Theory of teaching English and reality at schools

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Abstract: There are a lot of differences between how to teach English in Primary Education and how this subject is taught at schools. This work is divided in several parts, the first part exposed the theory learned at University, continuing with the reality observed during my Teaching Practice Period at school and a comparison between these sections. To conclude I summarize the results obtained during the investigation process in both fields, theory versus reality.

Key words: Primary Education, English, theory, reality, school, differences.

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1. Introduction, justification and educational interest of the topic

The idea of this work arose during the last year of my degree when I began to give English's particular lessons to children of primary education and I started to discover that the theory I was learning at university wasn't the reality that my students had at their schools in English lessons. I commented some of these differences with one of my teachers at university and he made me understand the "errors" these schools or these teachers were committing. Another of the reasons why I have chosen this topic is the reality that I am discovering at my teaching practices in a school and how the basis established in the theory are not carried out in the classroom.

The reality of this difference is due to the poor communication or relationship that exists between the University and schools. Teachers in both institutions should be in constant interaction, in that way there will be a good concordance between what we study at the University and the work at schools. When someone starts studying education, you don't know what is to be a teacher until you start in a school. Talking about English lessons, this year I have had the opportunity to learn very interesting and useful skills and ideas to be carried out in a classroom. But when you are in front of a class of 26 students it is difficult to put them into practice, you have to adapt these ideas in the content schema of the school but sometimes it is very difficult to get it.

Another important reason for this difference is the English level of the teachers in the classroom. Most teachers have a basic level of the language and for that reason English lessons tend to be very routine and boring because they have to follow class books and it is difficult for them to do new and innovative things.

It is very important to create motivation for the foreign language in the class. If teachers have a low English level and we add the low motivation of children, students will not be able to acquire a good level.

Throughout this work I am going to talk about what I have learned at the University, the different theories and advices about several skills and abilities to implement in the classroom and my own experience as an English teacher. Firstly I will expose the theory and methodology of teaching a new language and then I will talk

about what I am experiencing at the school. I will make a comparison between theories and reality.

2. **Hypothesis**

Teaching English in a classroom of 3rd grade of primary education in Santo Tomás de Villanueva School differs from to a great extent from the theory and methodology I have studied at University. The theory shows different ways how to teach a foreign language; through this work I am going to explain the differences between what I have learned at University and what I am observing at school.

3. Objectives

- To investigate teaching and learning processes in English foreign language.
- To describe the specific context where the research has been done.
- To classify and explain the most important theories of the teaching and learning process of English as a foreign language.
- To compare the theory with practice at a classroom, to identify the points that do not coincide.

4. Literature review

In the stage between 6 and 12 years is very important elements that can be seen, touched, heard and felt while the language is being used. Rhymes and chants can be an important resource to develop skills at this stage (Madrid and MacLaren 1993).

There are four linguistic skills: listening, reading, speaking and writing. Listening is a receptive and oral skill; reading is receptive and visual; speaking is productive and oral and writing is productive and visual. Teachers should practice both types of skills productive and receptive skills at the same level and as much as possible. White (1980) suggests that the Audiolingual method and the Structuralists were responsible for establishing a fixed order for the four skills: listening, speaking, reading and writing. We can also include in the linguistic competence skills such as grammar, vocabulary, pronunciation and spelling.

To explain the different skills I am going to follow White's order. Beginning with listening, after that speaking, continuing with reading and finally writing and adding at the end vocabulary and grammar.

<u>Listening</u>

Celce-Murcia, (2001: 77) proposes that in order to get learners' attention, to keep them actively and purposefully engaged in the task at hand, and to maximize the effectiveness of listening/language-learning experiences, three materials development principles are suggested: relevance, transferability/applicability and task orientation. These three principles are important in making choices about both language content and language outcome.

Relevance, listening activities should be as relevant as possible to the students. It is very important to hold their attention and motivation.

Transferability/applicability, it is necessary that what children learn through listening activities could be transferred externally (out of the school).

Task orientation, it is very important to choose different types of activities, with different purposes.

Madrid and McLaren, (2004: 189) establish some important points of this skill:

- Listening should be taught systematically, in varied ways and regularly
- The importance of distinguishing pre-listening, while-listening and after-listening.
- Learners must be motivated for listening tasks. The key point is that children understand and participate.
- The mere quantity of listening the learner does is of great importance in providing confidence in the teaching process.
- The insistence that the pupils do not (usually) have to force themselves to understand every single word.
- Listening tasks can and should be basically simple.
- The importance of a task, which should be explained to the learners before they do the exercise, so that they know why they are listening, as we do in real life.

- Listening exercises must be carefully graded. An oral text is not a written one. A conversational perspective provides discursive resources which must be used, such as repetitions, topic nomination, pauses and visual clues. So that the teacher is the first source of comprehensible input in order to develop listening.

<u>**Speaking**</u>

This skill is of core importance for the youngest students, first oral communication and then reading and writing. Contents and objectives to develop this skill must be clearly selected; priority is given to lexical, contents should follow "real life" and activities chosen have to allow oral communication.

Primary school pupils need a fairly limited selection of lexical phrases and vocabulary items to participate in preliminary oral interactive tasks. We should select or adapt activities linked to a series of topics in order to develop and consolidate the most basic code (McLaren and Madrid, 1995).

The initial interaction could be a simple greeting, questions with easy answers and their physical responds make learners active participants in a conversation. It is very important to support these interactions with gestures, drawings, body language and avoid as much as possible using children's mother tongue.

Hadfield & Hadfield (2008, 105) suggest that we can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak. We can give them opportunities to practise enough to become fluent, and we can get them to improvise and stretch the language that they know to cope with a range of different situations. We can give them opportunities to interact with other s and help them with useful phrases and expressions for turn-taking, changing the topic, expressing interest, etc.

A very useful and interesting tool to develop oral interaction is songs. They are highly memorable and help to internalize their vocabulary; provide examples of everyday language; improve pronunciation; foster speaking and listening skills as well as grammar and vocabulary. Gestures and dramatising songs help children to understand their vocabulary and make them easily memorable, song such as "Head, shoulder, knees and toes" or "If you are happy and you know it, clap your hands".

The difficulty of English pronunciation resides not only in the fact its phonological system does not resemble the students' native one, but also on the lack of correspondence which exists between it and the written code (Madrid and McLaren, 2004: 197). There are two types of English spelling instruction, the first one is implicit, top-down which favours indirect spelling instruction or explicit, bottom-up, spelling is not caught- it must be taught.

Reading

Madrid and McLaren, (2004: 221) suggest that primary teachers should keep in mind the following principles in text selection:

- Texts should be adapted to the learner's cognitive development.
- Texts should cover a wide variety of topics in order to reflect the diversity of interests present in the classroom.
- Texts should enhance motivation and promote self-esteem.
- Texts should reflect situations where the learner can activate his/her schemata and enrich the interpretation.
- Texts should introduce some of the most important cultural references of the target language.
- The selected texts should be the result of a needs analysis. By means of a needs analysis the teacher can gather a great deal of valuable information which will result in a more accurate selection of the reading material.

There are different types of reading that a teacher can use in a classroom. Students can read silently or read aloud. Brown (2001: 312) considers that reading aloud has some pitfalls, it is not very authentic activity; it is a boring activity because while one student is reading, the others can easily lose attention and it is not an interactive activity because students only have to recite.

On the other hand, silent reading is the most natural way of reading. This type of reading is divided in four categories: scanning, skimming, intensive and extensive. Depending on the activities or the purposes of the reading activity there will be need one of the four categories. For example, scanning is the type of reading used to look for specific information in a text or skimming, to get a global impression of what the text is about.

It is necessary to chose appropriate activities to introduce the topic of the text and activate previous knowledge, activities before reading; we have to select activities during reading, to guide the reading process and it is important to have activities after reading to check if readers have understood the content of the text.

Writing

Madrid and McLaren (2004, 262) suggest that in general terms, writing is important in the teaching/learning process of languages because:

- It is above all a useful learning tool.
- It helps to consolidate and reinforce the learning of other knowledge (grammar, vocabulary, etc).
- It is a useful communication channel.
- It adds another physical dimension to the learning process. If we consider the different learning styles, this skill can be adapted for both visual and kinesic pupils.

There is a series of steps to follow when the writing activities become increasingly more complex. The first step is familiarisation, after that comes controlled writing, guided writing and finally free writing. Familiarisation, writing words and grammatical phrases are the first step. In the next stage, controlled writing, the teacher gives aids, linguistic material and guidelines to produce the activity. In guided writing, the teacher provide guidelines and pupils start to produce written sentences. The last stage is free writing, pupils write about a particular subject with just a minimum help.

When we speak of teaching writing in L2 at beginner level we are working within the following guidelines Madrid and McLaren (2004, 269):

- Learning to write is gradual, dynamic, progressive and developmental process.
- Writing ability develops through meaningful writing experiences.
- The rhythm of the work should be adapted to fit individual rhythm of each pupil according to the method being used.
- We will focus on meaning rather than accuracy.
- Children should write about what they have talked about or read about. We can use listening, speaking, and reading activities in a balanced to prepare for their written work.

- Grammar and conventions taught through "real" writing.
- Introduce motivating and funny activities.
- Encouraging risk-taking.
- Acceptance of mistakes.
- Be positive. Praise and respect all efforts.
- For young children visual aids (pictures, flashcards, cardwords) are very important.
- Display as much of the pupil's writing as you can.
- Encourage children to be autonomous (consult, dictionaries, spell-checkers, computers, books, etc).

Vocabulary

Varela, (2003: 159) says that the need to select vocabulary to be taught for production or only for recognition and understanding does not seem so important. Through their contact with language, learners come to recognise certain words, and if those words are taught actively in class, they will sooner or later belong to the group of productive or active vocabulary. If they are not, they might remain just passive vocabulary, words that students recognise, either directly or through comprehension strategies. Perhaps it will be sensible just to select and teach vocabulary for productive purposes and let students acquire passive vocabulary through exposure to the language.

There are some steps in teaching vocabulary established by Madrid and McLaren, (2004: 285). The first step should be to help learners understand the meaning of new words, the second to facilitate the learning of the pronunciation, reading and writing of words and, finally, to make it easy for students to memorize them. To help understanding meaning we can use:

- Visual, aural, kinaesthetic and tactile aids
    - Realia. mime, facial expressions and gestures are vivid ways of showing meaning, especially for children.
    - Flashcards, wall charts, photographs or simple drawings are most useful for introducing content words.
- Graphs and diagrams
- Arrows

- Linguistic resources:
  - Definitions
  - Synonyms
  - Antonyms
  - Hyponyms
  - Translation (as a last resort)

Grammar

Knowledge of grammatical rules for primary students does not necessarily imply the formal teaching of the whole linguistic system; the main objectives should be to help them discover and learn the basic rules of grammar. There are some steps in teaching grammar (Madrid and McLaren 2004, 294):

- Help the students recognize grammar patterns and understand their meanings.
- Help the students find analogies and generalise.
- Help the students infer and systematise rules.
- Help the students appreciate their communicative value and learning usefulness.
- Help the students internalise patterns.

5. Methodology

Firstly I have collected information about how to teach English in Primary Education from several books and articles. After that, during my period in a school as a trainee I have collected information about how to teach English as a foreign language. With these data I will compare the differences and similarities between them, looking for the best points in both parts and create my own point of view. To finish this work I will get some conclusions about Theory vs. Practice.

5.1. Context

Santo Tomás de Villanueva school is a private school near the centre of Granada. It is a very big school with students from pre-school education to high school. It is compulsory to pay for the last two years of high school. I am doing my teaching

practice in a 3rd grade of primary education with 26 pupils, so the information that I am going to show through this work comes from my experience in this classroom. The level of the students is unequal there are a group of high learners and a group of low learners. There are special cases; one of the girls has hyperactivity and two of the boys have to go to the school learning centre in mathematics and language. They don't have special problems in the foreign language learning.

Another important fact about the class is that, in general, pupils are very nervous, talkative and interrupt in the middle of the lessons constantly. For these reasons sometimes is difficult to create an appropriate atmosphere to learn. The class teacher has to stop and ask children to be quiet a lot of times during the lesson to continue with the explanation.

The class teacher is also the English teacher. During English lessons the teacher tries to speak all the time in the foreign language but because of the students' characteristics it is difficult to follow this rule. The teacher follows the coursebook in all the lessons.

5.2. Variables

The aspects that will compare between theory and practice are the following:

- Listening   - Speaking

- Reading   - Writing

- Grammar   - Vocabulary

I have chosen these variables because they are the base of every language. Within each variable there are some sub-variables such as: how the coursebook is represented, the student's response, time spent, etc.

5.3. Instrument:

Here there is an example of one of the chart that will be used to collect the information and the results, the rest of the charts, see Annexe.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Listening	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

5.4. Procedure

In the charts appear two different parts; the first one is thought to collect some important points about the six skills' theory and the other part shows the reality of this theory in my school.

The information taken to complete the part about the reality in schools is a summary of the procedures followed in the English lessons. The activities are repeated in all units with different vocabulary and grammar so the way of teaching is more or less the same unit after unit.

6. Results

I am going to present the information about the six skills selected in charts as shown in point 5.3.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Listening	**Coursebook**	The importance of distinguishing pre-listening, while-listening and after-listening.	Do not appear activities before, during and after listening. We can only find the listening activity. For example, listen the song or listen the dialog.
	Teacher's performance	The insistence that the pupils do not (usually) have to force themselves to understand every single word.	Teacher insists to translate every word of the listening activities before children listen to the song or the dialog in the CD.
		The importance of a task, which should be explained to the learners before they do the exercise, so that they know why they are listening, as we do in real life.	There is no a real explanation about why they are doing the activity, the teacher only follows the class' coursebook.
	Students' reactions	Learners must be motivated for listening tasks. The key point is that children understand and participate.	Children do the same activities in each of the units of the book with different vocabulary. They are not motivated about what they are doing, they get bored easily.
	Time	Listening should be taught systematically, in varied ways and regularly.	There are the same three listening activities in each unit of the coursebook.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Speaking	**Coursebook**	A very useful and interesting tool to develop oral interaction is songs. They are highly memorable and help to internalize their vocabulary; provide examples of everyday language; improve pronunciation.	In the class' coursebook appears a song in each unit. The song is prepared to practice the new vocabulary and the new grammatical structures of the unit. Children listen the song and then try to sing it.
	Teacher's performance	We should select or adapt activities linked to a series of topics in order to develop and consolidate the most basic code.	There is an activity about phonics in each unit to practice one or two sounds. The problem is that the activity is out of context, the vocabulary that appears doesn't have any relation with what children learn in the unit.
	Students' reactions	Avoid as much as possible using children's mother tongue.	The teacher tries to speak in English as much as possible but sometimes children get lost and the teacher starts to speak in Spanish in the middle of the lesson.
	Time	This skill is principal in the youngest students, first oral communication and then reading and writing.	Most of the activities pupils do are to develop writing skills. The teacher asks them to translate most of the coursebook' activities in their notebooks.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Reading	Coursebook	Texts should be adapted to the learner's cognitive development.	The texts used in the class are appropriated for children' level, but they are not specially adapted for the needs of the class because the teacher always uses reading activities from the textbook.
		Texts should enhance motivation and promote self-esteem.	Most of the texts are not related with pupils' interests but they feel interest for what they are reading because they are about cultural aspects.
		Texts should reflect situations where the learner can activate his/her schemata and enrich the interpretation.	Texts in the coursebook are at the end of the units and for that reason the vocabulary and grammatical structures used are familiar for the pupils.
	Teacher's performance	It is necessary to chose appropriate activities to introduce the topic of the text and activate previous knowledge, activities before, during and after reading	The activity chosen to introduce the reading activity is about vocabulary, some important words. There aren't activities during reading and to conclude the activity there are some questions about what they have read. In my opinion this is not enough.
	Students' reactions	Reading aloud has some pitfalls, it is not very authentic activity; it is a boring activity because while one student is reading, the others can easily lose attention.	Reading aloud is the most common way of reading in my class. Because of the characteristics of the class this activity is not very appropriate, pupils start talking between them while another child is reading. It would be more positive for the class to read in silent and pay more attention about what they are reading.
	Time		Reading is one of the most practiced skills in my class. They read every activity aloud before do it; first in English and them the teacher asks them to translate it into Spanish.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Writing	Coursebook	It helps to consolidate and reinforce the learning of other knowledge (grammar, vocabulary, etc).	In the coursebook most of the activities to practice the new content learnt in the unit are writing activities. It consolidates new grammar and vocabulary.
	Teacher's performance	Children should write about what they have talked about or read about.	All writing activities children do are related with previous contents they have seen at English lessons.
		Introduce motivating and funny activities.	It is very important to motivate pupils about writing because it is one of the most difficult skills due to the difference between how it is said and how it is written.
		Acceptance of mistakes.	Sometimes my teacher gets disappointed when children make mistakes about what they have already known. It is normal they have difficulties to know how to write some words.
	Students' reactions	Encourage children to be autonomous (consult, dictionaries, spell-checkers, computers, books, etc).	The intention of the teacher is children get to be autonomous, and look for the meanings they don't know or ask to another partner who maybe can help them but at the end the teacher and I resolve their questions before they consult a dictionary or a book.
	Time	Learning to write is gradual, dynamic, progressive and developmental process.	In this level children control how to write complex sentences with grammatical structures and vocabulary they have learnt at English lessons. They follow the same structure since I am at the school. They teacher pays more attention to writing activities than to speaking and listening activities; I am not agree with this thought.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Vocabulary	Coursebook		The coursebook collects vocabulary about different topics and it is practiced through the unit.
	Teacher's performance	There are some steps in teaching vocabulary. The first step should be to help learners understand the meaning of new words, the second to facilitate the learning of the pronunciation, reading and writing of words and, finally, to make it easy for students to memorize them.	These steps are followed in teaching vocabulary in my class. The way to help them to memorize the new vocabulary is using examples, gestures, and flashcards.
	Students' reactions	To help understanding meaning we can use several aids and materials.	With the help of different resources we get that children remember the new vocabulary in an easier way.
	Time		The vocabulary of each unit is practiced through all the activities children have to do with the exception of the pronunciation activity in which appears new words.

Variable	Sub-variables	Theory at Faculty	Reality in schools
Grammar	Coursebook		It is the guide to decide what to explain in the class. It has examples and grammar is practiced through several activities.
	Teacher's performance	Knowledge of grammatical rules for primary students does not necessarily imply the formal teaching of the whole linguistic system.	He explains grammar in a very formal way for children of that age; for example to teach must or mustn't he uses the next schema: Pron. + must/mustn't + verb. The teacher wants that children remember the main structures to use them at any moment or any case.
		Help the students recognize grammar patterns and understand their meanings.	This is not carried out in my class as I explained in the previous quadrant.
	Students' reactions	The main objectives should be to help pupils discover and learn the basic rules of grammar.	Children learn grammar with schemas, in the moment that teacher teaches them, maybe it is useful for pupils to do the activities but they did not internalize the structures and they will forget it in the next unit.
	Time		Most of time is dedicated to teach and practice grammar.

7. Discussion

With the help of the charts I have summarize the differences that I have appreciated between the six skills that I have chosen and its theory at books. In this part of the work I am going to analyze the results obtained.

In the case of the listening skill, it is very important not press pupils to understand every word of what they are going to listen, it is better to help them try to understand the context not the whole text and let children have a more autonomous work; as Madrid and McLaren (2004) says "pupils do not have to force themselves to understand every single word" (p. 189). It is a very important point, in the English lessons at the school the class teacher ask pupils to translate every text, every activity before do them and I am completely disagree because for children it is a stressful moment, when they do not know how is a sentence or a word in Spanish. In my opinion the best option is help pupils to understand but not translate every word of everything.

Another important point related with this skill is the necessary explanation to the children about why they are going to do listening activities. Teachers should tell to their students what they will get listening a song, why it is important for or maybe explain them the advantages of understand oral English. Madrid and McLaren (2004) advice about "the importance of a task, which should be explained to the learners before they do the exercise, so that they know why they are listening, as we do in real life" (p. 189) It is necessary to get children involved and get them motivated about the importance of what they are improving while they are practicing listening activities

Speaking is one of the most important skills in primary education. In the youngest students the most practiced ability should be oral communication. Teachers have to help them to understand oral interaction and when children were ready we should motivate them to interact and participate orally in English lessons. Hadfield & Hadfield (2008) suggest that "we can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak" (p. 105). It is in that moment when the teacher has to be a guider and motivate pupils.

An important part of this skill is avoid talking in children' mother tongue as much as possible because pupils have to spend the whole lesson thinking in English and if the teacher change into Spanish the learning atmosphere could be broken. My class

teacher does not achieve this goal because of the characteristic of the class, when he sees pupils are not paying attention or they are talking between each other he starts to speak in Spanish. When I became an English teacher I will avoid it because I think this is counter-productive.

Reading is the next ability exposed in the charts. As I said in this work, the class teacher always follows the coursebook and he does not use any other resources or materials. The reading activities that appear in the book are not very relevant or motivating for children because the topics chosen for the author are not very related with children' close world. "Texts should cover a wide variety of topics in order to reflect the diversity of interests present in the classroom and should enhance motivation and promote self-esteem" (Madrid and McLaren, 2004: 221).

Brown (2001: 312) considers that "reading aloud has some pitfalls, it is not very authentic activity; it is a boring activity because while one student is reading (..)". I am completely agree with Brown because it is what happens in my class, the teacher always asks a pupil to read and the rest have to follow the text. It is an unmotivated activity where children, who are not reading, lose their attention about what the text is about. Another disadvantage of this type of reading is how a child feels when he/she has to read aloud in a language they do not domain and in front of twenty five classmates. Pupils sometimes do not feel confident enough to read in English and the teacher does not pay attention to this fact; some children feel nervous and have panic about reading aloud. This is an error committed by the teacher and a big difference between what the theory says and the reality at school.

In the part of writing there are some other differences. When children start writing, the role of the teacher is very important because is necessary to motivate pupils about this activity. As Madrid and McLaren (2004) exposed, there is a series of guidelines that a teacher should follow "acceptance of mistakes and introduce motivating and funny activities" (p. 269). In my class, writing mistakes are not allowed; the teacher gets disappointed when children commit mistakes in words that they should have already known. I cannot understand this though because he knows the difficulties children found when they try to write sentences or small texts in English.

Another important point is the lack of motivating and funny activities, they repeat time and time again the same types of sentences; for example, when they learn

why and how use "must and must not" they only practice sentences with this grammatical structure. In each unit they will only write about the new vocabulary and new grammatical structure forgetting what they have learnt in units before.

Vocabulary is another very important part of any language. The teacher follows the coursebook and the vocabulary each unit has. To introduce new topics, flashcards are used to show children the new words they will have to learn with its correct pronunciation and writing. Through the unit there are a lot of activities where pupils can practice these new words.

There are some steps in teaching vocabulary established by Madrid and McLaren (2004), "the first step should be to help learners understand the meaning of new words, the second to facilitate the learning of the pronunciation, reading and writing of words and, finally, to make it easy for students to memorize them" (285). These steps are followed in teaching vocabulary in my class.

Grammar is another controversial point because there are several differences between theory and practice and is in that skill where I am more disagreement with what my teacher does. He thinks that the best way pupils can learn grammatical structures is shown them the rules, for example: Pron. + must/mustn't + verb. The teacher wants that pupils memorize this rules and he thinks that in this way they will be able to use them in any situation. I cannot be more disagree, teach grammar structures without context is negative for the learning process because they will not know how to use them or in which cases is necessary to use a tense or another, children will forget it easily. With this way of teaching grammar, pupils will not internalize the structures and if they are not constantly reviewing how to use them is like if they have never seen them, they have difficulties to remember what they have learnt some units ago. "Knowledge of grammatical rules for primary students does not necessarily imply the formal teaching of the whole linguistic system; the main objectives should be to help them discover and learn the basic rules of grammar" (Madrid and McLaren, 2004: 294).

8. Conclusion

Before doing this work, I knew some of the differences between theory learned at university and practice in school because I have been giving private classes to some children since some years ago and I was really surprised to discover that what children were learning at school did not coincide with what I was learning at the university, and this was what led me to want to do this job. With the help of this work I have been able to discover and verify the differences between the two parts. I have been arguing these differences with the help of data tables that show how it should be and how it is in reality.

On the one hand, it was a very revealing work to see how most of the points that I considered important in an English teacher then they were not carried out at the classroom. On the other hand, this work has motivated me to be a really good teacher of English, with a series of standards and guidelines that I consider very important, as can be teaching in a fun and motivating way and student-centred, in their interests and abilities.

I hope not to forget what I have learned at the university and I will continue my education to become a great teacher and try to avoid making mistakes that some teachers do at schools.

When I will be an English teacher in a school I should revise this work at the beginning of each year and remind myself what I do not have to do, what I do not want to do and what should be my goal with the class, to get children motivated with this subject and try to be the best that I can be.

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10. Annexe

Variable	Sub-variables	Theory at Faculty	Reality in schools
Listening	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

Variable	Sub-variables	Theory at Faculty	Reality in schools
Speaking	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

Variable	Sub-variables	Theory at Faculty	Reality in schools
Reading	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

Variable	Sub-variables	Theory at Faculty	Reality in schools
Writing	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

Variable	Sub-variables	Theory at Faculty	Reality in schools
Vocabulary	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		

Variable	Sub-variables	Theory at Faculty	Reality in schools
Grammar	Coursebook		
	Teacher's performance		
	Students' reactions		
	Time		