Universidad de **Valladolid**

Facultad de Educación y Trabajo Social

LIVING INNOVATION THROUGH METHODOLOGIES

Máster Universitario de Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas

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Abstract

What is the main purpose of motivating children in the high school? They need to stay focused and pay attention to plenty of subjects, be still for more than five hours per day, keep quiet in every lesson and they should be well-mannered pupils, also. This conduct is the best model for them to behave though, is this situation always possible inside the classroom? The achievement of this *idealistic* goal seems to be a rather tough – or even impossible – job to reach for teachers. Nowadays, a large number of adolescents suffers from stress and, in many occasions, it may lead them to anxiety, depression and other severe illnesses as heart diseases. For this reason, this project sets out to firstly present different educational methods – together with their advantages and disadvantages – that could be implemented in the classroom as a way of stimulating minors' learning. This paper points out several methods such as Mindfulness, Academic Coaching, Neurolinguistic Programming (PNL), Suggestopedia and the Traditional style in which teachers usually impart – and imparted – their lessons.

Regarding the second part of the project, I carried out an investigation with 26 children in 7th grade (1º ESO) during my internship in the high school *Emilio Ferrari* (Valladolid). With a view to studying how these methodologies could indirectly reduce school failure, the research is conducted to show and analyse the most preferred method(s) for learners to begin their classes with. Firstly, a description of the investigation and the activities done with students is exposed. Secondly, the results are obtained by means of two surveys addressed to them and illustrated in two different graphics, which demonstrate that there is a high percentage of twelve-year-old students who chose several specific methods whereas the other styles were extremely rejected. After the theoretical explanations of methodologies, the description of the research and the interpretation of the outcomes achieved, some conclusions are drawn about education together with directions for future research in this field.

Key words

Mindfulness, Neurolinguistic programming (PNL), Academic Coaching, Suggestopedia, traditional style, children, investigation, methodology.

Resumen

¿Cuál es el gran propósito de motivar a los niños en el instituto? Estos tienen que centrarse y prestar atención a muchas asignaturas, estar quietos por más de cinco horas al día, guardar silencio en cada una de las lecciones y también deben ser educados. Esta conducta es el mejor modelo de comportamiento para ellos. Sin embargo, ¿es posible tal situación en el aula? El éxito de esta meta *idealista* parece ser una tarea bastante ardua de alcanzar para los profesores, por no decir utópica. Hoy en día, gran cantidad de adolescentes son víctimas del estrés y, en muchas ocasiones, esto puede generar ansiedad, depresión y otras enfermedades más perjudiciales como ataques al corazón. Por esta razón, este proyecto pretende por una parte presentar distintos métodos educativos – además de sus ventajas y desventajas – que podrían tenerse en cuenta en las aulas para poder impulsar el aprendizaje de estos menores. Este trabajo se centra en varios métodos tales como el Mindfulness, el Coaching educativo, la Programación Neurolingüística (PNL), el método de Sugestión y el método tradicional usado normalmente por los profesores en el aula.

En la segunda parte del proyecto, aprovechando mi periodo de prácticas, se lleva a cabo una investigación con niños de 1º de Educación Secundaria Obligatoria del instituto Emilio Ferrari (Valladolid). Con la intención de estudiar cómo estos métodos podrían reducir el fracaso escolar, se desarrolla una investigación para mostrar y analizar qué método(s) prefieren los discentes al comienzo de sus clases. Primero, se presenta una descripción de la investigación en general y de las actividades efectuadas con los estudiantes. Luego, se explican los resultados obtenidos por medio de dos encuestas dirigidas hacia los 26 estudiantes y se ilustran los resultados en dos gráficas diferentes, lo que prueba que hay un alto porcentaje de estudiantes de doce años que eligieron varios métodos específicos siendo los otros estilos rechazados por casi todos. Después de la explicación teórica de las metodologías, la descripción de la investigación y la interpretación de los resultados alcanzados, se exponen varias conclusiones sobre la educación, junto con indicaciones para una investigación futura.

Palabras clave

"The function of education is
to help you from childhood not to imitate anybody,
but to be yourself all the time."

J. Krishnamurti

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1. General introduction

These days, it is known that Spanish children and teenagers experience much stress and anxiety in their lives. They are involved in so many events that very little time is left for them to relax and to have a good time with friends. Their daily routines include a lot of extracurricular sports and other activities imposed by their parents such as equestrian training, professional dancing, basketball or football; too much homework from school and hours contributed to the study at home. Besides, some minors attend private tutoring or after-school learning centres. These activities lead them to a path of anxiety since they barely have free time to spend playing and engaging in hobbies they are really fond of. This feeling of uneasiness might seem easy to erase from children, yet this situation entails much work and cooperation from parents, teachers, headmasters, head teachers and school assistants to achieve a healthy environment for them both at home and at school. Thus, helping each other is one of the best manners to reduce unpleasant stimuli in minors and adolescents because mental pain could affect them in a high degree.

However, what happens if we do not solve these problems of these young boys and girls? Depressive symptoms, stress and anxiety regarding children are held dear in many magazines and newspapers. For instance, some recent *BBC* articles focus on the exams' period: "*Exam pressures and physical health problems* […] *are major contributory factors in the suicides of young people,*" (Buchanan, 2016). Another article from *The Irish Times* argues that anxiety is becoming more noticeable among children than years ago (McBride, 2017). In addition to this, homework is another contributory factor that increases Spanish children's anxiety as the OMS (Organización Mundial de la Salud) establishes (Sanmartín, 2016). There are many factors that provoke negative emotional states in children from many parts of the world, as we have seen, such as being bullied or even by the fact of becoming overwhelmed with homework and examinations. Children do not completely notice the importance of staying calm and relaxed, neither do parents. Both of them should cope with these tense moments in order to avoid serious illnesses – that may lead to death – such as cancer, heart disease, lung ailments, accidents, cirrhosis of the liver and suicide, according to Angi Covington (Covington, 2013). Therefore, which is the best solution to get rid of these negative emotions? Individuals must be conscious that little steps are better than bigger ones, that they will obtain good results if they strive to ensure positive changes on a daily basis, as for example learning to relax, to seek emotional support from other students or adults, to write about their own feelings or to

attempt to forget about trivial problems (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001, p. 92). Although there are many ways to face anxiety and stress' problems, this project will draw the attention to an educative approach regarding this matter: it will focus on how teachers could guide and help young students to eliminate anxiety. For this reason, methodologies that could be applied by teachers in the classroom are explained by some professional authors such as Jeremy Harmer, Jack Richards, Coral López Pérez, Fernando Bou or Mónica Pérez de las Heras, among others. These approaches are some good techniques to develop in the class – taking into consideration students' personality – so that pupils could be pleased with themselves and could understand more easily all lessons, leaving unpleasant mood states behind.

There is a wide range of ways to transform education, consequently. It is essential to control and to organize the knowledge teachers present in the classroom, but also more important is to make pupils to respect and to pay attention to educators and schoolmates. Knowing how students feel in the school should be thus one of the main aims of the education system since the school, besides being a place to pass examinations, gives the opportunity to minors to socialize and to learn from adults, the surroundings and their school partners. Nowadays, to control the behaviour of more than twenty students in the same classroom at the same time is a rather exhausting and challenging task for teachers, this is the reason why they need to manage that situation accurately.

To commence teaching a lesson might seem easy at the beginning since educators have control over the materials. However, each pupil is different from his/her classmates and therefore teachers need to be aware of their behaviour as well as their likes and dislikes in order to create a comfortable environment and relationship with them. Hence, the purpose of this project is to illustrate some well-known methods in which teachers can focus on in class in order not to sound too monotonous for students and to try to get them involved in the lessons. The methods explained in the following sections are meant to be taught at least at the beginning, the first ten or fifteen minutes of the lesson.

To accomplish this goal, the most traditional styles (the audiolingual method, the Total Physical Response, the silent method, the natural approach…) are compared to more innovative and popular methods such as Mindfulness, Academic Coaching, Neurolinguistic Programme (PNL) and Suggestopedia. Once these methods are clear, their advantages and disadvantages are exposed so as to discover which might be the best way(s) for educators to teach minors

accurately, bearing in mind their personality and feelings since each group (and each student) is different. What's more important is that this paper highlights the idea that children and teenagers' opinions and desires must be always taken into account.

In addition to this, the second part of the paper presents a research on children's opinions about the innovative methods mentioned above. This research was addressed to 26 children from seventh grade (1º ESO) attending the high school *Emilio Ferrari* (Valladolid). The procedure to measure children's likes and dislikes (regarding the methods) was by means of two questionnaires given to them. The whole study was carried out in four sessions of 50 minutes. First of all, the methods were exposed and explained to the students through a Power Point (appendix 1) and after that the first survey was fulfilled by them (the first survey template is shown in appendix 2) in order to know if they had understood all the explanations and to analyse which was their first thinking about the methods. In the next step, the children did exercises related to each method – exercises that are explained below in section 5.1. Finally, they filled in the second survey (see appendix 3) and it can be seen that some changes in their perspective were visible, as it is noticed in the graphics created in section 5. The outcomes reached show that two particular methods are much preferred by children whereas the others are not so much appreciated. On the whole, this analysis indicates that teachers have to keep in mind, objectively, pupils' thoughts to get them involved in the class and to give them the importance they deserve. Likewise, teachers will be able to easily control everyone in the class and to have a more peaceful environment simultaneously if they keep children motivated at the beginning of the lesson.

2. Main purpose of the project

2.1 General purpose

The present project has a twofold purpose. On the one hand, it aims to be a guide for teachers to help children reduce distress in the high school in order to get them involved through the use of different methodologies teachers could employ in the class to enhance pupils' attention. With the use of these methods and approaches, teachers and teachers-to-be will be able to choose the most accurate option for their groups. Also, teachers can take advantage of them in order to improve communication with students since the paper emphasizes the idea of taking into account students' thoughts and feelings. More specifically, if teachers manage to

understand every method clearly, students will accomplish better results, for example in overcoming stress and anxiety more easily and, therefore, succeeding in their tests and final examinations.

On the other hand, being the second part of the project an empirical research, the purpose is to compare and contrast the opinions of the participants about the different methodologies they have tried in the English sessions. Besides, the outcomes obtained will be useful for teachers and professionals for them to notice the value most of the students give to some of the methods over the others.

2.2 Specific purposes

- To raise awareness on students' feelings after being many hours in the school; namely, boredom, stress, anxiety, being unable to concentrate on the lessons, etc.
- To define traditional and more innovative methodologies for educational purposes. The methods explained and analysed are the following ones:
    - o Traditional methodologies:
        - The Grammar-Translation Method
        - The Audiolingual Method
        - The Silent Method
        - The Community Method
        - The Total Physical Response Method (TPR)
        - The Natural Approach
        - The communicative Method
    - o Recent methodologies:
        - Mindfulness
        - Academic Coaching
        - Neurolinguistic Programming (PNL)
        - Suggestopedia
- To compare the advantages and disadvantages of each of the methodologies mentioned in order to observe that not all the methods are suitable for all groups of students, teachers need to seek the right style depending on their students' conduct
- To familiarize with the methods applying them, at least, at the beginning of the class to increase students' interest in the lessons

- To foster the integration of students in the classroom with the purpose of keeping them motivated and prompted to be interested during school hours, avoiding deviations such as absenteeism, school dropouts or drowsiness

3. Research topic and justification

The reason for choosing this topic is based on the idea of teachers considering a distinct perspective towards the education of children. In addition to this, young students should have the possibility to perceive another classroom environment different from the one they are accustomed to. It is essential for them to have as much chances as they can to experience several methodologies and to be able to select by themselves which style(s) they would prefer for their classes. That decision is not pointless, but it gives them autonomy and responsibility for their present actions and future decisions.

As it is stated in the Real Decreto 1105/2014, 26th of December, "*por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.*", students must achieve some competences for their development in the school, at home and in the society. In other words, "*«las competencias clave son aquellas que todas las personas precisan para su realización y desarrollo personal, así como para la ciudadanía activa, la inclusión social y el empleo».*" (Real Decreto 1105/2014, p. 170). For example, in an English class, therefore, individuals are developing both linguistic communication and learning to learn competences. As said in the first paragraph, students should become autonomous in their decisions, that is the reason for including the latter competence, which is the first step to let students think and learn by themselves throughout their lives (Real Decreto 1105/2014, p. 423).

Hence, a question arises: what do competences and methods have in common? Both issues should be studied by teachers in order to avoid high rates of school failure and absenteeism. Time changes, so does the process of imparting lessons; indeed, teachers and pupils have to adapt to those changes as long as teachers understand that – besides being skilled in transmitting concise and clear knowledge – they must keep a constant training in the field of education.

To move from absenteeism, lack of motivation and characteristics of the kind to a more pleasant environment – 100% attendance, high marks, diligent children …– is a tough job because minors are usually unable to stay still for hours or to remain quiet, among other reasons.

Nevertheless, why do some teachers achieve successful results concerning this matter? This question is one of the main reasons why I decided to choose this topic. This is just one of the issues I will attempt to respond in this paper. Furthermore, despite the fact that there is a lot of useful materials available to use with students, another question to answer will be related to the most evident error(s) teachers commit in the class with students. Overall, I believe it is better to teach interesting lessons to students for just 30 minutes than 50 agonizing minutes in which students have completely lost their attention due to the teacher's inability to manage to monitor them.

4. Theoretical Framework

4.1 Introduction

Innovation is a fundamental feature in the classroom. A statement supporting this idea says as follows: *"la enseñanza se configura en la forma de tratar un conocimiento para que éste sea más fácil de apropiar para los niños y niñas."* (Quintana Bogotá, p. 67). One of the purposes to talk about innovation in methodologies is for giving children a good reason to stay focused in the classroom as well as to understand the contents more easily. However, to start talking about these avant-garde methods and approaches, it is necessary to explain first the most traditional styles used in education and why some of them did not succeed in this field. In this respect, for example, the use of technology has been a 180-degree turn in education. In fact, an inverted pyramid – see image I – was created and called *the technology pyramid* (Harmer, 2010, p. 175). In the picture, one can observe that too much attention is given to educational uses of videos, the Internet, computers and overhead projectors (OHP) and less attention to traditional resources as it is the case of the blackboard. In addition to technology, another factor that contributes to modify the way in which educators impart knowledge is the use of realia; in other words, the use of objects such as plastic fruit or flashcards in the classroom (Harmer, 2010, p. 177). Instructional materials therefore replace reality and, for this reason, good resources are needed so that children could find the lessons more interesting as well as to enrich the teaching and learning process. These materials must be related to reality to improve students understanding of the contents (Madrid, 2001, pp. 213, 214). Thus, why are we talking about these issues? Both technology and realia are two ways that can be employed, either correctly or incorrectly. Such decision will depend on the teacher's mastery of the methodologies he or she uses in the classroom with students. Consequently, there are many more strategies that help

cope with difficult emotions as they enhance students' motivation and their knowledge acquisition simultaneously, as we will see in the explanations of the approaches in the following pages.
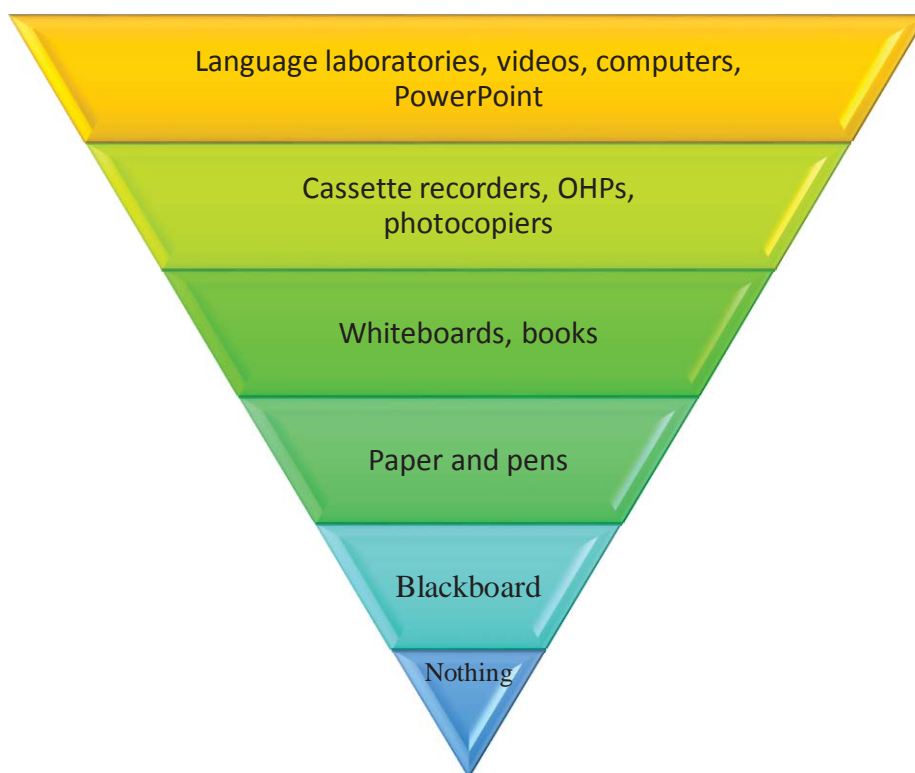
1. Image I: the technology pyramid

Before the explanation of each method, a distinction between the concepts *method* and *approach* should be exposed. Although it is beyond the scope of this research – since I have just established both terms as synonyms – these words do not mean exactly the same. It could be said that within the branch of methodology one can encounter methods and approaches, among others. According to Harmer (2010), an approach "*describes how language is used and how its constituent parts interlock* [and it also] *describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.*" (Harmer, 2010, p. 62). On the other hand, a method "*is the practical realization of an approach*" (Harmer, 2010, p. 62). Technically, in this project we are talking about approaches in section 4 since that is where the theoretical explanations are developed. However, in the second part of the project – the empirical investigation carried out in section 5 – we are referring to methods since we implement them at school.

In the next pages of this section, we will talk about different methods through which students can learn contents and indirect techniques to know how to behave, how to act and how to be. We know much more of a minor for his or her actions, daily routines and what problems he or she might confront every day than for his or her marks. Assessing students by their marks, therefore, means defining them subjectively. We need to reach a more objective vision of our students, that is why everyone should collaborate in education: families, neighbourhoods, the media… and the society in general. Changing this vision is a hard job, yet if the attention is focused just on the academic world, one of the first steps to achieve this goal might be introducing methods such as Mindfulness or Academic Coaching. As it has been said, this paper will start discussing the traditional styles and, after that, it will continue analysing more innovative methods.

4.2 Traditional approaches

4.2.1 The Grammar-Translation Method

The Grammar-Translation Method is also known as the *Traditional Method* – or *Prussian Method*, in The United States (C. Richards & S. Rodgers, 2001, p. 3) – since it was the first method created if one narrows the focus to the different styles to teach students. As its name indicates, this method is based on the understanding – and memorisation – of grammatical rules and cognitive development, emphasizing the use of the mother tongue (Alcalde Mato, 2011, p. 12). As Nuria Alcalde (2011) argues, language learning in the past paid tribute to lost languages, as Greek and Latin, but educators and professionals noticed that the procedure to study lost languages differed from the study of living languages (Alcalde Mato, 2011, pp. 12, 13). However, although somehow obsolete, this method is still popular in some high schools which base part of their pedagogy in this one. The truth is that most Spanish high schools support an education in which grammar is one of the priorities. It is also known that, as time goes by, the emphasis has shifted towards the communicative skill while the importance of grammar decreased.

It was at the end of the 18th century and at the beginning of the 19th century when this form-focused method reached great splendour. At that time, students learnt through repetitive patterns of translation from their mother tongue to the target language (Otero Bravo Cruz, 1999, p. 419). This way of learning was an incentive for students to be able to read literature in the

foreign language and for them to train and improve their memory through reading and writing in a new language (C. Richards & S. Rodgers, 2001, p. 3).

On the other hand, this method pays little attention to pronunciation, and the interaction between teacher and students is unfeasible as the teacher is the authority in the classroom. Regarding students, they do not have the right to suggest any kind of proposal to be implemented in the classroom. Furthermore, exams include grammatical exercises and translations from the mother tongue to the target language. These factors are some of the main drawbacks of the method. Nowadays, it is unconceivable to ignore basic competences such as speaking and listening. In addition to this, the interaction between teachers and students need to be successful as it is recently seen in several programmes in which students' feelings and interests are taken carefully into account as for example in Social and Emotional Learning (SEL) programmes.

4.2.2 The Direct Method

The second method – the Direct Method – emerges in the second half of the 19th century as a reaction of the Traditional Method, already explained above. Teachers were too much focused on grammatical patterns in the first style, yet this one turns the attention to spoken language. Therefore, the Direct Method changes the view of studying foreign languages. The main characteristic of the present method is that students learn the language naturally, as children would do; this is the reason why it is also known as *Natural Method*. In this sense, the Direct Method belongs to the branch of Natural Approaches, as declared by Richards and Theodore (C. Richards & S. Rodgers, 2001, p. 9).

There are some characteristic features that distinguish this method from the Grammar-Translation Method as for instance that foreign languages are taught in the target language. Also, there is no need to study grammatical rules since they are inferred by students through demonstrations and individual attention (Otero Bravo Cruz, 1999, p. 420). Emphasis is placed in pronunciation and dialogues between teacher and students, the only written focus was centred on key vocabulary and sentences (C. Richards & S. Rodgers, 2001, pp. 9, 10). It can be inferred thus that students learn a second language (L2) inductively, instead of beginning with general rules to reach specific deductions, as in the Grammar-Translation Method. In other words, students learn through practical demonstrations to finally infer how the L2 works. L2 understanding is essential because the use of the mother tongue is not allowed. However, demonstrations through the use of realia, for instance, might be a positive factor for beginners.

Regarding this last characteristic, students can learn new vocabulary due to the manipulation of real objects in the classroom. Minors are used to learn more easily through the five senses - taste, sight, touch, smell, and hearing – if the teacher brings to the class plastic objects related to useful vocabulary they must know, students are going to consolidate these concepts better than if they had them written on a piece of paper.

The Direct Method was very successful for a while, especially among supporter linguists such as M. Berlitz and L. Sauveur, who implemented this method in Germany and in the United States. Actually, Berlitz introduced this method as the *Berlitz Method* and Sauveur put it into practice by means of intensive oral interaction in the target language (C. Richards & S. Rodgers, 2001, p. 9). Nevertheless, this method had detractors who argued that this method "*fails to consider the practical realities of the classroom*" (C. Richards & S. Rodgers, 2001, p. 10). For example, they did not support the idea that only native speakers were allowed to impart the lessons (C. Richards & S. Rodgers, 2001, p. 10). Minors might not always understand the target language, so they need someone who speaks their mother tongue to make misunderstandings clear. Another drawback of this method could perhaps be best understood in the following paragraph found in *Approaches and Methods in Language Teaching* (2001):

> The Harvard psychologist Roger Brown has documented similar problems with strict Direct Method techniques. He described his frustration in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique to use (Richards and Rodgers, p. 11).
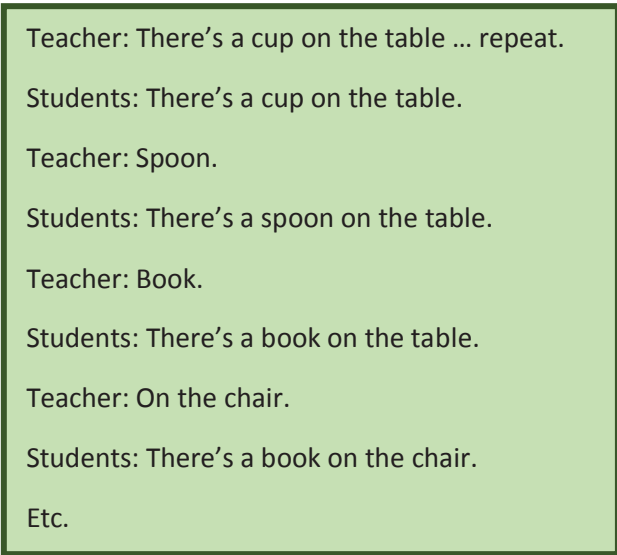
With this quotation, one might deduce that opponents of this method argued that students' feelings should not be taken into consideration. That is, that Japanese teacher opted for teaching Japanese *kanji* in an unusual way, different from the traditional style, to motivate students.

In summary, the Direct Method met some supporters, and detractors who attempted to modify the method blending written and oral comprehension and expression, or also creating a similar method – Audiolingual Method – "*when behaviourist accounts of language learning became popular*" (Harmer, 2010, p. 64).

4.2.3 The Audiolingual Method

This method was also known as the *Army Method* as it was attributed to the World War II since the US army established that languages should be learnt as soon as possible with the aim of having a wide view of other countries' developments with the help of several linguists as Charles Fries (Otero Bravo Cruz, 1999, p. 420). It is a method similar to the Direct Method, yet some differences can be observed. The first one is the use of the method principally by soldiers in the United States and secondly, it was based on Skinner's model *stimulus-response-reinforcement* (Harmer, 2010, p. 64). In order to maintain learners' motivation, teachers give positive reinforcement to those students who achieve the final goals.

After the World War II, this method was accommodated in the United States and based on structuralist principles where linguistic descriptions of the first language (L1) and L2 were essential (Otero Bravo Cruz, 1999, p. 420). Teachers draw attention to learners' mistakes in order to avoid them in future lessons. Another relevant characteristic is the orality; lessons develop through conversations between teacher-students focusing on specific grammatical structures where pronunciation play a significant role. Moreover, the use of the mother tongue was forbidden. Regarding Audiolingual activities, the most common ones are drills of sentences and substitutions of words in such repetitions, as it is seen below in image I, taken from *The Practice of English Language Teaching* (2010, p.64).

Teacher: There's a cup on the table ... repeat.

Students: There's a cup on the table.

Teacher: Spoon.

Students: There's a spoon on the table.

Teacher: Book.

Students: There's a book on the table.

Teacher: On the chair.

Students: There's a book on the chair.

Etc.

2. Image II: example of an audiolingual conversation

As it is seen in the above conversation, there is no grammatical explanations, students learn by memorizing English structures so as to avoid fossilization of common mistakes.

However, this method gathers some drawbacks. The main concern about the Audiolingual method is found in its mechanic practice since there is no room for "*language theory and learning theory*" (C. Richards & S. Rodgers, 2001, p. 59). It was a method purely for the army, but much more difficult to apply in education as students could get bored easily since it entails many hours of repetitive, ineffective exercises: "*Students in such courses studied ten hours a day, six days a week. There were generally fifteen hours of drill with native speakers and twenty to thirty hours of private study spread over two to three six-week sessions.*" (C. Richards & S. Rodgers, 2001, p. 45). Consequently, the system was just too intense and it was not difficult for learners to become exhausted.

Linguists and experts in the field concluded that Audiolingualism was not a right method to teach students so, after this attempt, other methods such as the Silent Way or Total Physical Response were tried.

4.2.4 The Silent Way

This method differs from Audiolingualism in the sense that "*the teacher's strict avoidance of repetition forces alertness and concentration on the part of the learners*" (Gattegno, 1972, p. 80). This quote was made by Caleb Gattegno, a scientific who started this method. According to Richards and Rodgers (2001), the Silent Way relies on three principles (C. Richards & S. Rodgers, 2001, p. 99):

1. Students should not memorize content. Learning is acquired through learners' autonomy and ability to solve problems
2. Physical objects are primordial
3. Using the material available in the class, learning is acquired by problem solving

These principles indicate how students of a foreign language are prompted to develop autonomy and responsibility in the high school as well as in life. As its name states, the teacher must remain silent since it is the students' job to discover by themselves what type of errors they commit and the best way to solve them through inferences, teacher's gestures, written material and real objects (Alcalde Mato, 2011, p. 18). The role of the teacher is limited to pointing at physical objects and writing different sounds of words in phonetic charts until students achieve the correct answer (Harmer, 2010, p. 68). Although being a rather innovative method – very different from the ones exemplified above –, for some experts this method was widely criticised as teachers should not be quiet in front of learners because they must correct their mistakes and, even more important, wrong pronunciation.

4.2.5 The Total Physical Response

James Asher designed the Total Physical Response (TPR) in 1960, but it was not until the 70s when it became popular in language learning. Based upon a humanist approach, this style stresses the saliency of listening comprehension over the other skills. The explanation given by Asher holds the idea of learning a foreign language in the same way that children learn the L1: first of all, children commence acquiring language through listening to adults and, after that, they initiate the process of comprehending and expressing sounds, words, phrases and finally sentences and clauses. Harmer (2010) exemplifies this procedure in the next statement: "*when students can all respond to commands correctly, one of them can then start giving instructions to other classmates.*" (Harmer, 2010, p. 68).

An essential characteristic carried out with this method is the use of motor activities – activities in which students move and relieve stress. Consequently, this method built a new form for students to enjoy lessons, a feature the other methods did not have much into account. Another advantage is given by Otero Bravo Cruz (1999) saying that, "*la memoria aumenta si se estimula a través de la asociación de actividades motoras durante el aprendizaje de lenguas,*" (Otero Bravo Cruz, 1999, p. 421). That is, in addition to funny activities addressed to learners, it is far easier for them to assimilate, understand and consolidate knowledge. These kinds of tasks are related to vocabulary and grammar, where students need to understand and perform commands, usually through imperatives.

By contrast, this method compiles several drawbacks according to Richards and Rodgers (2001). It has been qualified as a *sketchy* approach since it would be performed appropriately only with language learning beginners (C. Richards & S. Rodgers, 2001, p. 97). Furthermore, Asher agrees with the use of TPR in association with other methods, which is understandable due to the fact that implementing just this method in the school might lead learners to lose interest in the foreign language.

4.2.6 Community Language Learning

This method created by Charles Currant is based on psychological counselling techniques, in which there are two roles: a counsellor (the teacher) and a client (the student). In *image III* taken from *Approaches and Methods in Language Teaching* (2001), Richards and Rodgers summarize the comparison between a psychological counselling (counsellor-client) and the Community Language Learning (learner-knower), where *knowers* are teachers and *learners* are students.

Psychological counseling (client–counselor)	Community Language Learning (learner–knower)
1. Client and counselor agree [contract] to counseling.	1. Learner and knower agree to language learning.
2. Client articulates his or her problem in language of affect.	2. Learner presents to the knower (in L1) a message he or she wishes to deliver to another.
3. Counselor listens carefully.	3. Knower listens and other learners overhear.
4. Counselor restates client message in language of cognition.	4. Knower restates learner's message in L2.
5. Client evaluates the accuracy of counselor's message restatement.	5. Learner repeats the L2 message form to its addressee.
6. Client reflects on the interaction of the counseling session.	6. Learner replays (from tape or memory) and reflects upon the messages exchanged during the language class.

3. Image III: comparison between Psychological Counseling and CLL

Doing a comparison between these approaches, both teachers and students interact with each other (as in point 1 "*learner and knower agree to language learning*"). Also, throughout the lesson, "*learner exchanges deepen in intimacy as the class becomes a community of learners.*" (C. Richards & S. Rodgers, 2001, p. 116). It is observed therefore that students' feelings and motivations are becoming more and more important as new methods start being developed. In this case, for instance, language is seen as a social process in which communication between teacher-student and between equals determines the progress.

The perfect class in which this method might be applied would be developed in small groups of students to enhance communication between them, avoiding insecurities and fears through the employment of the mother tongue (Alcalde Mato, 2011, p. 17). However, critics are against this method "*since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined in the literature on Community language learning*" (C. Richards & S. Rodgers, 2001, p. 119). Although students can trust their classmates, it is not enough because there are contents that should be made clear to students as ie. mastering grammatical patterns or syntactic elements within a clause. The problem is the lack of syllabus, "*which makes objectives unclear and evaluation difficult to accomplish,*" (C. Richards & S. Rodgers, 2001, p. 126). This means that teachers will not be able to use common exercises since the syllabus is produced by students themselves. Thus,

although this method highlights the selection of learners' interesting and varied topics, many teachers might not be used to monitor children from this perspective.

4.2.7 The Communicative Approach

The Communicative Language Teaching (CLT) emerges in the 1980s principally due to the inclination of other methods to language form: "*instead of concentrating solely on grammar, […] (the) concern was with spoken functions as much as with written grammar, and notions of when and how it was appropriate to say certain things*" (Harmer, 2010, p. 69). The aim of CLT, then, is to focus on different contexts in which language takes place considering the audience in order to achieve communicative competence in the L2. The activities developed must have a communicative scheme. Harmer (2010) emphasizes the necessity of distinguishing non-communicative and communicative activities to understand the purpose of CLT, as it is reflected in *image IV* (Harmer, 2010, p. 70).

Non-communicative activities		Communicative activities
No communicative desire		A desire to communicate
No communicative purpose	⟷	A communicative purpose
Form not content		Content not form
One language item only		Variety of language
Teacher intervention		No teacher intervention
Materials control		No materials control

4. Image IV: distinction between non-communicative and communicative activities

Those activities for communicating in the L2 show learner's motivation towards foreign languages. In addition to this, CLT activities support fluency over accuracy; that is, no matter how many lexical repertoire learners know or do not know, what is paramount is the ability to communicate meaning without too much thinking and without memorizing the content, as it happened in Audiolingualism. Learners turn the attention to real-life situations through different games or activities such as role-plays where they perform daily life events like striking up a conversation with their friends in a coffee shop.

Despite the appealing communicative activities, many were the critics who did not hold the method entirely. Opponents argued that these communicative tasks could be applied in other

methods, they were not specific of CLT. Questions arise about the implementation of CLT such as if it could be applied at all levels, or whether or not it would be possible to test students on grammar if teachers strictly follow CLT (C. Richards & S. Rodgers, 2001, p. 83). Despite those disadvantages, this method led into a path of new, more innovative methods – as we will discover in the following pages – in which communication will be a fundamental skill as important as listening, speaking, reading and writing.

4.3 Mindfulness
4.3.1 What is Mindfulness?

The practice of Mindfulness has taken interest in recent years, yet its first appearance has been guided by Buddhist traditions. In fact, the term *mindfulness* comes from the Pali word *sati*, which means in English *presence of mind*. Mindfulness therefore tries to educate people in conscious attention and awareness of present events. In other words, Mindfulness is the "*state of being attentive to and aware of what is taking place in the present.*" (Brown & Ryan, 2003, p. 822). We, as individuals with the capacity of thinking, are too much concerned about the concept of time. We tend to highlight trivial events over essential ones such as what is happening at the present time. Our mind locks us either in the past or in the future, but never in the present. Feelings such as "*rumination, absorption in the past, or fantasies and anxieties about the future can pull one away from what is taking place in the present.*" (Brown & Ryan, 2003, p. 823). Thus, we usually forget about realities that are happening now to focus on past situations we will no longer have the possibility to return to them again. These human actions are what mindfulness attempts to change in our lives: to be fully conscious of events developed at any given moment, contributing to enhance our well-being.

Mindfulness reaches these aims through different exercises that stimulate our consciousness by integrating activities focused on individuals' attention and better awareness of the present. However, what do we mean with present and past events? All the thoughts belong, in a sense, to the past since while one is reading these words, they are already remaining in the past. Does it mean we do not have to take care of words? The answer is "*no*"; we have to, indeed. To this extent, past symbolizes the mind wandering in our last memories. For instance, if someone is absorbed in those disturbing past thoughts, will the past change? It will not, so there is no purpose in doing that. We underestimate the value of the present moment but, what is more important than experiences we are living today? Individuals keep asking themselves the same questions: *what would have happened if…?* Or *what kind of surprises my future will offer*

me? Thinking in this way exposes a wide range of uncomfortable feelings in the present. However, Mindfulness might be a suitable method to solve this problem with the characteristics that it entails.

Miguel Ángel Vallejo (2006) summarizes essential elements that characterise Mindfulness in his article *Mindfulness* (Vallejo, 2006, pp. 93, 94)*:*

- Mindfulness means focusing on the present moment
- Mindfulness means opening to experiences and facts
- It also means radical acceptance
- As individuals have the ability to choose in which events they want to think about, in Mindfulness they will have the ability to turn the attention to specific events within a particular situation
- Also, mindfulness will enable people to have control over any situation, either difficult or pleasant, in order to experience it just as it is

These characteristics are useful resources to comprehend the fundamental theory of this *art* of becoming aware of the present. However, we have referred to *awareness* several times but, what does *awareness* mean exactly? Awareness is "*the conscious registration of stimuli, including the five physical senses, the kinesthetic senses, and the activities of the mind* [in addition to] *our direct, most immediate contact with reality*." (Brown, Ryan, & Creswell, 2007, p. 212). Through self-examination, we can achieve increased awareness and attention about what really matters. That is to say, it is important to understand the concept of *awareness* to understand what Mindfulness is and why other relevant terms are important in this field, such as *self-awareness* and *internal state awareness*. Self-awareness, as its name indicates, is the "*knowledge about the self*" (Brown & Ryan, 2003, p. 823) while the second concept refers to "*sensitivity to ongoing psychological processes,*" (Brown & Ryan, 2003, p. 823). These words make us think about how Mindfulness is interested also in the personality of the individual, meaning that this technique shows manners to cope with different situations at the present time. Despite talking always about the present time in general, mindfulness can draw attention to the whole situation that happens in the present or just to one activity in that particular situation. For example, when you are eating an apple you might concentrate on either the fact of eating an apple or on your own breathing while eating the fruit. Moreover, there are experiments done in this field, as the following one by LeBel and Dube: "*individuals whose attention was focused on the sensory experience of eating chocolate reported more pleasure than individuals engaged*

in a distraction task while eating chocolate." (Brown & Ryan, 2003, p. 824). These two examples are supported by Brown, Ryan and Creswell (2007) with two new concepts – clear awareness and focused attention – as they argue that mindfulness "*can move back from particular states of mind to gain a larger perspective on what is taking place (clear awareness), and can also zero in on situational details (focused attention) according to inclination or circumstance*" (Brown, Ryan, & Creswell, 2007, p. 213).

In conclusion, Mindfulness contribute to our well-being and comfort if we approach it in the right way to try to obtain the best of it. However, as this project focuses on children in the high-school, we will now turn the attention to them and to how Mindfulness is implemented – as in many schools that use Mindfulness to enhance children's attention – or could be implemented in the future.

4.3.2 Implementation of Mindfulness in the classroom

It is noteworthy that Mindfulness is becoming a more visible feature in the world, both for adults and children. The main reason for saying so is that most of the individuals cannot control their negative feelings, meaning that they will not be productive in their decision-making. Besides, we live in a world where people tend to do several things at once, which leads also to rather ineffective thinking. In the light of these previous statements, Mindfulness may be employed as a method to enhance people's attention to reality and to the most important elements in their lives. Noteworthy in this regarding is the implementation of Mindfulness in schools. For example, there are many web sites promoting this idea such as:

- www.mindfuled.org
- www.inschools.org
- www.mindfulteachers.org

In addition to these pages, there are also Spanish sites as www.escuelasdespiertas.org that intend to foster this learning style to be implemented in schools. Regarding Spanish schools, it was stated that there are more than 200 schools which have incorporated Mindfulness in the class, being the Canary Islands the pioneer in implementing it (Educo, 2015). Another example is the programmes that implement Social and Emotional Learning (SEL) in some areas of the United Kingdom to avoid problems with bullying and depressive symptoms (Huppert & Johnson, 2010, p. 264). Then, why is Mindfulness implemented in schools around the world? This technique supports new directions in education. Children and adolescents stay many hours in an educative environment, not only learning and consolidating knowledge but also

socializing with their schoolmates. As well as formal education, students should acquire therefore social and emotional competences, and it is the cultivation of Mindfulness which teach them how to overcome stressful situations and also how to be more respectful to their equals.

This approach suggests that there are several characteristics to take into account. To achieve students' – and teacher's – well-being, individuals have to take into consideration two important factors: feeling good (positive emotions) and functioning well (to have a sense of autonomy or self-determination) (Huppert & Johnson, 2010, p. 264) to accurately manage our thoughts. There are many more benefits to teach mindfulness in the school such as "*an increase in creativity, greater cognitive flexibility, and better use of information to improve memory for retention of teachings*" (Rempel, 2012, p. 213). In the article *Cultivating Inner Resilience in Educators and Students: The Inner Resilience Program*, the authors also summarize some of the most conspicuous advantages of Mindfulness, which include an increased self-awareness and understanding, a greater ability to combat physical tension, an optimal concentration achieved through relaxing activities, control over one's thoughts and deeper levels of communication and understanding between teacher and student (Lantieri, Nambiar, Harnett, & Kyse, 2016, p. 121).

There are many reasons why children get overwhelmed in schools such as events in their lives outside of that place: family discussions, child abandonment, bullying, death or cruel jokes, among other reasons. These situations might contribute to the lack of learner's motivation and self-confidence, which increases emotional disturbances. Rempel (2012) agrees with this idea indicating that "*stress may result in anger, anxiety, depression, and externalizing behaviours*" (Rempel, 2012, p. 201). Consequently, these negative symptoms may affect students' feelings and behavior inside of school. He also indicates in his article the fact that a number of investigations has been conducted to reflect the serious damage anxiety causes in minors (Rempel, 2012, p. 208). Then, "*mindfulness training can reduce stress and improve self-confidence, relationships with others, attention, optimism, and self-esteem*" (Rempel, 2012, p. 203), providing an increment in students' growth and development. Other solutions that Mindfulness offers are for students to be able to relax accepting the experiences that come to them, without any kind of judgement (Huppert & Johnson, 2010, p. 265). Another outcome that might be achieved if one applies Mindfulness in the class is "*greater enjoyment of the task at hand and improved memory*" (Rempel, 2012, p. 212).

Examples of this method are written in the article *On the Contemporary Applications of Mindfulness: Some Implications for Education* since there were some investigations of Mindfulness carried out among young students of 12-16 years old – in one of the studies – and 173 pupils in the other one. Both researches obtained positive results such as emotional stability and increase in well-being and fewer depressive symptoms (Hyland, 2015). In fact, there are therapeutic programmes such as *Mindfulness-Based Stress Reduction* (MBSR), *Mindfulness-Based Cognitive Therapy* (MBCT) or *Mindfulness-Based Relapse Prevention* (MBRP) which were adapted for children in the school. This is the case of MBSR, which reached great success as it enhanced pupils' attention, self-regulation and social competence (Rempel, 2012, p. 205). This incorporation in the curriculum of schools will improve furthermore "*academic performance, self-esteem, mood, concentration and behavior problems*" (Rempel, 2012, p. 211). However, for succeeding outcomes in this approach, teachers must have attended training lessons before implementing Mindfulness in school. Nowadays, there are many helpful courses and books that trigger interest in Mindfulness as it is the case of a worthwhile reading book named *Teaching Mindfulness: A Practical Guide for Clinicians and Educators*, by Donald McCown, Diane Reibel and Marc Micozzi.

4.3.3 Mindfulness exercises

There are plenty of fruitful activities to help students relax, socialize and achieve better academic results. Once teachers get the proper training in Mindfulness, it is time for students to discover the benefits that it covers. Although Mindfulness was at the beginning a technique to be implemented in therapy, nowadays it is adapted to academic purposes. These adaptations might include shorter meditation classes and adding mindful movements in order to appeal minors (Rempel, 2012, p. 206) or body-scan meditation (Rempel, 2012, p. 203). To reduce emotional distress and induce relaxation getting control over their emotions, exercises such as "*yoga, body-scan, meditation, breathing exercises, and Tai Chi,*" (Rempel, 2012, p. 204) are significant to develop their empathy, acceptance and inclusiveness.

For those teachers who are not very familiar with Mindfulness, there are also several ways to integrate it in an easier way as for instance asking students how they feel after reading a poem (Lyons & Jennifer, 2016, p. 273) and, what is even more important, Mindfulness can be taught in any subject, as for example in Physical Education "*prompting students to attend to their breathing*" (Lyons & Jennifer, 2016, p. 279).

In conclusion, Mindfulness entails a lot of innovative techniques which, with a good practice of them, could be applied in education with the aim that students relax, share their feelings with the teacher and their classmates and be more open to further lessons.

4.4 Academic coaching

4.4.1 What is coaching?

Tom: *I have a time management problem. I just don't get enough done in a day.*

Coach: Tell me more. How did you conclude you have that problem?

Tom: *I never get everything done on my to-do list. The more I get done, the more I end up adding to the list.*

Coach: *How would you conclude if you've solved your time management problem? What would success look like?*

Tom: *Well, I'd get everything done on my list. I suppose that's not realistic, though, because there's always something to do.*

Coach: *How do you like to solve problems like this? Think of a problem that you've solved in the past. For example, do you like to talk to someone, make a list of pro's and con's, etc.?*

Tom: *Well, I do like to talk to a few people and to make a list of pro's and con's.*

Coach: *Would that approach be helpful with this situation?*

Tom: *Yeah, I suppose it would.*

Coach: *Who are some people you could talk to for help?*

Tom: *Well, I really think my boss owes me some advice – after all, that's his job. Also, I have two co-workers who seem to feel good about how they manage time.*

Coach: *Do you like to get specific advice when you talk to someone?*

Tom: *Yeah, I'll ask them for specific advice.*

Coach: *So how about you talking to your boss and two co-workers, and then you and I can talk in a week so you can tell me specifically what you're going to do and by when?*

Coach: *Would it also be useful to get clear on what successful time management looks like to you?*

Tom: *Yeah, that would be very helpful.*

Coach: *OK, let's talk next week on Wednesday at 3:00 to hear your specific actions and what success would look like. Is that realistic for you?*

Tom: *Sure. I can do that. Thanks!*

The above conversation is a typical effective example of Coaching taken from http://www.authenticityconsulting.com (Anonymous, 2008). In that example, the client has a problem and that is why he needs help from a coach. On the other hand, the coach throughout the conversation keeps asking questions to the client to know about what type of problem he has, which is having not enough time to get everything completed on time. Afterwards, when the coach discovers the problem, he tries to find solutions to solve it based on the client's interests – making pro's and con's lists and talking to people. The objectives in that particular session were achieved since the client was guided by the coach to attain and solve his problems through the effective intervention of the professional.

This exercise is a good model to start explaining the importance of Coaching both in general terms and from an academic perspective. Coaching is a similar technique to Mindfulness, though the former is based on communication between the coach and the coachee. It is a process through which the coach tries to find the balance in the coachee, a client who has to build his/her self-esteem as well as his/her self-knowledge. By doing this conversational interaction between both individuals, what Coaching does is enhancing the performance of the coachee to change his/her life and to discover his/her potential achieving personal goals. In other words, Coaching is a way in which those people with doubts in their lives create stages to know where they are and where they want to be (Malagón, 2011, p. 56). In this sense, the concept *coaching* two centuries ago meant *coche,* in Spanish, since this technique symbolises the driving of a person from one place to another, meaning that the driver would be the coach and the passenger the coachee (Malagón, 2011, pp. 56, 57). Another more accurate perspective taken is the one in which the coach would be the co-pilot of the car who guides and motivates someone (Malagón, 2011, p. 57). However, it is in America where Coaching becomes successful in many areas of study such as in business, nutricion or sports. Actually, there are many programmes that give good advice to their clients since they want to know which path they should follow so as not to commit errors in their lives.

That being said, in his article, Malagón (2011) makes an interesting distinction between academic coaching and educational coaching. Although both types seem to be the same kind of coaching, they are not alike. While educational coaching is a more general and inclusive concept, the other type is more specific. It means that educational coaching might include academic coaching since educational coaching can cover many areas which might not be academic. On the other hand, academic coaching refers to the typical guidance to be applied in schools, as it will be discussed in the next point.

4.4.2 Coaching in the school

Coaching is usually identified as a tool which pursues a change provoked by a coach towards a coachee. In education, the coach would be the teacher while the learner has the role of the coachee. This system opens a journey of enlightenment students have to walk through to accomplish their goals and desires. It is defined by Otero as a *"herramienta que facilita el crecimiento y desarrollo de las personas, mejorando el rendimiento y alcanzando resultados asombrosos."* (Otero, 2013, p. 2). That explanation describes a general definition of Coaching, but if it is applied to school, it would make sense that students should develop both psychologically and socially. Academic coaching is used to help minors at school, either individually or in groups, in order to entrust their fears and to-do projects to teachers and professionals inside of school.

The present method is promoted in this field to optimize teaching and learning processes since, if students cooperate, both teachers and students will be able to strengthen interpersonal relationships, a characteristic that will enhance their well-being. However, as in the approach referred above – Mindfulness – teachers need to be trained in this style as well. This feature should not be underestimated as they, as professionals in the academic field, need to innovate in the school. In other words, dedicated educators must inspire change to pupils while they teach them (Sánchez-Teruel, 2013, p. 175). They should be models for students as well as monitors who guide them in their lives. Actually, the most appropriate way to change education is to start from the inside: from students' real-life problems and concerns. Students are under too much stress due to examinations, classmates' incomprehension of their hobbies or just because they do not feel there are doing the right thing. These are some of the main reasons why adults must correct and direct learners into more appealing routes.

It is important to notice that the practice of Coaching has been guided from four different perspectives, as summarized by Coral Pérez (2015, pp. 44-48):

A. Coaching with the administration of the school
B. Coaching in the classroom
C. Coaching with families
D. Coaching with pupils

These views are essential to carried out this technique in education. Regarding the first point – coaching with the administration of the school –, the institution feels so much pressure from parents, society and children since they should always have a good reputation. The

administration of the school has to think about the organization of the institution, their roles and challenges for future actions in order to create innovative options for individuals in the academic center. For instance, to maintain a good relationship with other institutions or to solve conflicts with other partners (Pérez, 2015, p. 44).

In the second case, it is obvious nowadays that the teacher-student relationship is a pillar of education. Students inside of class should learn also about principles, emotions, how to manage feelings and how to be responsible for their decision-making and, in conclusion, they should be encouraged to think more deeply (Pérez, 2015, p. 46). Another important factor is the autonomy students keep building little by little and it is in that place where this facet could be emphasized and stimulated (Pérez, 2015, p. 47).

In addition to this, the family contributes favorably to pupils' well-being. Families have to entrust educative institutions, and these organizations must verify that everything proceeds smoothly. It is important therefore that parents and teachers make appointments to talk about the behavior and progress of their child and what they, as parents, can do at home to improve his/her weakest points (Pérez, 2015, p. 47). Furthermore, the teacher should show interest in the pupil's family environment and to solve possible concerns of the child (Pérez, 2015, p. 167).

Finally, as said before, teachers (having done a coaching course or not) must have a strong relationship with students. Each student should feel he/she is unique, feel they have a role at school that nobody else can fulfil in the same way. In conclusion, there are many options to consider if we want to make sure students' happiness is positive or, on the contrary, they would need assistance through coaching.

4.4.3 Academic Coaching exercises

There are many useful exercises that can help students reduce their doubts about themselves such as having conversations with their parents, teachers or with the psychologist of the school, building rubrics for students to assess themselves or just make them talk freely about their feelings. One of the highlighted coaching activities – see *image V* – is *Rueda de la Vida Escolar (Wheel of the Academic Life),* described by Coral Pérez (Pérez, 2015, p. 69).

In *image V*, there is a number of characteristics all learners should reflect upon such as: relationships with schoolmates, creativity, force of will and determination, assertiveness, leadership as well as participation in the class. Besides, in the same picture there is a circle divided in as many parts as the written characteristics and numbered from cero to ten. What students have to do individually is to complete the circle depending on how satisfied they are

about each item. After that, in pairs or groups, the results are compared and analysed among students. To finish the activity, the whole class discusses which are the main areas they should improve and which are the ones that do not require so much attention. At the same time, the teacher initiates a series of questions regarding different resolutions of their problems to try to discover which are the principal concerns of students. This is illustrated in the following example: for a pupil, whose lack of creativity is his/her first worry, the teacher could give him/her a piece of advice to improve this feature such as writing every promising idea that comes to his/her mind since all big ideas start with small sketches. It is necessary to say that the teacher must be well-prepared for any type of questions that might arise because the objective of this exercise is for students to increase their motivation and self-esteem.

5. Image V: wheel of the academic life

Nevertheless, another way to carry out this activity could be anonymously because not all students will be willing to share their thoughts with the rest of the class. They may feel embarrassed and teachers must avoid these emotions in such activities.

Coaching, therefore, is another innovative method that could be implemented in the school with students, teachers, the administration of schools as well as with students' families because it is important nowadays to turn the attention to individuals so that they could know they are not studying just to acquire knowledge, but also to fully develop as people.

4.5 Neuro-linguistic programming

### 4.5.1 What does Neuro-linguistic programming mean?

The Neuro-linguistic programming (PNL) was created in the 70s in the United States by two linguists – John Grinder and Richard Bandler. When this method emerged, it was employed only in the field of psychology (Weerth, 1992, p. 21), though nowadays that perspective has changed and PNL is used in a wide variety of fields such as in education or business management. But, what exactly does PNL mean?

PNL teaches individuals how their minds work and how they could benefit from PNL techniques and guided activities. A more creative definition was given by O'Connor and Seymour (1992), since they describe it as an art and a science (O'Connor & Seymour, 1992, p. 28). That definition – being an art – emphasizes the attention toward individuals' personalities. As every person is different, one can have different views of what life is and how success is achieved. It is also a science because human beings are investigated through different methods in PNL. In other words, "*La PNL le enseña a comprender y organizar sus propios éxitos, de modo que pueda disfrutar de muchos más momentos como ésos.*" (O'Connor & Seymour, 1992, p. 28). As an example, PNL show you several ways in which someone could work accurately. It could be said also that this method is a process through which individuals learn the best form to perform, to be and to behave according to personality and cast of thinking: we tend to make mistakes in our lives, mistakes that can disappoint us or other people we care about; yet, by means of these errors we manage to change the way we usually act in further occasions in order to avoid failing again.

On the one hand, we are able to solve these problems and struggles by ourselves, without any help from the outside, though PNL makes us comprehend and organize our success and positive characteristics (O'Connor & Seymour, 1992, p. 28). We also learn to reject those inner feelings and conducts we are not comfortable with. In general, what Neuro-linguistic Programming does is to guide individuals towards a global consciousness of what and how they should do something to be successful in succeeding chapters of their lives.

As in Mindfulness or Academic Coaching, PNL focuses on individuals. Mindfulness highlights the importance of present moments of individuals, Academic Coaching guides them through the use of communication and PNL directs people towards the control of their own thoughts. Each method has its own particular characteristics; in fact, the practice of Coaching is supported by PNL techniques, as regards the management of the inner self or the

transformation of our perceptions (Dilts, 2003, p. 23). In this case, PNL turns the attention to real-life events of individuals (Weerth, 1992, p. 46). That is, the analysis of individuals is perceived from an objective point of view, as it tries to reflect reality as close as possible to the individual. The image below – see image VI – taken from *La PNL y la Imaginación* (Weerth, 1992, p. 53) exemplifies this vision very clearly: the outside world provides objective ideas to someone's inner world. However, these ideas can be manipulated by our beliefs or memories, creating thus a different reality – a model – inside our heads. Finally, what we do with these representations is to take them again to the real world in order to transform our subjective vision into a more realistic one in the real world.
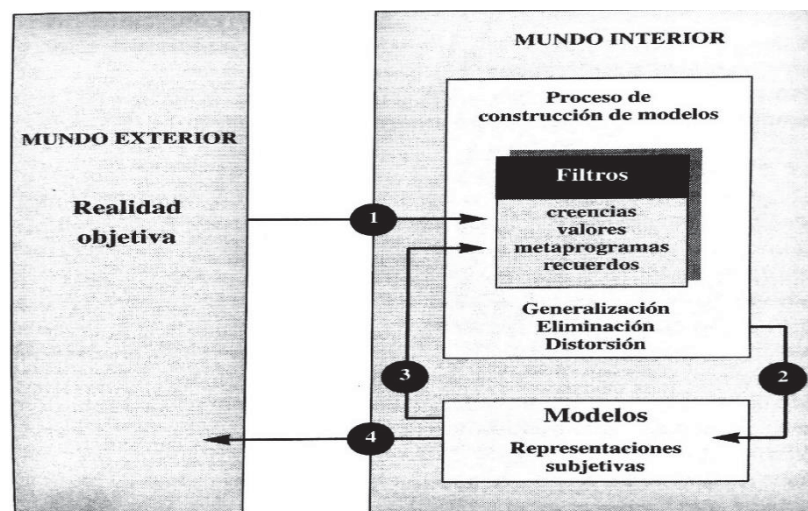
6. Image VI: different representations of reality

4.5.2 PNL for children

PNL could be a solution to, on the one hand, therapeutic and educative practices and, on the other hand, organizational practices. Albert Serrat (2005) divides these practices in these two applications, which might be beneficial to comprehend children's anxiety, stressful situations, distress, phobias as well as low self-esteem. Moreover, it is useful to increase their motivation, ease conflicts and enhance communication (Serrat, 2005, p. 14).

Being a method centered on individuals in the class, it is important to stress that everyone changes both physically and psychologically. There are three types of changes that should not be dismissed: *cambios remediativos*, *cambios generativos* and *cambios evolutivos* (Serrat, 2005, p. 15).

- The first type refers to changes of conduct and changes related to the environment. For instance, to make students more disciplined.
- The second type of changes deals with capacities of individuals and beliefs. For example, how students can be motivated in the class.
- The third type explains the differences in *the self*: who I am, who I would like to become and how I am going to achieve my objectives.

Although these models can be applied to anybody – as PNL belongs to a branch of psychotherapy –, learners are the concern of the project. Therefore, they must be taught how to behave in different situations such as in class, in breaks or in the street. Teachers and parents have great responsibility in this sense, as they must be the fulcrum to minors so that they could achieve appropriate metacognitive skills and social standards of conduct.

A characteristic of PNL says that children learn better through the five senses – hearing, sight, touch, taste and smell –, so teachers need to approach this way of communicating with them appropriately, since with the five senses we get closer to reality (Serrat, 2005, p. 26). If educators only provide theoretical explanations to these students, they will not fully comprehend what the teacher is talking about; for this reason, these young boys and girls need some support from the outside, either with videos or objects. In addition to this, teachers must be well prepared to show their knowledge to different types of students, as it is stated by Albert Serrat (2005), since we obtain, store and assimilate information in our heads (Serrat, 2005, p. 26). To make it clearer, there are three kinds of people – and therefore, three types of students – who comprehend the same information from different perspectives: visual students, kinesthetic students and auditory students.

- Visual students store and comprehend the information through vision. They have total recall since they prefer learning through images instead of through texts. They also have good imagination; hence, subjects as arts might be easy for them (Serrat, 2005, p. 29).
- Auditory students are those whose ability in listening is highly developed. They draw the attention towards learning listening to the teacher, instead of reading. They do not tend to pay attention to grammar and spelling, though they might be good at languages (Serrat, 2005, p. 29)

- Kinesthetic students are very active, they opt for exercises where movements are mandatory, as for example role-playing, reason why they might be interested in arts and theatre (Serrat, 2005, p. 29).
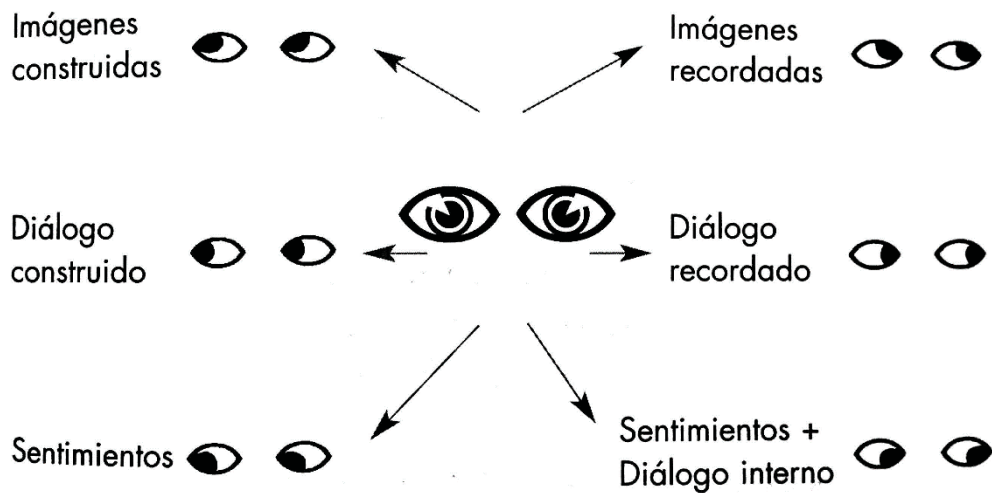
These are the most representative styles – visual, kinesthetic and auditory – since they are the primary senses, whereas touch and smell would be the secondary senses, this is the reason of not including them within the most important styles in which students obtain, store and comprehend information. With this in mind, it is of paramount importance that teachers (when they enter the classroom for the first time) should know which type of students they are going to teach, since the exercises provided to students will be different for kinesthetic, visual and auditory students. However, teachers do not need to create different exercises for the same group of students, though they should bear in mind that variation in the activities given to them is primordial for their entertainment, comprehension of the information and attention to the class. In conclusion, teachers have to know what they are going to say and how they are going to say it (Serrat, 2005, p. 27): there could be times when they have to work either with images, songs or movements.

4.5.3 How could teachers implement PNL with students?

As it was said before, a characteristic of PNL focuses on the different styles in which a student could learn (auditory, kinesthetic and visual). There are several activities through which teachers – and students themselves – comprehend their students more precisely. A good task to develop with students is the VAK test. This is a test in which students have to answer some questions to discover which of the three styles mentioned above they belong to. As this exercise will be carried out in this project in section 5, it will be thoroughly explained later.

Another interesting exercise for teachers or students is related to the eyes. Students are gathered in pairs, one of them will be given the diagram below – *image VII* – and the exercise to fulfil (appendix 4). The other partner will be interviewed with the 15 sentences written in the exercise and, at the same time, the other partner will focus on the direction his/her eyes draws when he/she asks each question to the classmate.

Esquema 3. El significado del movimiento de los ojos

Imágenes construidas

Imágenes recordadas

Diálogo construido

Diálogo recordado

Sentimientos

Sentimientos + Diálogo interno

7. Image VII: meaning of the eyes' movement

In communication, individuals do not use only their voice to speak, but also intonation, gestures and characteristic movements. The exercise above shows us what students might be thinking in a particular situation and how teachers could help them adjusting their speaking to their students (Serrat, 2005, p. 42). It is also a good practice for young students to control, through the eyes, how they might obtain information more easily. For example, if they want to visualize something that they have never experienced, they could look up, to the right, to imagine it in order to assimilate it better. This is named *imágenes recordadas* (remembered pictures). Likewise, another example establishes that "*si queremos que nuestros alumnos y alumnas fijen con mayor precisión algo que hemos anotado en la pizarra, será imprescindible anotarlo en la parte superior izquierda de la misma*" (Serrat, 2005, p. 44).

Consequently, PNL could be very helpful for students and teachers who want to discover more about their students, analyzing the different ways in which they learn something. Each student will have distinct values, thoughts and motivations in life and it all depends on the education these minors receive at home and at school, since good parents and educators do not have to focus exclusively on grades and marks, but also on students' styles of thinking and attitude towards learning, which is even more important than those mere numbers they obtain in examinations and projects they build.

4.6 Suggestopedia

4.6.1 What is Suggestopedia?

The method called Suggestopedia – or Desuggestopedia – was created by the psychiatric Georgi Lozanov. *Suggestopedia* evolves from the term *suggestology*, which is a science "*concerned with the systematic study of the non-rational and/or nonconscious influences*" (C. Richards & S. Rodgers, 2001, p. 142). Suggestopedia was initially taken into account because it has been proved that this method is beneficial for learners of foreign languages (C. Richards & S. Rodgers, 2001, p. 152). Suggestopedia includes qualities from yoga – how to be conscious and focused on something, as for example rhythmic breathing – and soviet psychology, which means teaching a subject at the same level of skill (C. Richards & S. Rodgers, 2001, p. 142).

Lozanov created the method to emphasize the importance of communication – children usually gather in groups to interact – over grammar and vocabulary. He also stresses that texts must be meaningful and interesting for children and should contain, as well, clear emotions to be easily identified by them. On the contrary, the other methods which pay attention to grammatical structures have the objective of memorizing with no purpose (C. Richards & S. Rodgers, 2001, p. 144).

In addition to these explanations, Suggestopedia entails a process called *desuggestion*, which means "*loading the memory banks, or reserves, of unwanted or blocking memories.*" (C. Richards & S. Rodgers, 2001, p. 145). On the other hand, Suggestopedia would mean loading those memory banks with enjoyable memories. Therefore, memorization would be accomplished in more pleasant situations than using conventional techniques from methods such as the Traditional Method or the Silent Way. Besides, the author of the method suggests avoiding traumatic topics for children since the information to be learnt should be entertaining and funny for them; that is to say, they will learn better if the conditions and places are set up specifically for them. In fact, it has been demonstrated that "*rates of learning* [are] *three times faster than those achieved in the best intensive programs in the United States.*" (Rustipa, 2011, p. 2), if adolescents learn through Suggestopedia.

Regarding the performance in these classes, to achieve success, teachers should follow the same procedure: presentation, active and passive concert, elaboration and practice. In the first stage – presentation – students should find the lessons appealing, the second step is for teachers to read texts with the aim of being repeated by students. Later on, baroque music is played in the background and the text is read again while learners listen to the teacher. In the

elaboration stage, the teacher explains the specific exercise they will do – as for example a role-play – and, finally, in the practice stage, the teacher will make sure the students understood everything accurately (Kharismawati & Susanto).

At the same time, teachers need to be in control of the situation in the classroom. If it is the first time giving a lesson to a group, it is important for the teacher to be self-confident in order to catch their full attention so that learners want to come back to the class again. In Suggestopedia, teachers are considered the authority in whom students have to trust. Furthermore, "*teachers are expected to be skilled in acting, singing, and psychotherapeutic techniques*" (C. Richards & S. Rodgers, 2001, p. 150). It seems impossible to control a group of young students, that is the reason why they should be trained in this respect, as not every teacher might be able to develop this role in the class. For example, the way Suggestopedia teachers read to students in the class is very different than the way ordinary teachers read: they must stress voice quality, intonation and timing (C. Richards & S. Rodgers, 2001, p. 142).

In conclusion, we have to bear in mind that students might be worried about his/her own interlanguage; they want to carry out each task perfectly, avoiding negative feelings such as boredom, anxiety or embarrassment. This fact is supported in *Investigation of Language Teaching Methodologies in Second Language Learning*, since "*a language can be acquired only when the learner is receptive and has no mental blocks.*" (Nosrati, Karimi, Malekian, & Hariri, 2013, p. 209). As it was said, they learn quicker and in a more relaxed environment due to the techniques employed using Suggestopedia.

4.6.2 Characteristics and components of Suggestopedia

There are some patterns that Suggestopedia classes should consider such as background music in the classroom, colourful posters pinned up on the walls as well as careful corrections provided by the teacher to the students. According to Nosrati et al. (2013), the most noticeable characteristics are the following ones (Nosrati et al. 2013, p.209):

- The classroom should be a comfortable place for students
- Background music in the classroom while students are doing exercises
- Peripheral Learning (learning through the vision)
- Allowance of errors since they are part of learning
- Homework is limited
- Music, drama and art should be part of the learning process

Therefore, Suggestopedia classes are focused on the decoration of the place, the furniture, the arrangements in the classroom and music – normally baroque music (C. Richards & S. Rodgers, 2001, p. 142).

Attending classes where students are comfortable and relaxed lowers their affective filter, which is a relevant characteristic to improve students' consolidation of information. Another feature that supports the previous idea is the fact that students do not have exams, they are assessed through performances in the class, by means of communication and interaction with classmates. In this respect, the use of the mother tongue will be reduced to zero, if it is possible.

There are several components in this method that must be taken into consideration to accomplish goals in these classes, according to Richards and Rodgers (2001): authority, infantilization, double-planedness and intonation, rhythm and concert pseudo-passiveness.

- Authority refers to the students' confidence in an adult so as to achieve learning in a more cheerful and casual environment.
- Infantilization has to do with the relationship between the teacher and the student. A relationship that should be similar to friendly parent-children relationships.
- Double-planedness alludes to the decoration of the classroom, the music played or the personality of the teacher.
- Intonation, rhythm and concert pseudo-passiveness are essential concepts as well, to avoid monotony in speaking. One factor that contributes to this is to dramatize; in other words, to exaggerate the feelings that each character experiences in a particular text read.

4.6.3 Suggestopedia activities

The activities carried out in Suggestopedia classes are similar to games for children. However, although they might confuse them with games, these activities are educative and, besides, they are completely different from activities developed in more traditional methods. For instance, they could prepare a role-play, or sing a famous song. Furthermore, a well-recognized Suggestopedia exercise is one in which pupils must create their own character or select one character from a list provided by the teacher. This task enables them to have a new identity in the following classes with the purpose of being someone different than they are. For this exercise, they have to draw the person/animal/object they want to become and later they will have to describe them physically and psychologically to finally show the final result to

their classmates. Besides being a good exercise for them to be more open-minded, they will improve their English in a different way as they do not have to be still doing mechanic grammar exercises.

There are supporters who accept this method and critics who reject its style and activities. However, what is true is that Suggestopedia activities could be put into practice together with different activities from different methodologies.

4.7 Conclusion

In this section, every method has been described with the aim of understanding the difficulty of selecting just one method to use by teachers in the classroom. Although each method has its own particularities, teachers might prefer choosing some characteristics of each method to create a unique method through which students learn efficiently, as it was said in section 4.6. For example, there could be an educator who is in favour of teaching through mindful activities while using different tasks taken from Suggestopedia. Hence, it is the teacher's choice to select a method or another. Nevertheless, this choice should not be taken carelessly since there are several factors to be considered such as the personality of students, their development and progress in the subject and, perhaps the most important one, their opinion about classes development and how they would improve them.

5. Research on Methodologies

During my internship, I had a period of observation that lasted three weeks and, after that, two-week intervention period in the high school Emilio Ferrari (Valladolid). Although it was a constructive and profitable experience that showed me multiple paths in education and several tasks teachers and pupils have to fulfil, I came to the conclusion that most of these minors – especially those in 7th and 8th grade – did not enjoy the lessons. They looked bored and unmotivated in class, which subsequently would result in dropout. Doing some research, I found interesting – yet rather alarming – information about that topic; according to the Organization for Economic Co-operation and Development (OECD), *"Early school leaving remains a challenge in Spain. In 2014, about 39% of men and 28% of women among the 25-34-year-olds did not have an upper-secondary qualification, which is twice the OECD average"* (Carcillo, 2016).

On the one hand, there are many external factors that might contribute to develop this negative attitude in these young boys and girls such as parents' lack of support or disinterest in their child's education. On the other hand, inside the school, teachers should be the first stimulus to change this perception about school and learning. I perceived how a great number of students in these early years did not considered studying one of their objectives in life since more than half the class was doing barely nothing, which, as I said, leads to school failure. The decision of focusing on methods implemented in the classroom is due to the fact that this situation does not happen only in this high school, but in every high school of Spain. Therefore, what might be the main reason for this to happen? Teachers' behaviours must be good incentive to open their students minds in order to enhance and stimulate their attitude towards life, education and school. As students' opinions are of paramount importance nowadays, for this study I did a research based in how children in 7th grade (1º ESO) understood different methodologies that were implemented in the classroom.

5.1 Description

The research aims to discover what methods learners prefer the most and which ones are mostly rejected by them. To carry out this study, two surveys were addressed to 26 students in 7th grade throughout several English sessions. Before explaining the results obtained in the surveys, the development of this study should be divided in 5 parts, which is the organization I applied to the Power Point I created (see appendix 1) to explain the project and the methods to these students.

5.1.1 Step 1

The first step of my presentation was to explain them why I was doing this project and why their help would be a great contribution to develop my research. I presented them my topic *English Classes: the Beginning* (appendix 1: slide 1) and then I moved on to the different methodologies I wanted them to comprehend in very general terms (appendix 1: slide 2):

- The traditional method their teacher uses in the classroom
- Mindfulness
- Academic Coaching
- Neuro-linguistic Programming
- Suggestopedia

5.1.2 Step 2

In the second step, I explained each of the methods (see slides in appendix 1) with easy vocabulary and structures. The first style (slide 3) in which students are accustomed to work focuses on the correction of homework, on teacher's questions to students or on listening to the teacher talking about a specific topic such as the weekend, the weather or just refreshing previous knowledge. The second method, Mindfulness (slide 4), is a way of relaxing both body and mind in order to avoid stressful situations and to be comfortable playing non-competitive games. The third method, Academic coaching (slide 5), has to do with the teacher having a conversation with the students with the purpose of understanding their own particular problems so as to direct them into the right paths. Neuro-linguistic programming (slide 6) pretends to study how the brain works in order to know ourselves in a more profound sense because they have to understand that every student is and studies differently. The last method, Suggestopedia (slide 7), creates a more dynamic classroom in which students are allowed to listen to music in the background. It would be a class which has many pictures hung on the walls and a place where they are able to play different games as creating an imaginary character, as said before.

Furthermore, the images included in the slides are helpful for students to better comprehend what the methods are about and what they really entail since, as children, they learn easier by the five senses (in this case through the sense of sight).

5.1.3 Step 3

Once the explanations were understood and after all students' doubts were solved, I gave them the first survey (appendix 2), which determines the third step. It is important that students convey their opinions giving as many details as they can about what they have just learnt. At the beginning, the survey was intended to be anonymous, yet it could not be possible because the results obtained in the first survey should be compared and contrasted with the results obtained in the second survey, a survey we will talk about in step 5.

Therefore, in this first survey the children will have to think about the three following statements:

- Selection of the best method, in their opinion, to commence the English lesson
- Give reasons for choosing that particular method
- Selection of one of the methods which turned out to be a tedious style

During this activity, they will be helped by the teacher in case they have any doubts about grammar, vocabulary or in case some of them did not completely understand some of the methods explained.

5.1.4 Step 4

This stage is the most important for pupils to discover how the different methods could be implemented in the class. It is called *Games* (slide 8), instead of exercises, to increase pupils' attention and interest in participation.

5.1.4.1 Mindfulness

For a Mindfulness activity, first of all, pupils have to do a relaxing breathing exercise: inhaling, holding their breaths for some seconds and finally exhaling. After that, they need a white piece of paper and three or four colouring pencils. What they have to do is to close their eyes and, while listening to background classical music as Hungarian Dances (https://www.youtube.com/watch?v=BweetD4awiw) (Brahms, 2010), they have to scribble something on the piece of paper with the colouring pencils selected. This could be a good exercise to include at the beginning of the session to make students relax and concentrate on the rest of the lesson.

5.1.4.2 Coaching

In this type of activity, where students answer several questions regarding themselves or regarding a particular subject – English in this case –, they will comprehend day after day the possible resolutions to a problem that they may encounter with. As it was said in section 4.4, a teacher-student in-depth conversation would help minors at school and in their future decisions. Some of the questions that could be answered are the next ones (depending on the specific answer of each student):

- *Why do/ don't you like English?*
- *Which is the most enjoyable English activity to be carried out in the classroom?*
- *Which is the most boring English task to be carried out?*
- *What are your main objectives to be achieved in this subject?*
- *Do you think you are going to accomplish those goals? Why?*

5.1.4.3 PNL

For the Neuro-linguistic programme activity, they completed a test – taken from https://www.puc.edu/__data/assets/pdf_file/0003/13395/Learning-Styles-Inventory.pdf

(College, 2017) – with the teacher's guidance in order to know the best way for them to study and also to interpret the way they are psychologically. As it was explained in section 4.5.2, there are three kinds of children: kinesthetic (those who are very active and need to be in continuous movement), auditory (those who need to hear the information transmitted) and visual (those who need to see the information). The test and the results reached can be found in appendix 5. These results indicate that the majority of students in the class are kinesthetic (14), followed by visual students (9) and finishing with auditory students (3). This is a common outcome since, as children, they usually find very hard to stay still after being many hours in the school.

5.1.4.4 Suggestopedia

The final exercise called *fictitious me* is about the creation of a character. Each student must choose one of the following options:

- Drawing and description of an imaginary character
- Drawing and description of a famous actor/actress/singer/celebrity
- Drawing and description of an animal/cartoon/object

This real/fictitious character is interpreted by students with a view to making them think about what character they would like to be for the following sessions. To make it easier, students were given the piece of paper in appendix 6. To fill in that page, students are allowed to invent the information or search for it on the Internet, using as much as they want their imagination.

5.1.5 Step 5

Once all the activities were done, in the next session I briefly summarized what we had been doing during the previous sessions and we together review both the methods learnt and the activities carried out. After that, they completed a second survey (appendix 3). In this second survey, they have to write again which is their favourite way of starting classes this time and which method they finally found more tedious. This survey serves us to perceive what they finally learnt about methodologies and whether they have changed their mind or not, comparing the outcomes from survey 1 to the ones obtained in survey 2, which is the next stage of the research.

5.2 Outcomes from survey 1 and survey 2
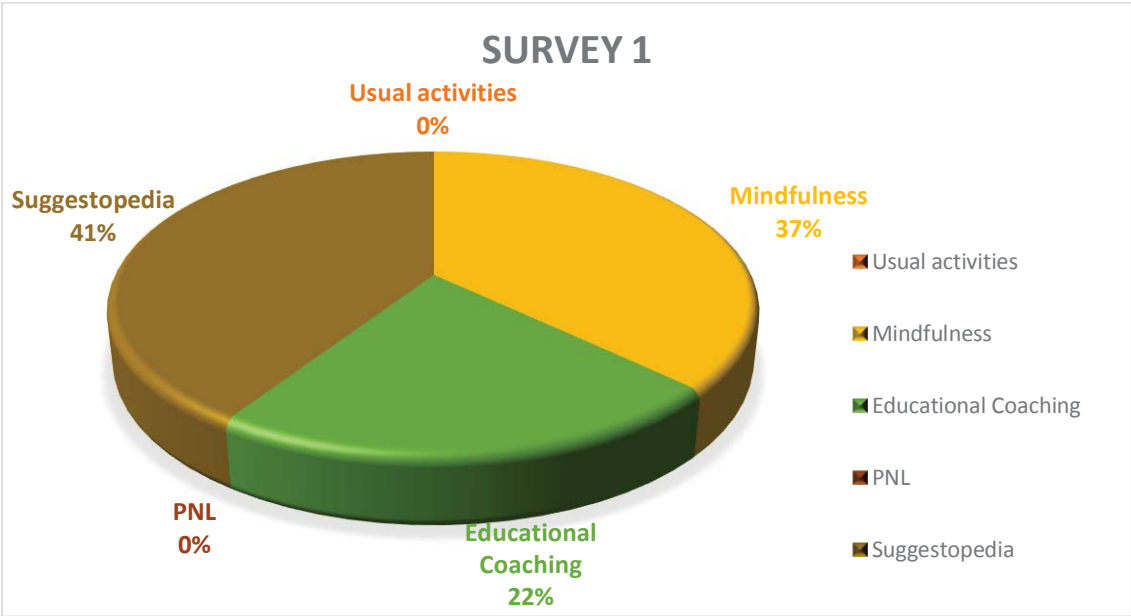
8. Graphic I of survey I

The analysis of Graphic I indicates a clear preference for Suggestopedia (41%), which is followed by Mindfulness (37%) and Academic Coaching (22%). There are many good reasons to believe that these methods were selected by students: some of the pupils' reasons for choosing Suggestopedia were: "*I think is the most enjoyable one because we can be creative and have fun and it could be good because we could start the class happy and awake and not so bored*" (appendix 7); another interesting opinion was provided by a learner who enjoyed both Suggestopedia and Academic Coaching: "*because we do art (draw, music, theather…) and art it is my favourite subject, all like arts. The class will be more happy and less boring. I also think that educative coaching is good, because if we don't understand something the teacher can now and help us.*" (appendix 8). In addition to this, there were many of them who chose Mindfulness as their first option, as the following pupil: "*because when you are relax you can learn better*" (appendix 9).
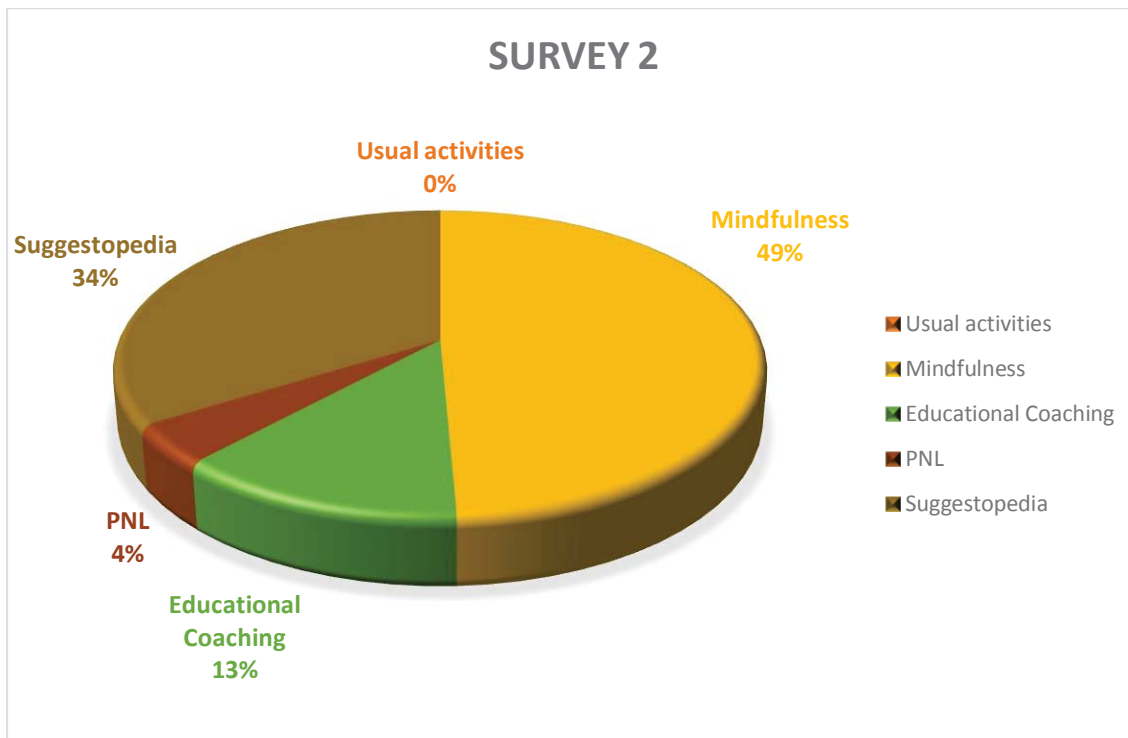
SURVEY 2

9. Graphic II of survey II

In the second survey, the percentages change a little bit. Now, children draw attention to Mindfulness (49%), followed by Suggestopedia (34%) and Coaching (13%), respectively. Some of the reasons given by students are: *"yes, because I think that art and music are important and I love then so I chose sugestopedia, but now that I try mindfulness I think I prefer because we paint, we lisen music and we enjoy and relax."* (appendix 10). A couple more opinions are *"yes, the other day I prefered sugestopedia, but after doing mindfulness I like more"* (appendix 11) and *"yes, because we did an exercise of mindfulness and I loved."* (appendix 12). Also, it is interesting to notice that all students who chose Suggestopedia in the first place either maintained that option or exchanged it for Mindfulness, and vice versa.

As in survey 1, usual activities and PNL were not very successful, though there was just one student who finally selected it, stating that, *"I like a lot the test and I think is a good way, that students like to start the English classes"* (appendix 13).

5.3 Conclusion of the research

The reason for doing this research in that particular class is mainly due to the methodology used by the teacher. The method employed was pretty similar to the Traditional Method (Grammar-Translation Method). Children used to correct homework at the beginning

and do more grammatical exercises after that, using translation and text reading as the main focus of the activities. Sometimes, they listened to some recordings and the teacher assessed them through written exams. Students were used to a typical organization of the lessons and presenting them new approaches seemed to me a good means to prove that methodologies – as well as contents, materials and other changes in education – should also be improved in the classroom.

In general, this research helped me discover and put into practice different ways to approach students from a wide variety of perspectives different from those methods implemented in former times, when approaches were not learner-centred. Nowadays, a more positive vision paves the way towards learning about students and what problems and struggles they might confront. Therefore, the main finding of this study was to confirm that children are attracted to new forms of learning such as Mindfulness, Suggestopedia or Coaching. In addition to this, the results obtained suggest that the typical pattern followed by the teacher is not backed by any student perhaps because that method dates back to the end of the 18th century and they feel the need to be motivated differently.

It should be noted as well that a significant improvement in their behaviour was reached after doing some of the activities proposed, yet this evidence is just anecdotal. By way of illustration, the use of music gained recognition, as Richard and Rodgers (2001) argue: "[music is used to] *facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order.*" (C. Richards & S. Rodgers, 2001, p. 143). This is noticeable in many pupils' responses since they stressed how much they are fond of music with statements such as the following ones: "*because I love music and projects in groups.*"; "*because I think is interesting starting the class painting and listening to music.*" and "*because we listen into music, we represent proffesions and we do more projects in group.*". The only problem in this respect could be the conceivable misunderstanding between listening music and painting from an academic point of view and doing the same activities with no particular academic purpose. Nevertheless, it is the teacher's role to approach to these types of activities in the right way.

During the analysis of the outcomes, however, there were some problems that should be pointed out. The first issue was the misunderstanding of Neuro-linguistic Programming, as it is the case of a pupil who argued that "*I think that the Neuro-linguistic programming* [is the most

tedious method] *but I don't understand it very well*". Besides, it was noteworthy that its name was difficult for minors to remember and that there were other methods that called their attention in deep, as it was observed. A good solution to that problem could have been implementing more exercises on each method; for example, creating teaching units devoted to each of these methods so that students could gain a more profound insight but, due to the time limit at school during the internship that possibility was discarded. Another disadvantage of implementing some of the innovative methods in the classroom could be the lack of teachers trained in this area. Finally, another problem related to methodologies is the use of technology, since not all schools are supplied with computers and, besides, the use of mobile phones is restricted to teachers.

5.4 Directions for future research

It is important that future studies should investigate more about these novel methods. Future studies should also examine the different possibilities teachers could have to acquire and to be trained in programmes of the kind since even today educators seem reluctant to consider the implementation of fresh approaches like the ones mentioned before.

6. Conclusion

When I began my internship in the high school Emilio Ferrari, I realized many teachers continued using outdated methods in the classroom so I thought whether it would be necessary to change this perspective in education. Doubtlessly, it is not an easy task since teachers are tied up to textbooks and materials when it comes to giving classes. However, there are many orientations that could be followed to partially change this view. Children like new approaches, those that are innovative, as for example using the Internet or doing projects instead of just doing grammatical exercises, having exams or listening to boring explanations for 50 minutes, which are factors that might contribute to increase their distress and anxiety. The fact is that they can learn the same content by implementing different strategies in the classroom as the ones mentioned in this paper: listening to music, creating characters, working in groups... The difference dwells in the form minors are integrated in the class; whereas with traditional methods children are not taken into account, with methods like Mindfulness, Suggestopedia, PNL or Coaching, their opinions are not taken lightly.

I also believe that it makes sense to implement these methods at both schools and high schools because it might be an incentive for minors. Innovative methods will not only help them with an improvement in concentration and in handling stressful situations, but also in how to make better decisions in life in order to be more autonomous, which is the reason why they are learning, so as to be prepared for what is to come.

In this study, thus, a selection of prominent methods – that were important in the past – and newer methods were explained and tested in order to demonstrate that education should always be changing in every aspect and that teachers are those individuals who must provide new ideas and put them into practice, as well. Noteworthy in this regard is the fact that, currently, they have the decision to select whatever method, style or approach they want to use. They are free to find the most beneficial way for every particular groups of learners, and that enriches the teaching and learning process.

Consequently, it could be said that the techniques and strategies mentioned are rather difficult to implement because many teachers are not familiar with new methodologies such as Mindfulness or Academic Coaching. However, as it was proved, these methods might usher in a new period for both teachers and students. The controversy arises, maybe, because educative institutions are more focused on having the most brilliant and clever students, while they forget about the importance of being surrounded by a comfortable and appropriate environment for our future generations. However, as said before, steps should be taken slowly and carefully so, possibly, these new methodologies will hopefully make their way in education.

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8. Appendix

8.1 Appendix 1: Power Point for children from 7th grade

Slide 1
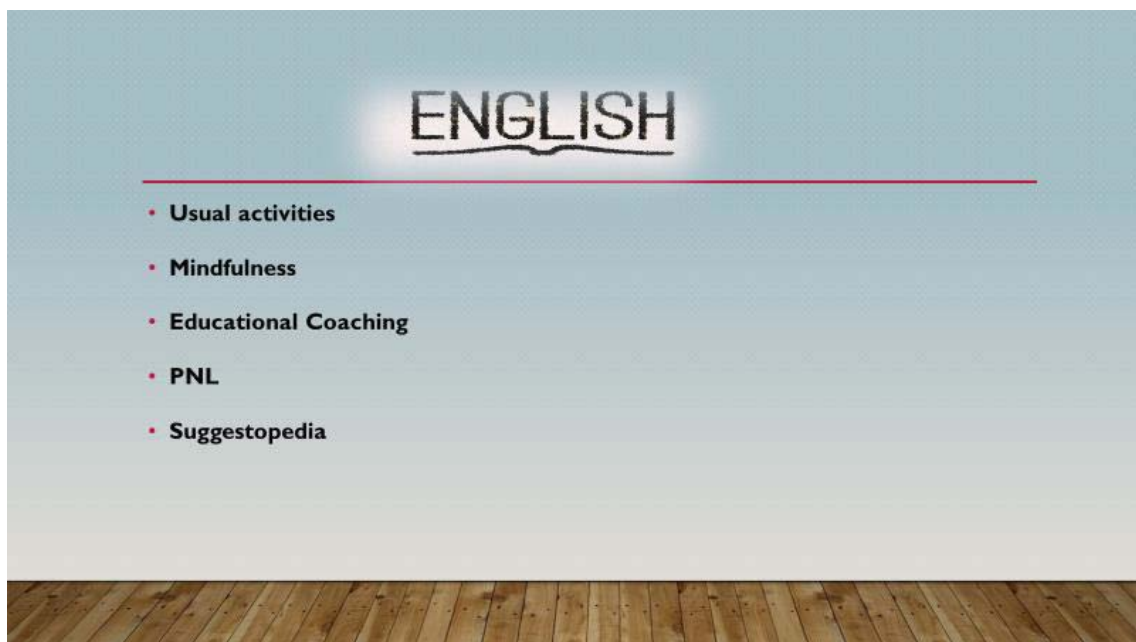
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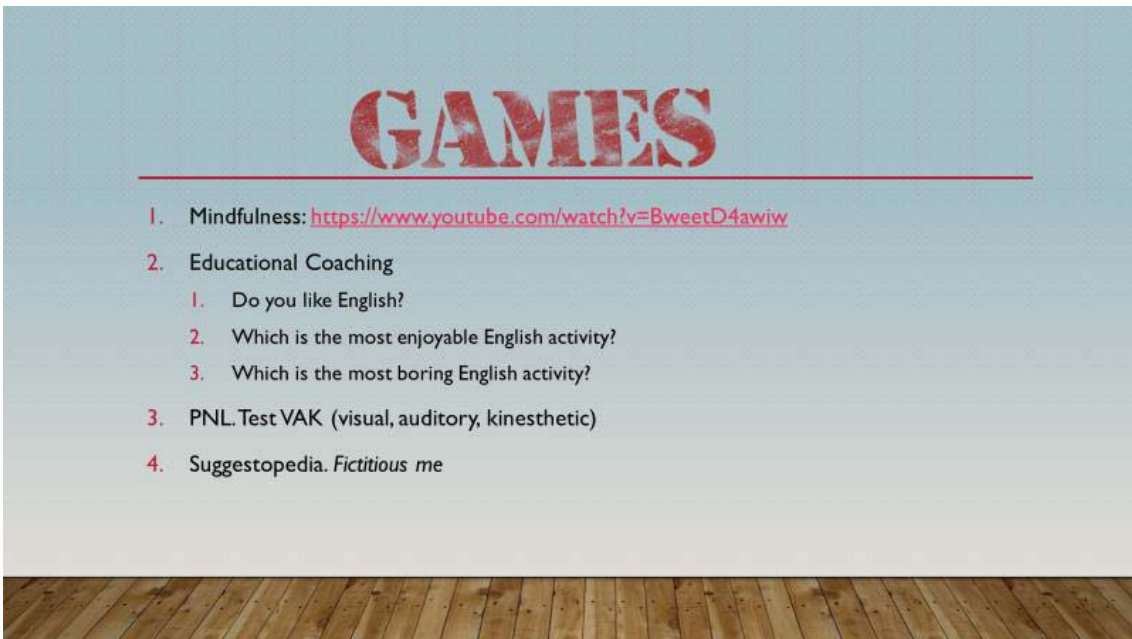
Slide 8

8.2 Appendix 2: template of survey 1 for children from 7th grade

Name:

Survey 1: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities ☐

2. Mindfulness ☐

3. Educative Coaching ☐

4. Neuro-linguistic Programming (PNL) ☐

5. Sugestopedia ☐

- Why do you think the method that you have selected is the most enjoyable one?

- Which is for you the most **tedious** style of the ones mentioned above? Why?

8.3 Appendix 3: template of survey 2 for children from 7th grade

Name:

Survey 2: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

  1. Usual introductions/activities ☐

  2. Mindfulness ☐

  3. Educative Coaching ☐

  4. Neuro-linguistic Programming (PNL) ☐

  5. Sugestopedia ☐

- Have you changed you mind about the style you selected in <u>survey 1</u>? Why?

- Now that you have done all the activities, do you think the most **tedious** activity is the one that you selected in <u>survey 1</u>? Why?

ACTIVIDAD 4 Detectar las claves oculares

Esta actividad es necesaria llevarla a cabo por parejas. Formula las frases siguientes a tu pareja mientras observas con atención el movimiento de sus ojos. A continuación, y según la dirección de su mirada, anota el número correspondiente a la frase en el recuadro pertinente del esquema adjunto.

1. Imagina los colores de la bandera de tu país.
2. Escucha el llanto de un bebé.
3. Nota cómo un trozo de hielo se funde en tu espalda.
4. Nota la sensación de caminar descalzo/a sobre la arena caliente de la playa.
5. Visualiza una de tus amigas que lleve el pelo corto.
6. Piensa en uno de tus amigos que tenga una voz agradable.
7. Canta interiormente una canción que te gustaba en la adolescencia.
8. Imagínate un coche que pueda ir por el agua y que también pueda volar.
9. Piensa en una pregunta que te gustaría hacerle al Papa.
10. Escucha a uno de tus mejores alumnos hablando con la voz del Pato Donald.
11. Visualízate vestido/a de rockero/a.
12. Deletrea la palabra «promesa» en orden inverso.
13. Imagínate un animal que fuese mezcla de hormiga y de águila.
14. Imagina el olor que hace el café recién hecho.
15. Imagina cómo sonaría la voz de un fantasma.
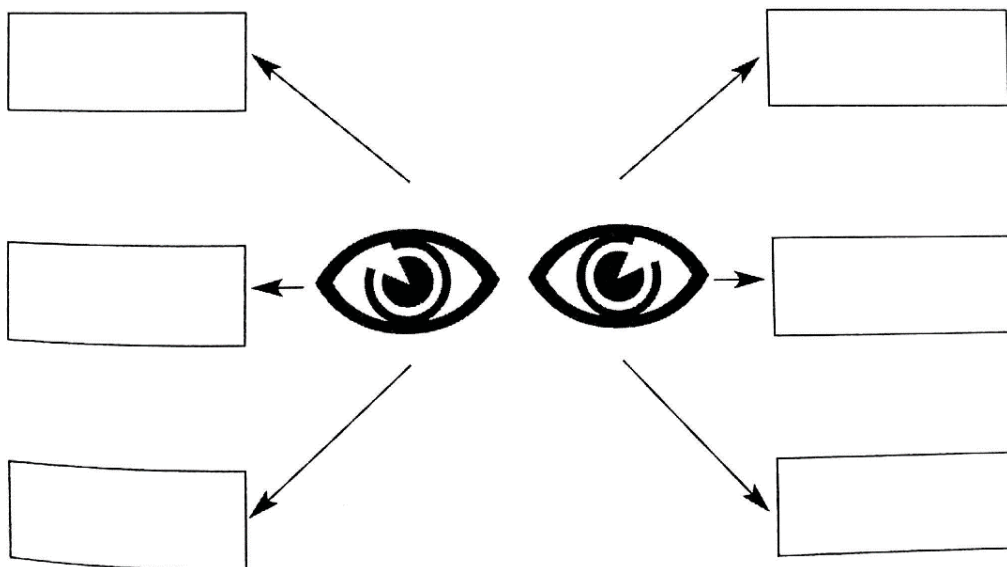
8.5 Appendix 5: Test VAK (Visual, Auditory, Kinesthetic)

1. I prefer watching a video to reading.	YES	NO
2. When I sing along with my CDs or the radio, I know the words to the songs.	YES	NO
3. I have athletic ability.	YES	NO
4. I can picture the setting of a story I am reading.	YES	NO
5. I study better with music in the background.	YES	NO
6. I enjoy hands-on learning.	YES	NO
7. I'd rather play sports than watch someone play them.	YES	NO
8. Reading aloud helps me remember.	YES	NO
9. I prefer watching someone perform a skill or a task before I actually try it.	YES	NO
10. I color-coordinate my clothes.	YES	NO
11. I'm good at rhyming and rapping.	YES	NO
12. Use phrases like: "I've got a handle on it," "I'm up against the wall," or "I have a feeling that . . ."	YES	NO
13. I need to look at something several times before I understand it.	YES	NO
14. I prefer having instructors give oral directions than written ones.	YES	NO
15. I have difficulty being still for long periods of time.	YES	NO
16. I use phrases like "I see what you're saying," "That looks good," or "That's clear to me."	YES	NO
17. I'm good at figuring out how something works.	YES	NO
18. I can understand a taped lecture.	YES	NO
19. It's easy for me to replay scenes from movies in my head.	YES	NO
20. I enjoy studying foreign languages.	YES	NO
21. I would rather conduct my own science experiment than watch someone else do it.	YES	NO
22. I would rather paint a house than a picture.	YES	NO

23. I enjoy studying in groups.   YES   NO

24. I prefer to have written directions to someone's home.   YES   NO

25. I can look at an object and remember it when I close my eyes.   YES   NO

26. I have musical ability.   YES   NO

27. When I study new vocabulary, writing the words several times helps me learn.   YES   NO

28. I can imagine myself doing something before I actually do it.   YES   NO

29. I use phrases like "That rings a bell," "I hear you," or "That sounds good."   YES   NO

30. I enjoy building things and working with tools.   YES   NO

Scoring Your Inventory

Visual Style: Questions 1, 4, 9, 10, 13, 16, 19, 24, 25, 28

Auditory Style: Questions 2, 5, 8, 11, 14, 18, 20, 23, 26, 29

Kinesthetic Style: Questions 3, 6, 7, 12, 15, 17, 21, 22, 27, 30

- Template -

VISUAL	AUDITORY	KINESTHETIC
TOTAL:	TOTAL:	TOTAL:

- Results from the 26 children -

VISUAL	AUDITORY	KINESTHETIC
TOTAL: 9	TOTAL: 3	TOTAL: 14

8.6 Appendix 6: Suggestopedia activity

Character: ↙ Draw here! 	
Name	My name is…
Age	I am ___ years old
Place	I am from…
Favourite hobbies	My favourite hobbies are
Favourite Subject	My favourite subject is…
Physical description	I am very… I am not…
Psychological description	I am always… I am usually… I am never…

8.7 Appendix 7: first example of survey 1

Survey 1: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1.	Usual introductions/activities	☐
2.	Mindfulness	☐
3.	Educative Coaching	☐
4.	Neuro-linguistic Programming (PNL)	☐
5.	Sugestopedia	☑

- Why do you think the method that you have selected is the most enjoyable one?

I think is the most enjoyable one because we can be creative and have fun and it could be good because we could start the class happy and awake and not so bored.

- Which is for you the most **tedious** style of the ones mentioned above? Why?

The most tedious style is the one of usual activities because its not enjoyable, its boring, and we start the lesson bored, tired and it makes us speak with our partners yust to entretain us.

8.8 Appendix 8: second example of survey 1

Survey 1: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities ☐

2. Mindfulness ☐

3. Educative Coaching ☐

4. Neuro-linguistic Programming (PNL) ☐

5. Sugestopedia ☑

- Why do you think the method that you have selected is the most enjoyable one?

Because we do art (draw, music, theather...) and art it is my favorite subject, all like arts. The class will be more happy and less boring. I also think that educative coaching is good, because if we don't understand something the teacher can now and help us.

- Which is for you the most **tedious** style of the ones mentioned above? Why?

The usual introductions /activities because there are usual and repetitive, in all the years is very boring because we do the similar, boring and typical activites.

8.9 Appendix 9: third example of survey 1

Survey 1: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities   ☐

2. Mindfulness   ☒

3. Educative Coaching   ☐

4. Neuro-linguistic Programming (PNL)   ☐

5. Sugestopedia   ☐

- Why do you think the method that you have selected is the most enjoyable one?

Because when you are relax you can learn better.

- Which is for you the most **tedious** style of the ones mentioned above? Why?

Usual intruductions /activities because for our life we were always doing this tipes of activities and is good to change.

8.10 Appendix 10: first example of survey 2

Survey 2: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities ☐

2. Mindfulness ☒

3. Educative Coaching ☐

4. Neuro-linguistic Programming (PNL) ☐

5. Sugestopedia ☐

- Have you changed you mind about the style you selected in <u>survey 1</u>? Why?

  Yes, because I think that art and music are important and I love then so I chose sugestopedia, but now that I try mindfulness I think I prefeer because we paint, we lisen music and we enjoy and relax.

- Now that you have done all the activities, do you think the most **tedious** activity is the one that you selected in <u>survey 1</u>? Why?

  Usual activities because there are always the same.

8.11 Appendix 11: second example of survey 2

Survey 2: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities ☐

2. Mindfulness ☒

3. Educative Coaching ☐

4. Neuro-linguistic Programming (PNL) ☐

5. Sugestopedia ☐

- Have you changed you mind about the style you selected in **survey 1**? Why?

Yes, the other day I prefered sugestopedia but after doing mindfulness I like more

- Now that you have done all the activities, do you think the most **tedious** activity is the one that you selected in **survey 1**? Why?

Yes because I like more

8.12 Appendix 12: third example of survey 2

Survey 2: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

1. Usual introductions/activities ☐

2. Mindfulness ☒

3. Educative Coaching ☐

4. Neuro-linguistic Programming (PNL) ☐

5. Sugestopedia ☐

- Have you changed you mind about the style you selected in <u>survey 1</u>? Why?

  Yes, because we did on exercise of mindfulness and I loved.

- Now that you have done all the activities, do you think the most **tedious** activity is the one that you selected in <u>survey 1</u>? Why?

  Yes, because we do it in all the classes

8.13 Appendix 13: fourth example of survey 2

Survey 2: DIFFERENT STYLES TEACHERS USE AT THE BEGINNING OF THEIR CLASSES

- In your opinion, which is the **best** way to commence your English classes?

  1. Usual introductions/activities ☐

  2. Mindfulness ☐

  3. Educative Coaching ☐

  4. Neuro-linguistic Programming (PNL) ☒

  5. Sugestopedia ☐

- Have you changed you mind about the style you selected in <u>survey 1</u>? Why?

  I like a lot the test and I think is a good way, that students like to start the English classes

- Now that you have done all the activities, do you think the most **tedious** activity is the one that you selected in <u>survey 1</u>? Why?

  The same of the survey 1. The method of sugestopedia