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TRABAJO FIN DE MÁSTER

DIFFERENT APPROACHES TO TEACHING ENGLISH AS A SECOND LANGUAGE

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INTRODUCTION

Nowadays teaching and learning English as a second language is becoming more important than ever. This emphasis is due, to some extent, to the lack of work vacancies in Spain and the necessity of Spanish people to learn the English language properly. Having the ability to speak and understand the English language at a good level is thought of as beneficial as a way of either improving an individual's curriculum with a qualification or certificate, or simply as a way of aiding that individual to find a place to work abroad as inevitably they will be competing with native speakers or other foreigners who may have a very secure understanding of the English language. Whatever the person's reason for learning a language, it is becoming apparent that the way in which we learn a second language makes a huge difference to our capacity to be able to deal with other speakers in a language which is not our mother tongue.

Over time it is shown that the majority of Spanish people are unable to speak properly in English. Hardly do they know how to use simple structures; their vocabulary is reduced, fluency is non-existent; pronunciation is not good enough and interaction between a native and a non-native speaker appears to be hard to reach. However this problem with languages seems to have nothing to do with the time actually spent learning the language.

Spanish people enter Primary school at the age of six years old and some years ago this was the point in which they would begin their English language studies. From that moment on, students did not stop working on English. It seems that being in touch with English and striving to improve is a challenge that Spanish people must face for the rest of their lives.

Now, the vast majority of children in Spain start to come into contact with English at the age of three when they go to school for the first time ever. Even at this basic level of the educational system children will often be exposed to simple vocabulary in this second (or sometimes third language). Moreover some parents try to surround their children with English from birth with books, songs, programs and any other means they may find, because of this growing emphasis and importance on exposing children to English as early as possible.

In spite of this emphasis on English from a very young age, often both in school and at home, it seems that we, the Spanish public, are still far away from speaking English naturally and accurately. Time is therefore most probably not the issue and the most likely reason why we spend a whole lifetime in touch with another language and still do not have the capacity to be able to communicate effectively appears to be the way in which it is taught, the methodology.

OBJECTIVES

This research will compare the way the Spanish population has been learning English so far within compulsory education (this will be called the 'traditional' method for comparison purposes) and the way in which English language teaching is approached by other institutions and academies, specifically the method utilized by Vaughan Systems, a thriving English Language teaching business in Spain. This comparison will focus on the ways in which students are taught and will look at both the similarities and the differences between both methods. It will look at how English teaching methods have change and will continue to change and which areas of English language teaching may need revision. This work will also look at the methodologies with regards to how students learn English at school, in both private or public schools; and how students learn English with the Vaughan method. The similarities and differences and what we can learn from new methods to move forwards.

Furthermore, when analyzing the teaching and learning of English it is important to look at the changes happening at this moment. English is not another subject at school which implies simply studying enough to pass an exam and then being able to forget all about from that moment on.

Now it is a requirement for almost every job, it is a tool that future workers will have to use in their daily life when being in a well located job. And even for normal jobs, they will have to show that they are able to speak fluently just in case they might need to express themselves in that language. Therefore the importance of English applied to real life is a fact. We need to be able to write and speak in the best way we can, but above all we need to bear in mind that it is used for real people in real business.

JUSTIFICATION

As noted in 'The teaching of foreign languages in the Spanish Education System (Arroyo Pérez et al 2012/13), there are a number of laws and pieces of legislation that dictate the teaching and learning of a foreign language in Spain today.

Since 2001, the European year of Languages, the learning of foreign languages and linguistic diversity have been promoted all over Europe and along their member States. And since 2009, learning languages is a priority area linked to the strategic objective which is to improve the quality and the efficiency of education and its formation. The increase of communicative competences in foreign languages has become one of the main cornerstones of Educational politics all over Europe.

The Spanish government is now setting up the first steps in the development of experiences which go in depth into the learning of foreign languages, including the introduction of these languages as the vehicular language of other curricular materials.

Spain runs its system according to the educative laws and the actual autonomic normative, and by sticking to the European Common Frame of reference for Languages (and the European Portfolio of Languages.

After this general frame many key aspects related to the teaching of a foreign language as a subject are analysed, such as the organization of teaching, the educative offer, the teacher who communicates with the class and the existence of other professional figures, educative processes and, finally, the student body's participation in this pedagogy.

Afterwards, the implantation of teaching formed by contents and foreign languages inside the field of administration of Autonomy Communities is treated.

The wide educational offer is analyzed during the school year: characteristics of the schools where teaching is accomplished, assessment criteria, organization, main educational processes, different types of evaluation by the educational Administration and students participation in the programs, interventions and experiences.

Finally information on good practices and innovative practices or pilot in teaching foreign languages as a subject and integrated content and foreign language teaching projects is provided.

The Fundamental Laws of Education that have been approved since the 1990's have resulted in huge advances in the treatment of foreign languages. Most recently, the Fundamental Law of

Education (LOE), in 2006, and the Fundamental Law for the Improvement of Educative Quality (LOMCE), which modifies the older one, in 2013, establish linguistic communication as one of key competencies students must acquire as far as official and foreign languages are concerned.

The implementation of LOMCE started in 2014 and stated a wide range of measures which would have to be evaluated in the future. Two of these measures are as follows. The first measure is that Primary education, Compulsory education and Bachelor curricula were to be updated, to ensure that the repetition of items/contents throughout the same stage is avoided. As a result, students who are learning foreign languages would not feel as though they are continuously working on the same topics and simply repeating them over and over.

Additionally, oral expression and oral comprehension were to be prioritized as they are skills in which Spain hadn't previously obtained good results in the last International Study of Foreign Languages. In this sense, it was stated that the Spanish language or the coofficial language would only be used as a support during the process of the learning of the foreign language.

As a consequence of the implementation of LOMCE, the number of class hours dedicated to the teaching and learning of the Foreign Language has been increased. There has also been an increase in the implementation of bilingual and multilingual programs and a deep methodological change which is now more focused on the communicative skills and permanently linked to the use of ICT (Information and Communication Technologies). Teacher training is permanent; this is something vital within the development of a successful process of teaching.

Finally, LOMCE has resulted in the implantation of external standardized tests at the end of every stage which includes written comprehension and written expression as well as oral comprehension and oral expression.

CHAPTER 1

THEORETICAL FRAMEWORK

1. LEARNING ENGLISH AS A FIRST LANGUAGE

Language is an incredibly complex concept but one that is accessible to all of us as stated by Aronoff and Reees-Miller, (2001). During the first year of life, a child may hear and be exposed to thousands of hours of human language. At this moment in time the child does not have the understanding that these sounds in fact do have meaning as to them it is simply an entertaining experience. However, the child has the capacity to store and recall the sounds of the human language. Additionally, research also shows that a child is able to differentiate between voices and often shows a preference for their mother's voice. Moreover, infants also often demonstrate a preference for the language that is similar to the speech of their mothers. That is to say that an English child will prefer to listen to English and a Spanish child will prefer to listen to Spanish. This information demonstrates the capacity we have for language at such a young age. As time passes, a child will develop an ability to hear the distinctions between sounds and the differences in pronunciation within their own language and at the same time they lose the ability to differentiate and recognize subtle differences that may not exist or be represented in their language.

Eventually, a child will develop an 'agenda' - the reason for which a child will move on from replicating noises in a nonsensical manner and try to create a sound or sequence of sounds that represent something that they want to have, say or do. In other words, language has developed out of necessity and in the beginning this desire to speak may not produce anything that is recognized as a 'word' by the child's audience but positive reinforcement in the form of smiles and praise when a word is uttered that has some significance results in the child attempting to repeat these same sounds over and over again.

From these initial 'babblings' and first attempts at speaking a child may then begin to overgeneralize or undergeneralise. This means that a child may not understand that the word 'dog' can be used for all other dogs that they see (undergeneralisation) or, for example, they may use their new word to describe everything often resulting in many different men being called 'daddy' (overgeneralisation) (p472, Aronoff and Reees-Miller, 2001). As time passes a process occurs in which a child may learn different words for the same thing and they need to

differentiate and decide what this word is referring to. For example, the family dog may also have a given name but on occasion may be referred to as an animal and also as a pet. This ability to comprehend the word in different situations and contexts is referred to as the ability to shift perspective and this is also seen as key in language learning.

It has been stated that language is not learned out of the frustration of not being able to communicate, not is it learned for the sake of imitating adults. Children learn to speak so they can express a fuller view of the world as noted by Aronoff and Reees-Miller (2001). It can be observed in our every life when surrounded by children who are just learning to speak that initial attempts at forming combinations of words and sentences result in mistakes. In early English language learning as a native child, often the auxiliary verbs are omitted and also overgeneralization results in children using creating incorrect versions of verbs in the past tense. A child may say 'goed' rather than 'went' and often a child will be corrected by an adult and offered negative feedback. In terms of grammatical errors children do not welcome grammatical correction and instead demonstrating the correct structure numerous times will show the child that these two forms of the verb in past tense are in competition with each other yet there is only one correct option. Thus the child is learning via repetition and correction in the form of exemplification and modelling.

1.1 Learning English as a second Language.

Of course the learning of English as a first language is not the same as learning English a second language as individuals have existing knowledge that may conflict with what they are learning. Steinberg (1982) notes that the difficulties an individual may have with learning as a second language are dependent on their mother tongue. The rate is dependent on, among other things, the nature of the relationship between the mother tongue and English. For example, after having learnt Spanish as a first language, English will be easier to learn than Japanese as the differences between Spanish and English syntax and structure are negligible in comparison to the differences between Japanese and Spanish. Thus, in conclusion, the greater the similarity between the two languages the faster the rate of learning.

1.2 Behaviour Theory

Within the 1950's and 1960's the dominant psychological theory of language learning was Behaviour Theory. According to behaviourists, language is a learned system of habits and behaviours based on stimulus, response and reinforcement with little or no recognition given to conscious effort. In summary, a language is learned without effort and is simply a series of behaviours an individual may learn after numerous repetitions, mistakes, corrections and memorizations. It must be noted that behaviourists believe that this theory can explain the acquisition of the first language yet not the second language, as explained by Ellis (1994). One reason for this is that second language learners try to make sense of what they are learning and effectively construct their own rules. This is apparent through the type of mistakes that second learners make. These mistakes are systematic and therefore the language is not simply a response.

2. Learning English as a second language in Spain

As noted above children are beginning to learn languages at a much earlier age. They are exposed to the English language at home on the television, in books and with the use of songs in the hope that they will be able to learn the language better than their parents' generation. In school, children are learning English earlier than ever before as the government has stipulated that foreign language must start as part of the Early Years Education.

2.1. Different stages throughout the Spanish Education

The start of foreign language teaching differs between educational administrations. Generally it takes place in the second cycle of Early Childhood Education however one of the following three different situations may occur:

- The introduction of a foreign language is in the first year of the second cycle of Early Childhood Education.
- It starts on a mandatory basis in the second year of the second cycle of Early Childhood Education.
- Although there is the option of introducing the study of the first foreign language in the second cycle of early childhood education, it becomes compulsory in Primary Education.

2.2 Language learning in Europe

For several decades it has been mandatory for most European children to learn at least one foreign language during their compulsory education. In 2002, the Barcelona European Council recommended that at least two foreign languages should be taught to all pupils from a very early age. This recommendation has been implemented to varying degrees, usually for compulsory secondary education, either by making it mandatory to teach a second language, or ensuring that pupils have the possibility to study a second foreign language as part of their curriculum (Ec.europa.eu, 2016).

In September 2008, the European Commission adopted a Communication titled 'Multilingualism: an asset for Europe and a shared commitment' (COM (2008) 566 final), which was followed in November 2008 by a Council Resolution on a European Strategy for Multilingualism (2008/C 320/01).

These addressed languages in the wider context of social cohesion and prosperity and focused on actions to encourage and assist citizens in acquiring language skills. The Resolution invited the EU Member States and the European Commission to:

- promote multilingualism with a view to strengthening social cohesion, intercultural dialogue and European construction;
- strengthen lifelong language learning;
- promote (better) multilingualism as a factor in the European economy's competitiveness and people's mobility and employability;
- promote linguistic diversity and intercultural dialogue by increasing assistance for translation, in order to encourage the circulation of works and the dissemination of ideas and knowledge in Europe and across the world;
- promote EU languages across the world.

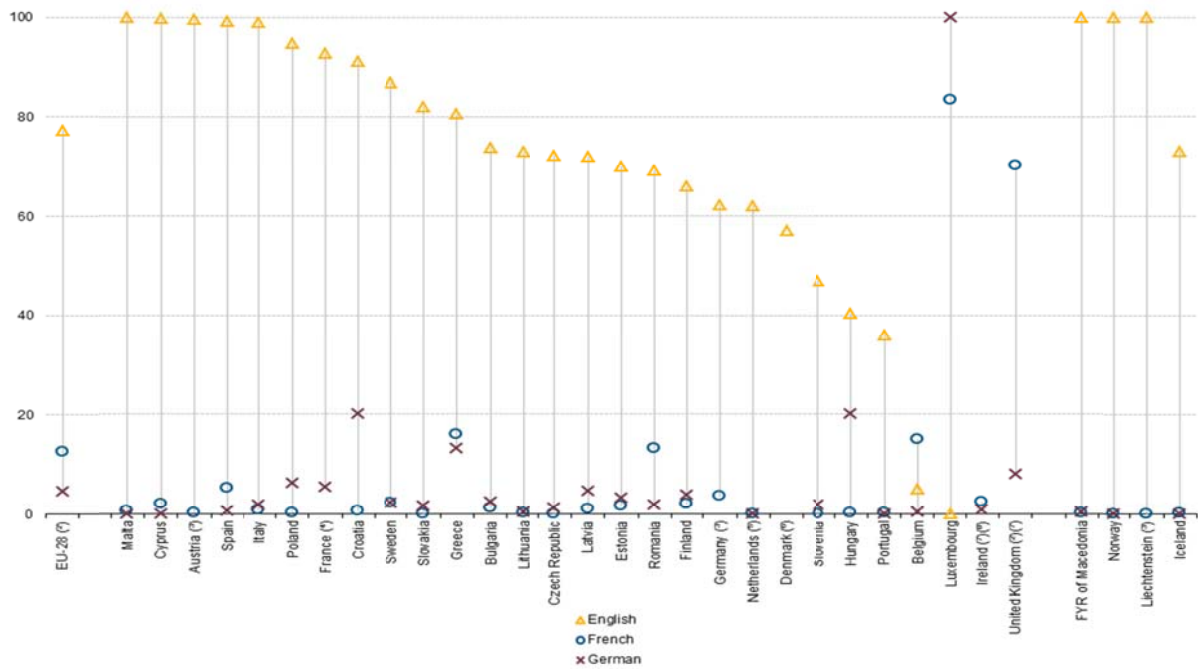
The European Commission works with UNESCO and the OECD to collect and analyse data on language teaching across Europe. On this basis, sound language competence indicators and standards are developed for Europe as a whole.

2.3 The growing importance of English

Across Europe the growing importance of English as the chosen foreign language is apparent in the following graphics.

Graphic 2 illustrates that all or nearly all (99–100 %) primary school pupils in Malta, Cyprus, Austria, Spain and Italy learnt English in 2014, as was also the case in Liechtenstein, Norway and the Former Yugoslav Republic of Macedonia. More than nine out of every ten primary school

children learnt English in Poland, France and Croatia. In Spain French and German may also be taught as a foreign language in the primary school setting but in less than 1% of cases,



(*) Ranked on English. Refer to the internet metadata file (http://ec.europa.eu/eurostat/cache/metadata/en/educ_uoe_enr_esms.htm).
 (†) 2012.
 (*) German: not applicable.
 (*) French: not applicable.
 (*) French and German: 2013.
 (*) French and German: not available.
 (*) English: not applicable.
 (*) 2011.
 Source: Eurostat (online data codes: educ_ilang and educ_uoe_jang01), UNESCO Institute for Statistics (UIS), OECD

Graphic 1 (Ec.europa.eu, 2016)

Turning to language learning in upper [secondary general education](#) Graphic 3 illustrates that some 97.5 % of all students in Spain at this level were studying English as a foreign language in 2014, compared with less than one quarter (24.2 %) studying French, while less than 2% were studying German (1.7 %) as a second language. The figures show an increase of almost 3% between 2009 and 2014 in the number of secondary students studying English and the number of students studying French has decreased by almost the same percentage.

	Pupils learning English in general programmes		Pupils learning French in general programmes		Pupils learning German in general programmes	
	2009	2014	2009	2014	2009	2014
EU-28	94.2	94.1	26.0	23.0	23.1	18.9
Belgium	95.0	95.6	49.3	48.4	29.3	27.6
Bulgaria	87.5	90.7	14.5	12.4	35.9	34.3
Czech Republic	100.0	95.0	24.8	16.2	60.6	55.8
Denmark	91.6	82.1	10.7	14.6	35.1	28.0
Germany	91.8	86.8	28.1	23.8	–	–
Estonia (*)	96.2	97.6	6.9	7.0	39.2	28.5
Ireland	–	–	58.2	59.5	16.4	16.5
Greece	93.8	94.4	7.8	4.4	3.4	2.5
Spain	94.4	97.5	27.0	24.2	1.1	1.7
France	99.5	99.8	–	–	21.3	21.5
Croatia	99.0	99.5	3.7	4.2	62.5	61.5
Italy	96.5	97.8	20.1	16.1	6.9	8.2
Cyprus	91.4	90.2	40.6	37.1	2.2	6.2
Latvia	97.2	97.8	3.9	5.7	28.8	27.6
Lithuania	90.8	95.3	3.8	2.9	18.8	8.6
Luxembourg	97.7	92.1	100.0	100.0	100.0	100.0
Hungary	79.4	83.1	6.6	5.7	48.7	46.3
Malta (*)	100.0	100.0	6.9	22.2	1.5	4.7
Netherlands	100.0	95.5	64.2	31.1	69.8	40.3
Austria	98.5	99.4	42.5	37.7	–	–
Poland	92.2	94.6	8.7	8.0	54.4	46.7
Portugal	83.2	65.2	13.3	2.8	1.7	1.5
Romania	98.1	99.3	85.3	85.2	12.1	12.8
Slovenia	92.8	98.2	9.8	10.8	66.4	63.4
Slovakia	98.3	99.0	16.4	13.2	67.9	57.7
Finland	99.7	99.9	17.9	11.3	27.8	16.9
Sweden	99.9	100.0	20.0	16.8	27.0	21.4
United Kingdom (*)	–	–	32.3	28.3	11.8	9.7
Iceland	73.2	72.2	13.7	10.7	25.4	22.5
Liechtenstein (*)	100.0	100.0	100.0	96.8	–	–
Norway	44.8	43.9	12.8	9.9	20.3	21.3
Turkey	81.8	99.2	1.4	25.2	14.8	24.1

(*) Refer to the internet metadata file (http://ec.europa.eu/eurostat/cache/metadata/ENeduc_uoe_enr_esms.htm).

(*) Data for 2008 instead of 2009.

(*) Data for 2010 instead of 2009.

(*) Data for 2013 instead of 2014.

(*) Data for 2011 instead of 2009.

Source: Eurostat (online data codes: educ_lang and educ_uoe_lang01), Unesco Institute for Statistics (UIS), OECD

Graphic 2. (Ec.europa.eu, 2016)

2.4. Timing

The weekly teaching hours devoted to the teaching of Foreign Languages increases as you progress through the education system. Most education authorities may extend the set number of hours, but generally only under certain conditions.

The repertoire of languages offered as the first foreign language at different stages of education generally includes German, French and English, and English is considered the preferred foreign language

2.5. Skills and Methodology

Oral communication skills (listening, oral interaction and oral expression) are usually considered a priority in the early stages of education, but in secondary education written skills (reading and writing) are given a similar importance.

The CEFR (Common European Framework) is mostly used to define the minimum performance levels that students must achieve in the learning of a foreign language. A2 level is the desired

level at the end of the ESO and a B2 at the end of the Bachillerato. However, there is disparity between administrations in the form of awarding levels.

Regarding the methodology of integrated teaching contents and foreign languages, most education authorities establish guidelines to regulate teaching practice, although these guidelines do not specify the educational stage to which they refer. Some refer to strategies that promote content learning in a foreign language; meaningful learning based on an active - communicative, dynamic, open and participatory approach that is focused on the needs of the students and the design and development of tasks and activities mainly focused on oral communication.

2.6. Schools in Spain

The Ministry of Education, Culture and Sport (*Ministerio de Educación, Cultura y Deporte* or MECD) has overall responsibility for education in Spain but the 17 autonomous regions control their own education systems. This means schools can teach in the regional language instead of Spanish, so in the Basque country, Catalonia, Galicia or Valencia, you will find a small percentage of schools that teach in Basque, Catalan, Gallego, or Valencian respectively.

About a third of Spanish children and young people go to a private school. Some private schools are funded by the state and fees are subsidised thus cheaper, and others are fully independent. Private schools tend to have smaller classes sizes, have a wider choice of academic subjects, have better facilities and offer more extra-curricular activities than state schools. Most private schools are open from Monday to Friday, they may be day school or take boarders, and they will set their own term dates independent of the Spanish State education system.

Most Spanish private schools are state-subsidized and so follow the Spanish curriculum, and adhere to the same rules and regulations as state schools. They usually teach in Spanish.

2.7 International, bilingual and foreign schools in Spain

Many international schools in Spain are fully independent. You will find international schools in Spain that teach the English curriculum (GCSE and A levels), the US curriculum (the American High School Diploma and college entrance exams), and the International Baccalaureate (IB). Educational standards are usually high. Most international schools teach in English. Some international schools are also part funded by the state, including bilingual education. They follow the Spanish curriculum, leading to the Baccalaureate, teaching in both English and Spanish.

About a quarter of pupils in these schools will probably be Spanish. The aim is for pupils to be completely bilingual and able to go onto further education or employment in either language. There are also other foreign schools in Spain where the lessons are taught in other languages such as French, German or Swedish. (Expatica.com, 2016)

2.8 Curriculum Information

The Spanish National Curriculum is a policy instrument that defines what must learn the students during their school years. This is one of the basic pillars of education, as it establishes what teachers must teach and students must learn in all subjects, including Modern Foreign Languages.

The royal decrees that regulate the core curriculum of Primary Education, Compulsory Secondary Education and Baccalaureate, following the amendment of the organization and curricular elements of these teachings by the Organic Law 8/2013, of December 9, for improving educational quality are:

Royal Decree 126/2014 of 28 February, the core curriculum of primary education is established.

Royal Decree 1105/2014, of 26 December, the core curriculum of Compulsory Secondary Education and Baccalaureate is established.

This distribution does not obey the importance or instrumental or fundamental nature of the subjects, but the distribution of powers between the State and the Autonomous Communities, according to the Spanish Constitution. Thus, a core curriculum for all students in the core curriculum of those subjects that are included in the block of core subjects are guaranteed.

Within the block specific subjects to the education authorities are allowed to establish their own curriculum content of the materials and shape their offer. The regional block free configuration subjects represents the highest level of autonomy, in which education authorities may offer courses of their own design.

The elements of the curriculum determine the processes of teaching and learning.

These elements are:

- Objectives: referents concerning the achievements that students must reach the end of the educational process, as a result of the experiences of teaching and learning intentionally planned for this purpose.
- Contents: set of knowledge that is arranged in subjects. Skills and attitudes that contribute to achieving the objectives of each stage of education and teaching and the

acquisition of skills. The contents, which are classified into subjects, areas, areas and modules based on the teachings, educational stages or programs involving students.

- Evaluation criteria: Is the specific benchmark to assess student learning. Describe what we want value and that students must achieve both knowledge and skills; they respond to what they want to achieve in each subject.
- Assessable learning standards: materialize what students should know, understand and know-how in each subject. They are specifications of the assessment criteria for defining learning outcomes, and should be observable, measurable and assessable and allow graduate performance or achievement reached. Your design should contribute to and facilitate the design of standardized and comparable tests.
- Teaching Method: set of strategies, procedures and organized and planned by teachers to facilitate student learning, consciously and reflectively, in order to achieve the objectives actions.
- Skills: set of concepts, skills and values that student's starts by applying an integrated manner own content in teaching and educational stage. Capabilities in order to achieve the proper implementation of activities and the efficient resolution of complex problems.

In Primary Education, Compulsory Secondary Education and Baccaulaureate subjects are grouped into three sections: core subjects, specific subjects, and subjects of regional free configuration.

2.9. Assessing English knowledge acquired.

Most of the educational authorities conduct evaluations, either internal or external, of the programs and activities of integrated content and the teaching of foreign languages.

The aspects that are evaluated and the individuals carrying out the evaluation itself may differ. More often than not, such assessments are to be performed by the teachers involved, the relevant department and the educational inspection. Often, external experts may be involved and the type of evaluation applied depends on the type of program.

Student participation in such programs has increased significantly in the last decade, especially in primary education and ESO, and to a lesser extent Baccaulaureate. The most common language of instruction is English, followed by French and German. Finally, note the differences in student participation in these teachings among educational authorities and the various stages.

European Portfolio is one of the best places on the net to reflect about the learning experiences of a language, where every person can register their good or bad experiences and interact with other teacher to improve their way of teaching.

There are two educative Administrations whose evaluation procedures only involve the methods utilized at the school itself, and therefore, they are internal evaluations: Andalucía certifies their students' linguistic competency at the end of ESO and Bachelor by using continuous evaluation throughout the school year. When students finish this stage successfully they are given a certificate which proves they have completed bilingual or plurilingual studies. Extremadura proves their students' participation in programs of integrated teaching by indicating this circumstance in their academic record.

In some educative Administrations external evaluations are developed by different organizations related to the teaching of foreign languages. In Andalucía those responsible are two British institutions: Trinity College from London and Cambridge English-language Assessment.

Other educative administrations present mixture procedure in which both are involved, the evaluation from the school itself as well as the aforementioned external institutions.

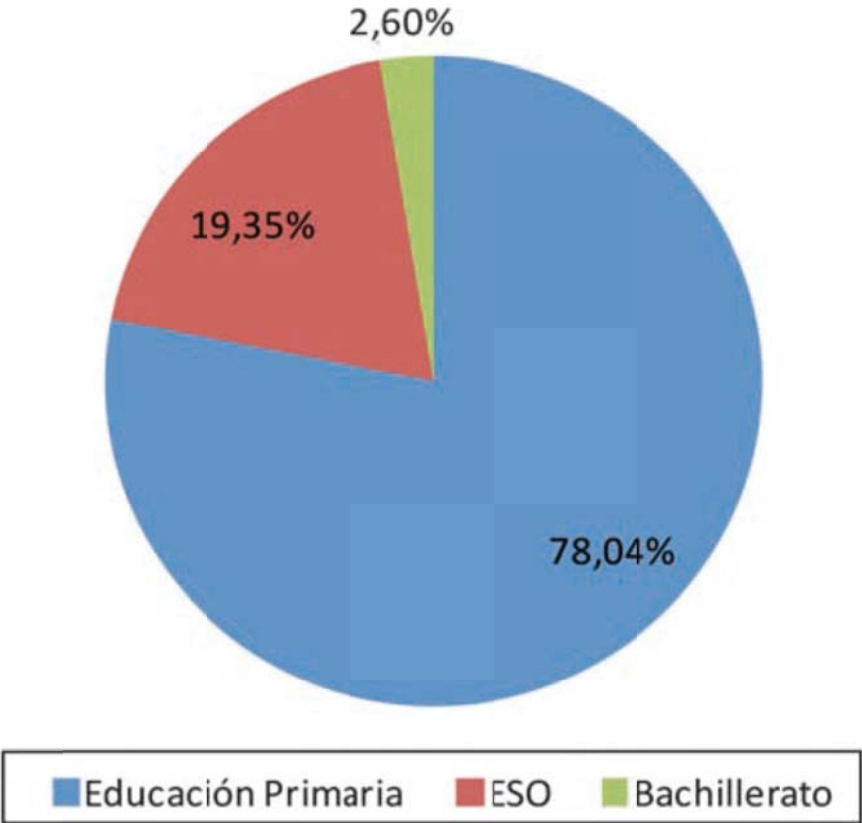
2.10. The British Council's Involvement

The British council is another institution that contributes greatly to the teaching of English in Spanish schools. In 1996 the Ministry of Education and Science and the British Council signed an agreement to introduce an integrated curriculum in Spanish state schools. In this way bilingual education was established in 43 state schools with 1200 pupils aged three and four. Since 1996 bilingual education has been introduced at every level of education from age three through to sixteen in the project schools. In the school year 2008-2009 there were 74 primary schools and 40 secondary schools involved in the BEP, distributed as follows: Aragón (21 primary /4 secondary); Asturias (2/2); Baleares (2/2); Cantabria (1/1); Castilla-La Mancha (7/7); Castilla y León (19/10); Extremadura (2/0); Madrid (10/10); Murcia (2/1); Navarra (6/1); Ceuta (1/1); Melilla (1/1). (Britishcouncil.es, 2016)

This integrated bilingual curriculum operates in state schools and not in schools that are private or fee-paying and begins when all pupils are between three and four years of age and irrespective of socio-economic or other circumstances. Approximately 40% of curricular time is allocated to English and this means that other subjects such as science, history and geography are taught in English. The skills of reading and writing in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote an underlying general competence in language. The schools that participated in the initial program are situated in ten of the seventeen autonomous regions of Spain, plus Ceuta and Melilla, covering a range of socio-economic, ethnic, linguistic and other contexts; they were not selected on the basis of social or other privilege.

Guidelines were subsequently endorsed by the Spanish Ministry as reflecting a curriculum which was considered to be appropriate for EBE and also was acceptable as a valid curriculum for children at school in Spain.

Graphic 3 illustrates the huge percentage of Primary school children (almost 75%) who participated in MECD / British Council programs between 2012 and 2013 showing a huge percentage of Primary schools in Spain are participating in programs that will improve the teaching and learning of English.



Graphic 3. The percentage distribution of pupils participating in MECD/British Council programs between 2012/13 in Spain. (La enseñanza de las lenguas extranjeras en el sistema educativo español Curso Escolar 2012/13)

2.11. Teachers training

The initial teacher training required by the education authorities for those who want to join a program of integrated content and foreign language teaching, corresponds mainly with a certain level of knowledge of foreign languages, according to the Common European Framework Languages (CEFR).

In all education authorities a B2 level or higher, except in Madrid and Navarra where a C1 level is required. In the Pilot of Multilingual Education Balearic Plan, exceptions may be made for teachers with a B1 level. In the European sections, teachers who cannot prove their level with a certificate must pass a personal interview conducted by the Educational Administration for accreditation B2. For its part, Melilla specifies that within Primary Education only English specialists may teach the integrated content and foreign languages . PAG 123

2.12. English for all

La enseñanza de las lenguas extranjeras en el sistema educativo español Curso Escolar (2012/13) outlines ways in which schools must teach students in the same class with a variety of level of attainments with regards to their learning of a foreign language. La enseñanza de las lenguas extranjeras en el sistema educativo español Curso Escolar (2012/13) states that schools which teach integrated contents and foreign languages have the capacity to organize measures that are focused on this type of diversity. They are part of the educative project, within those established by their Education Administration. In general, they do not seem to be so different to the ones applied in the general education.

Within every stage, ESO is the institution that organizes more measures of this attention to diversity (109), followed by Primary Education (87) and Bachilloreate (66). In Pre-school Education only 36 measures are mentioned and they have a very general meaning, due to the fact that not every Educative Administration possesses teaching programs with integrated contents and foreign languages at this level.

In Pre-school, La enseñanza de las lenguas extranjeras en el sistema educativo español Curso Escolar (2012/13) tries to encourage students inside the classroom by considering them as individuals, not as part of a group; flexible working groups and the organization of places and time meaning that teachers do not need to stick to the plan as it can be adapted. Barely are systematic coordination and gatherings to check teachers' evolution used.

Primary education focuses on individualized encouragement in the classroom, flexible groups and ones which are created to reinforce the work. The organization of places and time is flexible as well and flexibility is shown when staying at this level.

ESO, flexible groups and reinforcement ones are the two most used measures, followed by individualized encouragement in the classroom, methodological strategies, flexibility at the stay in this level/stage and curricular adaptations meaningful and non-meaningful.

During basic and compulsory education, systematic coordination and gatherings/meetings of teachers to follow students' evolutions are the least used method of evaluation.

Results show that there is not a great difference between these measures applied at every stage, except in Bachellor. At this educative stage, the most used measures of attention to the diversity are reinforcement groups, flexible organization of places and time, and flexibility at staying in the same level, followed by adaptations of access, methodological strategies and individualized attention at the classroom. Namely, on the contrary systematic coordination (common at every stage) and the exemption total or partial of some subjects for certain students with special educative necessities. This last one measure is of exclusive use at this level.

In summary, schools and therefore teachers are provided with a number of ways in which they can enable a children (irrespective of their level of attainment) to succeed in their learning of a foreign language

2.13. Use of the native language in Spanish teaching

As stated above, there are a number of schools in Spain, Primary, Secondary and those that offer Baccalaureate education, that offer a bilingual system. This means that English is used to teach subjects other than English, for example, History and Science. CLIL (Content and Language Integrated Learning) CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. Marsh (2000) states that CLIL can be a very successful way to enhance the learning of languages and other subjects, and the development in the youngsters of a positive 'can do' attitude towards themselves as language learners. Additionally, it is generally believed that the second language is mainly acquired through increased natural exposure rather than enforced learning. Priority is given the use of English to learn rather than learning to use English (Larson-Freeman, 2000).

Regarding this area, there is a great deal of debate on the use of the native language in bilingual education. Some people feel that the mother tongue can be used in some circumstances and other people believe that it shouldn't be used at all.

Some people support minimal use of the mother tongue and others advocate a solely English classroom. Cook (2001) reminds us that the aim of maximizing the second language exposure is not necessarily incompatible with the use of L1 (the first language or mother tongue) in the classroom. This is not a matter of forbidding the use of Spanish but simply a matter of encouraging the use of English in the classroom.

It is noted by de Dios Martinez Agudo (2012) that L1 should be used as a transition to an all English class and simply to aid communication and overcome communicative obstacles in the initial stages but subsequently and progressively the use of L1 should be progressively reduced. The use of L1 can save time in terms of behaviour management and the clarification of rules, directions and clarification of doubts but it must be stressed that L1 should only be used when needed. Additionally, the use of L1 can create a relaxed atmosphere where the use of L2 (the language being learned or the second language) is natural and spontaneous as children are not embarrassed or put under a great deal of pressure as they know that, if necessary they can use L1 to clarify.

Cook (2001) shared the idea that the L1 should be used as a classroom resource as it enables the teacher to convey meaning and explain grammar and to organize the class-. Furthermore use of L1 in the class can be positive for the students to use as part of their collaborative learning and of their individual strategy use. The first language can be a useful element in creating authentic L2 users.

In summary, the overuse of L1 is often harmful as it creates a situation and a classroom in which the children are not encouraged sufficiently to express themselves in the language they are learning. As a result they do not feel as comfortable as they should.

2.14. VAUGHAN METHOD HISTORY

Vaughan Systems is an English teaching company that was founded by Richard Vaughan in 1977. Richard Vaughan is an American business man who came to Spain and decided to teach English as a means of earning money whilst studying. He found that his students enjoyed learning with him and his specific style of teaching and as a result more teachers were required to give classes utilizing this method and the business was born. From humble beginnings the business has grown. Today Vaughan Systems boasts a team of 330 teachers teach on average 350,000 hours of in-company classes and its nine residential centers are host to more than 3,500 individuals.

As well as delivering classes, the technical department of Vaughan Systems has edited and recorded over 300 own titles of teaching materials. Its basic methodology is developed in a series of books designed to help the teacher deliver a demanding, challenging and dynamic class.

Vaughan Systems has a wide range of courses, programs, teaching materials and approaches able to adapt to the training needs of their students. Over recent years, the company has diversified its business by extending this offer with pioneering ideas, for example, Vaughan Radio (2003), the first bilingual radio Spain and English Learn TV, the first thematic channel specializing in teaching of English. What makes the philosophy of Vaughan Systems is a focus on innovation with a robust method through a creative offering of diffusion. In the last 8 years, Vaughan Systems has released its method through very creative ways: collectibles podcasts, mobile, email, online videos, games, and national press.

Since its founding, Vaughan Systems has sought to design training programs based on a high quality and effective team of highly qualified veteran teachers. Regardless of the type of program classes are taught, Vaughan Systems believes that ultimately success in learning English as a foreign language is dependent on the skill of the teacher, who, ultimately, is the only one able to raise the students' level of motivation required for learning through the teaching of the Vaughan method.

The Vaughan Method is a method that has been utilized by the teachers of Vaughan Systems since its foundation in 1977 and ultimately consists of repetition and correction – essentially it is a method of rote learning a language. Teachers ask a variety of questions based on and relevant to the existing English level of the student and the student responds. Mistakes are corrected on the spot. These mistakes could be related to pronunciation, verb tenses, word order, incorrect use of preposition or pronoun or simply a lack of fluency and agility. The teacher will ask the student to repeat the phrases or word numerous times whilst ensuring that they are always correcting even the smallest of mistakes. The idea is that over time the student can answer a variety of complex questions without thinking about the mechanics of the language.

One key to the Vaughan Method is that English must be spoken by the student and teacher at all times and use of the student's mother language is strictly not allowed. In this way the student is completely immersed in the language and must try to communicate themselves in the English language irrespective of their limitations. They can be safe in the knowledge that the teacher will correct each and every error that they may make and thus they will be able to improve.

A Vaughan teacher will correct every mistake made by the student, this is seen as the key to the method and the key to gaining language skills.

Oral agility is emphasized through dynamic, interactive classes where the student is the protagonist.

There is a focus on a didactic approach where the use of language is emphasized rather than the class being given a theoretical focus. The Vaughan Systems belief is that the best way to learn a grammatical structure is simply to repeat it hundreds of times until it is automated

2.15. Vaughan's chronology.

Below is the chronology of the key events over the almost forty year history of Vaughan Systems. It is possible to see the ways in which the company has grown and expanded as the demand for English has increased.

- 1977: Vaughan Systems started its activity; its flagship product is English classes in companies
- 1989 : the start individual immersion courses with teacher: Residential Intensive
- 2001: the concept of language immersion without leaving Spain is born: VaughanTown
- 2002: opening of the delegation of Vaughan Systems in Santander
- 2003: December 1 signals the birth of Vaughan Radio
- 2006: Vaughan begin collaboration with Editorial Unit, creating an English version of the Sunday magazine of El Mundo, The Inglés Magazine
- 2007: launch of the collectible definitive English course, more than 3 million copies are sold over 41 weeks
- 2008: Learn English TV is born, the only 24-hour channel digital dedicated to teaching English
- 2008: Vaughan signed a collaboration agreement with the Menendez Pelayo International University for joint development of the Master in Professional English UIMP - Vaughan and English immersion program at national level
- 2008: opening of the delegation of Vaughan Systems in Valladolid
- 2010 : Launch of online course Vaughan Classroom
- 2010: PlayEnglish, the game for PSP goes on sale
- 2011: launch of the collectible Vaughan Intensive Inglés
- 2011: opening of the delegation of Vaughan Systems in Barcelona
- 2013: opening of the delegation of Vaughan in C / Arapiles, Madrid

- 2013: agreement with the Xunta de Galicia for the organization and development of English courses for students dependent on the Department of Culture, Education and University schools in Galicia
- 2013: launch of the collectible English course step by step, with the newspaper La Vanguardia
- 2013: Launch of online course Learn English TV
- 2014: opening of the delegation of Vaughan Systems in Valencia
- 2014: granting the license for a regional television channel open for the entire Navarre, with 24 hours of broadcast TV for Vaughan
- 2014: Start of the daily programs Learn English in the second TVE Spanish TV channel with national coverage
- 2014: launch of the monthly magazine Learn English TV, in collaboration with the RBA group
- 2014: launch of the collectible course Prepare yourself now! Focusing on learning English and German related to the world of work, developed in collaboration with Adecco for the newspaper El Mundo
- 2014: launch of the collectible Bonjour French course, with the newspaper El Mundo!
- 2014: Vaughan published, along with Anaya, Mission Accomplished, textbooks for formal education in Primary Education Publishing
- 2015: opening of the delegation of Vaughan Systems in Bilbao
- 2015: Start of activities in Mexico
- 2015: signature of an agreement with the Atletico Madrid Foundation for the realization of Campus Football & English immersion
- 2015: launch of the collectible English course Objective, with the newspaper El Mundo
- 2015: Launch of course collectible Vaughan Certified English, with the newspaper La Vanguardia
- 2016: Opening of the delegation of Vaughan Systems in Vigo
- 2016: opening of the delegation of Vaughan Systems in Zaragoza
- 2016: start of activities in China

(Grupo Vaughan, 2016)

CHAPTER II

AN ALTERNATIVE FRAMEWORK

1.0 Vaughan Method Basis

One thing that the Vaughan method does is to recognize and be prepared for the difficulties a Spanish native may have when learning the English language and target these problematic areas. When learning a second language it is apparent that many learners will have complications in some areas simply because certain sounds may not occur within their native language or there may be specific rules that always apply and yet not in the second language they have chosen to learn.

1.1 Error Analysis

The method of analyzing the mistakes that occur in the speech of Spanish speakers learning English and work back to the cause is known as Error Analysis.

'Error Analysis' is the process of determining the incidence, nature, causes and consequences of unsuccessful language by listening to, for example, a Spanish native speaking English and comparing this to the English of a native and identifying the mismatches.'

This inventory of areas of difficulty is that the teacher can direct their attention to these areas in order to overcome and hopefully avoid the predicted and previously identified difficulties.

The learning of the mother tongue is inevitable and is part of the maturational process. Learning a second language normally begins when the first process is usually complete. Learning a first and second language is quite different. When learning a second language the learner has language behaviour that they didn't have when learning the first.

A human is born with an innate predisposition to learn a language and must be exposed to the language for the acquisition process to start. The way in which that child constructs grammar based on the information they are exposed to have been studied extensively by both linguists and psychologists.

We see early mistakes made by a child as 'normal' and part of the learning process and evidence that the child is in the process of acquiring language.

We are aware that in our own native language errors are committed due to a memory lapse, our physical state and psychological conditions such as strong emotions. These mistakes do not reflect a problem in the understanding of our language and we normally immediately correct ourselves if we choose to do so. It would be quite unreasonable to expect a non-native to not make any of these mistakes and therefore there needs to be distinction between errors that are the product of the aforementioned circumstances and those which reveal an underlying lack of knowledge or misunderstanding. Mistake should therefore be used to refer to errors of performance and errors are those that demonstrate knowledge of language at that moment in time (Richards and Rodgers, 1986).

1.2 Contrastive Analysis

Contrastive Analysis is defined by James (1980) as a method of comparing the first language of the learner to the language they would like to learn and note the similarities and differences in order to predict the mismatches.

Errors are significant in three respects: they tell the teacher what needs to be taught, they tell the researcher how learning proceeds and they are a way of the learner testing their hypotheses about the language they are learning (p... James, C., 2011)

1.3 The development of language teaching

Language teaching and learning is a fascinating area and something that has been discussed for many years. Stern (1983) notes that language educators have attempted to solve problems with the teaching and learning of language by focusing solely on the different methods utilized by teachers, however this has problems of its own. Many teachers may state that they use a method but this method may in fact be a watered down version of the method or a combination with one element taken from method and other elements from other methods. The following part of this work will aim to explain different methods and the development of them over time.

Griffiths, C. (2008) notes that many methods and approaches of teaching and learning of a language have gone in and out of fashion and this was attributed by Nunan 1991 p.1 to 'the pendulum effect in language teaching' where teachers do not have a great knowledge of the history of teaching and the methods that are available to them.

Griffiths noted the development of teaching and learning methods has traditionally followed the following path.

First of all the Grammar – Translation method which as the name suggests relies heavily on the translation of texts to and from the chosen second language. This method relies heavily on the reading and writing skills of a language and is very much teacher driven meaning that there is not a great deal of opportunity for the pupil to be creative and expressive in their language learning.

1.4 DIRECT METHOD

The Direct Method is defined by Stern (1983) as one in which the target language is used as a means of instruction and communication in the classroom and the use of the mother tongue is avoided. In this respect, the Vaughan method could be defined as a direct method of teaching and the direct method of teaching is beginning to be used more and more in Spanish classrooms as noted by **Martínez Agudo, J. (2012)**.

1.5 Audiolingual Method.

The audiolingual method became popular as numerous people perceived the grammar-translation to have some limitations. Additionally, when war broke out many countries found that they needed fluent speakers of foreign languages such as German, Japanese and Italian.

Richards and Rogers (1986) stated that a particular historical event had a big impact on foreign language learning. In 1942 America entered the World War II and consequently the US government commissioned the universities of the United States of America to develop foreign language programs individuals in the military. The Army Specialised Training Program (ASTP) was subsequently established and within one year, fifty four universities were part of this program. The Army method differed from other language programs at that time and was sometimes also referred to as the Informant Method as it used an Informant – a native speaker - who was a key part of this method. The informant would provide sentences, vocabulary and phrases that would be imitated by the individuals being taught and a linguist would supervise this process. Students would spend up to ten hours a day, six days a week learning the language and of these sixty hours, a quarter of that time would be with the native speaker listening to and repeating the given phrases. The other time would be spent in private study revising the content that they had learnt and trying to make sense of it. In summary, the students were taught the language firstly by speaking, listening and repeating and then by reading and studying.

Fluent speakers were needed in a short space of time and thus the Army Method was conceived to produce individuals with conversational proficiency.

This method was later named the audiolingual method as some individuals did not like the connection to the army and therefore the military. By the 1960's this method was widespread and in fashion. The method is based on the belief that speaking and listening are the basic language skills and therefore should take priority over reading and writing skills. These skills should be emphasised and therefore drills which include drills and repetition are in place of translations, reading and writing.

As noted by Steinberg and Sciarini (2013) the Audiolingual method doesn't feature the use of many natural situations and spontaneous speech. Instead, the method focuses on the following drills as defined by Brooks (cited in Steinberg and Sciarini 2013).

- Repetition: The student simply repeats an utterance aloud as soon as he has heard it, without looking at the text in writing therefore the phrase must be short enough to be remembered. May add more words as the initial phrase has been memorized, spoken and repeated.
- Inflection – one word appears in another form when repeated.
- Replacement – one word is replaced by another.
- Restatement – the student repeats a statement but directs it to someone else according to the instructions given.
- Completion – students hears a sentence and completes the sentence (not used in the Vaughan method)
- Transposition – a change in word order when another word is added.
- Contraction – a single word is used in place of a phrases or clause
- Transformation – changing from negative to interrogative / present to past tense etc.
- Integration – two separate utterances into one. Used to check understand of contractions and connectors
- Rejoinder – student is told to response in a specific way (express an emotion, agree, disagree)

The degree as to which the Vaughan Method utilizes these different drills will be discussed during the lesson analysis.

1.6 The importance of making mistakes

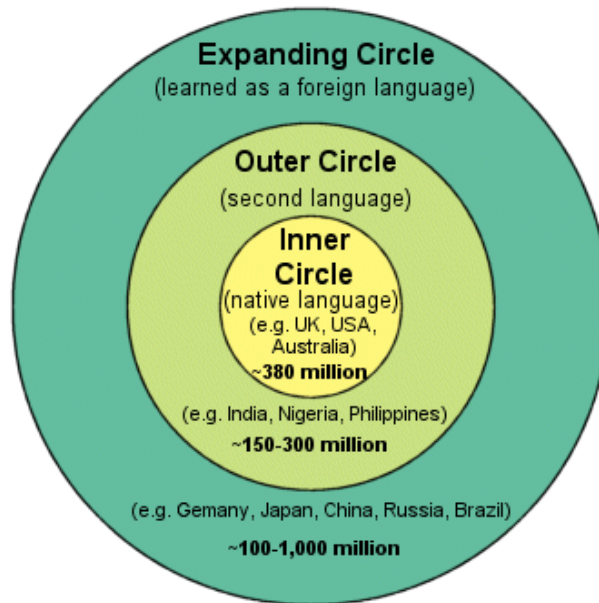
Corder (1967) cited in Griffiths (2008) noted the importance of a learner making mistakes and stated that the presence of mistakes indicated a learner's attempt to organize their linguistic ideas. Selinker (1972) cited in Griffiths (2008) extended this idea by stating that errors should be viewed positively and were a means of a student controlling their own learning.

Gething and Gunnemark (1996) agreed that the presence of mistakes itself is not a problem when learning and trying to utilize a second language but the attitude of the learner is of great importance. If an individual is determined not to make mistakes then they are more likely to think before they speak and thus make less mistakes. Correction of mistakes may be beneficial for some students as in the end that individual may stop making that same mistake but numerous repetitions may be required and this is deemed to be quite often inefficient and frustrating for both the teacher and the learner. In summary, the attitude of the learner is key; the learner must take responsibility for the mistakes, think in advance and not give responsibility to the teacher as this would result in a lack of thought and more mistakes would be committed.

As noted above by Griffiths, the various methods of teaching and learning a language have gone in and out of fashion and by the end of the 1960's the audiolingual method had indeed fallen out of favor as individuals wanted to know the grammar, the rules and did want to translate to and from their native language.

2 Why learn English?

English is the international and global language; between three hundred and fifty million and four hundred million people use it as their first language. The following graphic is a visualization of the approximate number of individuals in the world who speak English as a first, second or additional foreign language.



Braj Kachru's Three Circles of English, (Thehistoryofenglish.com, 2016)

Nowadays the vast majority of texts of every type, films and television programs are in English. This language is not spoken by the majority of the population in the world, however due to the technology and the dominant economy it has expanded all over the world. Everyone's mother tongue is the representation of their country. Speaking that language accurately is an obligation for every individual. That says a lot about their culture, level and education.

Nonetheless, simply speaking your own language is no longer enough - unless your own language is English. In fact the Mass Media is controlled by the English language.

Thus, we should go in depth into the reason why people study English: for pleasure, to study or to obtain a better job.

The first reason is related to the school's curriculum. Students are obligated to study the language, irrespective of the fact that they may not really want to do so at all. Their parents may want them to study another language, mainly English, and this may result in neutral feelings or even negative, consequently an individual may give up and accept what they are meant to do or alternatively refuse to do it.

The second reason leads us to those students who believe firmly that learning a language is the best way to progress in their academic or professional career. By having two or more languages the probabilities of obtaining a better job will increase, as English has become the international language of communication this language may indeed be the best one to acquire. For some

students this may result in them temporarily or permanently studying abroad where English is spoken as knowing the language is necessity and the only way to survive is to cope with it. Finally we can't help thinking of people who just want to know a bit more about the English culture, and there is no much better way to comprehend someone's culture than by knowing their language.

All these motives mentioned, plus others, mix each other as only one might not be enough (above all for ambitious people). What it is for sure is that the success of studying and learning English depends on the place, the country where you study it. Undoubtedly there is a big difference between learning a language where it is spoken everywhere in the street, and learning it inside a classroom.

3 The benefits of speaking English

Being capable of speaking English can open up a whole host of new opportunities for an individual, as noted by Tnp.aprendemas.com (2016). Studying English abroad or otherwise can increase the chances of finding employment by up to 44 %, as confirmed by the latest data from the study by the consulting firm Randstad. This is due to the fact that one of the key requirements set by companies in the international context is related to the English proficiency of any prospective employee. In fact, according to obtained data, 75 % of jobs for senior executives and similar posts offered by companies state knowledge of the English language as a key requirement. Although greater relevance is being placed on languages such as Chinese or Arabic, the truth is that the main focus is still on European languages such as English, French and Italian.

Although there is a great emphasis on the importance of speaking English in order to find work and, ultimately, to travel to other parts of the world without fear of establishing a fluent conversation with a third person, the truth is that only a third of Spaniards know how really talk English, or at least to use it to ensure communication with another foreigner level. However, of this 35%, 5%, only half have a medium level and only two out of ten have a high level, a reality that emerges from the latest data provided by the National Statistics Institute

The need to learn a second language like English is a reality that affects us all, immersed in an increasingly globalized world and that precise knowledge of several languages , if we want to make ourselves understood by as many people as possible.

In order for Spanish people to be able to access the world of work it is necessary that their skill level is sufficiently high. As the inverse relationship between education level and the unemployment rate tends to increase people required to apply for a job must know more than

their predecessors thus many Europeans need to continue studying and increase the level of education at the end of their compulsory studies.

To achieve this, all the European proposals related to education and formation point out the importance of including five new qualifications within the group of basic competencies: Information Technology, Foreign Languages, Technological Culture, entrepreneurship and skills for socialization. As a result, European citizens and their companies will have the intercultural and linguistic aptitudes needed to be efficient in the global trade, apart from other requirements

4 The Vaughan Methodology

The following information was obtained through observations and conversations with Vaughan Systems teachers at the Vaughan System office in Valladolid.

4.1 Background - Vaughan Teacher Training

All Vaughan teachers must participate in, and pass, a two week, ten-day training course held in Madrid. During the course, the applicants must show they have learned the Vaughan Method in both theory and practice. In the mornings former teachers train the applicants by demonstrating the method and introducing the materials. In the afternoons, as the applicants acquire more information and skill, they practice with groups of volunteer native Spanish students in the form of one hour classes. These classes are then evaluated by the students and these evaluations, as well as the directed daily tasks, provide the individuals training the applicant's sufficient information with regards to their capacity to teach English using the Vaughan method. In order to participate in the training, individuals must first apply to the company and pass an interview yet no teaching qualifications are required. Richard Vaughan has in fact said that individuals with teaching experience or qualifications are not necessarily what he wants as he is far more interested in personal qualities and potential. Therefore, the majority of Vaughan teachers simply have the two-week training period as teaching experience before they enter the classroom.

4.2 Vaughan Lessons – Overview

All Vaughan lessons are prepared by the teacher but the materials used are Vaughan materials. All teachers are provided with three books during the training. From these books teachers will

choose appropriate grammar and additional activities to drill the students with during each session; Grammar book, Picture book and Tricks for Teaching book.

The grammar book is divided into 40 units and each unit is divided into specific points. The units are designed to become progressively more complex so when teaching a student with no level of English at all you would start from the very beginning of the book yet advanced students will need to be taught material from the unit relevant to their level (as determined by the level test all students take before starting classes).

Each point provides an activity which may focus on 'the basics', verbs, grammar or pronunciation. The book is designed so that grammar is both introduced in a way that is appropriate to that student or group of students and previous points are revised and drilled once again.

During the training the importance of providing classes that capture the attention of the students and create a feeling of excitement and 'nervous energy' is greatly encouraged. Numerous ways of planning the class are shared but a combination of both high paced and low paced activities of varying lengths is deemed the key to keeping the classes fresh and dynamic.

Vocabulary

Vocabulary is introduced in every class in the form of a picture or a list of words. They may be individual words or phrasal verbs. The theme is dependent on the level of the students and also with regards to their personal preferences. Students who take business classes with a Vaughan teacher may learn vocabulary related to their job. Students will be asked questions about the vocabulary in order to put the words into context and to drill them. The teacher will listen for pronunciation errors and particularly with phrasal verbs, errors in usage and these will be corrected and the correct structure will be repeated. For example, the teacher may introduce the phrasal verb 'give up' and define this phrasal verb with an example. Both teachers and students are not to speak Spanish in class at all and therefore the Spanish definition isn't shared, it is important to remember that many Vaughan teachers do not speak Spanish at all. The teacher will then pose questions and students will reply using the full sentence and the verb in context. Students are therefore encouraged to use this new vocabulary immediately with mistakes corrected by the teacher.

Introduction of new grammar.

Teachers are to teach one new grammar point in a one hour lesson. This grammar point will be introduced and then revisited later in the lesson and drilled in a different way to ensure understanding. The grammar point is chosen by teacher from the Grammar Book and is relevant to the level of the student. For example, if a student is deemed to be a level 2.0 (established with the use of the Vaughan level test) then new grammar will be from the units that relate to level 2.0 and upwards. This grammar point may be related to any part of the language: use of pronouns,

articles, comparatives and superlatives, verb tenses, conjunctions, conditionals, use of passive voice and so on. Each grammar point provides an explanation and any relevant information to native Spanish speakers that may help with their pronunciation or may help to rectify a common misconception.

Basics.

The 'Basics' are defined in the Grammar book. In every unit the initial points outlined are to cover knowledge that a student may have acquired during their early English learning days but may not practice and therefore may have lost. These activities are things such as: telling the time, number dictation, dates and ordinal numbers. Teachers have the freedom to teach whatever they wish as a basic activity depending on the level of the student. For example, verbs in the past tense maybe a basic activity for a very advanced student. These activities are quick and dynamic and may be accompanied by a picture from the Picture Book. All mistakes are corrected, all students participate and the teacher dictates the pace of the class while offering encouragement and quick feedback.

High Paced Activity.

High paced activities can be found in the 'Tricks for Teachers', one of the three books provided to teachers during the training in Madrid. A high paced activity is simply any activity where the pace of the class is quick and the students are drilled. These activities depend on the level of a student as in order for the pace to be quick the content must not be too difficult for them. During these activities any mistake will be corrected and students will be asked to repeat numerous times in order to correct their own mistakes or to increase fluency and agility. The teacher will move between all students and again are encouraged to change the order of students and, for example, to ask one student to repeat what another has said simply to create that nervous energy and to keep the class dynamic. This is also to ensure that all students are participating as much as possible.

Slow Paced activity

A slow paced activity is not a drill as such. A slow paced activity may be an activity such as correcting previous homework, a mini presentation given with the topic dictated by the teacher in that moment, homework setting or a mini review of the class. During these activities all mistakes are once again corrected yet the pace is slower and this provides a little respite for the students before the pace picks up once again.

6. Analysis of a one-hour Vaughan Class

Vaughan Lesson Analysis			
Title:	Type of activity:	Duration:	Class Organization:
Mastering the Interrogative	High Paced Activity - question formation.	Maximum 7 minutes	The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
<p>Explanation / Development:</p> <p>The teacher gives the student the answer and the student must ask the relevant question that would have been asked to obtain such an answer. The teacher will emphasize the key part of the answer and correct the students when a mistake is made. Students will then be encouraged to repeat the correct answer often numerous times.</p> <p>This activity works on formulating questions that students may ask in everyday life. The difficulty is with the use of auxiliaries as many students make mistakes when formulating questions as they incorrectly use, or don't use at all, the auxiliary verb. This activity is suitable for all students as can be made to be very simple or extremely complicated (see resource information).</p> <p>The teacher must stress, by raising their voice or indicating with their hand, the relevant part of the sentence in order for the student to pose the correct question. For example, My BROTHER lives in London should illicit the question, 'Who lives in London?' However, 'My brother lives in LONDON,' should illicit the question, 'Where does your brother live?'</p>			
<p>Resources / Materials:</p> <p>Mastering the Interrogative (Tricks for Teaching book). The Tricks for teaching books provides 21 sets of progressively more complicated drills with the same main aim.</p>			

Vaughan Lesson Analysis			
Title: Basics	Type of activity: Number dictation	Duration: Maximum 4 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development:			
<p>Number dictation relevant to the level of the students. One of the main reasons is that students always seem to focus on the most complex parts of learning a language and subsequently neglect and have difficulty with what appears to be the most basic of tasks. Additionally, the numbers in English cause problems for Spanish natives as they literally translate. Furthermore, there is a difference between the use of commas and points between England and Spain and this is an important point that must be taught.</p> <p>The teacher reads a list of numbers from the appropriate unit in the Grammar Manual and the students write them down, for example, 577,743. The numbers are repeated two or possibly three times depending on the difficulty yet the teacher reads them at an appropriate and natural speed. Students then, in turn, read the number back to the student. Pronunciation and other errors are corrected and the student repeats the correct structure and pronunciation.</p>			
Resources / Materials:			
Grammar Manual.			

Vaughan Lesson Analysis			
Title: Vocabulary	Type of activity: Teaching new vocabulary to students – phrasal verb with questions and answers.	Duration: Maximum 5 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development:			
<p>A new phrasal verb is introduced to the class and defined for the students. The teachers then poses question relevant to the level of the students utilizing a range of verb tenses and appropriate grammatical structures. For example, if students have been focusing on comparatives, a teacher may combine the use of a superlative in a question using the given phrasal verb. The more advanced the student, the more complex the question.</p> <p>The phrasal verb, for example ‘Give Up’ is introduced and defined by the teacher and an example is given. The teacher then asks questions to the students so immediately the students are using this new piece of vocabulary in context. Mistakes are corrected and the correct version is repeated numerous times.</p>			
Resources / Materials:			
The teacher chooses the phrasal verb and formulates their own questions.			

Vaughan Lesson Analysis			
Title: Main Grammar Point	Type of activity: Cloverdale Characters (Past Simple) Unit 18.	Duration: 7 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development: <p>The Cloverdale Characters are a set of characters that exist in the Vaughan Grammar Manual and are used as reading comprehension texts. Characters are repeated throughout the Manual with more information given. As the students move through the booklet the expressions, vocabulary, grammar and use of verb tenses becomes progressively more complicated. The text chosen is relevant to the level the students are working at or towards. The texts are read out loud by the student, all errors are corrected and students are encouraged to repeat the corrected version of a word or phrase numerous times by the teacher. Students may take it in turns to read if there is a group class. The students do not have the questions and therefore must rely solely on their listening skills.</p> <p>The teacher will ask each student a question about the text and they answer verbally. This activity can be made more complicated for the most advanced students with the teacher giving the instruction, for example, 'Student A, ask Student B if the character went to the beach.' The student must then formulate the question, choosing the correct verb structure and word order.</p>			
Resources / Materials: Grammar Manual for the teacher (with comprehension text and questions) The Student manual for the pupils with the comprehension text only.			

Vaughan Lesson Analysis			
Title: High Paced Activity	Type of activity: Grammar Review from previous class or from a grammar point that the students SHOULD know due to their level. 19.19 – Not as much as / not as many as (negatives comparative)	Duration: 4 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.

Explanation / Development:

Within the Vaughan manual numerous pieces of grammar are repeated as they are known to be difficult concepts for Spanish natives learning English to master. This point reviews the use of negative comparisons within the English language. Not only is it teaching students about the grammatical structure but also about the realities of speaking English on a daily basis (although a straight forward comparison such as, 'I have less money than you,' is grammatically correct, it is much more common to say, 'I don't have as much money as you,' in every day English. This grammar point also revisits the use of 'much' for uncountable nouns and 'many' for countable nouns.

The teacher provides the student with the lesson common form of the comparison and the student replies with the more common form. For example, Teacher - 'There are fewer bulls in England than in Spain.' Student - 'There aren't as many bulls in England as in Spain.'

Resources / Materials:

Grammar book for the teacher.

Vaughan Lesson Analysis

Title:	Type of activity:	Duration:	Class Organization:
Slow paced activity	Homework correction / mini presentation	5 minutes	The maximum number of students is 6. Students are sat in a group around a table facing the teacher.

Explanation / Development:

Homework tasks from the previous class are corrected.

The emphasis is on reading and listening - the student reads their homework and the teacher corrects them verbally. The teacher will correct not only what they have said but also how they have said it so pronunciation errors are corrected as always. Other students are encouraged to listen as the teacher may ask them questions about the teacher or ask them to repeat what has been said. In this way the teacher ensures that all students are listening, focusing and using this time well. If students do not complete their homework they may be asked to give a mini presentation on a topic of the teacher's choosing which will be timed and corrected as all the other activities are.

Resources / Materials:

None for the teacher. The students provide their homework

Vaughan Lesson Analysis

Title:	Type of activity:	Duration:	Class Organization:
Main grammar point – Part 2	Irregular Verbs – Past Simple	7 minutes	The maximum number of students is 6. Students are sat in a group around a table facing the teacher.

Explanation / Development:

The grammar point is revisited again but this time in a different way if it is a small grammar point or if a long grammar point it is simply the same point but continued. In the case of the comprehension tasks, the teacher may focus on the verb tense used within the comprehension text. In this class the previous grammar point (the comprehension task) utilizes past simple verbs, therefore, at this part of the lesson the teacher will ask the students questions and they simply answer using the verb in past tense.

An example of such questions are: ‘What time did you wake up this morning? What time did you leave your house this morning?’ The teacher once again corrects and the students repeat. If the student does not know the answer they will be given the answer and must repeat the full sentence a number of times.

Resources / Materials:

Grammar Book

Vaughan Lesson Analysis			
Title: Tell me to...	Type of activity: High Paced Activity	Duration: 4 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development:			
<p>This an activity that develops a student's grasp of; reported speech, imperative statements and structures such as 'I want you to...' in both present and past tense.</p> <p>This is an activity that works very well as it has been identified by Richard Vaughan that many Spanish speakers literally translate and therefore make many mistakes with this structure. For example, a Spanish native when speaking English may say, 'I want that you open the door,' rather than, 'I want you to open the door'. The teacher will give the students instructions and the student will try to respond in the appropriate manner.</p> <p>This drill is very dynamic, involves all students and works on a number of language skills.</p> <p>Teacher input – Student A, tell me to pick up the pen. Student A, 'Pick up the pen.'</p> <p>Teacher: Student B, what does Student A want me to do? Student B: Student A wants you to pick up the pen.</p> <p>This drill can become progressively more complicated with the use of more participants, 'Student A tell student B to tell student C to tell me to pick up the pen,' and also with the use of more tenses. The teacher can introduce future tenses, 'What am I going to do?' and also present perfect tense, 'What have I done?'</p>			
Resources / Materials:			
Tricks for Teaching book.			

Vaughan Lesson Analysis			
Title: Slow paced activity	Type of activity: Homework setting	Duration: 4 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development: <p>Homework is always set in the classes irrespective of whether or not the students say they have time to do it. Working outside of class is strongly encouraged and students are reminded that working hard in class is not enough. The homework could be include; writing creatively, watching a particular television program in English, studying a translation list, reading a newspaper article in English and so on. Students are also encouraged to study the grammar points that will be worked on in the next class. The aim of this is so that the class time is used to practice rather than to teach the particular point. Each student signs a contract at the beginning of their classes which states that they will purchase the student manual. This manual explains the grammar in Spanish and provides tips and information relevant to Spanish natives learning English with the aim of highlighting common errors and correcting them immediately.</p> <p>The teacher verbally gives the students their homework and encourages them to ask answer questions.</p>			
Resources / Materials: Any homework tasks decided upon before the class.			

Vaughan Lesson Analysis			
Title:	Type of activity:	Duration:	Class Organization:
Class review	Review of any errors made in the class by all students.	5 minutes	The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development:			
<p>Throughout the class it is the teacher's responsibility to make very quick notes on all errors that are made. Teachers are encouraged during the Vaughan training to create a plan of the classroom with the names of the students and note down next to each student's name. This may be if a student has particular difficulty with the pronunciation of a word or with a particular grammatical point. The aim is to remind the students of everything that has been taught in the class and also to remind them of areas they must go away and study for the next class. Here they are given the opportunity to demonstrate the knowledge they have gained and to correct an area they may have made previously within the lesson. They are also encouraged to take responsibility for their errors</p> <p>At this point in the lesson the teacher will test the students in numerous way: by asking them a question they may have previously answered incorrectly; by asking them to use the new vocabulary in a particular tense or within a specific grammatical structure; ask a student to repeat the dictation of a number previously given, by asking the student the student to answer a question related to the grammatical point.</p>			
Resources / Materials:			
Teachers notes			
Material used in the class			

Vaughan Lesson Analysis			
Title: High paced activity	Type of activity: Present perfect VS Past Simple	Duration: 7 minutes	Class Organization: The maximum number of students is 6. Students are sat in a group around a table facing the teacher.
Explanation / Development: This activity is much like the first activity in that it is high paced and dynamic. In this activity the students are tested on their knowledge of the past participle of the given verb and are also revising the use of specific tenses for specific time frames. The teacher asks a question to one student in the form of, 'How many times did you eat a sausage last month?' The student can answer in the negative using the auxiliary verb and the verb in present as provided by the teacher or the student can answer in the negative changing the verb to the past tense. There are a wide range of questions, verbs and situations so students have the opportunity to answer in both the affirmative and negative thus practicing both skills. The teacher then asks, 'And so far this week/month/year?' and the student must answer using the present perfect tense and thus use their knowledge of the past participles of the given verbs.			
Resources / Materials: Tricks for Teaching book for the teacher.			

The Vaughan method is based on repetition, correction, pace and a dynamic yet encouraging teacher. The activities within the books provided during the training course are the same for all teachers across Spain but the teachers are encouraged to write their own questions and drills in the same style. Teachers are also encouraged to use a combination of high paced and slow paced activities to create a lesson with pace and to keep students engaged at all times. The above lesson is an example of one adult group class lasting one hour but the method is also utilized for longer classes with groups of adults, one-to-one classes and dynamic duos (groups of two). Additionally the method is also used when teaching children yet the activities and vocabulary are age appropriate.

All teachers use their own plans but the style and structure of all classes is very similar to the lesson described above. One of the strengths of the Vaughan method is the creativity and freedom given to the teacher.

The method must be used, students must be corrected and told to repeat but the teacher has an element of freedom to be able to plan classes that are student appropriate. The Grammar Book, The Picture Book and the Tricks for Teaching books provide such a wealth of activities that many of the drills as identified by Brooks (cited in **Steinberg and Sciarini 2013**) are employed.:

Repetition is used to modify mistakes and correct the student in all areas; Inflection is demonstrated by the use of changing words from singular form to plural form; Replacement is demonstrated in activities where the student is asked to replace nouns with pronouns, verbs with phrasal verbs, one verb for another verb that has a different grammatical structure; Restatement has been used within the observed lesson when the student has repeated a statement but has directed it to someone else according to the instructions given (tell me to / ask me...);

Contractions are strongly featured in the Vaughan method in the question and answer exchanges and in all the translation lists; and finally Transformation is utilized when students are asked to change sentences and words from their negative form to interrogative form or present tense structures to past tense structures.

The most important things to note are that all students are level tested and therefore are grouped according to the level. This means the teacher can plan and deliver classes that are appropriate to the students and is able to address their weaknesses while giving them the attention they need to improve their grasp of the English language.

Furthermore, within the classes there are never more than six students meaning that all students are given individual attention by the teacher and the teacher is able to get to know all the students strengths and weaknesses in great detail.

CONCLUSION

English has become a fundamental requirement for many job vacancies. English is, whether we like it or not, a huge part of the future in Spain both in education and work. Therefore it is essential that we think very carefully about the ways in which English is taught in schools.

This piece of work aimed to compare the method currently used in Spanish schools to teach the English language and the Vaughan method utilized by Vaughan Systems. Both methods have their similarities and differences, namely the teaching of grammar, the focus on vocabulary and different tenses and the use of reading tasks. On the other hand the methods are very different; the Vaughan method focuses on listening and speaking skills first and foremost whereas the traditional school method of teaching a foreign language is often focused on reading and writing.

Literature dictates that a first language is learnt firstly by listening; the speaking followed by learning to finally read and write. Second language acquisition is very different to first language acquisition because an individual is learning the second language for very different reasons. Learning a first language is a matter of necessity however learning a second language could be due to choice and desire. Additionally, an individual already has a wealth of knowledge that may create a conflict between their native language and the second language. Because of this, learning a second language is infinitely more difficult and, as with every subject, students have different abilities when it comes to learning a language therefore some people are better than others which means that deciding upon one perfect method to suit all capabilities is extremely difficult if not impossible.

When it comes to schools, it must be taken into account that the way individuals have been taught a second language over the past few decades may now be old fashioned, without saying it was unsuccessful. In the past, there were other priorities, now things are changing and there is a move towards trying to talk in English during the whole class, teaching English for more hours, teaching other subjects such as Science in English and trying to get into contact with the language in different ways other than using audios. Students may be allowed by the teachers to take part in the class more actively, and be encouraged to speak in English in front of the class without being embarrassed.

However, as a result of this move towards more speaking in the classroom, especially in bilingual education, the level of English required by the teacher is higher. De Dios Martinez Agudo (2012) notes that one great problem children and teachers are faced with in Spain is the low level of

English of both the teacher and the student to start off with. Therefore the level required to achieve a competent use of L2 language in the classroom and the true level of teachers and students is not necessarily comparable at this moment of time.

Spain is working to adjust to the European common framework and these changes are forcing teachers to have a higher level of English language attainment but this is not the only problem that must be dealt with.

All CLIL teachers are assumed to have a high level of competence in English but perhaps no experience in teaching a foreign language. On the other hand, an individual may be a wonderfully inspiring teacher who can explain known simple concepts very well however their level of English language competence may not be sufficient. Here lies a huge problem with the teaching of foreign languages in Spain.

All individuals who wish to work in Public Education in Spain must pass the Oposiciones. This means studying a certain number of units, preparing them, and finally explaining one on the day of the exam. After completing the exam, those individuals who obtain the best marks will be given a place to work depending on the number of vacancies. If a person does not obtain a vacancy they will become part of a big number of teachers who will be called to work wherever they are required and by doing this they will be able to obtain more points for the next time they do the exam.

This test ensures that those people who have excellent knowledge of the units required and can perform well on the day are likely to obtain a career inside the teaching world. Yet the question is, are these people the best foreign language teachers?

Additionally, the changes in the European Framework that have resulted in changes in the Spanish Education system mean that many teachers are not accustomed to the new ways of working, or simply do not like these new methods. Perhaps this is because some of them are close to retirement and do not see the point of learning certain things or find it very difficult to adjust after many years of teaching in the same way. Moreover it may be because they do not wish to change their way of teaching. This is maybe the main problem we are facing, but there have always been good and bad teachers, and there always will be. We can't change other people's minds but we can try to educate teachers in the merits of utilizing different methods to teach English.

One way of doing this is by taking some of the positive elements from the Vaughan Systems methodology and in turn from the Audiolingual method of language learning. This is not to say

that education in Spain and the teaching of English should be exactly like Vaughan but there are skills that could be applied in classrooms throughout the Spanish Education system. .

One of the key elements of Vaughan Systems classes is the intensity teachers give to their classes: students have to keep thinking during the whole class, and there is not a moment to think in Spanish. Obviously as noted by 37 De Dios Martinez Agudo (2012), the use of Spanish in classrooms is not necessarily negative and would be necessary in the earlier stages of English language education however it cannot and should not be relied upon for anything other than some difficult areas of behaviour management and doubt clarification.

With regards to the use of repetition within the classroom, this is obviously a huge part of the Vaughan systems method and its roots lie in the behaviourist theory of learning a first language however, this would need to be altered a little for the teaching of English in the classroom. First of all students may feel under pressure if a teacher constantly corrects them and asks them to repeat. This pressure may cause them embarrassment and result in a negative feeling towards the learning of the English language which of course would not be conducive to good learning. Additionally in a classroom of on average thirty students, correcting every single error and asking students to repeat multiple times would take a huge amount of time away from the other students and therefore not be beneficial either.

One way in which teachers could utilize this idea of correction and repetition is by focusing purely on one particular element for a period of time. For example, in Baccalaureate teaching and learning, mistakes made with irregular verbs in the past simple tense should be corrected and repeated as a whole class to reinforce the correct version as this is something considered basic at this stage of learning.

Above all, the importance of learning from every mistake students make is something that could and should become part of English language learning in schools but without the pressure and embarrassment that may make them feel negative towards the English language.

Another way in which the teaching and learning of the English language may be improved may be thinking from the Spanish perspective and knowing that we make certain mistakes because of our mother tongue. For this reason, teachers should also be very aware of the types of mistakes students may make as Spanish English language learners and help them to avoid those kinds of mistakes by being aware of them in advance.

In some ways this kind of teaching might look too intense for young boys and girls, nonetheless we have to be aware that it does not matter how old our students are, what matters is that we try

to enable them to learn the language in a normal way, as normal as possible, but being conscious that when we learnt our own language there were no papers, no structures, no theoretical explanations. The learning of our native tongue simply involved our parents simplifying a language so their children could cope with it. Teachers and students in the class should start to use the language constantly, repeating, encouraging students to talk at every moment, about different topics, acquiring a wide range of vocabulary related to many different aspects just through conversation and exploration of the language.

Within the school environment, every group, class, lesson and learning situation is different. Methods that are discussed at length in books, journals and papers etc. are decontextualized and are based on a certain idea not taking into account the who, when and where which is very important when focusing quite simply on the how.

Within the Vaughan method one key element is the grouping of students. Students are level tested before the beginning of their first class and are then placed in a group with students of a similar level. The Vaughan method does not contemplate the idea of having large groups of students and yet, large groups of students are the reality faced by every teacher in schools across Spain.

Classes have a minimum of twenty five students in the best scenario. And that is the crux of the matter, the Vaughan method works on the basis that the teacher and student have a lot of contact time. Applying the this idea of speaking and listening, repetition and correction in such a large group simply is not plausible as there would be a lot of dead time when the other twenty eight or so students are not being asked a question. In small groups in the classroom it works perfectly, but as long as teachers have small groups. It goes without saying that there is no doubt that teaching a small class is easier and the benefits are enormous. Ideally English should be taught in small groups with lots of contact time between the student and teacher. This requires a lot of qualified teachers and organization which simply may not be feasible.

By and large every method has something good to show, and it is ready to be used. The more complicated part is how they can be applied and combined together, and that is all in our hands. The more variety our classes have and the more innovative our classes are the more chances we have to impact our students positively with regards to their English language, in most of the cases. Vaughan teachers are provided with the training materials and the training to give them the means in which they can teach innovatively and in a way that grabs the attention of the student yet does not lose the method.

All students learn in a different way so teachers have to adapt our method to students, not the way round. We need to be capable enough to know when to apply one method, when the other

and at every moment we have to be aware that if something goes wrong is not the students' fault, it is simply that we are all not made the same.

Those individuals who wish to be teachers must be provided with more training so that they can show that they are not only great linguists but also great teachers. They must be given the confidence to utilize different methods depending on the strengths and weaknesses of the students they teach. Teachers in Castilla y León are provided with a curriculum by the Local Education Authority and from there the textbooks are chosen. If there is more than one teacher teaching a particular stage, for example second of ESO, all the teachers must teach the same content to ensure all pupils within that stage are learning the same materials and sit the same appropriate exam. As a result of this, numerous teachers stick rigidly to the textbooks which have a huge wealth of reading and writing tasks focusing on the grammar and vocabulary. A greater emphasis on speaking and listening needs to happen in the classroom. In some schools this is beginning in the future we may see this as the standard method of teaching a language.

Additionally, as the new generation of students are members of what could be called the technological age, under no circumstances can we stop using the new technologies incoming as they are maybe one of the best tools we have handy, elements like phones and tablets need to be inside the class, rather than outside. As long as we know how to use them, when, giving clear instructions about what an accurate use of them means.

Moreover, the duty of future teachers is to transmit all the love they have inside towards the English language so that this interest is passed on to our students. Every little thing we may think will draw their attention is the best way to start with. Students must be filled with confidence and excitement, not embarrassment. Students must not be overwhelmed with pages and pages and grammar and must not be protected by too much Spanish in the classroom. Teachers must transmit their love for the language by using the language all the time in exciting and interesting methods. Teachers must be and believe that they are competent enough to transmit the love for the language and teach not just from the book. Good teachers with good training are needed for this to happen.

Finally, as well as teaching and learning in the classroom, as stated above, the teaching and learning of language is something that occurs at home too. Some parents place a greater emphasis on the learning of language and as a result students are enrolled in private English academies such as Vaughan Systems. However, if a child socioeconomic situation does not allow for additional classes, as a country we must provide additional education at home. The way in which this could be done is the use of English on television. Many English programs are dubbed

with Spanish voices and Spanish subtitles. People are not required to learn nor are encouraged. Showing programs in the original English language without the option of the Spanish voices would force people to be immersed in the English language.

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