are those we believe are the best for us at that particular time. (cf. Tejada Molina, Pérez Cañado and Luque Agulló 2005: 195-196)

A final outstanding has to do with the five senses or five representational systems: the world gives us an input and we generate an output.

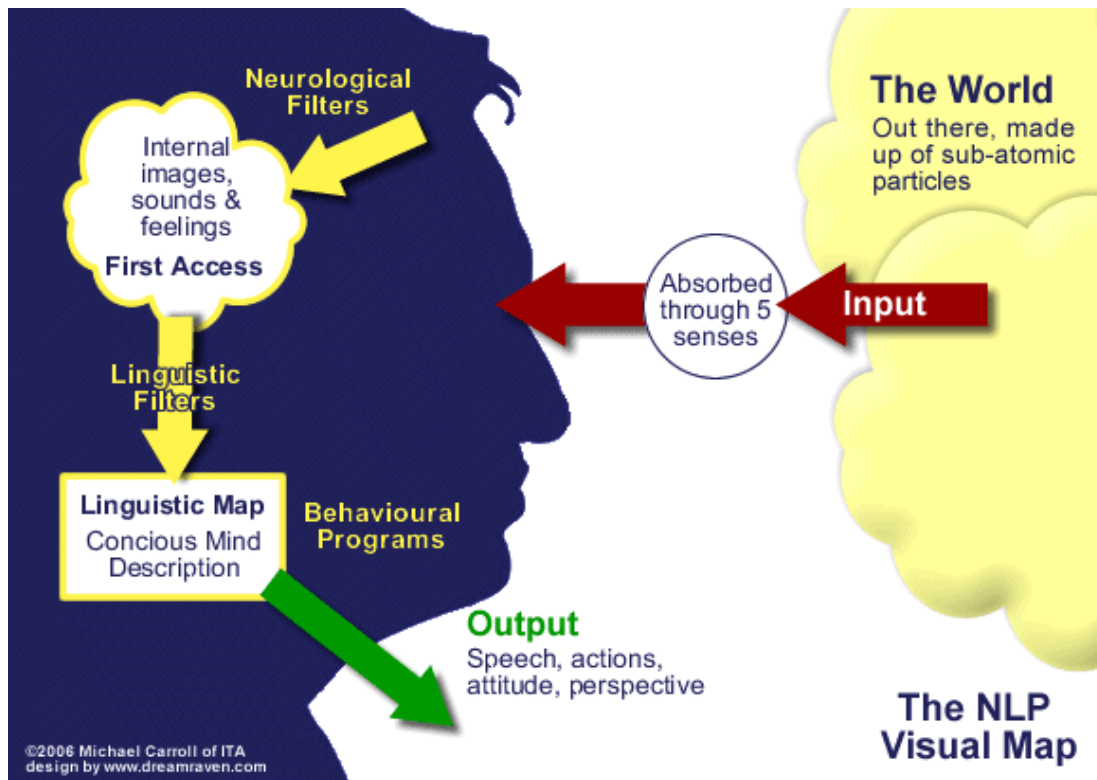


Figure 2: NLP Visual (<http://mortentolboll.weebly.com/neuro-linguistic-programming-nlp-and-large-group-awareness-training-lgat.html> retrieved 10/06/2017)

“The pedagogical implications are clear: the teacher should incorporate activities which appeal to each and every one of these primary representational system in order to cater for all possible learning styles.” (Tejada Molina, Pérez Cañado and Luque Agulló 2005:196). In other words, the teacher has to make activities which appeal to the primary representational system which directly corresponds to the five senses, in order to improve the language acquisition process. When these five senses are addressed, the learning process is dynamic and motivating.

### 3. PRACTICE

Having explained the different methods, both traditional and innovative, in TEFL, it is necessary to exemplify them in this practice section. As each method has advantages and disadvantages it would be beneficial to present, at least, one activity or task per approach in order to make it clear that any method could make a contribution in the student's learning process.

Hence, in this section, different exercises will be analysed and classified according to the characteristics of each method. Part of the exercises and activities are extracted both from Primary and Secondary Education textbooks, some other exercises are taken from different webpages, and others are done by myself, taking as a reference the last theoretical background.

Last, I am going to include an activity related to literature and culture, in order to claim its presence in classrooms.

The subdivision of this part will be as follows:

#### **3.1 Grammar-Translation Method Activity** (cf. Appendix 1)

This activity is designed for intermediate students who are supposed to complete this email using the present simple affirmative, negative and interrogative. It is a common fill-in-blanks activity which focuses on the present simple rules that have been taught before facing this exercise. It is, somehow, a different activity because of the fact that it is an email and it could call the students' attention in a more striking way. What is more interesting is the bottom task which motivates the students to make present simple sentences of their own.

From a critical point of view, it could be said that this activity improves the present simple use in its written form. Moreover, with this activity the students could practise the present simple on many occasions in order to avoid the mistake with the missing -s in the third person singular, which is the most common mistake in this verb tense. Apart from that, the final task is stimulating the students to make sentences using the present simple, so the students could understand the present simple use by doing the sentences.

On the contrary, it is not a very attractive exercise because it is the typical grammar activity, and it does not stimulate speaking. As a brief conclusion, the objective of this activity

is to practise grammar rules in a more traditional way, which is necessary for the communication process but without forgetting the other issues.

### **3.2 Direct Method Activities** (cf. Appendixes 2a, 2b, 2c)

This activity is divided into three different parts: the first part of the activity is a worksheet where the students have to match the word from the two boxes (top and bottom) in order to say the name of the food and the type of container where it comes (see appendix 2a). Once the students do this exercise, the practical part comes. As the final objective of this activity is communication in a shopping situation, the second part of the activity gives students a guide of the different questions and answers in this situation (see appendix 2b). Once the last part is clear enough, the students are prepared to do a real shopping simulation where the students are supposed to be customers and shop assistants (see appendix 2c). This is a well-arranged activity focused on the communication process using English, exclusively.

It is important to notice that this is, somehow, a complete activity because in it grammar, vocabulary and colloquial expressions used in a daily situation appear. Moreover, it combines writing, speaking and interaction skills. Once the students are involved in the activity they finally understand the future applications that they could give to this newly acquired structure. The fact that the students make an imitation of a real situation is really important because they are supposed to use English in real situations, not only in class.

### **3.3 Reading Method Activity** (cf. Appendixes 3a, 3b)

This activity is for upper-intermediate students (second academic year of Bachillerato). It is a kind of university access mock exam. The students have to read the text (see appendix 3a) and then, they have to make the comprehension, multiple choice, and writing exercises (see appendix 3b) about the text to demonstrate that they have understood it.

Apart from improving reading skills, this type of exercise improves students' writing techniques such as rewriting sentences, paraphrasing information of the text, and writing a composition. But, one of the most important features of this reading activity is the fact that it is suitable for the students' necessities. This students are supposed to do University-access test and this activity has, more or less, the same characteristics as the exam that the vast majority of the students will do at the end of the academic year. For this reason, it is convenient for students to practise with this kind of mock exam throughout the year to know the type of exam which they are going to face and to be more confident about themselves.

Additionally, the students have to make other types of reading activity because this exercise is an intensive reading exercise in the sense that the students need plenty of attention and concentration in order to understand the given information of the text to complete the exercise. If the student are overwhelmed with so many activity this could work against them. The variety of reading exercises is the clue.

### **3.4 Audiolingual Method Activities** (cf. Appendixes 4a, 4b)

This activity could be developed by beginners and intermediate students. Here, the active participation both of the teacher and students is compulsory because of the oral interaction that there has to be between them. Using English, the teacher says a sentence and the students repeat it, then the teacher changes only one word of his/her last sentence and the students have to make a similar sentence but with the new word (see appendix 4a).

The second activity is a written one, where an example of an –ing verb transformation sentence appears, and the student has to do the same with the rest of the sentences (see appendix 4b).

In both activities, the linguistic components as grammar and vocabulary together with speaking, listening and writing skills are involved. According to this method, both activities are appropriate in the sense that they fulfil the most important characteristics of the method like repetition structures or emphasis on the oral aspect of the language.

The main advantages of these activities are that both teacher and students are involved in the communication process, so the students have a direct example of using English in class. One disadvantage is that the activities are repetitive and the students could get bored if they do many exercises like these in a short period of time.

### **3.5 Audiovisual Method Activities** (cf. Appendixes 5a, 5b)

The two kinds of activities that are proposed in this section are planned for Primary Education students with elementary levels. Their contexts are focused on basic vocabulary acquisition. In both activities, the use of flashcards is present. In the first activity (see appendix 5a) the teacher shows the students a group of four images and one of them is the intruder (or the odd one out), the students have to detect it and say its name aloud.

The second activity (see appendix 5b) is a cut-out worksheet in which the students have to cut the different boxes appearing in the handout with images and words, and then, they

have to match each word with its correspondent image. The teacher could bring several worksheets with different vocabulary, and the students could share its “game” with other students in the class.

Apart from using visual techniques, both activities encourage students to use oral production in class making the learning process really dynamic. In addition, the amount of new vocabulary that the students could acquire is enormous, considering the variety of worksheets that teacher could give to the students. As a complementary activity, the learners could be motivated to make their own picture dictionary with the words which have learnt in class, giving the students enough freedom to employ their own strategies to memorize vocabulary.

### **3.6 Computer Assisted Language Learning Activity** (cf. Appendix 6)

This activity is for intermediate students and they have to choose the best answer for each sentence. For this activity a computer is necessary in order to complete the activity. Once the student have finished the activity, he/herself can verify the mistakes, clicking on the “check” button.

With this activity the students are in contact with the electronic world, something that nowadays is so important. This kind of activities could be done in class, if the class has electronic devices, with the teacher’s presence in order to solve any doubt, but also, it could be done at home in order to make a review of everything they have learnt in class and thus, practice it in a different way and with immediate corrections, without the need for the teacher to give them feedback with corrections. This activity gives students the freedom to be able to be themselves the ones who choose to check, every time they need, what they have learnt, knowing their mistakes immediately and being able to correct them in a short period of time, thus reinforcing the knowledge.

### **3.7 Task-Based Approach Activity** (cf. Appendix 7)

This is an activity for the third year of Secondary education. After reading a text about friends and family members, the students has to write a description about important people in his/her life. The main objective is to talk about a friend, and the recovered skills are reading and writing.

The students can progress in their reading comprehension and in their writing skills. This activity is helpful because of the fact that the students have to be able to organize their composition in a well-arranged way in order to create written speech. They could know and practise different writing techniques such as paragraph subdivision, expressions, interjections, etc.

### **3.8 Project Work Activity** (cf. Appendix 8)

This activity is for students who are in the last academic year of Primary Education. It is a game-like activity in which the students could practise speaking, reading, writing, together with vocabulary, grammar, adverbs of frequency and yes/no questions.

The students should work in pairs and they have to decide which student is A or B. Once the roles are clear, both students have to make questions to the other students about the different characters that appear in the boxes, employing the different adverbs of frequency that are at the bottom of the page (*always, often, sometimes, usually and never*). They know the correct adverb by the amount of ticks and crosses that appears in the box. As there are some images where no symbol appears, the last objective of this project activity is that the students know the missing person, by making questions.

In this activity, the continuous interaction between the students is present and the students feel the motivation needed to reach the final objective, as a kind of competition inside the class, which encourages the students to participate actively during the activity.

### **3.9 Multiple Intelligence Theory Method Activity** (cf. Appendix 9)

This activity is trying to bring together the vast majority of the Multiple Intelligences. The teacher chooses a story, in this case is *A Wise Counting*, and he/she divides the students into different groups. Once the students are divided, the teacher gives each group pieces of paper with the written story (linguistic intelligence) in a disorganized way. (See appendix 9)

The final objective is that the whole class complete the story in a well-arranged way. For doing that, it is necessary that each student interacts with the rest of the student (interpersonal intelligence) and with him/herself (intrapersonal intelligence).

Moreover, physical movement around the classroom and body language (bodily-kinaesthetic intelligence) are crucial.

Once students begin to order the story at their desks they must have common sense and error recognition to complete the story in a proper way (logical-mathematical intelligence).

In this activity communication plays an important role in class because the students have to be in continuous communication during the development of the activity in order to complete the whole story.

### **3.10 Neurolinguistic Programming Activity**

*Simon Says* is a classic out-of-doors game that young children love. The teacher has to invite the students to stand up and, then, explain that they should do everything that he/she says but only when the command is preceded by the words “Simon says.” The teacher could say commands like this:

- Simon says: “Raise your arms”
- Simon says: “Clap your hands”
- Make a funny face

The students who make the command without “Simon says” words would be eliminated.

This activity keeps the senses in an active way since students need the sense of hearing so as to listen to what the teacher orders, the sense of sight to be aware of what their schoolmates do and the sense of touch to do the movements that the teacher says. It is an active and animated activity which keeps the attention during the development of the activity, sending numerous inputs which generate different outputs on the part of the students.

Apart from that, with this activity the students enrich their vocabulary and grammar by using it together with listening and speaking skills.

### **3.11 Cultural Activity** (cf. Appendixes 10a, 10b)

As has been mentioned in the theoretical framework, culture is a really important feature to teach, because it involves the students in the tradition of the English-speaking countries in order to know, the thinking and way of living of native speakers in a closer way.

This activity is related to the so called Bonfire Night. It is a complete activity based on the development of four different exercises: in the first exercise the Bonfire Night story is told to students in order to become familiar with the tradition by doing a reading and then, by



answering the question in exercise two (see appendix 10a). The third exercise is an animated song in which the students could have fun improving their listening and speaking skills, apart from getting closer to the Bonfire Night tradition. In the last activity, the students have to make a traditional recipe of the Bonfire Night, and know a little bit about typical gastronomy of the English-speaking countries (see appendix 10b).

### **3.12 Literature Activity** (cf. Appendixes 11a, 11b)

When in the theoretical framework, I expressed my motivation to encourage students to learn literature it does not mean that the only way to do that is making them analyse a literary text or read long pieces of famous literary productions.

This activity is a drama performance representation in which the students are the protagonists of the story. Apart from knowing more about a literary genre, the students feel highly motivated because of the fact that they are doing a different activity with, usually, enables them to have more self-esteem. Moreover, they improve listening, reading and speaking skills.

## **4. CONCLUSIONS**

### **4.1 Recapitulation**

This Degree's Final Project has approached the following sections from a critical and analytical point of view: the introduction to the topic, which included the justification and the main objectives which are essential for active communication in TEFL, as well as to analyse different teaching methods in order to observe how they contributed to communication. Next, the theoretical framework has been divided into three different parts: the first one has been dedicated to the communicative approach, explaining it in detail along with the linguistic components and the subcompetences (discursive, strategic, sociolinguistic intercultural and pragmatic competences). In the second part, five traditional methods, such as Grammar-Translation Method, Direct Method, Reading Method, Audiolingual Method and Audiovisual Method, used in language teaching over the last decades, have been dealt with in depth. In contrast, five innovative methods, Computer Assisted Language Learning, Task-Based Approach, Project Work, Multiple Intelligence Theory and Neurolinguistic Programming, have been treated to summarize their pros and cons.

In the third part of this project, which is devoted to the practical application, we have put into practice each of the methods, with different activities seeing how they benefit or harm students with their use.

### **4.2 Contribution**

This research is useful because it deals with one of the most important topics nowadays, which is teaching in general, and teaching languages in particular. Teachers are responsible that students feel motivated and excited so that their foreign language acquisition process, in this case English, is dynamic and enriching to push them to communicate in a fluid way. It is for this reason that this research can be useful, for me as a researcher, for other researchers, for current teachers and for future teachers.

When I decided to inquire about this important and necessary topic, I did it thinking about myself, how much I would learn about these teaching topics so that I would need information in the not too distant future, but I also did so to make a small contribution to the world of teaching languages, making my position on communication clear, thinking that if anyone reading my humble research could feel guided or relieved it would be a great satisfaction for me.

### **4.3 Limitations**

Although it is a decent research in terms of the characteristics that are required, it is true that not enough has been investigated due to the academic weight it entails. Not all of the methods used in language teaching have been mentioned because of space reasons, but the most important and known ones have been chosen from the long list of traditional and innovative methods that exist.

The activities that have been proposed are not very numerous, once again for reasons of the length of the project, but with each one of them I have tried to make a practical reference of the methods to be able to exemplify them in a clear way. In addition, the vast majority of these activities are not self-designed, as I have relied on different textbooks and web pages. On the other hand, few of the explained activities have actually been put into practice in order to evaluate their usefulness with students.

### **4.4 Future research areas**

Referring to the limitations that occurred during the development of the study, I would like to be able to go deeper into each method, as well as to evaluate and study the different methods that do not appear in this research.

To sum up, a clear conclusion can be obtained after the analysis that has been carried out is that the only purpose of language is communication and for this, all aspects of the language such as grammar, vocabulary, reading, writing, learning strategies, etc. are necessary. But it is important that, both the student and the teacher, are aware of the fact that these different aspects are necessary as instruments to reach the ultimate goal of communication, and not as ends in themselves.

In addition, it is interesting that the teacher presents English in a challenging way, encouraging students to learn and improve their level by offering them authentic materials and continually exposing them to the language to accelerate the learning process. All this together with meaningful learning, will make the learning process much more comfortable. On the other hand, it is necessary for the teacher to be motivated from the very beginning, always emphasizing positive aspects in the student's performance, leaving in the background the "negative" aspects in which the students fails, since in this way they will feel continually motivated, and interested in the subject.

Finally, as a general conclusion, it could be said that teachers cannot exclude any method, both traditional and innovative, because they could have improved aspects. After the analysis, it is clear that each of the analysed methods can have advantages or disadvantages in the learning process and, ultimately, for communication.

The decision of which method to choose to teach English should be taken by each teacher. Related to this, my opinion is clear: I think it is a huge error to base teaching exclusively on one method having dozens of them. For me, the correct action and decision would be to analyse each method that fits with the ideas of the teacher to be able to check what are their pros and cons and to be able to use the part of each method that the teacher believes that is more enriching and motivating for the students, because variety is the key.

I firmly believe that all methods have advantages and it will be audacious for the teacher to use them in class to improve the development of learning. To obviate any method can mean the absence of some aspects that may be useful for students. That is why, in the future, I would like to continue inquiring in a more specific way in this issue, so that I can personally know more methods, judging them critically and analytically and thus contributing to teaching.

Finally, I would like to send a message to teachers and to future teachers: the teacher is the model on which the student always fixes his/her eyes, so the teacher has a great responsibility to train, with enthusiasm, future adults who are self-sufficient and critical with the world they live in. It must be clear that teaching is the tool to help and discover people and that students are waiting to learn from and with teachers. The formation of pupils who will carry out important tasks in the world tomorrow is in their hands.

Encouraging communication and dialogue in class is the only tool against intolerance and oppression.

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16/06/2017

## 6. APPENDIXES

### Appendix 1

**5** Complete the email. Use the present simple affirmative, negative and interrogative.

Hi Mike,  
I'm Kevin, your new penfriend. I (1) ..... (live) in Hastings.  
My favourite hobby is football. My best friend David  
(2) ..... (like) football too. We (3) ..... (not go) to the same  
school, but we (4) ..... (play) football in the park every  
Saturday morning. (5) ..... you ..... (like) football?  
I've got one sister. Her name's Sarah and she's 14. She  
(6) ..... (not do) any sports, but she (7) ..... (watch) tennis  
on TV.  
My favourite band is The Darkness. (8) ..... you .....  
(know) them? I've got all their CDs.  
Write soon.  
Kevin



**Try this!**

Write three sentences about what you do at the weekend.  
I watch TV. I...

(Davies & Falla 2007a:12)



Appendix 2a

# LET'S GO SHOPPING! Student A

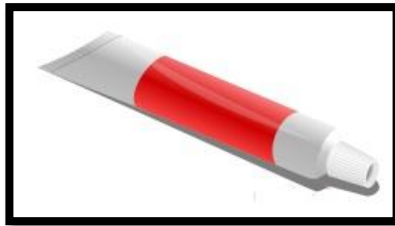


bar    bottle    box    can    carton    dozen    packet    sack    tube

Match the words in the box above and at the foot of the page with the pictures below.



1) A \_\_\_\_\_ of \_\_\_\_\_  
          ø80



2) A \_\_\_\_\_ of \_\_\_\_\_  
          €1.30



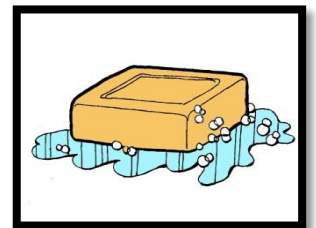
3) A \_\_\_\_\_ of \_\_\_\_\_  
          €1



4) A \_\_\_\_\_ of \_\_\_\_\_  
          ø80



5) A \_\_\_\_\_ of \_\_\_\_\_  
          €1.20



6) A \_\_\_\_\_ of \_\_\_\_\_  
          ø90



7) A \_\_\_\_\_ of \_\_\_\_\_  
          €2.20



8) A \_\_\_\_\_ of \_\_\_\_\_  
          €1.50



9) A \_\_\_\_\_ of \_\_\_\_\_  
          ø60

crisps    eggs    matches    milk    orange juice    potatoes    soap    tomatoes    toothpaste

## Appendix 2b

### A

1. May I help you?
2. How can I help you?
3. What can I do for you?
4. How can I be of assistance?
5. Could I help you with something?
6. What would you like?

### B

1. I would like a bag of sugar, please.
2. Could I have a bag of sugar, please?
3. Do you have any bags of sugar?
4. I was thinking of buying a bag of sugar.
5. Can I have a bag of sugar, please?
6. Could you give me a bag of sugar, please?

## Appendix 2c

### Student A

You have €6.10 to spend  
You want the following

A bottle of wine  
A loaf of bread  
A box of tissues

### Student B

You have €3.10 to spend  
You want the following

A tube of toothpaste  
A can of tomatoes  
A dozen eggs

[https://en.islcollective.com/resources/search\\_result?Tags=Search%20free%20ESL%20resources&Material\\_Type=Direct%20Method%20activities&type=Printables&numrows=12&page=2](https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&Material_Type=Direct%20Method%20activities&type=Printables&numrows=12&page=2) (retrieved 18/06/2017)

## 4 Exam Practice

### Texting Our Way to Good Health

Mobile phones and text messaging are frequently held responsible for the fact that young people lead inactive lives. This inactivity in its turn has been linked to the rising levels of child obesity all over the world. Yet, a number of recent studies have proposed various ways that text messaging could in fact be utilised to fight child obesity.

It has long been accepted that self-monitoring calorie intake and body weight is very important for successful, long-term weight loss. Yet in most cases, people who are trying to lose weight find it difficult to continue to observe and record their own eating behaviour over time.

A recent study conducted at the University of North Carolina in the USA has shown that texting may be an effective tool to help children monitor their eating habits. Researchers found that teen participants in the study who reported their eating and physical activity using text messages were more likely to continue monitoring their eating and exercise behaviour than those using a traditional diary. This may be because when participants in the study sent a text message, they immediately received an automated feedback message based on what they had reported.

Researchers at the University of Southern California in the USA are currently conducting a study in which each teen participant is hooked up to a "mobile body-area network" that includes a heart-rate monitor, a GPS satellite navigation unit, and a blood glucose meter. Each sensor is linked to a smartphone that sends the data to the university's computers, which process the information they receive. If the data suggests that a teenager has been sitting around too much, a stream of text messages are then sent, either urging them to do some exercise or putting them in touch with other participants for group activities.

It's still unclear whether or not text messaging is indeed the solution to fighting the rise in teen obesity. However, it is clear that something must be done to combat this alarming trend. If we want to fight obesity in the population as a whole, it is essential that we first begin by attacking the problem amongst children and teens. After all, they are our future.

### Appendix 3b

1. **Decide if the following sentences are true or false. Find evidence in the text to justify your answers.**
  1. The way in which teenagers monitor their eating behaviour may be important.
  2. Both of the studies mentioned in the article have been completed.
  3. The writer of the article believes that texting is the best way to fight the rise in child obesity.
  4. The writer of the article thinks that it is also important to deal with obesity amongst adults.
2. **Rewrite the following sentences without changing their original meaning.**
  1. Researchers are conducting a study in which each teen participant is hooked up to a mobile body-area network.  
Researchers are conducting a study by .....
  2. It is clear that something must be done to combat this alarming trend.  
It is clear that we .....
3. **Complete the sentences using the information given in the text. Use your own words as far as possible.**
  1. Self-monitoring helps people to .....
  2. Both of the studies described in the article investigated .....
4. **Choose the best meaning for each word.**
  1. linked (paragraph 1)  
a. suggested    b. connected    c. added
  2. monitoring (paragraph 3)  
a. changing    b. improving    c. checking
  3. alarming (paragraph 5)  
a. exciting    b. frightening    c. interesting
5. **Write a composition of about 100-150 words in your notebook. Choose ONE option.**
  1. **An opinion essay:** Some people believe that mobile phones should be banned from schools. Do you agree? Why or why not?
  2. **An opinion essay:** Do you think that text messaging could help you follow a healthy lifestyle? Why or why not?

(Grant & Payne 2010: 87)

#### Appendix 4a

- Teacher: There's a pen in my bag.
- Student: There's a pen in my bag.
- Teacher: Pencil.
- Student: There's a pencil in my bag.
- Teacher: Book.
- Student: There's a book in my bag.

*([https://www.slideshare.net/Patrmartin/the-audiolingual-method-27435101?next\\_slideshow=1](https://www.slideshare.net/Patrmartin/the-audiolingual-method-27435101?next_slideshow=1) retrieved 22/06/2017)*

#### Appendix 4b

Change the following verbs to their “-ing” forms so you can say what you like doing.

Example: I like \_\_\_\_\_skiing\_\_\_\_\_ (ski).













- 1. I like \_\_\_\_\_ (swim).
- 2. I like \_\_\_\_\_ (eat).
- 3. I like \_\_\_\_\_ (draw).
- 4. I like \_\_\_\_\_ (watch TV).

*(<https://www.slideshare.net/emma.a/language-teaching-approaches-and-methods> retrieved 22/06/2017)*

Appendix 5a



Appendix 5b

		
		
<b>read books</b>	<b>play on the computer</b>	<b>ride a bike</b>
<b>play basketball</b>	<b>talk to friend</b>	<b>Watch TV</b>
		
		
<b>read books</b>	<b>play on the computer</b>	<b>ride a bike</b>
<b>play basketball</b>	<b>talk to friend</b>	<b>Watch TV</b>

<https://www.slideshare.net/PeichinLu/activities-flashcard> (retrieved 18/06/2017)

## Appendix 6

### TOPIC: Talking about work (casual) 1

Choose the best (most logical) response to complete each of the following sentences:

1. This job is too  (*stressed-out/stressful*).
2. There's a lot of work, but I can  (*deal/handle*) it.
3. I was  (*hired/heard*) last month.
4. They  (*fired/failed*) two of my co-workers, and I'm afraid I might be next.
5. I work  (*at/in*) sales.
6. My  (*commute/communion*) (= the time it takes me to get to work) isn't so bad.
7. The company has a reputation for treating their  (*employees/employed*) well.
8. I usually don't eat in the  (*lunchroom/lunch-zone*). I go out to eat.
9. The dress  (*code/cut*) is casual.
10. I'm thinking about  (*quitting/stopping*) my job.

<http://www.learnenglishfeelgood.com/vocabulary/esl-talking-about-work1.html> (retrieved 16/06/2017)

## Appendix 7

4 Write a description of two people you know well (friends or members of your family).

**Introduction**  
I'm going to describe ...

**Paragraph 1**  
Describe his/her appearance.  
• tall/short? hair and eyes?  
Describe his/her personality.  
• The best thing about him/her is ...  
• The only bad thing about him/her is ...

**Paragraph 2**  
Describe his/her appearance.  
• tall/short? hair and eyes?  
Describe his/her personality.  
• The best thing about him/her is ...  
• The only bad thing about him/her is ...

(Davies & Falla 2007b:52)











































## Appendix 8

**Guess who? game**

1 Play in pairs. Choose who is A and B. Cover the other side.

2 Ask your partner and complete. Then find the missing person.

A				B			
 Claire	 ✓✓✓	 ?	 X	 Claire	 ?	 //	 ?
 John	 ✓✓	 ?	 ✓✓✓	 John	 ?	 ✓	 ///
 Sally	 ?	 ?	 X	 Sally	 X	 /	 ?
 Simon	 ?	 ?	 ✓	 Simon	 //	 X	 ?
 Debbie	 ?	 ?	 ✓✓✓	 Debbie	 X	 //	 ?


always ✓✓✓

often ✓✓

sometimes ✓

never X

3 Who's the mystery person?



\_\_\_\_\_

87

(Mohamed 2013b: 87)

## Appendix 9

Emperor Akbar was in the habit of putting riddles and puzzles to his courtiers. He often asked questions which were strange and witty. It took much wisdom to answer these questions.

Once he asked a very strange question. The courtiers were dumb folded by his question.

Akbar glanced at his courtiers. As he looked, one by one the heads began to hang low in search of an answer. It was at this moment that Birbal entered the courtyard. Birbal who knew the nature of the emperor quickly grasped the situation and asked, "May I know the question so that I can try for an answer".

Akbar said, "How many crows are there in this city?"

Without even a moment's thought, Birbal replied "There are fifty thousand five hundred and eighty nine crows, my lord".

"How can you be so sure?" asked Akbar.

Birbal said, "Make you men count, My lord. If you find more crows it means some have come to visit their relatives here. If you find less number of crows it means some have gone to visit their relatives elsewhere".

Akbar was pleased very much by Birbal's wit.

<http://www.english-for-students.com/A-Wise-Counting.html> (retrieved 17/06/2017)

# Bonfire Night 5th November

## 1 Read, listen and match.

- 1 On Bonfire Night the British people remember Guy Fawkes. On 5th November 1604, he wanted to blow up the Houses of Parliament and kill the King.
- 2 Hi, I'm Katie. I love Bonfire Night. The day before, I always make a guy with my brother, Charlie.
- 3 We go to the shops with Dad. Children can't buy fireworks so Dad buys fireworks for us. I like sparklers best. Charlie likes rockets.
- 4 On 5th November, we put on our coats, scarves and gloves and go to our friends' house for tea. We have delicious food: hot dogs and toffee apples ... Mmm!
- 5 In the evening, there's a firework display in our nearest park. We put our guys on the bonfire. The adults light the fireworks because we can't. But we can hold sparklers. That's why I like sparklers best!



## 2 Read again and answer.

- 1 Who do British children remember on 5th November?
- 2 When do Katie and Charlie make their guy?
- 3 Why does Dad buy the fireworks?
- 4 What food is typical on Bonfire Night?
- 5 Where is the firework display?

## 3 Answer with a friend.

- 1 When do you have fireworks?
- 2 Where can you see fireworks?
- 3 Do you have firework displays?

Appendix 10b

4 Listen and match the pictures to the words in colour. Then sing.

**a** 

# Reach

**c** 

*Reach for the stars.  
Climb every mountain higher.  
Reach for the stars.  
Follow your heart's desire.  
Reach for the stars.  
And when that rainbow's  
Shining over you,  
That's when **your dreams**  
Will all come true.*

**b** 

We've got to all stick together.  
Good friends, there for each other.  
Never ever forget that I got you  
And you got me.

**d** 

**5** Match the instructions to the pictures.

## Recipe for toffee apples



**Ingredients**

90 g sugar	1 ml vinegar
6 apples	70 g butter
30 ml water	6 sticks

- 1** Put a little oil on a baking tray.
- 2** Mix the sugar, butter, vinegar and water in a saucepan. Heat and stir the toffee.
- 3** Boil the toffee for 10 minutes.
- 4** Push a stick into each apple.
- 5** Dip the apples in the toffee.
- 6** Put the toffee apples on the baking tray and wait.

Eat when the toffee apples are cold and hard.  
**Ask an adult to help you.**

**a** 

**b** 

**c** 

**d** 

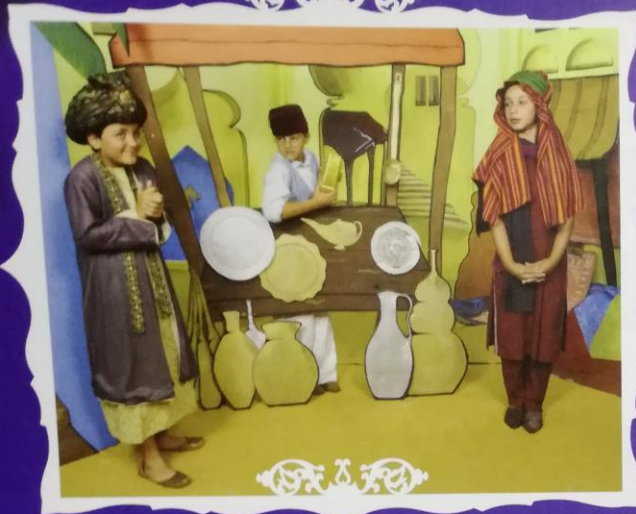
**e** 

**f** 

67

(Mohamed 2013a: 66-67)

# The rich man and his gold



Scene 1: At the market.

**Narrator:** There was once a rich and greedy man. But he wasn't happy. He had lots of expensive things but he didn't have any gold.

**Merchant:** I've got a big piece of gold. Buy my gold, then you can be happy!

**Rich man:** OK.

Scene 2: In the garden.

**Narrator:** So, the rich man got the piece of gold.

**Rich man:** This is my secret. I'm going to hide the gold in a hole in my garden.

**Neighbour:** What are you doing in your garden, neighbour?

**Rich man:** Nothing!

Scene 3: At night.

**Narrator:** Every night, the rich man dug up the gold and looked at it.

**Rich man:** I love my gold! But now I'm going to hide it in the hole again.

**Robber**

**(to himself):** Aha! I can see you. I'm going to take your gold.



Appendix 11b



narrator



rich man



merchant



neighbour



robber

Scene 4: A robbery.

**Narrator:** The robber took the gold.  
And he put a big stone in the hole instead.

**Robber:** Now I've got the gold.

**Rich man:** Stop! Stop! What are you doing in my garden?





Scene 5: An important lesson.

**Narrator:** The rich man went to dig up his gold and he took out the big stone.

**Rich man:** Oh no! The robber has got my gold.

**Neighbour:** Your gold?

**Rich man:** Yes, I had a big piece of gold in a hole in my garden.

**Neighbour:** Did you use your gold?

**Rich man:** No, I only looked at it.

**Neighbour:** Then look at the stone instead. You didn't use the piece of gold, so it was no different from a stone!

**Narrator:** So the rich man learned an important lesson. And it's time for us to sing!

**All:** Off to the theatre ... 🎵

Now you are ready to perform your play.


65

(Mohamed 2013a: 64-65)