

In relation to **methodology** it states that in Primary Education the main objective is to develop communication, which is directly connected to this topic. Communication is the main goal of our foreign language curriculum. Following the Royal Decree we have to integrate the skills and include them as much as possible showing respect for the silent period of our pupils or any difficulty they could have when learning English.

*“It will be necessary to get the students in contact with those communicative data that are meaningful and comprehensive to them. They must have the following characteristics: they must be close to the students’ interests, they could be applied to a wide range of situations, with a level of complexity just a step further that their knowledge and without enough contextual support to facilitate comprehension”*

After methodology we find evaluation criteria where communication takes an important role. Understanding oral and written messages is the first one, and in order to acquire these evaluation criteria we have to work on the four skills.

It is also related to the production of messages in communicative situations, and reading comprehensively. So as we have justified this topic is well related to our Primary Education Decree we will now deal with the conclusion.

## 5. CONCLUSION

As a conclusion we can say that communication must be our goal in TEFL classroom. To facilitate our students learning and to be able to create the appropriate context for communication to take place should be the aim of a foreign language teacher. For this reason we have to develop an eclectic methodology including as many types as possible in order to reach every student and to help them in every difficulty. If we as teachers focused our attention on TPR we will devote our time on an exclusive way of teaching and it will not be effective for the whole group. So we have to mix methodologies paying special attention to develop communicative context in TEFL.

Our legislation encourages us to promote communication and emphasizes the purpose of teaching a foreign language on a communicative context. So now that we have well defined what is communication we should look for it in every educational context.

To achieve communicative competence, pupils must acquire not only linguistic competence, but also rules, skills and strategies for association. In other words, they must adapt their extralinguistic reactions to different contexts.

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