We can say that the role of the teacher when we are working on stimulating our student to be creative is less prominent that in the development of other skills. It can consist in providing children with the necessary material and also in giving them some time and space for themselves. Our duty is provide them with a starting point and encourage them to develop themselves in their own way. Teaching to respect the ideas of the rest of the class is also essential to stimulate them and to avoid that children feel shame or embarrassment because of their creativity.

In conclusion, we have to promote the creativity of our students, whatever their level and in order to do so, we can use our English classroom in different ways. The most important thing is to know our pupils to be capable of adapt us to the requirements of each situation.

**WHICH METHODS AND TECHNIQUES WOULD YOU USE TO TEACH ENGLISH IN A RURAL SCHOOL? WHERE YOU HAVE A GROUP FORMED BY PUPILS WITH DIFFERENT LEVELS AND AGES?**

The presence of children with different levels obliges us to plan teaching as foreign language differently as we cannot work with the traditional and typical resources so we have to find a way of combining common and level-adequate teaching. First of all, we need to know the previous knowledge of our students. This will be done through an initial evaluation. Coordination is also very important in every single situation, but in this one, is even more important.

The methodology that we are going to use will be based on working groups. Our choice of dividing students into groups will be that of according to their level. In this special situation, one of our main problems is the use of a different textbook for each level. This can be further complication (just think about the constant change of CD to follow the listening activities in each textbook. Apart from the tremendous waste of time, it will be very probable that both students and teacher start to fell unmotivated and what is worse, in the end we will probably work with the whole group at the lowest level.

The programming that we are going to used is mainly based on the idea of having only one workbook, made up of sheets with different activities for each level. This workbook would be prepared by the teacher. That’s it, the teacher has to prepare six levels in one book, what is a great amount of work but the result will worth it.

This workbook will be developing following our legal framework. To develop the procedures and measures needed, we have to follow the Organic law 8/2013 9th of December for the Improvement of quality education. Royal Decree 126/2014, 28th of February, which establishes the basic curriculum for Primary Education nationwide and where we can find the objectives, contents and key competences. This will be followed along with Decree 54/2014, 10th July which established the previously mentioned curriculum for Primary Education but this time for Castilla-La Mancha. We must not forget Decree 66/2013, 3th of September by which it is regulated the specialized attention and the educational and professional orientation of the student body in Castilla-La Mancha.

Our main objective will be get our students being communicative competent. In order to achieve this goal, the contents of our workbook will be organized on the basis of festivities like Halloween, thanksgiving, Christmas, carnival, which influence on the basic vocabulary, structures and projects to use. It seems to be convenient to unite semantic field if is not much difficult for the younger ones. Obviously it wouldn’t be always possible, so flexibility is essential in our classroom. We also must find the motivations and interest of our pupil and use this knowledge to improve the teaching-learning process.

The evaluation of our students is going to be done according to Order 05/08/2014 which stablish the organization and evaluation in Primary Education in Castilla La Mancha. We have to know what, when and how evaluate our student. By what evaluate we are speaking about standards. By when we refer to timing. This is going to be done through initial, formative and summative evaluation. Finally, by how we have to mention the instruments of evaluation. Among them we are going to count with individual evaluation, group evaluation, self-evaluation and co-evaluation.

As far as methodology is concerned, ours is going to be based on a communicative approach. Other approach we are going to follow will be Total Physical response. Cooperative learning and mixed groups will also happen in order to create a collaborative and cooperative environment where oldest pupils will have to help younger pupil to achieve their common goals so they get more motivated.

As a conclusion, I would say that this is a complicated situation where teachers have much more difficulties than in a regular classroom but our duty is to ensure that our pupils don’t have any disadvantage comparing with any other classroom.