ESL TEACHING STRATEGIES AND TECHNIQUES TO ENHANCE SPEAKING IN THE EFL ADOLESCENTS AND YOUNG ADULT POPULATION.

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BOGOTÁ
2018

FACULTY OF EDUCATION

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Thesis submitted in Partial Fulfilment of the Requirements for the Degree of:

Bachelor of Arts Spanish and English Teaching

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ACKNOWLEDGMENTS

I would like to express my gratitude to my mom and my grandparents for the support given during this four years and six months of my undergraduate degree. I would like to thank Thomas for all his help and for being next to me in these hard times.

DEDICATION

      This project is dedicated to my grandfather. I know you have stayed so long. You are the strongest man I have ever known. My goal is to make you feel proud of me every day and be as strong as you are.

Abstract

It is important to take into account that English is one of the most important universal languages. In our Latin American culture, English has become crucial in schools, Universities, work places and some other institutions. It is also important to note that this language is learned and taught worldwide; therefore, the importance on learning how to teach it properly (Verghese, 1987). Additionally, in Colombia and around the world, research is mostly about how to teach writing and reading to children and adolescents. Many different kinds of strategies and techniques are found in theses, articles, and books, but not many of them are focused on students' speaking ability.

The purpose of this research is to look for ESL approaches that can be taught with the help of strategies and techniques that can enhance the speaking ability in an EFL context. The research is particularly focused on the teaching of adolescents and young adults, and how teachers can respond to their interests and catch their attention, while simultaneously improving the students' listening, reading, and writing abilities: therefore, different studies related to the cognitive approach, the communicative approach, and the tasked-based learning approach were studied. Moreover, different research based on learning styles and strategies and the multiple intelligences proposed by Gardner were analyzed to know how the adolescent and young adult stages affect students' learning process with regards to their speaking ability.

Keywords: English teaching, cognitive approach, communicative approach, task-based approach, multiple intelligences, learning styles and strategies, adolescence, young adults, ESL, EFL.

Resumen

Según Verghese (1987), el inglés se ha convertido en un idioma importante siendo aprendido y enseñado en todo el mundo. Como resultado, muchos estudios e investigaciones se han realizado con el fin de mejorar la enseñanza de este idioma en el salón de clases. En Colombia y alrededor del mundo muchas de estas investigaciones están enfocadas a las habilidades de Writing y Reading en niños y adolescentes. Diferentes estrategias y técnicas de enseñanza han sido encontradas en tesis, artículos, y libros, pero no muchas están orientadas a la habilidad de Speaking.

El propósito de esta investigación es buscar enfoques usados en la enseñanza del inglés como segunda lengua que puedan ser usados para mejorar la habilidad de Speaking a través de estrategias y técnicas de la enseñanza del inglés como lengua extranjera en adolescentes y jóvenes adultos, respondiendo a sus intereses, pero no olvidando las otras habilidades como son Listening, Reading y Writing.

Por lo tanto, diferentes estudios basados en el enfoque cognitivo, el enfoque comunicativo, el enfoque basado en tareas fueron estudiados. Además, diferentes investigaciones relacionadas con los estilos y estrategias de aprendizaje, las inteligencias múltiples propuestas por Gardner fueron analizadas para conocer como las etapas de la adolescencia y la adultez temprana afectan los procesos de aprendizaje orientados a la habilidad de Speaking.

Palabras claves: enfoque cognitivo, enfoque comunicativo, aprendizaje basado en tareas, inteligencias múltiples, estilos de aprendizaje, ESL, EFL, adolescencia, jóvenes adultos.

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CHAPTER 1: INTRODUCTION

1.2   Justification

For the past three years, as part of my work experience, I have noticed that most of the students I have taught are good at writing and reading. In general, most students above the beginner level can understand the meaning of a short or long reading. When it comes to writing, they can understand different structures, complete sentences, fill in gaps, select the correct word, understand grammar, and remember spelling. Although their listening abilities are somewhat lower than their reading and writing skills, students tend to complete most listening activities, such as learning songs, memorizing new vocabulary, and other activities based on learning grammar structures, but they have problems with communicating and sharing their ideas.

On the other hand, speaking inside the classroom seems to make many students uncomfortable. They are shy and they do not use their English knowledge; they prefer to use their mother tongue because they want to avoid feeling ashamed due to their pronunciation and the fear of being bullied by their classmates. When students are asked to respond in English, they often request to respond in Spanish, or simply state in Spanish that they do not know how to respond.

As an EFL (English as a foreign language) and ESL (English as a second language) student, I have seen and lived different strategies applied inside the classroom in both contexts. In the EFL classroom, the main abilities taught are writing and reading with the help of listening activities; when some words are being shown, teachers display the spelling of those words and demonstrate the pronunciation. When they teach grammar, they show how and when to use it,

but it is regularly put into practice through writing; therefore, speaking activities are infrequently used in classes, and even when they are, they are often focused on repetition and pronunciation. Students learn vocabulary and phrases that could be used in speaking activities but most of the time, they do not know the meaning of those terms or phrases or how to use them.

In other countries like Taiwan and South Korea, EFL is also focused on the students' writing ability. Chian You Chen (2017) is a Taiwanese student who studied English with me abroad and according to her, in Taiwan they do not practice speaking and listening, and they do not have discussions in class. She also mentions that they have to write essays, memorize vocabulary, and read articles. Therefore, students are often better at reading and writing than they are at speaking and listening. Jayeong Byun (2017) is from South Korean, and like me and Chian You, she studied English in a country where is it not spoken as the primary language. She comments that English in Korea is focused on grammar and emphasizes that Koreans want to study abroad to practice their English speaking.

Moreover, according to a website called Best Teacher (2017), in Spain, teaching English has become boring and it is focused on grammar. The number of students inside the classroom makes classes difficult, teachers' English levels are very poor, a lack of motivation on the part of the students, and high levels of bullying inside the classroom affect students' leaning process. Additionally, Cronquist and Fiszbein (2017) state that Latin American teachers have low levels and competence and language proficiency; the study showed that in Latin America only in Brazil, Chile, Costa Rica, Ecuador, Mexico, and Panama, English is mandatory by law and only Chile, Ecuador, and Mexico evaluate their teachers' English proficiency level. They also add that some teachers around South America are not able to have conversations in English because most teachers are have A2 level classification according to the Common European Framework of

Reference for Languages. Moreover, the EF (Education first) stated that in Latin America teachers do not have a good English level; the only country that showed good result was Argentina, and the country with the lowest level of English was Colombia (2017, as cited in El Tiempo). According to Cronquist and Fiszbein, in countries like Brazil, teachers do not need a international proficiency test to work there.

English has become an important language; it is being learned and taught worldwide and according to Verghese (1987) "Of all languages in the word today English deserves to be regarded as a world language." As a result, many studies and research efforts are being made to improve its teaching inside the classroom. In Colombia and around the world, research is mostly about how to teach writing and reading to children and adolescents. Many different kinds of strategies and techniques are found in theses, articles, and books, but not many of them are focused on students' speaking ability.

The purpose of this research is to look for ESL approaches that can be taught with the help of strategies and techniques that can enhance the speaking ability in an EFL context aimed at adolescents and young adults, responding to their interests, and catching their attention, while simultaneously improving the students' listening, reading, and writing abilities.

Motivation inside the classroom is crucial to having a successful teaching and learning experience. According to Muñoz and Garcia (2015), knowing approaches, strategies, and techniques that are good to use in the right context for students can be useful for helping them to develop a better understanding of any topic and learn it in a meaningful way. That is why knowing how to use the multiple intelligences presented by Howard Gardner (linguistic, musical, spatial, bodily kinesthetic, logical mathematical, interpersonal, and intrapersonal), or teaching

learning strategies and styles to students are key. Gardner (2015), in an interview with Espacio Eniac, states it is important for teachers to know about every single student's personality, interests, and needs, but it is also fundamental to work with students in groups, making them share their knowledge and learn from each other, and ideally, a teacher should be able to use multiple intelligences and mix them inside the classroom.

As teachers, it is our job to provide approaches that help students to practice speaking, putting the shame and fear aside, and making the classroom the perfect place to share their ideas, give opinions, or discuss any topic, with the help of ESL approaches that can enhance the speaking ability of adolescent and young adults learners, making communication an essential part of the language learning process. It is important to show that if learning English is the goal, communication and interaction are essential.

The participants work out interpretation of meaning through this interaction, which is always understood in a context, physical or experimental, with nonverbal cues adding aspects of meaning beyond the verbal. All these factors should be present as students learn to communicate: listening to others, talking with others, and negotiating meaning in a shared context (Rivers, 1987, p.4). Also, teachers need to be passionate about what they are teaching. They need to be creative and improve their knowledge every day, and learn different strategies and approaches that could help students with their learning process.

1.3   Objective

The aim of this project is to search for effective approaches used in the ESL context that could be used by teachers with the purpose of improving the speaking ability in adolescents and young adults that are learning English in an EFL classroom.

1.3.1 Objectives

- To identify speaking strategies that can enhance EFL speaking.

- To analyze the effectiveness of the speaking strategies in the Colombian English context.

- To categorize the data found and suggest possible solutions for educators to provide students.

1.4 Research question

Due to the fact that EFL classrooms rarely use speaking activities, regardless of if this is because of the number of students inside the classroom, because students do not have enough confidence to speak in another language besides their own, or because classroom management can be difficult, the speaking ability has become "less important" nowadays and conversations and participation are not frequent in classes. Thus, to help teachers and students speaking development, what are the teaching ESL strategies and techniques that enhance speaking in the EFL adolescents and young adult population?

CHAPTER 2: CONCEPTUAL FRAMEWORK

2.2   ESL approaches in the EFL context

The action of speaking is an ability that most human beings have as part of the act of communication. Language is "a form of human behavior and a response to our desire to communicate with others" (Pearson, n.d). On the other hand, communication does not need to be "grammatically" correct. A non-native English speaker can be understood using the right words without using a well-structured sentence.

In addition, Alsheail (2010) explains that English as a Second Language (ESL) refers to learning English in a country where it is spoken as the primary language, including Canada, the United States, or Australia. On the other hand, English as a Foreign Language (EFL) relates to learning English in countries where the mother tongue is not English, such as Colombia, Italy, France, or Poland. Therefore, teaching English in those contexts requires different strategies that can answer to students' needs.

Different English-teaching approaches have been discovered, studied, and applied by many theorists, teachers, and students in the ESL and EFL context and some of them are known as traditional and outdated. For example, in my personal experience, in the EFL context, traditional approaches are being employed every day in the classroom, making classes boring, passive, with no interaction, and no significant learning, and that is an issue that is a concern for all teachers. Hence, teaching English as a second or foreign language must have different approaches and strategies, which should be effective for the ESL and EFL population.

To solve that issue, six theories were investigated to find solutions in the EFL learning environment such as stages of adolescence, cognitive approaches, communicative approach, task-based language learning approach, learning styles and strategies, and multiple intelligences.

2.3   Stages of Adolescence.

One of the objectives of this project is to find the correct approaches, strategies or techniques that can enhance English teaching in the EFL context in adolescents and young adults. To do this, it is crucial to know what the stages of adolescence are and how those stages can affect English teaching and learning in a positive or negative way.

The first stage of adolescence starts at the age of 11 and ends at 13, as defined by Curtis (2015) in her article *Defining Adolescence.* Grumbach and Styne (1998) explained that, biologically, puberty starts at the age of 11 (as cited by Curtis). Also, there is a transition from elementary school to seconday school. Curtis also mentions that early adolescents experience more freedom, show responsibility with academic duties, and also have their first love experience. Early adolescence development is, according to Curtis, related to physical and sexual maturation. Also, early adolescentes develop their cognitive abilities like coordination and reasoning, and also cognitive functions like "formal operations" (Piaget and Inhelder, 2000 as cited by Curtis). They also have neurotransmitter changes that affect mood, and appetite.

The second stage discussed by Curtis is between ages of 14 and 17 years. Curtis explained that this stage is centered in high school in which adolescents live life differently from

one another experiences according to cultural aspects such as love or friendship. The adolescence stage development starts at the age of 14, during which the adolescent demonstrates the ability to keep "intellectual" conversation (Petersen & Leffert, 1995 as cited by Curtis). In addition, Curtis mentions that adolescents tend to be egocentric, narcissistic, and emotional. Furthermore, the search for personality and identity is in constant conflict, involving sexual identity and sexual experimentation (Erikson, 1968; Ryan & Futerman, 1997; Neinstein, 2002). Kohlberg and Nucci (as cited by Curtis) state that morality plays an important role in adolescents' personality, because they are constantly looking for approbation in their social environment.

Finally, the last stage called young adolescence (18 to 25 years) is explained by Curtis as the final stage of adolescence, and in many cultures this is when a person is legally considered an adult and is able to create his/her own economic independence. In America, graduation is usually at 18 and in that culture, young adolescence indicates a transition between childhood and adulthood. Cognitive and brain changes still occur after the 20s (Beckman, 2004; Spear, 2000 & Steinberg, 2014 as cited by Curtis). Moreover, Bryde and Milburn (1990) explain that young adults start their formal education (learning strategies are expected in this stage) and vocaltional training, and they start acquiring new roles, for example as they become parents or enter the work force.

In addition, Piaget (as cited in Simatwa, 2010) stated that intellectual development is a part of a biological development in which the child has some motor responses that improve during his/her growth and it is based on two biological characteristics: organization and adaptation. According to Piaget, organization integrates correlation processes and adaptation refers to the interaction that the child has with their environment. According to Piaget there are four stages of cognitive development: (1) sensory motor stage (0-2 years); (2) preoperational or

intuitive stage (2-7 years); (3) concrete operations stage (7-11 years); (4) formal operations stage (11-15 years).

Simatwa (2010) explains that in the fourth stage, students learn how to consider ideas from other students. Also, they become more reasonable and they do not need to have previous knowledge to think about some ideas. Mathematical operations become easier and more mechanical and they are able to find solutions by themselves. Teachers need to challenge students to work on difficult tasks because the students want to be independent but they need to be guided. At this stage, older students have to learn from their abilities and need to recognize their talents. Also, they can interpret the world differently or have wrong ideas about it, believing wrong assumptions about how the world works; therefore, teachers need to be very patient.

In the learning context, knowing how adolescents' brains develop can help teachers to prepare classes according to their students' needs and emotions. Teachers must understand students because they are facing a variety of changes, but they (teachers) should focus especially on early adolescents due to the fact that they have the most extreme changes compared to students in other stages of adolescence: facing puberty, hormonal changes, body changes, academic changes, and looking for identity and personality can affect them significantly not only emotionally but also academically.

Due to that, a study made by Pishghadam, Zabetipur and Aminzadeh (2016) in Iran explains that emotions can affect cognitive processes, learning, and of course, language learning. Motivation, performance, identity, pride, enjoyment, and boredom (among others) are emotions that can affect the learning process in a negative or positive way. In addition, emotions that affect learning during activities are known as achievement emotions (Pekrun, as cited in Pishghadam *et al*, 2016) and are essential to motivating a learner's process. Also, their study was completed

with the intention of demonstrating how EFL students felt when they were learning English and how they felt when they had to use the four language skills (writing, reading, listening, and speaking).

The study results showed that positive emotions like relief, hope, enjoyment, and pride can make the learning process easier to the student as they can increase his or her interest and motivation. As Pishghadam *et al* (2016) state:

> "the relation between emotional states and cognitive performance have also found out that pleasant emotions like enjoyment and hope bring about flexible thought, the ability of elaborating ideas, and engagement in self-regulative and metacognitive strategies" (p.4).

On the contrary, anxiety, anger, boredom, and depression make the learning process difficult for the student. In addition, students with higher levels of stress often exhibit difficulties when writing composition pieces (Horwitz *et al*, 1986 as cited in Pishghadam *et al*, 2016).As a consequence, Pishghadam *et al* conclude that anxiety is the only emotion found in all four language skills; therefore, teachers should pay attention to their students' needs and emotions, making them feel confident and proud, to lower their anxiety levels, to make them enjoy their learning, to reduce boredom in the classroom, and to make the students know that they can do better.

As previously mentioned, anxiety is frequently felt in adolescence; anxiety is considered a normal feeling in the classroom and especially in relation to language learning; *situation specific anxiety* is a type of anxiety that happens in particular contexts such as English language classes (MacIntyre, 1999). Additionally, AY (2010) explains that anxiety is usually seen in the

speaking ability, for example during activities that include communication and interaction with the social environment; on the other hand, writing, reading, and listening request concentration and correction in periods of time that students cannot control.

AY (2010) wanted to find levels of anxiety in language skills, and grammar, between 11 and 13 from fifth, sixth, and seventh grade; the data collected showed that seventh graders feel more anxious than fifth and sixth graders in relation to the speaking skill because they had to speak without preparing a script before presenting. The study also showed that fifth graders feel less anxious due to the fact that their classmates laugh when they speak in a foreign language; in contrast, they felt more anxious about listening and reading skills, while seventh graders stated that they felt anxiety because understanding recordings was difficult for them. Seventh graders showed higher levels of anxiety in the writing skill and grammar; however, all grades stated that they experienced anxiety because of the fear of failing and being evaluated.

AY's study (2010) also mentions causes of stress in adolescents, including "relationships with friends, peer pressure, peer acceptance, social anxiety, negative attitudes and self-Perception" (p.88). The study explains that anxiety appears in grade seven and increases in higher grades (Hills, as cited in AY). Furthermore, students were afraid to perform in front of their classmates and of not doing a good job; their teachers' answers or feedback can increase their anxiety levels (VanPatten and Glass, 1999 as cited in AY). According to AY, other studies showed that too much information in short periods of time can make students anxious and feel apprehensive about their speaking ability.

On the other hand, positive emotions (like love and enjoyment) can significantly affect students' learning processes; Pavelescu and Petrić (2018) did some research based on how adolescents' emotions affect their English sociocultural environment; four Romanian adolescents

students participated in the study, showing that positive emotions like love and enjoyment had a high significance in students' English learning enjoyment, allowing students to appreciate their English learning. Two students mentioned that thanks to their teachers and the activities made by them, the students started to feel interested in English and began to enjoy the process of learning it; additionally, these two students explained that some relatives like uncles and aunts influenced them to learn English. The third student wrote that she enjoyed learning English because of her English accent and the fourth student stated that she enjoyed learning English thanks to the teacher and classmates that she had before high school.

Finally, Gentile & Leiguarda (2012) stated working with adolescents in ESL and EFL, which is not an easy job because the adolescent brain is constantly maturing according to neuroscience studies; behaviour, body changes, and cognitive changes may interfere in their life style and learning. Therefore, they presented a series of activities that could help teachers to teach adolescents knowing that teen learners have special needs, taking into account their physical and emotional state. Teachers need to find a meaningful learning environment, using learner-centered approaches; social interaction is essential for their learning process because they enjoy their classes more when they are interacting and working with their peers.

These are the activities for ESL and EFL classroom that can be effective with adolescents and include all language skills suggested by Gentile & Leiguarda (2012):

- Reading comprehension activities that include stops and read posters around the classroom can be useful. Students need to be divided into groups, and the same number of poster should be as the same number of groups. Students need to answer questions about the readings found in every stop. In this activity, body kinesthetic intelligence is being used.

- Activities that allow students to practice their language knowledge through completing gaps in sentences found in different envelopes creates competitiveness. This activity can done in groups and grammar structures and vocabulary can be used to complete the activity.

- Card games include physical movement, like dividing and matching cards. Grammar structures can be practiced in this way; for example, one card can say "I ___ a student" and the other one can say "I am ____ a pilot". Students need to use their background knowledge to match the cards. This activity can be perfect when students feel sleepiness or boredom.

2.4   Cognitive Approach

A number of studies have defined the cognitive approach as an interdisciplinary approach that examines the mind and mental processes, including information acquisition, organization, coding, rehearsal, and memory storage (Farrokhi, 2014); the cognitive approach has also been defined as the study of how people use knowledge, interact with their environment; the information acquired is mentally visualized, having different types of mental representations by processing the content but not ignoring its meaning and the principal objective is comprehending those mental representations; it also questions how information is organized and how behaviour can be characterized (Garcia-Marques, 2008).

Moreover, those mental representations are known as cognition, which is related to knowledge, as the ability to process and accumulate information that is acquired through learning

and experience. This information helps the human brain to understand the perception of the world. Furthermore, knowing, understanding, planning, deciding, problem-solving, and analyzing are processes that represent the cognitive system that can be individual but also work with interaction, spatial, and temporal coordination. This system helps human beings to interact and establish social relationships with others (Gavan, 2007).

Likewise, other theories included in the cognitive approach are known as the four cognitive dimensions and cognitive linguistic. Sellah, Jacinta, and Helen (2017) define the cognitive dimensions as a concrete abstract perception (what the teacher say is important), active (physical activities, discussions, group work), reflective perception (learner prefers to work alone), verbal (better performances with spoken and written words), visual (the student learn better with images, diagrams, mental maps) processing, and sequential (follows steps), global (works holistically) . In addition, Chen (2009) the cognitive linguistic approach as a method through which rules, the form, and meaning of language are studied; Ungerer and Schmid (2001) define the cognitive linguistic approach as being "based on our experience of the world and the way we perceive and conceptualize it". This approach is focused on the process of teaching and learning a second or foreign language.

Additionally, cognitive process is known as a group of tasks or activities that the brain does continuously to help humans synthesize new knowledge for making decisions based on that knowledge (CogniFit, 2018). Table 1 explains all the cognitive process and how they develop intellectual behaviour:

Table 1

Cognitive Process

Concept	Definition
learning	Acquisition of new knowledge and incorporation of previous knowledge.
memorization	Permits learners to code, storage, and recapture information that they already know.
attention	Enables concentration, and helps organize and process information. It also controls and regulates daily process.
perception	Helps learners organize and understand the world through senses.
language	Allows learners to express opinions, feelings, and statements through words. It organizes information with the purpose of transmitting it.
reasoning	Integrates information with events and previous knowledge.

Note: Based on CogniFit (healthcare company to assess and improve cognitive health.), 2018.

Previous research based on the cognitive approach show different strategies and techniques that were applied in different contexts and could help to understand the approach and also how to use it in class to ensure a better learning.

In the first place, the intention on Farrokhi's study (2014), was to explore two problems happening in Iran where learning English is very difficult due to the poor learning environment found in Iranian classrooms. The methodology used in this study was based on the adjustment of

mixed methods of interaction and memory with formulas that could help students to improve their speaking. Formulas and two methods were given to three different groups in which students had to watch movies while answering questions that prompted the students to participate, and they were required to memorize 150 formulaic expressions. The study made by Farrokhi showed that the three groups made a significant improvement in their fluency. It also proves that interaction in social environments was very important to enhance their speaking and fluency. Farrokhi suggested that formulas should be implemented in speaking activities.

Another study made by Sellah, Jacinta, and Helen (2017), searched for the effects and influences of cognitive styles on the Kenyan academic field. To state the problem, the study wanted to know how students acquired and processed new information learnt and to find the relationship between teachers' and students' interaction through cognitive styles. The study showed as a result that the concrete abstract perception cognitive style was found in 85% of the students, 74% of the students were active students, 74% of students were visual and 82% of learners were sequential-global and 18% were global learners (Sellah *et al*). On the other hand, the study analysis stated that from the six teachers had concrete abstract perception, 83% were active, visual, and sequential. A recommendation made by the study is that teachers should enhance their cognitive styles in the classroom and use the Matrix System made by (McCarthy,1990 as cited in Sellah *et al*), to prepare their classes better taking into account learners' needs and cognitive styles.

A research made in China by Chen (2009) looked to find appropriate strategies related to the cognitive linguistic approach (CL), property theory, categorization, and metaphor in the context of Chinese speakers learning English in which that context involves the acquisition of vocabulary. The study explained that the acquisition of a new word can be difficult to associate

later because the new word acquired goes straight to a mental map in our brain that associates that word in the mother tongue instead of creating a new mental map for the target language. Zhao (2003) explained three principles that can be used to learn vocabulary: (a) categorizing is based on how the learner classifies new information that is learned through interaction and experience; (b) the prototype theory refers to the association of words with different word families; (c) the categorization of metaphors could be a useful cognitive tool (as cited in Chen). "For example, the word 'leg' can be used to refer to legs of human beings, legs of a chair, a bed, a table, and so on, which basically means 'the support of things" (Chen, 2009, p.99).

Finally, Ardi (2013) wanted to describe and measure students' motivation for learning English through the cognitive approach solving questions like what are the types of motivation and what is the pedagogical motivational contribution is in the cognitive approach; a survey was applied to 192 first year students in Indonesia. The result analysis was that learners were extrinsically motivated when it comes to learning English. Externally regulated students had a high score in the survey, showing that most of them were looking for to find a good job in the future because most jobs in Indonesia pay better when the potential employee has high English proficiency. Intrinsic motivation results showed that most of the students enjoyed learning English because they felt satisfied after accomplishing difficult tasks. Ardi, suggested that motivation is fundamental in the EFL classroom and also stated that activities can increase students' motivation with their learning that enhances their English knowledge.

2.5   Communicative Approach

Trough the past ten years, many researchers have been studying the communicative approach or communicative language teaching (CLT) such as Denkci-Akkas and Coker (2016), who define the approach as the emphasis on communicative competence. Activities that involve real communication in which the learner uses meaningful language in meaningful tasks (as cited in Richard and Rodgers, 2002), and in which teachers have an important role to provide students with communicative activities and interaction that enhance learning (Mowlaie and Rahimi, 2010). Also, Darwish (2016) explains that CLT is based on the communicative competence stated by Hymes (1972), and at the same time, allows the student to communicate and later, learn about grammar. Darwish adds that CLT was created to replace the Grammar Translation method which used texts, books, reading and writing activities, and the Audio-lingual method. This approach was designed to improve the learner's ability to communicate, with a focus on fluency and accuracy.

As it mentioned before, CLT is based on the communicative competences that is defined as the abilities that a learner has to use in language for communication. Words, rules accuracy, cohesion, and coherence are used in the communicate competence (British Council, 2009). Moreover, Szecsy (2008) explains that in the academic language teaching field, CLT includes other theories such as multiple intelligences, authentic assessment, and strategies centered on teaching and learning, and Szecsy states CLT is centered on communication using language as its first tool, while also taking methodologies into consideration. Szecsy also mentioned some CLT principles and believes like that language is learned by practicing through conversations,

that authentic and significant communication must be the principal aim, that fluency is more important than accuracy, and finally, that learning a language requires practice and learning from errors. Other language concepts state that language is not only centered on accuracy but also on a meaningful system, which allows the interaction to express opinions or ideas and to have a communicative function.

As a matter of fact, many studies have been done with the purpose of showing the different methodologies and strategies used in CLT. For example, a study made by Canese (2008) based on classroom discourse, showed that that most of the interaction in a class is initiated by the teacher using a process called Initiation-response-evaluation (that is based on questions asked by the teacher, responses answered by the students, and evaluations given by the teacher) or initiation-response-feedback (it is given by the teacher). In addition Canese explained that narrative discourse was used in the classroom discourse, and it was defined as events that are usually in the past and uses verbs and focuses on the performers of actions (SIL, 2018).

To illustrate, Philips and Cazden (n.d) (as cited in Canese) in their study explained that they observed the engagement that a student had with narrative discourse, including sequences that allow the speaker to use stories, reports, descriptions, and explanations. Cazden (n.d) explained two narrative discourses such as topic centered (the main topic) and episodic (long topics) occurred during the speech. He also mentions the variations that the speaker had during those discourses such as their way of interaction, the purpose of talking and the opportunity to speak. Other variations can be seen when teachers are no longer the ones who orientate the conversation and change their role; instead of asking questions, declare statements allows the students to respond and participate in a more elaborate style.

Another study made by Darwish (2016) called *We Couldn't Communicate In English, Could We? The Communicative Approach Practices, A Critical View*, explained some of the difficulties and weaknesses of this approach applied in a specific Arab EFL environment; for example, social and economic factors limit teachers' ability to be creative, and those teachers lack the creative qualifications to develop students' communicative competence. Moreover, learners usually focus on accuracy and not on fluency because that is the goal of written exams and assignments. Darwish also stated that there are two versions to teach CLT: (1) the strong version is aimed at the natural process that a learner has inside his/her mind and it cannot be controlled by the teacher (Howatt, 2004 as cited in Darwish); (2) the weak version commands and controls activities in which the form and meaning are worked inside the classroom, enhancing communicative and language functions.

In addition, Darwish mentioned difficulties that the EFL environment constantly lived such as the use of the mother tongue due to for some students, it can be difficult to use a foreign language and understand it; however, the use of the mother tongue should be allow inside the classroom but it is also important that the teacher and the students do not neglect the purpose of the class. In the EFL context, teachers are the center of attention; therefore, classroom activities are based on repetition, imitation, and habit formation. Sometimes this is because of having large groups of students in one classroom, making the class traditional and making it more difficult to be innovative, and feedback is almost non-existent. Darwish emphasized motivation and students' needs are part of a new language-learning process. The teacher needs to know the students' needs; however, when a language is being taught in a big group, that task gets complex.

Furthermore, Denkci-Akkas and Coker (2016) showed in their study the effectiveness of the approach in ninth graders from two different Turkish high schools (general high school

[HAYL] and an Anatolian high school [FSAL]) and how teachers and students use it. In the result, the two schools exposed that classes were more teacher-centered. Interaction was mostly between the teacher and students, classes were focused on language form, and activities were proposed by the teacher. Likewise, an interviewed made to students and teachers, demonstrated that pair/group activities had advantages because they allowed interaction in the target language, used cooperative learning, students could check what they learned, and encouraged self-confidence. Also, they interviewees explained they believed in the importance of fluency instead of accuracy as long as people could communicate. However, one teacher and one student talked about the importance of accuracy because, according to them, it was not possible to be fluent without a strong understanding of grammar.

Other important factors mentioned by the interviews (in this case the students) was that students prefer to auto-correct themselves first rather than having the teacher correct them. They added that teachers should let them talk first and thus, students would not feel shy, anxious, or excited and that teachers should teach language well, provide feedback, enhance students' speaking ability use the target language in class, challenge and motivate students, and be friendly. They also stated declared that speaking was the most important ability because it allows them to communicate in real contexts and added that listening was complementary. They showed that they were better at grammar and writing for the reason that they were working by themselves and they did not feel anxious.

As it is mentioned above, students feel constantly anxious when they have to speak; therefore, a study made by Khan (2015) measured the levels of anxiety that university students felt in their spoken performance. First, Khan explained that speech anxiety is a phenomenon experienced by most second or foreign language learners when they need to speak in the

language they are learning. Many students learning English suffer from something called speech anxiety (Khan, 2015). If students with high levels of speech anxiety could select their conversation topics, they would feel more secure when it comes to speaking (McCroskey, 1984 as cited in Khan). In second place, the study showed that there were pedagogical factors that can affect EFL/ESL learning such as teachers' methodology or classroom environments.

Moreover, psychological factors can affect students' language performance. The study revealed that students with higher levels of anxiety are introverted and have low levels of self-esteem (Tobias, 1986 as cited in Khan). Additionally, pronunciation, grammar, fluency, accuracy, and vocabulary can have a great influence on anxiety in English learners (Lightbown and Spada, 2006; Tanveer, as cited in Khan). Finally, the interviews performed by the researcher exposed that students with higher levels of anxiety feel nervous in front of others, but when they are by themselves, they can produce fluent sentences, with a relatively small number of mistakes.

Finally, a study propused by Herazo (2009) made in Colombia, wanted to find what involves authentic material in oral communication in the EFL classroom between students' and teachers' interaction, noticing that the use of "script-based dialogues" and the Initiation-Response-Follow-up ([IRF] Van Lier, 1996) do not simulate real oral communication, making no improvements in English in the speaking ability through observing activities made in class. The study highlighted that learners could learn through partner interaction (student-student interaction), but that does not mean that authentic communication can occur; therefore, language improvement can be low.

As a consequence, Herazo explained two activities completed in one of the classes that he observed: the first activity consisted of the preparation of a script in which two students needed to introduce themselves in front of the class. The second activity was based on a survey in which

two students needed to ask to each other questions about their daily routines. He mentioned that the second activity allowed students to improve and develop their knowledge because humans tend not to prepare what is needed to be said and students needed to produce language in real time, while in the first one, there was not authentic oral communication did not occur because the activity limited communicative goals.

Herazo explains the importance of teacher-student interaction in the Colombian EFL context in two different kinds of interaction: the first interaction is about the IRF exchange, and it is the most common interaction made between teachers and students (teacher, student, teacher), while the second type of interaction exposed by the researcher is the 'contingent interaction' that is associated with conversation; an example is to talk about students' interests like movies, music, or T.V. shows. The researcher stated that the use of IRF exchange usually evaluated the student's proficiency, while in the contingent interaction, the teacher helps the student to build his/her conversational skills. However, one disadvantage is that students do not use a lot of grammar structures but this not a barrier to the development of conversation.

2.6   Task-Based Language Learning Approach

To find approaches that help learners to develop their English abilities can be difficult sometimes for teachers because sometimes, they keep using traditional approaches or they are not aware of the effectiveness of some approaches in the English teaching context.

The task-based learning approach is, according to Carrero (2016), a communicative approach that is used to teach English as a second or foreign language. TBL (task-based

learning) encourages students with their language learning, allows students to use learning strategies that are fundamental for them (Plews and Zhao, 2010 as cited in Carrero), and reduces stress when they use English and interact within their social context (Xionyong and Moses, 2011, as cited in Carrero). Additionally, the use of TBL increases students' oral production abilities and vocabulary (Yim, 2009), and it can improve accuracy and fluency (Mangu, 2008).

According to Hismanoglu & Hismanoglu (2011), task-based language teaching (TBLT) has become significant in the field of second language acquisition. There are three principal approaches to TBLT: (1) Long's approach (1985), which involves task and rewards; (2) Skehan's approach (1998), which includes activities that involve students' real context; (3) Ellis's approach (2003), which requires cognitive processes (as cited in Hismanoglu & Hismanoglu) . According to Ellis, these approaches have five main characteristics that help the learner acquire new information and skills more effectively: opportunities to use language, a learner-centered structure, the inclusion of grammar-based activities, a variety of tasks, and the use of new approaches.

Swan (2005) listed a few characteristics of the TBLT (as cited in Hismanoglu & Hismanoglu):

- Language taught by the teacher should be as natural as possible.

- Classes have to be learner-centered.

- Because the TBLT is focused on naturalist approach, accuracy does not have to be essential.

- Even though accuracy is not essential, grammar must be taught.

- The use of traditional approaches should be obsoleted.

Hismanoglu & Hismanoglu explained, in the task-based approach, teachers must be instructors and guides, and students must be receivers and main agents of learning. Thanks to the TBLT, the learner can use all his/her capacity to use his/her communicative abilities in the target language. The teacher's role is crucial to this approach; the teacher must select activities that allow process and sequences, and also needs to prepare students for the task (p**re**-task), must help students to develop the assigned tasks (during-task), and finally, needs to give feedback (post-task). On the other hand, Hismanoglu & Hismanoglu state that the learner's role is essential to his/her learning: the learner must participate, must be a leader, and must motivate other learners. Moreover, pair or group activities are inportant to classroom enviroment; thus, every learner will feel comfortable doing different activities.

Celik (2017) explains that the task-based learning approach helps students use the target language in order to improve their English through activities guided by the teacher. Willis (1996) explained that there are three stages in this approach: (1) the pre-task in which the teacher shows the topic and instructs students; (2) the task stage, which is based on the task that is being done by students; (3) the language focus stage, which is when students and the teacher discuss the use of language. According to Celik, the purpose of the task-based learning approach is to understand language, focusing on meaning and communication. Additionally, this approach follows some principles (Nunan, 2004, as cited in Celik): (a) it is focused on learners' needs; (b) it involves communication through interaction by using the target language; (c) it uses authentic material; (d) students are centered in language and their learning process; (e) it provides personal experiences inside the classroom.

Moreover, task activities are those in which the learner has to complete an activity through a process that includes thinking (Prabhu, 1987 as cited in Celik, 2017). Tasks are also

defined as activities that include comprehension and interaction by using and learning the target language (Nunan, 1989 as cited in Celik). These activities have specific objectives, with Lee (2000) explaining that the main objective of tasks should be to identify the meaning of messages as the most important factor, rather than the form of the message. The tasks are developed through the task-based learning approach that focuses on communication and language acquisition.

Communication takes place in task-based learning by using grammar in contexts, which requires the use of the target language and the understanding of it, accomplishing the purpose of communication that is the exchange of messages and meaning (Willis, 1996). This approach is described as the integration of language skills that provides opportunities to the students to interact by practicing their fluency and accuracy; the teacher is no longer the center of the class. Students that interact by sharing their personal experiences, solving problems, experience significant learning using the task-based approach (Lopez, 2004).

English is known today as a global language and speaking is the skill that is most used in daily communication; a study made by Mohammadipour (2015) sought to measure and compare the effectiveness of task-based programs that use the cognitive approach to support young university students' speaking to those that use the traditional method in first year university students from Malaysia. Three stages were employed in this study; firstly, pre-task statements improve the students' language structure. It also should be focused on giving learners a task that they are interested in and need. Secondly, students get involved during the task stage, sharing their results with others. Teachers can control the difficulty of it but it has to involve the student to catch his or her attention and to keep it, but without mentally exhausting the student. Post task state, learners need to remember that fluency is as important as accuracy, meaning that the

activities provided by the teacher can give them the ability to share conclusions and raise their linguistic consciousness.

The integration between the communicative approach and task-based approach were part of the methodology; to prepare the students for the task, different pre-task activities were utilized. As a result of the study, a significant difference was shown. For example, in the first stage, students were preparing the words that they needed for the activity; in fact, they were focusing on their accuracy and re-structuralizing their speeches on their speaking activities. During the second stage, the students were able to establish conversation without the teacher's help or intervention, and finally, the third stage worked as a space to improve or correct errors that they had made during the tasks where the teacher could provide feedback (Mohammadipour, 2015).

Another research made by Buitrago (2016) called *Improving 10th Graders' English Communicative Competence Through The Implementation Of The Task-Based Learning Approach*, was focused on improving the communicative competence in English of 10th graders in a public school in Medellin, Colombia. In this study, four thematic units were used that included the students' interests and needs and the school's syllabus, and to use the approach in different tasks. Two tasks were applied in unit one; the first one included activities with listening comprehension and a comparative task in which the students selected their favorite type of music, read articles, and shared about their previous knowledge, with frequently corrections of pronunciation from the teacher. The second task was based on sharing personal experiences and comparing them with classmates. Tasks in the second unit were about TV shows that students were interested in watching.

As a result, the study conclusions were divided in two:

1. Improvements in students' English communicative competence: students improved their communicative competence through listening, organization, comparing, and sharing personal and common interests. The researcher stated that students were able to use grammar structures when they were sharing their personal experiences, for example when talking about their favorite music, and they were able to build personal opinions in English as well.

2. Factors that Affected the TBL Approach Implementation: the analysis showed that some TBL factors were negative. To give an example, some students had low participation due to their fear of interacting in another language. One of her students said that he was afraid to speak because he did not want people make fun of him. Another factor was the lack of responsibility from the students, stated that they did not have time to do assignments because they had a lot of them.

Additionally, another study made in Bogotá, Colombia by Carrero in 2016, applied the approach with 35 tenth grade students from a public school, located in Bogota, whose ages were between 15 to 17. English was taught twice a week (4 hours in total). Instruments used to gather data information were testing (an oral test was given before and after (pre-test and post-test) the study to ten students who were selected and evaluated in previous classes and showed different English levels), class observation (ten sessions were observed, recorded, and written down with the purpose of identifying how students interacted and used language), and interviews (the goal of these interviews was to determine the students' feelings about working with this approach).

Results indicated an increasing development in English during and after the research; tasks like sharing personal experiences motivated students to use English in the classroom and

also promoted interaction and motivation. Results showed that the students' English level increased in ten weeks by using the TBL approach. The study also showed that students were able to solve communicative tasks and freely express themselves; cooperative learning was seen as students helped each other with vocabulary or pronunciation. Finally, students reported in the interview that they enjoyed the use of TBL because it made them talk and English was taught without using traditional methods or approaches. Carrero concludes that the use of TBL enhances students' ability to communicate and enjoy English learning; communicative group tasks such as classifying or organizing, or comparing and sharing personal experiences of the students' spoken interaction in English as a foreign language have a motivating effect on the use of English to communicate within the classroom.

Finally, a study that was focused on the online learning including the task-based learning approach and the CALL method, was made by Liontou in 2015. First, Online learning has become a new trend in classroom technology that involves teachers and allows them to provide materials for students that can be completed by using technology (McIntyre *et al*., 2014; Levinsen, 2006; Parker *et al*., 2013 as cited in Liontou, 2015). On the other hand, CALL method is based on the integrations of the four language skills with the help of technology to enhance the language learning process, providing interaction that can help the learner face real situations (Warschauer & Healey, 1998 as cited in Liontou).

The purpose of the study was to identify the relationship between EFL and the CALL method integrating the task-based learning approach into a classroom 40 students whose ages were between 13 and 14. Technological tools were wikis, *Skype* group discussions that included guest speakers, and a private *YouTube* channel with authentic videos. The study established some learning objectives that follow the principles of the task-based learning approach that were

included in the online classes focusing on cooking vocabulary. To gather all the information 20 questions were asked in which feelings like enjoyment and motivation were essential to understanding students' preferences.

The study results showed that the majority of students were very satisfied taking online classes. Most of the students expressed that it was easy for them to access extra information through the online classes. Moreover, students shared that they preferred the online classes to the traditional classes because online classes were more interactive. The questionnaire showed that students felt more confident because it was simple for them to solve problems for the reason that getting access to the right information was easier. Furthermore, almost all participants stated that they felt more relaxed in an online class; therefore, the levels of anxiety were reduced. Liontou concluded that the use of online technologies could help students with their language learning process, and can enhance all four language abilities (reading, writing, listening and speaking).

2.7   Learning Styles and Strategies

First, it is important to mention the importance of Learning styles and strategies; Keefe defines (as cited in Zhou, 2011) learning styles as characteristics that individuals use to measure their learning. Also, styles indicate how students learn, like about learning, and in which cognitive, affective, and psychological behaviours interact in their learning process. The learning styles can be classified according to environmental elements (light, temperature), emotional elements (motivation), physical elements (time, perception), sociological elements (teams, groups), and psychological elements (global/analytical) (Kinsella, 1996 as cited in Zhou).

On the other hand, Oxford (2003), define learning strategies as actions and behaviours that help the learner to improve learning. Moreover, strategies can make students more independent and autonomous and their learning can be more effective, but this does not mean that learners are aware of the use of strategies that could enhance their learning process; strategies such as working with schedules, searching for information through the Internet or vocabulary in dictionaries, and preparing reading about the topic that is learned are strategies that involve autonomous working and helps students with their achievement and language proficiency (Pressley and McCormic, 1995 as cited in Oxford).

Additionally, Oxford states the learning strategies' characteristics as learning strategies as specific actions used by the student to make his/her learning easier, faster, and self-directed. There are two kinds of learning strategies:

Direct strategies are divided into:

a. Memory strategies: helps the students to storage new information through classification, association, creating examples using the new word in a specific context, using images and sounds, mental maps, key words, and frequently reviewing the knowledge acquired.

b. Cognitive strategies: allows the student to understand, manipulate, and create new information. It includes practicing by repeating and imitating sounds, learning formulas, and using material to prepare speech with the purpose of receiving and replying to messages.

c. Compensation strategies: permit the student to use language to understand and produce messages despite vocabulary and grammar limitations.

Indirect strategies are:

a. Metacognitive strategies: the student can control and regulate her/his learning by focusing on "learning". Planning what to learn, doing some research about how a language works, organizing what to learn, establishing goals, and looking for opportunities to practice are part of an organization strategy.

b. Affective strategies: emotions like anxiety and motivation can be controlled by using this strategy; self-compensation after accomplishing a goal, paying attention to bodily emotional changes have a goal or learning check list, discussing progress with somebody else, and regulating emotions that can affect the learning process.

Moreover, Oxford explains learning styles as:

Sensory Preferences: has a relation to physical and perceptual channels that a student has when he/she is learning, including preferences for visual, auditory, kinesthetic, and/or tactile learning.

Personality types: there are four groups in which personality can be classified:

a- Extraverted people are full of energy, want interaction, and have friends.

b- Intuitive-Random students like to think and create possibilities and theories; Sensing-Sequential students are focused on the moment, and they follow instructions.

c- Feeling students get involved with learning, and involve feelings and behaviours; on the other hand, thinking students are more rational.

d- Closure-oriented/judging learners like to be competitive and judge, and they also are hard workers.

Multiple studies have researched how these strategies affect students' leaning process and what are their benefits. Zhou (2011) explained in his study that there were some issues seen in the classroom such as students who want to be more participative, while others want to focus on

grammar. Zhou also shared that learning styles are fundamental for students' learning process; however, there is no compatibility in a learners' styles and the teachers' styles, so teachers are not changing their teaching methods and are ignoring the different ways to learn. According to Zhou, teachers must focus on feelings, imagination, and mixing traditional skills like reasoning. Also, their lectures should have a correlation between methods and learning styles in which experience, reflection, or experimentation should be included, but also including good classroom environments with music, movement, or discussions.

Consequently, Zhou suggested that teachers must alter their teaching styles and there is no need to make radical changes; including some techniques that support students' leaning styles (like using different visual materials such as cartoons, pictures, movies, making activities that ensure repetition, letting students think about what they learn, and making sure that students learn) can enhance students' language process. In addition, making group activities that foster students' cultural behaviour must be done. Also, teachers must create groups with students that have different learning styles, for example including the introverted students in a group of extroverted students. Finally, Zhou offered techniques that he used in class: (a) to give concrete information; (b) to do activities that could enhance problem solving; (c), to use visual with verbal contents; (d) to use other activities besides reading and writing; (e) to talk about students' learning styles; (f) to encourage students to make autonomous work; (g) to motivate.

On the top of that, a study made in Indonesia by Hengki, Baso Jabu and Kisman Salija (2017), studied the different strategies in the speaking ability on the effectiveness of cooperative learning (CL) strategies to teach communication in English through English Village. Moreover, this study sought to show how teachers must teach students to improve their speaking and their

social skills by using CL. The study examined a population of 45 third-semester students from private universities and colleges in Indonesia.

The study showed as a result that CL was one of the most effective strategies to use in groups, as the learner can be motivated to learn and encourage his/her classmates to participate and learn too (Kessler,1992 as cited in Hengki *et al*, 2017). Similarly, this study showed that learning strategies are crucial to use in English acquisition, and the successful language students make use of those strategies and are more participative than the less successful ones. Furthermore, Hengki *et al* stated when EFL learners have the opportunity to practice their English (in English village) in small doses for long periods of time, they are less motivated, because it is the same practice that they usually have in the classroom.

Another study made by González (2009) in Colombia, sought the strategies that EFL students (ages between sixteen and twenty-five) at Javeriana University use to enhance the speaking ability (oral production). Two features needed to evaluate oral production: fluency is based on communication and not on grammar (Krashen and Terre, 1993 as cited in González); accuracy evaluates the right use of grammar and rules. The purpose of fluency is to use language; however, one of the disadvantages is that multiple mistakes are constantly being made by students because that there is not feedback from teachers. The general analysis of the study showed that in direct strategies, the memory strategy was regularly used; students with a lower English proficiency tended to use this strategy more to learn vocabulary and grammar structures than the ones that have a higher English level.

Furthermore, cognitive strategy was frequently used by all the students, centering on the sounds because pronunciation is an essential factor for oral production. Indirect strategies revealed for example that in metacognitive strategies, different sub-strategies were used such as

paying attention when someone was speaking in English; Students with lower English

proficiency levels generally apply affective strategies to regulate their emotions because they feel

more pressure practicing and interacting with others; relaxing and taking risks despite the fact

that they might make mistakes are sub-strategies used. Finally, the sub-strategies implemented

by students with higher English proficiency levels in social strategies are asking for feedback,

and practicing with others. The least-used strategy was practicing with native English speakers.

To improve oral production, speaking strategies are required; these strategies are defined

by Méndez (2011) as devices that learners use to communicate in English. Méndez, explains that

there are verbal and no verbal strategies such as clarification or gestures. Mendez in her study

was searching for speaking strategies that Mexican university students indicated to use in a

previous study made in that country. The results were divided into 14 speaking strategies

according to students' English level of proficiency had:

Table 2:

Speaking strategies used by students

English level of proficiency	Strategy used
Beginner students	If I do not know how to say a word or phrase, I ask a classmate or my teacher.
	If I do not know how to say a word in English, I say it in Spanish.
	If I do not hear a word or phrase clearly, I relate it to the part of the conversation that I understood.
	I use known words and phrases when I do not know how to say something.
	I ask my speaking partner to repeat or explain in different words what I did not understand.

Intermediate students	I use the dictionary to prepare a role play or communicative activity in class.
	I ask my speaking partner to repeat a word or phrase if I do not hear it clearly.
	If I do not know how to say a word, I use a synonym or describe what I want to say.
	If I do not know how to say a word in English, I say it in Spanish
Advance students	If I do not know how to say a word, I use a synonym or describe what I want to say.
	I ask my speaking partner to repeat a word or phrase if I do not hear it clearly.
	I repeat the last word or phrase I said to gain time.
	I ask my speaking partner to repeat or explain in different words what I did not understand

Note: Based on Mendez (2011) results in her study *Speaking Strategies Used by Ba Elt Students in Public Universities in Mexico.*

Strategies like Vocabulary Learning Strategies (VLS) is defined by Kupper (1998) techniques that students use to remember information (as cited in Mutaf, 2017). According to Schmitt (1997) learning styles are divided into (as cited in Mutaf): discovery strategies that are used by the learner to discover the meaning of new vocabulary. There are two types of discovery strategies such as: (a) determination strategies are based on individual learning; (b) social strategies are based on interaction learning; Consolidation strategies help the learner to consolidate the meaning of an encountered word. Three types of strategies are found: (a) memory strategies are when students associate old knowledge with images or sounds; (b) cognitive strategies do not required a lot of mental process but creates list and flash cards; (c) metacognitive strategies are the ones that the learner controls and evaluates his/her own knowledge. Another strategy proposed by Mutaf was the Perceptual Learning Styles that describes learners have individual differences and their learning is based on age, gender, level of

proficiency and vocabulary. They depend on the learner and are divided into six categories;

visual, auditory, kinesthetic, tactile, group, and individual (Nilson, 2003 as cited in Mutaf).

Finally, Mahmoodi, Kalantari, and Ghaslani (2014) defined Self-regulated learning as an

active process that involves control, thinking, emotion, and environment, and in which learners

set learning goals and control learning through cognition, motivation, and behaviour (Pintrich**,**

2014; Schunk, 2005 as cited in Mahmoodi *et al*). They proved in a study made to Iranian

students from 14 to 40 years old that students used cognitive strategies, behavioural strategies,

and metacognitive strategies in an average of 48% when they were learning. What is more, the

researchers stated that motivation and SRL work together, noting that "when students are

motivated to learn, they are more likely to devote the necessary time and energy needed to learn

and apply appropriate SRL skills" (Zimmerman, 1990 as cited in Mahmoodi *et al*, 2014, p.1066).

2.8   Multiple Intelligences

According to Sánchez (2015), a few years ago, there was a belief that people were born

with intelligence, and people with mental disabilities could not be educated because those people

could not acquire any knowledge. Many studies exposed that if someone was more intelligent

than another, they were considered a genius, and the less intelligent person as mentally weak.

Years later, other studies showed that intelligence has a relation with culture, society,

environment, and other important factors. Howard Gardner is one of the theorists that states that

people have more than one intelligence that help us to understand, memorize, and learn in many

different ways. In the educational field, some students learn better through music, images, or

socialising. Rousseau stated that the learner should learn while they are exploring; in other words, the learner is using the interpersonal and intrapersonal intelligence (Armstrong, 1999 as cited in Sánchez).

In his book *Frames Of Mind: The Theory of Multiple Intelligences* (1983), Gardner proposed seven intelligences: logical-mathematical, linguistic, musical, spatial, body kinesthetic, interpersonal, and intrapersonal intelligence. Years later, he added a new one called naturalistic intelligence. These are the intelligences:

- Linguistic intelligence: the development of verbal skills and the ability to analyze, create, understand, and interpret information that involves oral or written language as well as the comprehension of communication and its meaning.

- Logical mathematical intelligence: the ability of analysing, reasoning, and resolving mathematical, scientific, or abstract problems.

- Spatial intelligence: the perception, understanding, and creation of images, visual projections, imagination and expressions with a meaning.

- Musical intelligence: the ability to produce, remember, and find meaning and feelings through music and sounds.

- Bodily kinesthetic intelligence: develops eye and body coordination and awareness by moving and using the body.

- Naturalistic intelligence: the ability to understand nature (animals, plants, organisms, and the environment).

- Interpersonal intelligence: the ability to relate and form relationships with people and contexts, including behaviour, integration, and communication, as well as the aptitude to understand the feelings of others.

- Intrapersonal intelligence: the development to understand people and have a relationship with them and the world, including personal objectivity and personal understanding.

Sanchez's goal in her study was to search for the answers to questions that teachers ask everyday like "what does intelligence mean?", "are we born intelligent?", or "are my students stupid because they are not learning anything?" through Howard Gardner's theory. The study presented a brief description about how those intelligences work: (a) students that have musical intelligence enjoy following music with their bodies or making sounds with objects; (b) body kinesthetic learners stand out at dancing, sports, or even playing musical instruments; (c) students that love reading, tongue twisters, and learning languages easier than others have linguistic intelligence; (d) logical-mathematical intelligence is developed in students that are good at problem solving or good at numbers; (e)learners who learn easily through figures, mental maps, or images have spatial intelligence; (f) interpersonal intelligence is shown when students learn better in groups and while socializing; (g) students that are good at reasoning and giving advice have intrapersonal intelligence; (h) the love that learners have for animals and the planet is known as naturalistic intelligence.

To conclude the study, Sanchez suggested that the teacher must provide different environments to take advantage of all the intelligences; thus, the student can learn better and improve other intelligences that might be difficult. The researcher states that it is important to use the theory of César Coll (as cited in Sánchez, 2015) that integrates ideologies, pedagogies, and psychology. According to Coll, lesson planning must include components that answer: (a) what to teach? To plan objectives, content, experiences, norms, moral principles, and others; (b) when to teach? To organize objectives and sequence the contents that are going to be taught; (c)

how to teach? To structure activities. At least four intelligences should be integrated with the activities taught, making sure that the student has more than one way to learn, with the help of the right strategies; (d) what, how, and when to evaluate? To guarantee that the class' objectives are achieved.

A study made by Cejudo, Losada and Pérez-González (2017), showed how multiple intelligences react to cognitive and emotional intelligences, First, Cejudo *et al* explained that according to Goleman (1998), emotional intelligence can influence our intelligence and affects our working environment. This intelligence has two competences: personal competence and social competence. The personal competence recognizes emotional self-awareness, accurate self-assessment, and self-confidence. It also involves self-control, consciousness, and adaptability. Additionally, social competence involves social awareness (empathy) and various aspects of relationship management like communication, influence, and leadership.

Secondly, Cejudo *et al* sought to investigate and measure self-sufficiency in 313 Spanish adolescents between 11 and 19 in regards to the eight multiple intelligences according to Gardner (1983, 1998, 1999) through an instrument denominated as the Self-sufficiency Inventary for Multiple Inteligence Spanish Version ([IAMI-M40]. The study also analyzed by using three additional tests: the Fluid Intelligence test (PMA-R), the Crystallized Intelligence test (16-PF-R), and the Emotional Intelligence test (TEIQue-ASF). Different methods and strategies were used to conclude the results; eight factors that represented the multiple intelligences were applied to measure each one of them. In these factors were items that could analyze every intelligence.

Regarding the study made by the Cejudo *et al*, the sub-stages are related to each other, proving the theory that intelligences do not act individually. Another result shown by the IAMI-M40 about cognitive capacity (fluid and crystallized intelligence) relates linguistic, logical-

mathematical, and intrapersonal intelligence; on the other hand, logical-mathematical intelligence gained relevance to fluid intelligence because they include thinking and analysis, while crystallized intelligence involves verbal thinking and linguistic intelligence. Emotional intelligence stated a relationship with intrapersonal intelligence; these results could confirm the theory that multiple intelligences are personality features and not actual intelligences (Petrides, 2011 as cited in Cejudo *et al*).

In order to know how intelligences work in the classroom, Soler (2011) proposed in her research called *Multiple Intelligences In The English Classroom,* to explore multiple intelligences and their uses in a secondary school demonstrating that the correct use of them can ensure a better English leaning; The objective of this research was to present a methodology that uses the multiple strategies and help the teacher taking into account that this project is aimed to adolescents that have different ways of learning. Amstrong (2006) described a seven step process that included multiple intelligences to have and develop a good class: (1) to focus on a specific topic; (2) to question how to apply the different multiple intelligences in a class (e.g: who can I use numbers to develop critical think in my students?); (3) to establish the correct methods and strategies; (4) to make a brainstorm including all the approaches to select the most appropriate; (5) to use appropriate activities; (6) to establish a process; (7) to build a process using the mentioned steps (as cited in Soler).

The participants in Soler's study were 20 students' ages from 12 to 13 and from different nationalities such as Spanish, Romanians, Ecuadorians, and Colombians. The study's result was based on two categories: predominant intelligences and non-predominant intelligences. Predominant intelligences were interpersonal, intrapersonal, and naturalistic intelligence showing that in this stage of adolescence, students are developing their personalities; therefore, they enjoy

working in groups and also with themselves. On the other hand, non-predominant intelligences

were spatial, logical-mathematical, and linguistic intelligence. Moreover, the result evidenced

that students have different intelligences; as a consequence, teachers must provide spaces that

allow the development of those intelligences in each student, making classes enjoyable and

significant. Finally, Soler (2011) proposed a series of activates that enhances multiple

intelligences that are not predominant for students, allowing diversity and creativity in English

classes.

As it was mentioned before, the musical intelligence is the ability to produce, remember,

and find meaning and feelings through music and sounds; therefore, a study made by Duarte,

Tinjacá, and Carrero (2012). This study is based on using songs as a tool in Colombian public

schools to improve students' speaking ability in spite of the lack of speaking activities used in

Colombian classrooms. Objectives such as exploiting English songs and examining students'

oral production that involves songs are key to the research. The study was also based on

important theories about the use of music and oral production in English. Duarte *et at* explained

that at the time of song selection, the teacher needs to center on the students' needs, level, and

the topic that is going to be taught (Morales,2008 as cited in Duarte *et al,*).

As part of the study process, the selection of songs was very detailed, taking into account

that those songs need to respond to students' needs and likes. The data showed that the use of

songs could enhance students' motivation, new vocabulary, cooperative learning, and improve

oral skills. Duarte *et al* stated that students shared that it was easy for them to remember

vocabulary and practice pronunciation when they were singing. At the beginning, songs were

difficult to remember and the words were difficult for the students to pronounce but with

repetition and previous activities done by the teacher, it was easy for the students to remember the vocabulary or structure learned through that tool and their pronunciation improved.

Furthermore, one strategy was to allow students to work with who they wanted to; working individually made students feel shy and afraid to make mistakes but when they worked in groups, they felt confident and interested in the activity. To conclude, students were happy because they saw that they improved their speaking and learnt more vocabulary in an easy way; also, they enjoyed classes making English more attractive to learn and taking away the assumption that learning English is difficult.

On the other hand, an interesting strategy that could be used to teach English is known as Gamification that is defined as the use of strategies and designs in gaming to involve all the participants into the game and to allow them to enjoy the game of it (Zichermann & Cunningham, 2011; Werbach & Hunter, 2012 as cited in Borrás 2015). Gamification elements such as vocabulary, learning how to solve a problem or solving a problem, and the possibility to play freely allow the student to enjoy and learn at the same time. Some approaches like the cognitivist and cognitive approaches, and motivation and fun are used in the theory. This strategy uses different intelligences like logical/mathematical intelligence and interpersonal intelligence.

Why use gamification? Borrás (2015) stated that gamification activates motivation to learn, and having constant feedback allows significant learning, enhances students' abilities to be more engaged with his/her learning and autonomous; and important fact is that most games are in English, and that makes the student learn the language to understand vocabulary and rules. Results can be measurable through levels, points, and budgets, and they generate a balance of competition and collaboration. Finally, Borras shared that applying gamification in class allows

identifying a purpose, knowing students' interests, defining pedagogical goals, defining groups, defining mechanics, stabilising rewards, applying the game to a subjects or topic, and not forgetting the fun allow the student to be in a process, and when the teacher follows that process, it permits the student in a fun way to work in group, solve problems, explore, share, improve imagination, and others. Rules must be necessary.

Finally, logical/mathematical intelligences can be used to teach English. Šafranj (2016) in his study wanted to investigate if the application of multiple activities that included logical/mathematical intelligence could enhance the ESP (English for specific purposes) learning in engineering students. Two groups were part of the stud: The first group was composed by 26 university students (B2 level) that were taking an ESP course that included a book that was focused on mechanical engineering science: deducting reasoning, detected patterns, and logical thinking were applied to teach grammar; In the second group, 25 students were taking the same course as group one, but the activities were more linguistic-centered like storytelling, brainstorming, tape recording, journal writing, or publishing writings that they wrote.

The study results were analyzed through a tool called ANOVA and post-hoc tests were applied to find out significant differences between the groups. Šafranj stated that the results showed that both groups had better results post-test in all language abilities. In the writing ability, group one had a significant difference post-test, while group two did not have any improvement. On the other hand, the speaking ability showed some post-test results in both groups, but group one had the highest score. The post-hoc test demonstrated that the only difference was within the pre-test and post-test from group one. Moreover, the researcher suggested that teacher should apply multiple intelligences depending on learners needs, but also that all of them should be included no matter what are their majors (in this case, engineering).

The use of logical-mathematical students can be taught through experiments or to analyze

problems.

CHAPTER 3: RESEARCH METHODOLOGY

3.1   Methodology design

The purpose of this research was to find approaches, strategies, and techniques through sources such as dissertations, articles, essays, theses, and others used in the ESL context but applied with adolescent and young adult populations in EFL classrooms; therefore, to find the essential theories, approaches, strategies, activities and so on, planning, selecting, collecting and analysing the appropriate information was required. According to Sampieri, Fernandez-Collado and Lucio (2006) quantitative research must state a problem, collection data through tools, the constructions of a framework based on that data to show results that need to be measured through statistic methods and at the end, that result be interpreted. Samperi *et al* state that the quantitative process is sequential; starts with the idea, the delimitation of the idea, states the problem and the objectives, the review of previous research, and finally the construction of the theoretical framework is built.

To gather all the data needed in this study, a tool called Analytic specialized summaries (*Resúmenes Analítivos Especializados* in Spanish [RAE]) was used. 35 RAES that were not older than ten years were analyzed; national and international data were collected (in English and Spanish). In addition, this research has a descriptive and correlational approach: it is a descriptive study because it describes the characteristics of different approaches and theories applied to teaching and learning English; the study has a correlational approach due to the study is searching for strategies based on ESL applied in the EFL learning context (Definición del alcance de la investigación a realizar:exploratoria, n.d). Moreover, two interviews were made to

see international students point of view related to EFL teaching, and other two interviews were made to ESL teachers.

3.2   Research Stages

For this research, a ten stages action plan based on the quantitative process proposed by Samperi *et al* on was applied to develop successfully the objectives of this study:

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┌─────────────┐    ┌─────────────┐    ┌─────────────┐    ┌─────────────┐
│ Stage 1     │───▶│ Stage 2     │───▶│ Stage 3     │───▶│ Stage 4     │
│ "Idea"      │    │ "Problem    │    │ "Literature │    │ "Literature │
│             │    │ statement"  │    │ review"     │    │ selection"  │
└─────────────┘    └─────────────┘    └─────────────┘    └─────────────┘

┌─────────────┐    ┌─────────────┐    ┌─────────────┐    ┌─────────────┐
│ Stage 5     │───▶│ Stage 6     │───▶│ Stage 7     │───▶│ Stage 8     │
│ "Chapter 1  │    │ "RAE        │    │ "Theorical  │    │ "Chapter    │
│ developing" │    │ production" │    │ framework   │    │ 3,4,        │
│             │    │             │    │ developing" │    │ development"│
└─────────────┘    └─────────────┘    └─────────────┘    └─────────────┘

┌─────────────┐    ┌─────────────┐
│ Stage 9     │───▶│ Stage 10    │
│ "conclusions│    │ "Study      │
│ and         │    │ final       │
│ recommend-  │    │ presentation│
│ ations"     │    │ "           │
└─────────────┘    └─────────────┘
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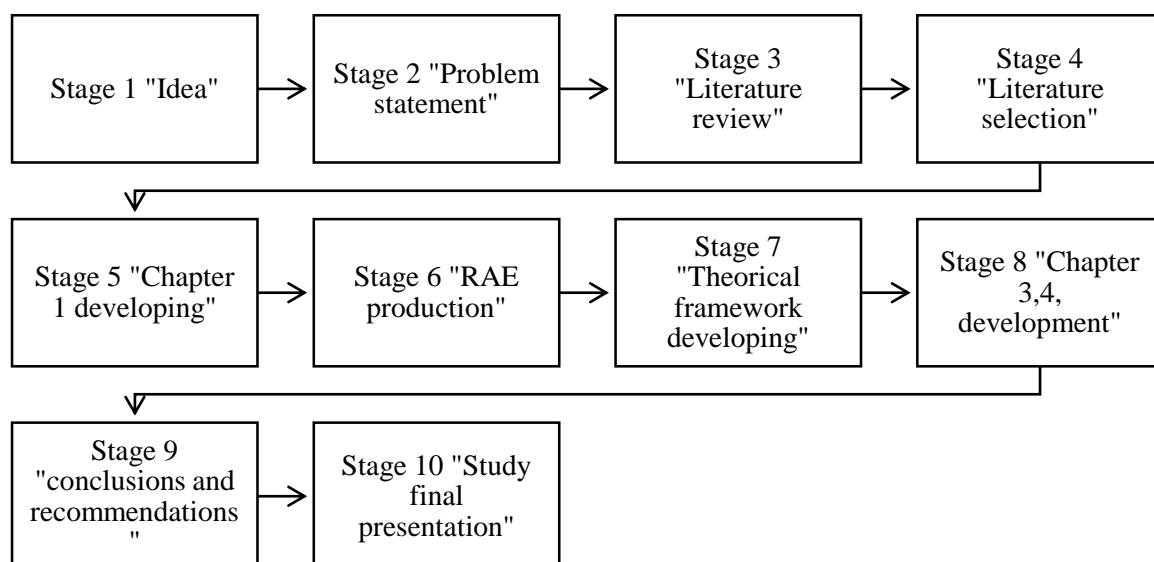
Figure 1: Study action plan. Information compiled by me.

3.3   Population

As it was mentioned before, the purpose of this research is to look for ESL approaches that can be taught with the help of strategies and techniques that can enhance the speaking ability

in an EFL context aimed at adolescents and young adults, responding to their interests, knowing

that must research done are usually aimed to the reading and writing abilities.

Because adolescents suffer so many physical and emotional changes (Curtis, 2011), it

was important to know what the most appropriate approaches to use with that population would

be, and which ones would respond to their learning needs and make them enjoy acquiring a new

language; as a consequence, this research examined adolescents (ages 13-19) and young adults

(ages 20-24) from various studies in the EFL context from different parts of the world.

CHAPTER 4: RESULT ANALYSIS

4.1   Document selection criteria

For this study, a total of thirty-five documents were studied and analysed with the purpose of finding a correlation between the ESL approaches and strategies that can enhance EFL teaching. It is important to mention that a total of fifty-three documents were read. The selected documents had to follow specific criteria, including:

1. All the documents had to be from the last ten years (i.e., 2008 onwards).

2. The documents had to consist of a combination of both national and international research.

3. All the documents had to contain relevant information on the subject of English teaching and learning, including those on the topics of strategies, approaches, activities, and theories, among others.

4. The documents had to be focused on adolescent and young adult populations.

5. Most of the documents had to be focused on the speaking ability.

6. The documents consisted of articles, thesis, dissertations, books, and any other academically-recognized research.

7. The documents could be in English or Spanish.

8. The documents had to be found in the Antonio Nariño University databases or other international sources.

4.2 Document descriptions

The following table shows all the documents used in this study along with an outline of their purpose and characteristics as per the previously described criteria:

Table 3:

Document Descriptions- Own compilation based on documents analyzed

No	Title	Year	Authors	Purpose
1	A Socio-Cognitive Approach to Developing Oral Fluency and Naturalness in Iranian EFL Learners	2014	Farahman Farrokhi	To explore two problems happening in Iran where learning English is very difficult due to the poor learning environment found in Iranian classrooms.
2	Cognitive Approach	2008	Teresa Garcia-Marques	To define the Cognitive approach and explain its characteristics.
3	Analysis of Student-Teacher Cognitive Styles Interaction: An Approach to Understanding Learner Performance	2017	Ms. Lusweti Sellah, Dr. Kwena Jacinta and Prof. Mondoh Helen.	This study searched for the effects and influences of cognitive styles on the academic field.
4	A Cognitive Linguistic Approach to Classroom English Vocabulary Instruction for EFL Learners in Mainland China	2009	Yanqing Chen	To find appropriate strategies related to the cognitive linguistic approach (CL), property theory, categorization, and metaphor in the context of Chinese speakers learning English.
5	Cognitive Approach To Motivation And its Pedagogical Implication in EFL Learning	2013	Priyatno Ardi	to describe and measure students' motivation for learning English through the cognitive approach answering questions like what are the types of motivation and what is the pedagogical motivational contribution is in the cognitive approach.
6	Classroom Discourse	2008	Valentina Canese	To define the Classroom Discourse and explain its characteristics.
7	We Couldn't Communicate in English, Could We? The Communicative Approach Practices, a Critical View	2016	Hosam Darwish	The purpose of this study was to evaluate and criticise the CLT in English teaching in the Arab context; it also sought to find the difficulties and weaknesses of this approach applied in a specific EFL environment.
8	Communicative Approach	2008	Elsie M. Szecsy	To define the Communicative Approach and explain its characteristics.

9	Authentic Oral Interaction in the EFL Class: What It Means, What It Does Not	2009	José David Herazo Rivera	This study was completed with the purpose of finding what involves authentic material in oral communication in the EFL classroom between students' and teachers' interaction.
10	Influence of Speech Anxiety on Oral Communication Skills Among ESL/EFL Learners	2015	Said Muhammad Khan	The purpose of this study was to measure the levels of anxiety found in EFL/ESL university students based on their speaking ability, and then to find strategies that help students avoid that speech anxiety.
11	The Use of Communicative Approach in 9th Grade EFL Classes	2016	Ferdane Denkci Akkas and Berna Coker	To explain that English has become the international language for communication; however, there are a number of issues in second language teaching in Turkey that affect communication skills.
12	The Effectiveness of Cooperative Learning Strategy Through English Village for Teaching Speaking Skill	2017	Hengki, Baso Jabu and Kisman Salija	The purpose of this study was to investigate different strategies in the speaking ability on: (a) the effectiveness of cooperative learning (CL) strategies to teach communication in English through English Village (EC); (b) the effectively of transitional language functions (speaking ability).
13	Learning Strategies to Develop The Oral Production in Languages Bacherlo at The Pontificia Javeriana University	2009	Dayana González Muñoz	The purpose of this study was to find the strategies that EFL students (ages between sixteen and twenty-five) at Javeriana University use to enhance the speaking ability.
14	Perceptual Learning Styles' Impacts on Vocabulary Learning Strategies of Turkish EFL Learners	2017	Betül Mutaf	To gather information that helps to understand how to use the learning styles.
15	RSelf-Regulated Learning (SRL), Motivation And Language Achievement of Iranian EFL Learners	2014	Mohammad Hadi Mahmoodi, Behrooz Kalantari and Rozhin Ghaslani	The purpose of the study was to find the correlation between motivation and self-regulated learning in Iranian EFL leaners.
16	Speaking Strategies Used By Ba ELT Students In Public Universities In Mexico	2011	Mariza Méndez López	The purpose of the study was to find what the learning strategies that Mexican students use were.
17	Learning Styles And Teaching Styles in College English Teaching	2011	Mai Zhou	To find how learning strategies help to avoid issues find in the classroom.
18	Gamification Fundaments	2015	Oriol Borrás Gené	To define the meaning of Gamification and explain its characteristics.

19	The Theory of Multiple Intelligences in The Educational Field	2015	Leticia Ivonne Sánchez Aquino	This study's goal was to search for the answers to questions that teachers ask everyday like "what does intelligence mean?", "are we born intelligent?", or "are my students stupid because they are not learning anything?" through Howard Gardner's theory.
20	Multiple Intelligences and Its Reaction to Cognitive And Emotional Intelligences in Adolescents	2017	Javier Cejudo, Lidia Losada and Juan Carlos Pérez-González	This project sought to investigate and measure self-sufficiency in 313 Spanish adolescents between 11 and 19 have with regards to the eight multiple intelligences according to Gardner
21	Using Songs to Encourage Sixth Graders to Develop English Speaking Skills	2012	Mónica Duarte Romero, Luz Mery Tinjacá Bernal and Marilú Carrero Olivares	This study is based on using songs as a tool in Colombian public schools to improve students' speaking ability in spite of the lack of speaking activities used in Colombian classrooms.
22	Logical/Mathematical Intelligence in Teaching English as a Second Language	2016	Jelisaveta Šafranj	The researcher with this study wanted to investigate if the application of multiple activities that included logical/mathematical intelligence could enhance the ESP learning in engineering students.
23	Multiple Intelligences in the English Classroom	2011	Maria Del Rosario Soler Guisado	Soler proposed in this research to explore multiple intelligences and their uses in a secondary school demonstrating that the correct use of them can ensure a better English leaning
24	Examining Emotions in English Language Learning Classes: A Case of EFL Emotions	2016	Reza Pishghadam, Mohammad Zabetipour and Afrooz Aminzadeh	This research was completed with the intention of demonstrating how EFL students felt when they were learning English and how they felt when they had to use the four language skills.
25	Defining Adolescence	2015	Alexa C. Curtis	The purposed of this article is to define the three stages of adolescence and its development like early adolescence, adolescence, and young adulthood.
26	Young Adolescent Students' Foreign Language Anxiety in Relation to Language Skills At Different Levels	2010	Sıla AY	The objective of this study was to find levels of anxiety in language skills, grammar,and levels of instructions in Turkish students between 11 and 13 from different grades

27	Getting Teens to Really Work In Class	2012	Patricia Lauría de Gentile and Ana María Leiguarda de Orué	This article showed the brain changes during the adolescence and how teachers can involve students into learning.
28	Piaget's Theory Of Intellectual Development and Its Implication for Instructional Management at Pre-secondary School Level	2010	Enose M. W. Simatwa	Simatwa wanted to explain in this articles the different stages of cognitive development proposed by Piaget seen in schools and how these stages affect the pre-secondary students' learning process.
29	Love And Enjoyment in Context: Four Case Studies of Adolescent EFL Learners	2018	Liana Maria Pavelescu and Bojana Petrić	Pavelescu and Petrić made a research based on how adolescents' emotions affect their English sociocultural environment; Four Romanians bilingual students participated in the study
30	Effects of Tasks on Spoken Interaction And Motivation In English Language Learners	2016	Nubia Patricia Carrero Pérez	This research was performed in a Colombian public school, located in Bogota, with tenth grade students whose ages were between 15 to 17 and it applied task on spoken interaction.
31	The Impact Of Task-Based Instruction Program on Fostering ESL Learners' Speaking Ability: A Cognitive Approach	2015	Mohammad Mohammadipour	This study wanted to measure and compare the effectiveness of task-based programs that use the cognitive approach to support young university students' speaking to those that use the traditional method.
32	Improving 10th Graders' English Communicative Competence Through the Implementation Of The Task-Based Learning Approach	2016	Ana Carolina Buitrago Campo	This action research is focused on improving the communicative competence in English of 10th graders in a public school in Medellin, Colombia.
33	Task-Based Learning: An Effective Way of Developing Communication Skills	2017	Bunyamin Celik1	The objective of this paper is to show the importnace of tak-based learning in foreing language learning.
34	Intermediate Greek EFL Learners' Attitudes to On-Line Teaching Practices: A Blended Task-Based English Language Learning Approach	2015	Trisevgeni Liontou	This paper shows how a blended teaching approach based on designing and implementing an online EFL course could enhance young students leaning.
35	Task-based language teaching: what every EFL teacher should do	2011	Murat Hismanoglu and Sibel Hismanoglu	The purpose of this study is to present the approach background and to explain the how this approach can maximize English learning.

4.3   Document statistics

COUNTRY OF PUBLICATION

Legend: China, England, Indonesia, Kenya, Mexico, Iran, Spain, United States, Colombia, Turkey, Other
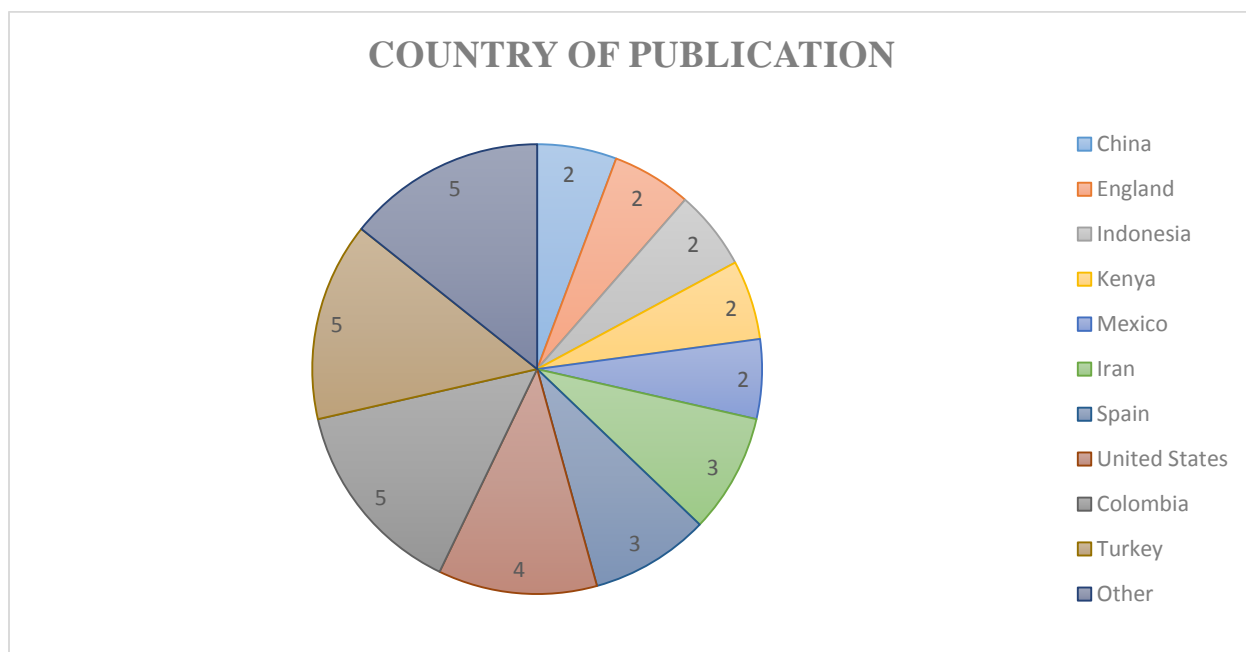
Figure 2: Documents by country of publication. Information about documents analyzed. Compiled by me.

The previous figure is a breakdown of the documents by country of publication. As can be seen in this figure, the documents come from a wide variety of countries: Five documents came from Colombia and Turkey, four from the United States, three from Spain and Iran, and the rest from a combination of Argentina, China, England, Greece, Indonesia, Iraq, Kenya, Malaysia, Mexico, and Saudi Arabia.
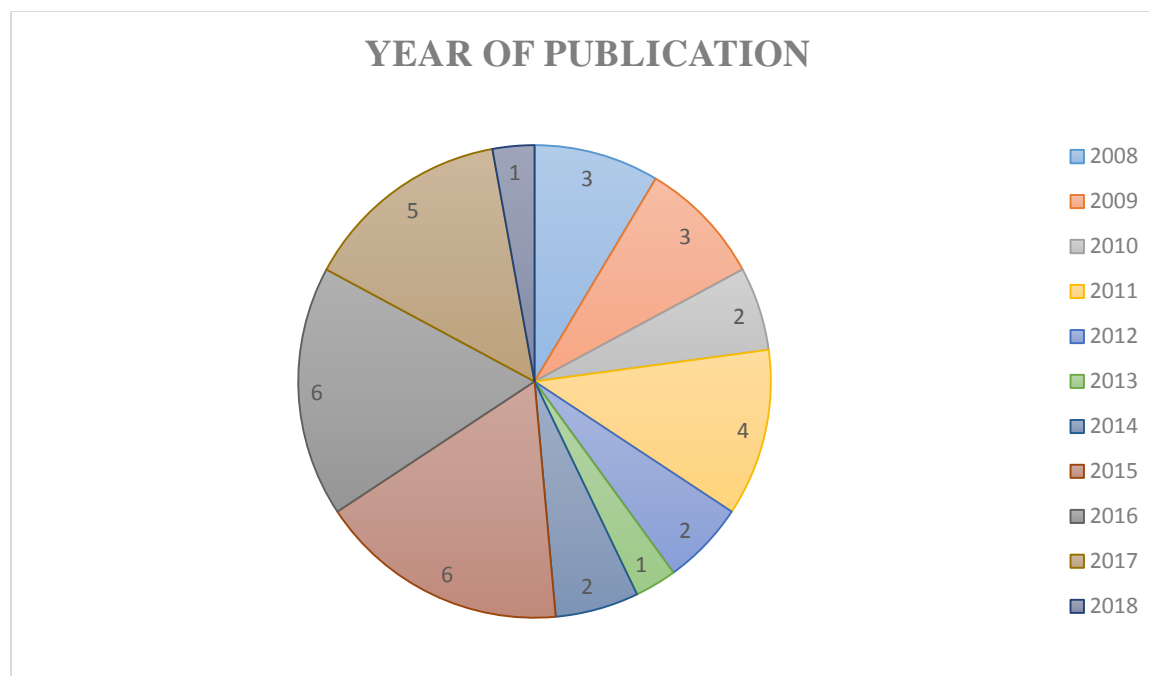
Figure 3: Documents by year of publication. Information compiled by me.

The previous figure is a breakdown of the documents by year of publication. As per the regulations established by the parameters of this project, all of the documents have been published within the last ten years.: two documents were done in 2013 and in 2018, four in 2011, five in 2017, six in 2010, 2012 and 2014, other six documents were done in 2008 and 2009, and twelve documents were done in 2015 and 2016.

4.4   Data analysis

To analyze the data results, first, it was important to know how the documents were divided; all the documents explained theories and showed research performed in different EFL contexts. Moreover, it was essential to measure how many documents described theories versus studies, as well as how many studies were based on teaching adolescents versus young adults.

The following figures show the number of documents that explained theories that were include in this study, research documents, and the study population:
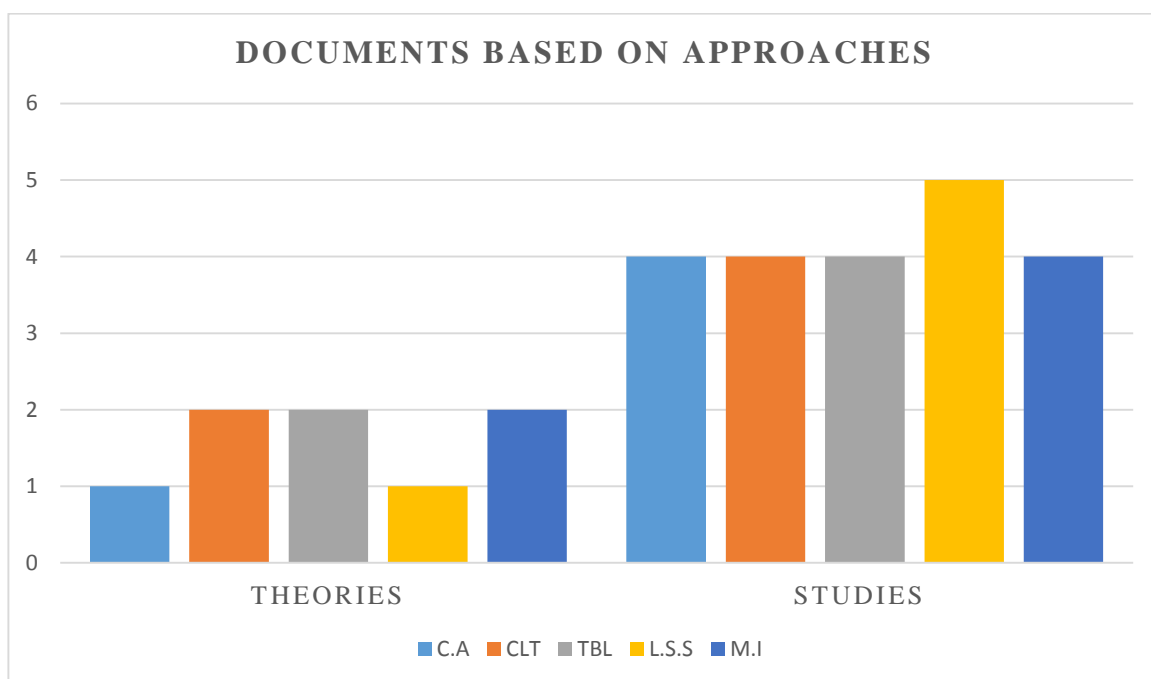

DOCUMENTS BASED ON APPROACHES

C.A   CLT   TBL   L.S.S   M.I

Figure 4: Documents based on approaches. Information compiled by me.

Note: These were the acronyms used for each theory: C.A (cognitive approach); CLT (communicative language approach); TBL (task-based learning approach) and strategies (LSS): learning styles and strategies; MI: multiple intelligence

Figure 4, explains that one of the documents related to the cognitive approach showed concrete theory and four documents include active research. Two documents explained the theory of the communicative learning approach (Communicative approach) and four documents were based on research studies. In the task-based learning approach, two documents explained the approach and 4 documents explained different studies related to it. Moreover, 5 documents explained different research made about different learning styles and strategies, and only one

document explained the theory. Finally, two documents explained the multiple intelligence

theory proposed by Gardner and the other 6 documents were based on EFL investigations.
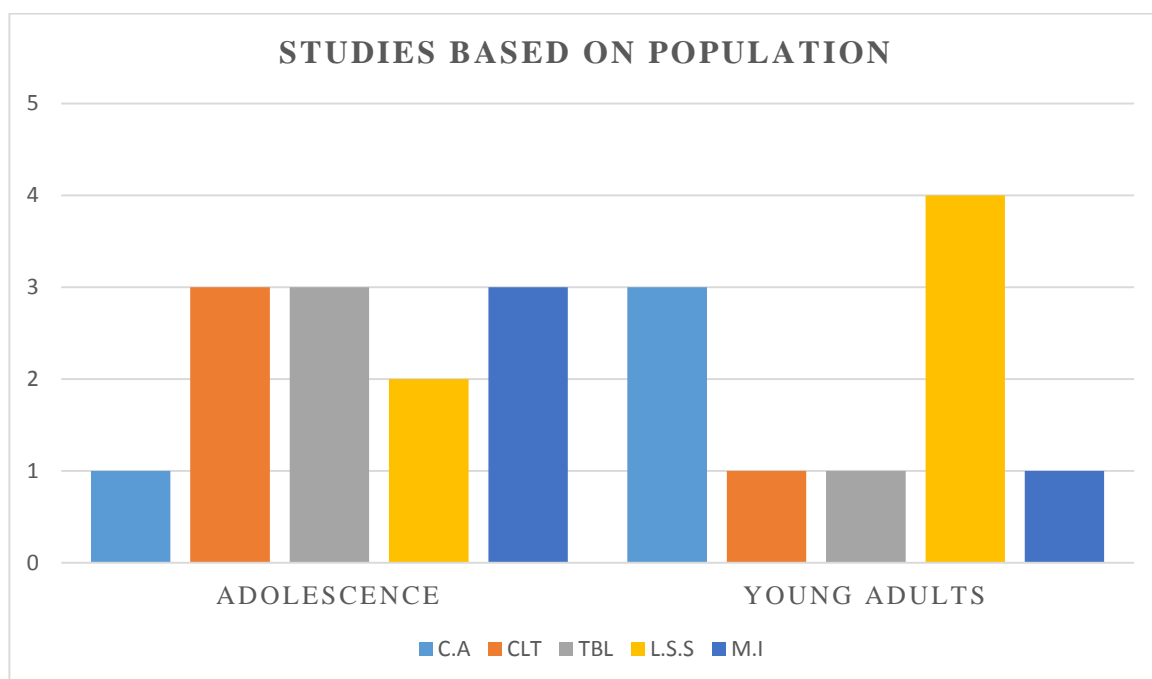
Figure 5: Studies based on population. Information compiled by me.

Note: These were the acronyms used for each theory: C.A (cognitive approach); CLT

(communicative language approach); TBL (task-based learning approach) and strategies (LSS):

learning styles and strategies; MI: multiple intelligence

Figure 5, explains that in the cognitive approach, one research was focused on

adolescence and the other three in young adults. Three research documents were centered in

adolescence and one document in young adults in the communicative learning approach. In the

task-based learning approach, three documents aimed their studies in adolescence and only one

in young adults. Additionally, 4 documents explained how young adults should use the learning

styles and strategies, while only two mentioned those strategies in adolescents. Lastly, three studies applied their research in adolescents and only one in young adults.

In order to analyze the documents, figure 4 shows that the majority of documents were based on active research and included all the theories that could enhance EFL teaching such as the cognitive approach, communicative approach, task-based learning approach, learning styles and strategies, and multiple intelligences. During the data compilation, five principal aspects were noticed in the majority of the documents; (1) oral fluency; (2) cognition; (3) emotions (4) effectiveness of speaking strategies in the Colombian English context; (5) problems that can be seen in the EFL classroom.
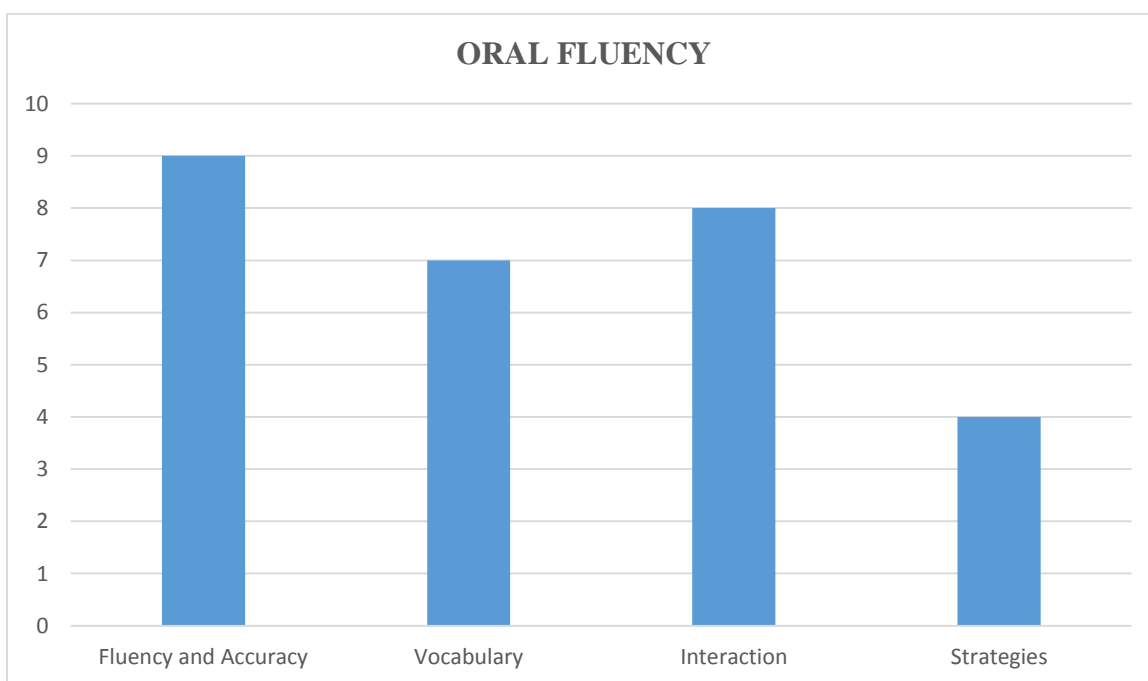
4.4.1   Oral fluency

Figure 6: Oral fluency. Information compiled by me.

According to the Figure 6, this is the biggest category that involves speaking, the approaches and the strategies. Nine documents explain how fluency and accuracy work in the English accuracy, seven documents explain the acquisition of vocabulary, eight documents mentioned the importance of interaction, and four studies related the oral production to learning strategies.

Farrokhi (2014), declares that the use of these formulas could be very beneficial for students because they could be able to remember simple commands by repeating the formulas and practicing in class. His study The study showed that the three groups made a significant improvement in their fluency between the pre-test and post-test. In addition, Darwish (2016) explained that CLT was designed to improve the learner's ability to communicate, with a focus on fluency and accuracy. He mentioned that few teachers recognize that CLT is useful and effective, helping the student to improve his/her communication skills, and to practice his/her language, accuracy, and fluency, and it allows the teacher to include authentic materials to his/her learners to keep them involved with the class and encourage them to participate more frequently. An important feature of the CLT is the use of authentic materials that allows interaction between students (Herazo, 2009).

Heraz stated that learners can learn through partner interaction (student-student interaction). Activities like create scripts or solve problems together can enhance their speaking and vocabulary. Likewise, Herazo suggested that strategies that involve students and teachers interacting could generate more conversational activities, enhancing students' proficiency, and making a better environment for teaching EFL. Szecsy (2008) explained that that authentic and significant communication must be the principal aim that fluency is more important than accuracy, and finally, that learning a language requires practice and learning from errors.

Duarte, Tinjacá, & Carrero (2012) demostrated in their study that the use of songs help student with theit fluency and also acquiring new vocabulary, because students are constantly repiting song. One important aspect that Duarte *et al* mentioned, was that the songs must be selected according to students' needs and activities related to the songs must be done. Additionally, the use of the cognitive linguistic approach to learn vocabulary planned by Chen (2009) helps the students to have a better acquisition of a target language because it is focused on learning vocabulary and not only about grammar. A strategy proposed by Chen is to include more vocabulary in grammar activates. Mutaf (2017) in his study focused on perceptual learning styles to teach vocabulary; the study results showed that students learn through perceptual learning styles; as a consequence, vocabulary activities should integrate visual, auditory, kinesthetic, tactile, group, and individual learning styles. A good strategy mentioned by Mufat is to teach vocabulary through movies, books, music, but making frequent activities that allows the repetition of the vocabulary leant.

Another tool that could be very useful for teacher and students is a strategy called gamification. According to Borras (2015), the use of games for specific purposes like learning English, motivate the students to accomplished goals, to interact with other and also to learn new vocabulary.

Additionally, the use of strategies like social strategies that allows cooperative learning, could help students to interact and communicate in a specific context (González, 2009). Another strategy that could be effective for English learners is the Self-regulated learning propused by Mahmoodi, Kalantari, and Ghaslani (2014), that helps the learner to set learning goals and control learning through cognition, motivation, and behaviour. All of these strategies are escential to the student's learning process, but knowing that this study is focused on the speaking

abilitiy, strategies like to use gestures, ask for clarification, prepare the speech, can be useful to develop fluency and accuracy (Méndez, 2011).

Moreover, the importance of interaction allow students to practice their English; students that frequently interact and speak have higher levels of achievement than the ones that stay quiet in class (Hengki, Jabu and Salija, 2017). Additinally, interpersonal intelligences helps learner to interact with others, controlling emotions and behaviours (Soler, 2011). The task-based learning approach allows students to interact by completing tasks that have to be developed through three stages; Carrero (2016) mentioned that tasks like sharing personal experiences motivated students to use English in the classroom and also promoted interaction and motivation.

4.4.2   Cognition

This category is divided into three sub-categories: (1) cognitive process; (2) cognitive styles; (3) learning styles. Cognition is essential for any language acquisition due it is related to knowledge and the ability to process and accumulate information that is acquired through learning and experience. This information helps the human brain understand the perception of the world (CogniFit, 2018). Seven different studies mentioned the relation of cognitive process in the English acquisition, while only one document mentioned the cognitive styles, and learning styles are relevant in two documents.
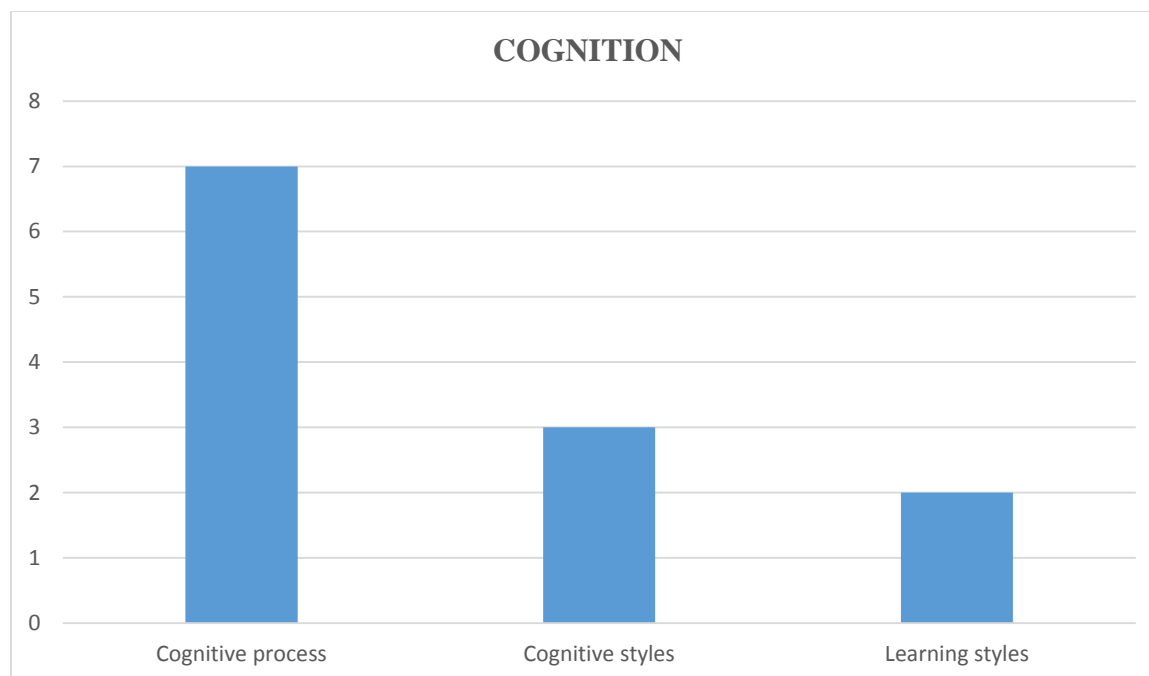
COGNITION

Figure 7: Cognition. Information compiled by me.

As it was previously mentioned, Farrokhi (2014) mixed the socio-cognitive approach with CLT. His study methodology was based on the adjustment of mixed methods of interaction and memory with formulas that could help the students to improve their speaking. On the other hand, Sellah, Jacinta, and Helen (2017) explained how the use of cognitive styles could be very helpful to students' learning process. Sellah *et al* presented a theory called the 4MAT system, which help the teacher to prepare his/her classes according to students different cognitive styles and their needs.

Garcia-Marques (2008) defines the cognitive approach is the study of how people use knowledge, interact with their environment, such as how they process information, memorize, perceive, think, and use language; for this reason, it is crucial for teachers to be aware of the

beneficial uses of this approach, providing environments that can allow interaction and making activities that could respond to students' needs.

Chen (2009) explained that there is cognitive process when a student is learning new vocabulary; the learner starts creating vocabulary categories that associated with old knowledge; however, when a learner can associate the new word acquired, a new mental map is created in his/her brain. Likewise, Mutaf (2007) stated learning vocabulary involves three types of strategies: (a) memory strategies are when students associate old knowledge with images or sounds; (b) cognitive strategies do not required a lot of mental process but creates list and flash cards; (c) metacognitive strategies are the ones that the learner controls and evaluates his/her own knowledge. These strategies must be considered by teacher when a vocabulary activity is going to be set.

Various studies mentioned the effectiveness of mixed approaches; for example, Mohammadipour (2015) applied a study with the task-based approach and the cognitive approach. At the end, he concluded concludes that integrating both approaches can improve students' speaking ability. That is why the use of learning styles like sensory preferences, and personality types are essential in the English learning, because it gives a wide variation of opportunities for teacher, to create different activities based on students' learning styles; again, Mutaf recommended that teachers should encourage students to use learning strategies and styles, and to show them the importance of those.

4.4.3   Emotions
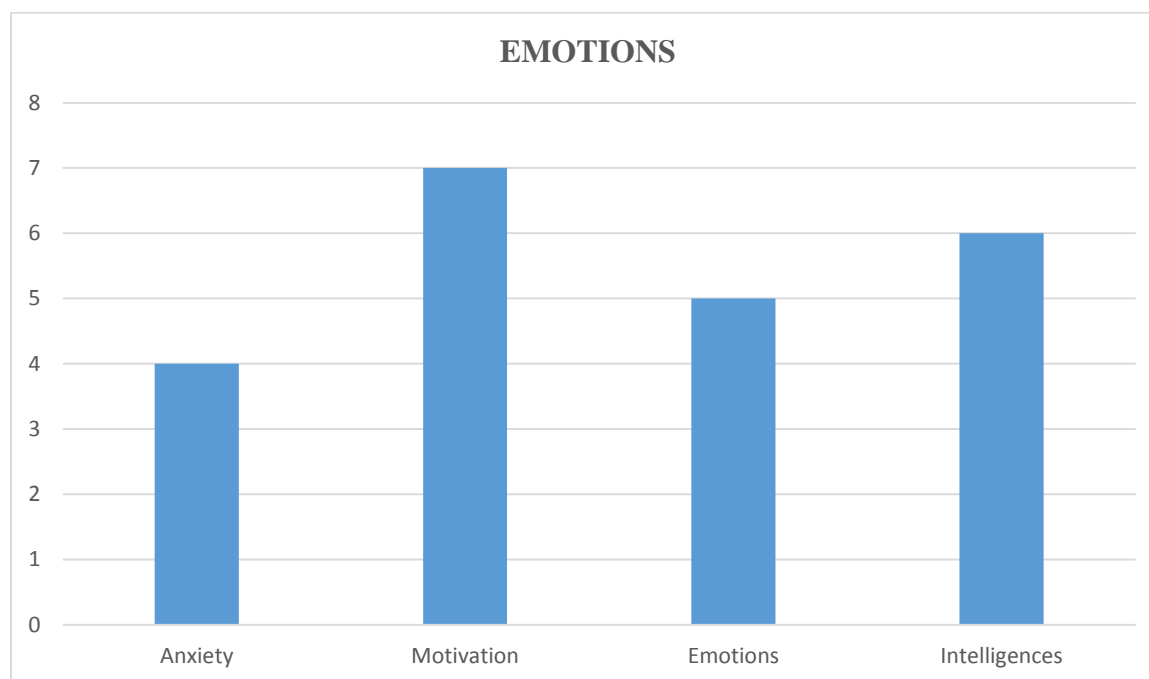
Figure 8: Emotions. Information compiled by me.

As it is seen in figure 8, seven documents showed motivation as fundamental key for their studies, followed by intelligences with six documents, emotions with five documents and anxiety with four documents. The data information stated that anxiety affects significantly the speaking ability; Pishghadam, Zabetipur and Aminzadeh (2016) explained that anxiety, anger, boredom, and depression make the learning process difficult for the student. AY (2010) mentioned that the acquisition of a new language have levels of anxiety, especially in lower levels due to the different process, progress, and stages of learning. Several questions like how anxiety affects language achievement the oral ability, or writing and listening ability need to be answered examining individually and in groups.

Khan (2015), explains that students, when learning a new language, feel higher levels of anxiety in their spoken performance, or a 'mental block' that affects their oral language competence (as cited in Horwitz *et al,* 1986); anxiety can block communicative interaction between students and teachers (Richmond and McCroskey, 1984 as cited in Khan, 2015). Khan study showed that students learning English suffer from something called speech anxiety and students manifested that they feel insecure inside the classroom. AY (2010) stated in his study that causes of stress in adolescents includes "relationships with friends, peer pressure, peer acceptance, social anxiety, negative attitudes and self-Perception" (p.88). Moreover, AY mention that an important factor that increases anxiety is that classes are usually focused on accuracy and not fluency; as a consequence, students experienced more anxiety because they feel that they need to express themselves perfectly. As a consequence, teachers must provide better classroom environments; they should be a facilitator that helps the student to improvise his/her language skills.

On the other hand, the majority of participants in the study demonstrated that they wanted to learn English because they wanted to travel or they wanted to have better job opportunities. The research performed by Ardi (2013) stated that both intrinsic and extrinsic motivation were part of students' interests, showing that among extrinsically motivated students, the main reason for studying English is the reward of finding a well-paid job. Gentile & Leiguarda (2012) stated that adolescents need to get motivated to learn English; to make activities that involves multiple strategies, songs, interactions, or games, can make students to feel more engaged in class.

An important study showed the correlation between strong emotions like love to English learning. In this study, participants expressed that when they were children, teachers and

relatives motivated to learn English. They aslo mentioned, that English can bring opportunities, like travelling or have a better job (Pavelescu and Petrić, 2018).

4.4.4   Effectiveness of speaking strategies in the Colombian English context
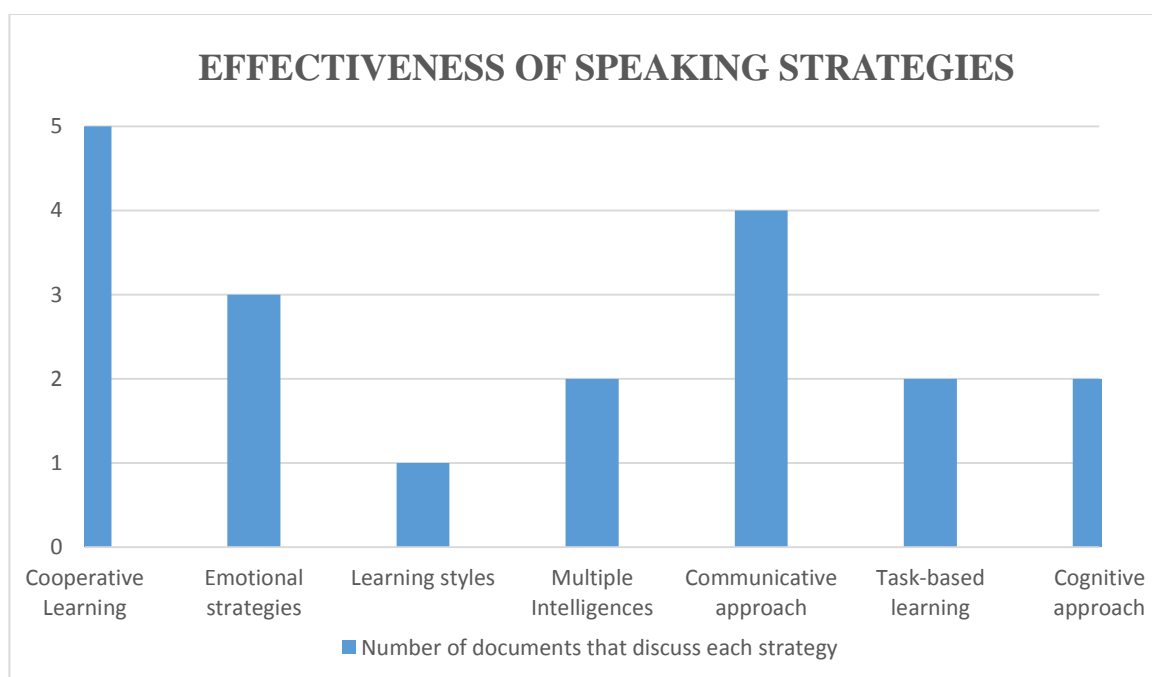
Figure 9. Effectiveness of speaking strategies. Information compiled by me.

Figure 9 explains the effectiveness of speaking strategies in the Colombian context divided into seven categories: cooperative learning, emotions, learning styles, multiple intelligences, the communicative approach, task-based learning, and the cognitive approach. Five documents were analyzed based on different studies performed on adolescents and young learners; five documents used as strategy cooperative learning, three talked about why emotions are important, one document used learning strategies and styles, four documents talked about the

effectiveness of communicative approach, other two mentioned the used of task-based approach, and finally two documents mentioned the importance of cognitive approach.

Herazo (2009) used strategies based on the socio-cultural cognition theory by Vygotsky (1978). He states that strategies that involve students and teachers interacting could generate more conversational activities, enhancing students' proficiency, and making a better environment for teaching EFL; cooperative learning and communicative approaches were applied in his study. As a result, he highlights that learners can learn through partner interaction. However, that does not mean that authentic communication can occur; therefore, language improvement can be low. Activities that allow interaction and communication allowed students to improve and develop their knowledge.

Moreover, a study by González (2009) applied different learning strategies and the communicative approach. Also, she states that low participation can cause in students fear of being judged. There is not enough autonomous work, nor are teachers using good learning strategies that could help students (and themselves) improve their speaking ability. The study concludes that students sometimes use learning strategies, meaning that the frequency of usage is medium. As a consequence, it is necessary to encourage the students to use learning strategies such as direct strategies, memory strategies, cognitive strategies, and others more frequently and also to apply them in and outside the classroom.

Additionally, Duarte, Tinjacá, & Carrero (2012) applied musical intelligence in their study as a means of improving students' speaking abilities, showing that it was easy for students to remember vocabulary and practice pronunciation when they were singing. As a result, students shared they were happy because they saw that they improved their speaking and learnt more vocabulary in an easy way and also because they could work with their peers. In another

study by Carrero (2016), the task-based approach was used. The study shows that staging

activities that allowed cooperative learning, interaction, and sharing personal experiences

enhanced students' ability to communicate and enjoy learning English. Finally, Buitrago (2016)

mixed the task-based approach with the communicative approach. Some activities staged by the

researcher such as sharing personal information and experiences were effective techniques for

making students communicate in the target language, enhancing students' fluency, accuracy,

pronunciation, vocabulary, and grammar.

4.4.5   Problems that can be seen in the EFL classroom

Different problems were seen in some of the studies analyzed during the production of

this research. For example, Farrokhi (2014) states that EFL learners in Iran experienced many

difficulties due to political issues, therefore they do not have access to communication in

English; as a solution, Farrokhi used mixed methods in his study that allowed students to interact

with each other through memorization of formulas that helped them to enhance their accuracy

and fluency. Likewise, Darwish (2016) explains that in Arab countries, social and economic

factors limit teachers' ability to be creative and students were used to studying with old methods

and techniques that have been in use for decades, making them lazy and without expectations for

learning. That is why Darwish suggests that teachers needed to develop their classes better.

Additionally, Denkci-Akkas and Coker (2016) mention that there was a big problem with

many teachers: they do not know how to use the communicative approach (and other approaches

besides the traditional method) or technology as a tool. They also add that classes in Turkey are

usually teacher-centered, and teachers do not like to implement new activities because they do

not think that those kinds of activities are useful and the number of students that they have in the classroom is too high.

Another problem seen in EFL classrooms is the difficulty to learn and remember vocabulary: Chen (2009) explains that problems like the difficulty to remember or recognize words, or increasing vocabulary are very common among Chinese learners. Mutaf (2017) shares that learners are always learning vocabulary through different resources, but that does not mean that the learner is going to remember that vocabulary because students do not use cognitive and metacognitive strategies that help them to learn new knowledge; thus, he recommends that teachers must encourage students to use those strategies and moreover, to make activities that permit the use of the strategies.

Motivation is key to making a class significant for students; however, Khan (2015) states in his study that students claimed that they felt pressure when they have to speak in front of the class because they felt that their classmates were going to laugh of them and also they felt judged by teacher. Students shared that the classroom should be a space free of anxiety and teachers should be friendly and more focused on students' speaking. Pishghadam, Zabetipur, and Aminzadeh (2016) stated anxiety, anger, boredom, and depression make the learning process difficult for the student. As well as Khan, González (2009) explains that low participation and interaction can be a cause of difficulty because of the fear of being judged by classmates and teachers that prevents students from participating. Additionally, González (2009) mentions that not using learning strategies was an impediment to improve her speaking ability. To enhance their motivation, teachers have to encourage students to use strategies and apply them in and outside the classroom.

In another study, Zhou (2011) mentions an additional challenge in EFL classrooms: a disparity between students who want to be more participative and those who want to focus on linguistic form; therefore, teachers must use different techniques and strategies to encourage and enhance students' learning process to provide a classroom environment with a variety of learning styles. Furthermore, Gentile & Leiguarda (2012) mention that problems can be seen in the classroom with adolescents' changes due to their behaviour, body changes, and cognitive changes. Sánchez, (2015) suggests that teachers should use all the intelligences in the classroom according to questions that teacher must ask themselves before every class, including what should be taught, when it should be taught, how to teach it, and what, how, and when learning outcomes should be evaluated. Finally, Šafranj (2016) states that multiple intelligences are necessary in modern education and teachers have to apply multiple intelligences to respond to students' needs.

CHAPTER 5: CONCLUSIONS

The present study showed a compilation of thirty-five documents based on ESL approaches that could enhance EFL context in adolescents and young adults in the speaking ability. Those documents were based on different approaches such as cognitive approach, communicative approach, task-based learning approach, learning strategies and styles, multiple intelligences and theories about adolescent cognitive development. From my personal experience, teaching English in Colombia as a foreign language could be challenging, not only because of big classrooms, or because of the lack of technologies. There are many approaches and strategies presented in this study, that teaching English as a foreign language now has to be an easy job.

First, it is important as teachers to know how the human brain works and to understand the process that it undergoes when it is acquiring new knowledge; the cognitive approach to language learning and teaching is aimed at searching for a way to understand a foreign language's mental representation, attention, and information process; According to McLaughlin (1190) this approach sees as a phenomenon the foreign language acquisition and process and its development. Now, knowing that every person when is learning has a cognitive process that allows the brain to process new information, organized it, and associated with previous knowledge can answer questions such as why, what, how should I teach (McCarthy, 1990). Moreover, students have different cognitive styles and learning styles.

Teachers must understand how learning and cognitive styles work; children that are shy, does not like to participate in activities that involves interaction with many students, and they are usually ignore by the teacher (McCroskey, and Daly 1976, as cited in Khan, 2015). Many studies

showed that the correct use of the cognitive approach can make significant improvements in the speaking ability (Farrokhi, 2014), or that the use of this approach in the classroom could help to solve learning problems (Garcia-Marques, 2008), helping students to have a better academic performance (Sellah, Jacinta, and Helen, 2017).

Taking into account that this study study was aimed at the speaking ability, it was important to include approaches that allows communication through interaction (communicative approach) and approaches that could follow students' learning process (task-based learning approach). The communicative approach is centered on communication using language as its first tool, while also taking methodologies into consideration. Johnson (1996) states that this approach is connected to second language learning (as cited in Darwish, 2016); this learning process has a natural acquisition that requires practices and communication in real contexts. How then the teacher does provide those environments and that natural learning? From personal experiences, the mother tongue language is almost always used inside the EFL classroom, due to students barely understand what the teacher is saying in English.

However, an interview made to Bailey (2017) an ESL instructor that works with international students almost every day, explained when she taught in Colombia, the students had an English beginner level, and she did not speak any Spanish. She mentions that was challenging and it took a lot of preparation time; to give instructions she translated into Spanish and then explained them in English, to reinforce the English part of it. Bailey also mentioned that she used a lot of visuals, creating PowerPoint presentations to teach vocabulary.

One of the beliefs about this approach is that language is learned by practicing through conversations, that authentic and significant communication must be the principal aim, that fluency is more important than accuracy, and finally, that learning a language requires practice

and learning from errors (Szecsy, Communicative Approach", 2008). Young (2017) another ESL instructor explained that ESL classrooms are a place to teach communication and language skills, and he adds that a majority of his students come from South Korea, where much of the English education is based on rote memorization and grammar rather than fluency and speaking and with time, these students tend to become more comfortable with their communication skills, and they tend to have noticeable levels of improvement in their attitude.

In addition, anxiety is always related to speaking in another language. Oxford (2000) expresses that anxiety, insecurity, and shame are emotions that students feel during conversations (as cited in González, 2009). Moreover, the acquisition of a new language have levels of anxiety, especially in lower levels due to the different process, progress, and stages of learning (AY, 2010); therefore, teachers must provide spaces where students could feel relaxed and not threaten. Bailey mentioned that it was important to create a positive atmosphere for learning, where students feel it is okay to make mistakes, because making mistakes it a huge part of learning as a second language. Buitrago (2016) affirms that creating activities that allow cooperative learning and activities focused on fluency and not on accuracy, reduces levels of anxiety, because students do not feel pressure knowing that they are free to express as they can.

Curtis (2015) mentioned that adolescents have to live different stages of their lives, which include physical changes, emotional changes, even their environment change. They stop being children and start to feel how life as a young adult is; as a consequence, they are very sensitive and emotional. In addition, the use of multiple intelligence can involve learning strategies and styles; strategies like listening music to learn vocabulary and grammar (Duarte, Tinjacá, and Carrero, 2012), or play games, sports, dancing that involes cognitive learning and kinesthetic intelligence (Sánchez, 2015), or learning English though mathematics (Šafranj, 2016).

Teaching English as a foreign language could include different approaches in one approach; using the task-based approach involving cognitive approach, CLT, multiple intelligences, and strategies is possible; many studies have shown that there is a significant relationship between motivation and communication (Plews and Zhao, 2010; Barnard and Viet, 2010; Xiongyong and Moses, 2011; Jong, 2006; Chuang, 2010; Tabatabaei and Atefeh, 2011 as cited in Carrero, 2016). The use of task-based learning approach and CLT enhance students' ability to communicate and enjoy English learning (Carrero, 2016).

Finally, to know what kind of ESL strategies are better to teach any kind of population, it is important to know, as teachers, our own cognitive process and teaching style. Moreover, teachers should support students' language process; it does not matter if the best ESL approach is being used, if the teacher do not motivate students, or does not know how and when give feedback, or if is only worried about accuracy, that approach would never work. To teach and learn English is mandatory to appropriate the language, use it, practice it, and love it; all of this is possible if the teacher is dedicated, or is pensioned like on of Pavelescu and Petrić's participants (2018) that stated that she loved English thank to her primary and secondary English teachers.

Teachers are mediators that help students to improve their knowledge and discourse; through interaction, students become more active in social contexts (including the classroom), thereby helping them to re-construct their learning (Canese, 2008). Teachers must provide different activities that allow interaction between students, responding to their needs and helping them to improve their speaking ability.

CHAPTER 6: RECOMMENDATION

Appropriate approaches and strategies should be used according to students' needs. It is important to mention that this study looks for investigations not older than ten years, meaning that teaching and learning are changing and approaches like grammar-translate approach or very traditional approaches that are not appropriate with new generations.

From my personal experience , Colombian educators need to do more research about new approaches that enhance the EFL context, due to the fact that in public schools is seen that the same traditional approaches are being used over and over again through the years. Many teachers are focused on accuracy and not on fluency; therefore, many Colombian learners study English for about eleven years and they barely know how to use the verb to be.

Moreover, it is important to focus on the English learning environment. From my past internships that I did in two different Colombian public schools, classrooms are crowed and teaching English becomes difficult. Bailey and Young (2017) agreed that having a good classroom environment is essential for learning English. Bailey shared that having a classroom setup that allows for students to work in groups is crucial. She added that smaller class sizes, less than twenty students allow for more effective teaching, especially working one-on-one with students. Likewise, Young stated it was definitely not easy, but it certainly was not impossible. He mentioned that language learning was generally more effective in smaller classrooms where deeper levels of communication can be had, and students were less intimidated by large numbers of people. Furthermore, smaller class sizes also ensure that everybody (even the shy students) contribute to class conversations.

Finally, every teacher should find the correct approach depending on students' context; therefore, constant investigations must be done to make sure that students are going to have a good classroom environment and a good learning development. As Young stated, classes must be interactive and every student must have the opportunity to practice their English or as Bailey mentioned that the best approach for teaching ESL is of course to have students engaged and to practicing language skills on a regular basis, whether the students are practicing individually, by themselves, in pairs or in groups, and it's important to work in all these different ways. Additionally, these kind of investigations allow future teacher to create materials that could be usefully in the EFL classroom, taking into account students' needs and context.

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APPENDICES

INTERVIEWS

Interview 1

Interviewee:	Chan You Chen
Nationality:	Taiwanese
Ocuupation:	International Student
Date:	April 14th 2017
Resource:	Facebook
Question 1:	How did you learn English in Taiwan?
Chen:	We've learned English since we were 10 years old in elementary school, but we don't practice speaking and writing. Ah no. We don't practice speaking and listening, but we are good at reading and writing. English is regarded as an important subject in Taiwan, so we have to memorize vocabularies and write essays. Reading and writing are important in our tests. If we want to go to a better high school or college. We read many articles to improve our reading, and write a lot of essays to improve our writing. If we want to improve speaking or listening, we must go to cram school. Almost every child in Taiwan chose to go to cram school.
Question 2:	And, how are your regular classes? I mean, do you have enough resources for that? How many students are in a classroom? And how is class behavior? Not in cram school, I mean in regular schools.
Chen:	Because it is not enough to learn English in primary school, junior high school, senior high school. Parents think cram schools have better resources. We have 12 hours in a week, one English teacher teaches 4 classes, 30~35 students in one class. We usually have test every day, reading test or vocabulary test, although we have reference book, teacher doesn't test from book. We don't have any discussion in class, just follow the teacher. Teacher read the article in book and tell us some important vocabulary and phrases. And that's our teaching style in Taiwan They only care about how students can get higher grades I think that is all

Interview 2

Interviewee:	Jayeong Byun
Nationality:	Korean
Occupation:	International Student

Date:	May 14th 2017
Resource:	Facebook
Question 1:	Could you tell me how Koreans learn English in Korea?
Byun:	University students? Or just compulsory education?
Interviwer:	High school and elementary school
Byun::	They basically learn English in school from third grade of elementary school. But many kids learn English before entering school as private education. Most of English education in school is focused on grammar. That's why many Koreans want to study English abroad (laughs). It's not enough to speak English only with school Education(laughs). Hmm but in these days, maybe there are many schools that have foreigner teacher to support speaking skill as after school education program.
Question 2:	And for example, how many students are per classroom? And how many hours do you have at week?
Byun:	25-30 students in one class. Elementary school students learn English 1-2 hours a week. And in case of high school students, 4-5 hours a week.

Interview 3

Interviewee:	Nicole Bailey
Nationality:	Canadian
Occupation:	English Teacher (ESL)
Date:	April 8th 2017
Resource:	Interview
Question 1:	How many years of experience do you have as an ESL teacher?
Bailey:	I've been teaching English for over seven years but I began working as an ESL instructor here at Grenfell just over a year ago. I also taught English as a second language for four months in Colombia in 2014.
Question 2:	Why are you interested in teaching English as a second language?
Bailey::	I love my job. I love teaching ESL. It's something I've always wanted to do since I became a teacher. Maybe because I enjoy working with students from all over the world, from different countries and learning about their culture, specially growing up in Newfoundland where we

don't have many people from other countries. I found it's rewarding to see progress and to work with students who are eager to learn.

Question 3:

What kind of teaching strategies do you use?

Bailey: Here at Grenfell in the ESL program, we use a resource which incorporates the 4 skills. So reading, writing, listening, speaking, as well as grammar and it's just important for students to be practicing these 4 skills on a daily basis. So for example some reading strategies would be, I'm teaching students skimming and scanning techniques, or to predict what an article might be about, or to infer meaning from context if students aren't sure what they are reading, so that's just a few examples of reading strategies.

Listening strategies would be teaching students how to take notes, from a lecture for example, and also predicting and inferring form context as well, for listening. Writing could be, writing practice could be as simple as how properly answer a question, or something more elaborated like writing an essay, but of course takes a lot of practice.

Speaking, teaching speaking is more about building students confidence, especially when giving presentations, presentation skills like eye contact, how to project your voice, speak with enthusiasm, and also to help with pronunciation as well.

So yeah, I guess the teaching strategies would just be focusing on the four different skills, and practicing those every day.

Question 4:

What do you think is the best approach for teaching ESL?

Bailey: The best approach for teaching ESL is of course to have students engaged and to practicing those skills that I just mentioned on a regular basis, whether the students are practicing individually, by themselves, in pairs or in groups, and it's important to work in all these different ways. I think as an ESL teacher it's also really important to have enthusiasm and to be excites about what you're teaching, because if you're not excited about teaching and then students won't be excited about and they won't be engaged, so having enthusiasm I think it's really important and always encouraging students to participate, finding students who maybe have drifted off or aren't really engaged, trying to hold them and make them interested them in the lesson.

It is also important to create a positive atmosphere for learning, like an atmosphere where students feel it's okay to make mistakes, because making mistakes it's a huge part of learning as a second language.

Question 5:

How can you describe the development that the ESL students have during their learning process?

Bailey:	Even though a semester here at Grenfell is just over three months long, which is very short, you can still see a huge development with the student in their English abilities in all their areas, specially in their speaking and their writing as well, because is something you can see more progressions speaking and writing I find. The main development I see with ESL students is their confidence. They come here at the beginning of the semester in September or January, and they are a little shy and a little reserved, but I find that by the end of the semester, their confidence usually improves, and I find that the biggest development.
Question 6:	What have been the most difficult challenges for you?
Bailey:	I would say the length of time. I used to teach in the school system, where you teach for ten months of the year, September to the end of June, so that's a long time to work with a group of students. So here, like a mentioned it's only around three months which is really short. So by the time I Really get to know students, their personalities and their abilities, their level of English, you know it's high way through of semester, and it's midterm time, and then six weeks and it's the end of the semester. So, I definitely find that a challenge, something that I'm trying to adjust to is the length of time, and only having 15 minutes of classes is a challenge for me as well, because by the time you get start it and to give an introduction, give instructions, have a little discussion, there's not a whole of time left to students actually practice, so again that's a challenge for me. Another challenge for me, would be dealing with students are really shy, so getting the quiet students to participate, especially in group discussions.
Question 7:	How do you teach English for beginners taking into account that you don't know their mother tongue?
Bailey:	When I taught in Colombia, the students that I was teaching were a beginner level, so some of them new maybe basic level of English, and I didn't speak any Spanish. it was definitely challenging and it took a lot of preparation time, so for example when if I was giving instructions to the class, if I said it just in English, they wouldn't understand me, so before my class began I would use Google translate, and translate my instruction in Spanish so I could say it in Spanish and then in English, so they would understand what I was saying, and then repeat it again in English, to reinforce the English part of it as well. I used a lot of visuals, I found using visuals very helpful, so students could associate a picture with the vocabulary. In order to show visuals, I used a lot of PowerPoint, so I would create my own PowerPoint presentations, so it took a lot of time but it was really beneficial to get students to learn.

Question8:	Do you have any experience working abroad?
Bailey:	Yes, as I previously mentioned, I taught in ESL in Medellin, Colombia for four months and I taught for eight months in Melbourne, Australia in 2013.
Question 9:	What do you think is the biggest problem or challenge for students?
Bailey:	I say the biggest problem or challenge for students is gaining the confidence to use their English skills, specially their spoken English and a lot students have a fear of making mistakes, and It's okay to make mistakes but some students are afraid of sound awkward or sound silly, but making mistakes is a vital part of learning another language so finding that courage to break their comfort zone it's a big challenge for students.
Question 10:	Do you think that having a good classroom environment is important for learning a new language?
Bailey:	Definitely. I believe that having a classroom setup that allows for students to work in groups as crucial. So for example at the beginning of the semester the desks were separated, and it was hard for student to work together in groups, so that is why I formed the tables together so that it was more conducive to work in groups because it is important to learn from each other, especially with only one teacher and many students. Having technology is nice to have in a classroom as well, it's a bonus, it helps to keep students engage, so it's nice to show videos, the text book on the screen, just makes learning a little bit more interactive. And finally to create a respectful atmosphere.
Question 11:	Do you think it is easy to teach a new language to more than 30 students at the same time?
Bailey:	Definitely not easy. It's possible but I think that smaller class sizes, less than twenty students allow for more effective teaching, especially working one-on-one with students. I like to take my time to sit down with each of them individually.

Interview 4

Interviewee:	Thomas Young
Nationality:	Canadian
Occupation:	English Teacher (ESL)
Date:	April 138th 2017

Resource:	Interview
Question 1:	How many years of experience do you have as an ESL teacher?
Young:	2 as a teacher, with an additional 3 years of working in an ESL environment/with ESL students as a discussion session leader.
Question 2:	Why are you interested in teaching English as a second language?
Young:	There are a lot of reasons, but the main ones are personal enjoyment and the ability it gives me to help people adapt to being in a completely new environment (i.e., being in a foreign country where their primary language isn't the predominantly-spoken language).
Question 3:	What kind of teaching strategies do you use?
Young:	I'm unsure of the formal names of the strategies (if there are any), however, I do try to keep my classes as interactive as possible to provide students with the ability to practice and learn through doing rather than through lecturing. Class discussions are extremely common, and even when giving lectures, I try to ask questions and get the students to play a sort of "verbal tennis" to allow them to practice their speaking. I also try to empathize with the students, having studied French and Spanish during my undergraduate, and explaining to them that I understand the challenges of learning another language.
Question 4:	What do you think is the best approach for teaching ESL?
Young:	Given that ESL classrooms are a place to teach communication and language skills, I feel that any strategy that allows the students to practice and develop those skills through active usage in real situations would work best.
Question 5:	How can you describe the development that the ESL students have during their learning process?
Young:	A majority of my students come from South Korea, where much of the English education is based on rote memorization and grammar rather than fluency and speaking, so one of the biggest problems that students have on arrival is dealing with a lack of confidence in those areas; they are often well-versed in grammar and structure, but often struggle with self-confidence issues related to sounding foolish in front of native speakers. Through practice, however, these students tend to become more comfortable with their communication skills, and they tend to have noticeable levels of improvement in their attitude. I would say that

	that is the biggest development that most students experience while in Canada.
Question 6:	What have been the most difficult challenges for you?
Young:	I think that the previously described confidence issue is perhaps the biggest struggle. Like any skill, communicating in a second language pends somewhat on your comfort level with doing so, so helping students go from "I can't do this because I'm not a native speaker, and talking in English is intimidating" to a place where they can feel comfortable in a real context can be a bit of a struggle. The other major challenge – again, one faced by all teachers, regardless of the material being taught – is student resistance to learning. Given that I work with students who come to Canada for international exchange experience, it's not uncommon to have students come for what one of my previous supervisors described as a "vacation semester." Those students come to Canada with minimal regard for their academic responsibilities, and instead spend their time hanging out with friends from their home university, speaking only in their native language. While I do think that some of these students do this partially because of the previously described comfort issue, it is undeniable that students who don't want to learn or put in any academic effort can be extremely difficult to teach at times.
Question 7:	How do you teach English for beginners taking into account that you don't know their mother tongue?
Young:	Again, a big part of my approach to teaching is creating a learning environment where students feel comfortable asking questions and communicating without being afraid of sounding foolish in front of me or their peers. This is often done through interaction (as I said earlier), but also by joking around and keeping class relatively light. In some cases, I also try to level with the students by making references or jokes either to or in their native language. For example, I organized a series of presentations where the students had to get in front of the room and speak for 3 minutes each on a topic of their choice. One Korean student was particularly nervous, so as a means of making her more comfortable, or at the very least, to make her laugh, I said "It's your turn" in perhaps the least fluent Korean she had ever heard. She laughed, began to relax, and then gave her presentation.
Question8:	Do you have any experience working abroad?
Young:	None working abroad, but I did spend a summer semester in Gwangju, South Korea, which gave me exposure to the prospect of teaching English abroad.

Question 9:	What do you think is the biggest problem or challenge for students?
Young:	I think the biggest challenge for me is also the biggest challenge for students: a lack of confidence, largely due to the fact that rote memorization and pen-and-paper grammar exercises do not translate well to communicative fluency.
Question 10:	Do you think that having a good classroom environment is important for learning a new language?
Young:	Absolutely! If students aren't comfortable and don't enjoy their classes and the classroom environment, they aren't going to learn in it. Whether their discomfort comes from incompatibility with the teacher's style, or from disagreements with classmates, I think that a positive learning environment is key to academic success, especially in language classes.
Question 11:	Do you think it is easy to teach a new language to more than 30 students at the same time?
Young:	It's definitely not easy, but it certainly isn't impossible. In my opinion, language learning is generally more effective in smaller classrooms where deeper levels of communication can be had, and students are less intimidated by large numbers of people. Furthermore, smaller class sizes also ensure that everybody (even the shy students) contribute to class conversations.

RAES

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 1

TITLE	A SOCIO-COGNITIVE APPROACH TO DEVELOPING ORAL FLUENCY AND NATURALNESS IN IRANIAN EFL LEARNERS
AUTHOR	Farahman Farrokhi
INSTITUTION	University of Tabriz
DATE	2014
PUBLISHER	Australian International Academic Centre, Australia

JOURNAL	International Journal of Applied Linguistics & English Literature
KEY WORDS	Cognitive approach, sociocultural approach

THEORY/CONCEPTUAL ELEMENTS

Principled pragmatism: it was a theory proposed by Abraham Lincoln in which politic context was associated with the achievement of knowledge through practice. It the preparation of ideas (principles) and put them into practice (pragmatism) (Islam, 2017).

CLT: The communicative approach in teaching and learning language started in the middle of the 20th century when many teachers began to realize that teaching languages requires training and practice on different grammatical structures. The CLT approach was based on the communicative competence made by Hymes and Gumperz that was focused on the use of language in social environments. This approach was developed differently in the British context where language concepts and functions were based on tasks involving communication and meaning and not focused on the learner's accuracy (Szecsy, 2008).

SUMMARY

The intention of this study was to explore two problems happening in Iran where learning English (especially for spoken communication) is very difficult due to the poor learning environment found in Iranian classrooms. Sociocultural and cognitive approaches were analyzed and different strategies were used inside the classroom. Different methods such as "principled pragmatism" according to Kumaravadivelu (2000) and Randal (2007) (as cited in Farrokhi, 2014) and CLT were applied to low-intensive Iranians students but did not show results because they can create well-structured sentences but cannot speak (as cited in Farrokhi, 2014).

Farrokhi (2014) states EFL learners in Iran have many difficulties due to political issues, and as such, they do not have access to communication with native English speakers and even with people around the word through the internet. English to Iranian students is not a natural language for the reason that is not frequently spoken or heard; their speaking is slow and full of standard sentences. Lewis and Hill (1985) define this as language-like behaviour (as cited in Farrokhi, 2014). According to Flowerdew and Miller (2005) (as cited in Farrokhi, 2014), knowledge is organized and stored in memory by using schemas and structures when events happen constantly.

The methodology used in this study was based on the adjustment of mixed methods of interaction and memory with formulas that could help the students to improve their speaking. Formulas were given to a decontextualized group (the formulas have meaning) and a contextualized group (the formulas have no meaning). Tow experimental groups of interaction such as Decontextualized-Formula Group (IDFG) and Interaction-plus Contextualized-Formula Group (ICFG) were compared with results of the Interaction-Plus-Movie Group (IPMG), which constituted the control group. The purpose of those groups was to analyses the effectiveness of those formulas.

Accorsing to Farrokhi (2014), Iranian EFL students do not have qualified teachers that can enhance their speaking ability, even though students dedicate a considerable amount of time to learn this language. This is why the sociocultural and cognitive approaches take place in this study because it helps with the student's fluency through interaction and the cognitive process helps the learner with his/her accuracy and memory.

VanLier (1989) establishes that the sociocultural theory explains how human sciences works relation to culture, Ohta: Learner's do not simply process incoming information, nor are they producers of new information. Instead, they should be seen as both simultaneously, developing through social interaction. Roebuck: SCT is based on Vygtosky's belief that we can understand the mind by observing and understanding mental, physical, and linguistic activity and behaviour. Vygotsky: Consciousness is a process that allows people to understand the world through paying attention, memorizing, planning, and then acting on the things that they are mentally processing through these actions. Language is the most important tool that can help psychologists understand human consciousness. Humans use their thought processes as a mechanism to regulate their own behaviour.

Farrokhi (2014), defines the cognitive approach as an interdisciplinary approach that examines the mind and mental processes, including information acquisition, organization, coding, rehearsal, and memory storage; it is studied in other fields such as psychology, linguistics, computer science, and more. Language acquisition needs practice, memory, backgrounds that are important factors to cognitivist, because it requires different processes and information to establish that knowledge inside the long-term memory (Stillings *et al* 1995, as cited in Farrokhi, 2014).

Formulas are define by Walsh as sequences that help students with production and communication, using different sentences and vocabulary that facilitate students' speech in a social interaction, and are located in the long-term memory (as cited in Farrokhi, 2014). Many formulas are used by native speakers that includes pragmatic functions, multi-word phrases, and natural language. Conkiln and Smith (2008), and Erman and Warren (2000) suggest that language is made by formulaic elements that enhance speech. Formulas also happen when language has been acquired by experience in which sociocultural theory is involved.

Fluency is not defined as how much information a person has inside her/his long or short-term memory. According to Scrivener (2011) second or foreign language students get nervous when they want to speak, even though they have a wide vocabulary and know a lot of structures (as cited in Farrokhi, 2014), . Brumfit (1984) defines fluency as the rhythm, intention, stress, and naturalness that a speaker has during a conversation (as cited in Farrokhi, 2014).

Farrokhi (2014), declares that the frequently use of formulas allow the student to memorize sentences or phases that he/she need, improving fluency and remembering vocabulary that might use in conversations. "Once the repertoire of memorized instances has been built up, the learner does not have to rely on following rules but can retrieve a relevant stored instance as a single step" (p.5). Speech fluency can be measured by duration, frequency, syntactic location, panning, and monitoring errors.

Method: Participants are Iranian TELF (Teaching English as a Foreign Language) students whose ages are between 18 and 22, and have taken conversation courses that enhance the students' speaking skill. Monologues, recordings, movies, and tests (pre-test and post-test) were used in the evaluation process (as data collection), in which free topics were able to use by students.

Two methods were used with the three groups of students:
- The IMPG students had to watch movies while answering question that prompted the students to participate (interaction). Creating sketches that had information that they were going to use in their conversations, interaction was the main point of the class and recording their oral presentation were part of the methods.

- IDFG students were required to memorize 150 formulaic expressions and at the end of the sessions, they were asked to explain some of those expressions; the ICFG students had a similar method but they needed to investigate the meaning of those expressions. Formulas needed to be studied before giving them to the students, for the reason that some of them are constantly repeated and are therefore are not necessary to be taught (e.g. how are you?, For example, etc.). Culture and formulas also needed to be examined because idioms are frequently used by native speakers but not by foreign students, and also because depending on the culture, an idiom can have a totally different meaning.

Also, the study had two variables; rote learning formulas and interaction. Those variables were measured by learning the formulas and counting syllables produced by the speakers, with the intention of calculating fluency during speech; mathematical formulas were included to calculate student fluency.

CONCLUSIONS

The study showed that the three groups made a significant improvement in their fluency between the pre-test and post-test. Naturalness had a different understanding for IDFG students than it did for ICFG although, there was no difference in their fluency. It also proves that interaction in social environments are very important to enhance speaking and fluency. Formulas should be implemented in speaking activities; nevertheless, it is not going to improve the naturalness of a student's speech but it can help the learner with fluency and accuracy.

UAN
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FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 2

TITLE	COGNITIVE APPROACH
AUTHOR	Teresa Garcia-Marques
INSTITUTION	No Information
DATE	2008
PUBLISHER	SAGE Publications

BOOK	International Encyclopedia of Organization Studies
KEY WORDS	Cognition, cognitive process, cognitive system.

<div align="center">

THEORY/CONCEPTUAL ELEMENTS

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Cognition: It is related to knowledge and the ability to process and accumulate information that is acquired through learning and experience. This information helps the human brain understand the perception of the world (CogniFit, 2018).

Cognitive process: It is known as a group of tasks or activities that the brain does continuously to help humans synthesize new knowledge for making decisions based on that knowledge. It processes information that comes from a specific environment through learning, memorization, attention, perception, language, and reasoning that allows the brain to develop an intellectual behaviour (CogniFit, 2018).

- Learning is the acquisition of new knowledge and incorporation of previous knowledge.
- Memorization permits learners to code, storage, and recapture information that they already know
- Attention enables concentration, and helps organize and process information. It also controls and regulates daily process.
- Perception helps learners organize and understand the world through senses.
- Language allows learners to express opinions, feelings, and statements through words. It organizes information with the purpose of transmitting it.
- Reasoning integrates information with events and previous knowledge.

Cognitive system: Knowing, understanding, planning, deciding, problem solving, and analyzing are processes that represent the cognitive system that can be individual but also work with interaction, spatial, and temporal coordination. This system helps human beings to interact and establish social relationships with others (Gavan, 2007).

<div align="center">

SUMMARY

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Garcia-Marques (2008) defines the cognitive approach is the study of how people use knowledge, interact with their environment, such as how they process information, memorize, perceive, think, and use language; this approach is mostly relevant in psychology but it is also mentioned in other fields. The information acquired is mentally visualize, having different types of mental representations by processing the content but not ignoring its meaning. It is also focused on studying how information is organized and

memorized, and how every representation of that information has a meaning that affects people's behaviour in the representation of the world. Perceptual and conceptual information may have different representations; visual and tactile information could have the same codification as representations.

One of principal aims of the cognitive approach according to Garcia-Marques (2008), is comprehending those mental representations; it also questions how information is organized and how behaviour can be characterized. This approach conceptualizes that human beings have a cognitive system that infer how humans act in some circumstances, understanding the human mind.

Additionally, Garcia-Marques (2008) states that the cognitive approach is being studied in many fields such as neurophysiology and artificial intelligence that, which that the study of brain knowledge and memory are important aspects of the cognitive system, helping for example with the artificial intelligence that is applied in computers. In psychology, the cognitive approach is focused on information processes like impression formation, social interaction, attitude formation, and belief systems; clinical psychology also works with this approach, studying unusual behaviour in human beings.

CONCLUSIONS

To conclude, In the field of education, the cognitive approach is primarily discussed in its relation to problem solving, learning, and knowledge representation; decision making, leadership, and motivation are part of organizational behaviour. The linguistic field works with cognitive phycology and philosophy. Anthropological and biological areas share their cognitive methods and theories that are interested in nature intelligence. Garcia-Marques adds that the cognitive approach is an instrument that allows thinking and understanding the behaviour of the human mind. Also how the human brain relates new information with previous one and related to use it in an appropriate context; thus, humans are able to interact with the society.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 3

TITLE	ANALYSIS OF STUDENT-TEACHER COGNITIVE STYLES INTERACTION: AN APPROACH TO UNDERSTANDING LEARNER PERFORMANCE

AUTHOR	Ms. Lusweti Sellah, Dr. Kwena Jacinta and Prof. Mondoh Helen.
INSTITUTION	Pwani University
DATE	2017
PUBLISHER	International Knowledge Sharing Platform
JOURNAL	Journal of Education and Practice
KEY WORDS	Cognitive styles, congruence, learning strategies, academic performance

THEORY/CONCEPTUAL ELEMENTS

Cognitive styles: Sellah, Jacinta, and Helen (2017) describe how humans think, perceive, and remember information, and how these features answer the understanding of individual process (Sewall, 1998 as cited in Sellah *et al,* 2017). Also, Sellah *et al* (2017) stated that students' learning attitude and teachers' teaching attitude to perceive information is essential to process that information and to understand the learning environment.

Convergent and divergent learning styles: convergent learners are looking for unique methods and unique solutions. They are good creative thinkers. On the other hand, divergent learners are recognized for solving problems creatively, being creative, and for having the capacity to see new ideas with different possibilities (Alamolhodaei, 2001)

Four Matrix System (4MAT system): McCarthy (1990) defined it as a tool that help teachers to organize their teaching based on different learning styles (as cited in Sellah *et al*, 2017). It can solve problems such as why there are some students that do learn and others that do not. The matrix is divided into 4 stages:

1. "Why" refers to meaning: learners are interested in their own learning.
2. "What" refers to concepts: learners want to understand what they are learning. They can be independent and learn from readings and research.
3. "How" refers to skills: kinesthetic intelligence is applied because learners want to know by practicing how things work.
4. "If" refers to adaptation: leaners like to learn and then teach what they have learned to others.

Four cognitive dimensions: Felder (as cited in Sellah *et al*, 2017), define it as a concrete abstract perception (what the teacher say is important), active (physical activities, discussions, group work),

reflective perception (learner prefers to work alone), verbal (better performances with spoken and written words), visual (the student learn better with images, diagrams, mental maps) processing, and sequential (follows steps), global (works holistically) processing.

SUMMARY

This study searched for the effects and influences of cognitive styles on the academic field. 239 students from 60 secondary schools across Kenya, 6 teachers, and 6 academic masters participated in the study. Six schools from different counties were selected. Data was collected through cognitive styles tools, interviews, and records. According to Sellah *et al* (2017), learning is a metacognitive process that explains learner's experiences and how he/she learns from those experiences.

To state the problem, the study wanted to know how students acquired and processed new information learnt from different experiences, but also, why learning process are different between students that learnt from the same experiences, and this is because they do not know how they acquired that knowledge, nor do their teachers. As a consequence, Sellah *et al* (2017) add that students go to the next academic level with lower skills. Moreover, the purpose of the study sought to find the relationship between teachers' and students' interaction through cognitive styles.

Sellah *et al* (2017) expressed a relation between the 4MAT system and the cognitive styles characteristic variations such as perception (concrete, abstract, verbal, and visual), processing (active, reflective, sequential, and global), age, gender, location, and school culture. Additionally, a teacher's cognitive styles can have an effect on a student's academic performance; however, their performance has a big influence on students' cognitive style categories (Kai-Ming, 1997; Cano, 1999; Alamolhodaei, 2001; Grimley & Banner, 2008; Atkinson, 2010 as cited in Sellah *et al,* 2017). Moreover, Kai-Ming (1997) and Alamolhadaei (2001) stated that independent students and divergent students with cognitive styles performed better than dependent students (as cited in Sellah *et al*, 2017).

Regarding methodology, the research was based on a questionnaire applied to Kenyan students (learners' performance) and teachers (cognitive styles) (Sellah *et al*, 2017), and sought to find the

variable between the active, reflective, visual, verbal, abstract, concrete, sequential, and global cognitive styles. Also, interviews and records from the Mock Chemistry test and KCSE were examined too.

Results: the study showed that cognitive styles in students and teachers were divided into four categories: concrete abstract perception, active-reflective perception, verbal-visual processing, and sequential-global processing.

Students' cognitive styles: the concrete abstract perception cognitive style was found in 85% of the students. 15% of them showed that they were abstract learners. In addition, 74% of the students were active students and 36% were reflective. The study showed that 74% of students were visual, while 26% were verbal learners. Finally, 82% of learners were sequential-global and 18% were global learners (Sellah *et al*, 2017).

Teachers' cognitive styles: the study analysis stated that from the six teachers had concrete abstract perception, 83% were active, visual, and sequential. The research declared that the relation between students' cognitive styles and teachers' cognitive styles is often the same, "e.g. teacher is concrete, active, verbal and sequential, and the student displays the same four characteristics" (Sellah *et al*, 2017, p. 16).

Finally, Sellah *et al* (2017) expressed the relationship between level that students' had in their school performance and teachers had in their cognitive styles, by examining the test that were used as tools (Mock Chemistry test and KCSE). The study showed that there was no relation demonstrated between the cognitive styles and students' performance in the Mock and the KCSE test; however, when teachers were concrete, reflective, and global, students performed better on the test. Conversely, when teachers were not reflective or global, students had a lower score on their test.

CONCLUSIONS

Sellah *et al* (2017) made four conclusions:
1- The congruence between learners' cognitive styles is about 50%.
2- There is no relation between learners' cognitive styles and test performance.

3- Students' performance relies on teachers' cognitive teaching styles.

4- The study showed if the relation is higher, students will have better results on their tests. Additionally, Sellah *et al* suggested that cognitive styles allow learners to perform better academically; in Kenya, evaluations are formative and summative, but they do not focus on learners' needs, but rather, are usually focused on scores. A recommendation made by the study is that teachers should enhance their cognitive styles in the classroom and use the Matrix System (McCarthy as cited in Sellah *et al,* 2017) to better prepare their classes taking into account learners' needs and cognitive styles.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 4

TITLE	A COGNITIVE LINGUISTIC APPROACH TO CLASSROOM ENGLISH VOCABULARY INSTRUCTION FOR EFL LEARNERS IN MAINLAND CHINA
AUTHOR	Yanqing Chen
INSTITUTION	Yunnan University of Finance and Economics
DATE	2009
PUBLISHER	No Information
JOURNAL	English Language Teaching
KEY WORDS	Cognitive linguistics, Prototype theory, Categorization, Metaphor, English vocabulary teaching
THEORY/CONCEPTUAL ELEMENTS	

Cognitive Linguistic: Chen (2009) defines cognition as the mental process that involves behaviour such as emotions or motivation and how humans acquire knowledge. Additionally, the cognitive linguistic approach is a method through which rules, the form, and meaning of language are studied; Ungerer and Schmid (2001) define the cognitive linguistic approach as being "based on our experience of the world and the way we perceive and conceptualize it". This approach is focused on the process of teaching and learning a second or foreign language.

Network Building: Chen (2009) refers to the acquisition of vocabulary. It refers not only the meaning of the word acquired, but also that students learn the meaning of the word in particular contexts.

SUMMARY

With this study, Chen (2009) looked to find appropriate strategies related to the cognitive linguistic approach (CL), property theory, categorization, and metaphor in the context of Chinese speakers learning English, in which that context involves the acquisition of vocabulary, being that the most difficult to remember; therefore, learners are aware of the importance of learning vocabulary because they know it is essential for communication. Chen (2009) also stated that some problems such as the difficulty to remember or recognize words in readings, or increasing vocabulary are very popular in Chinese learners. As a consequence, Chen recognized that teachers do not know the exact advantages of learning and teaching vocabulary.

The study demonstrated that methods like the direct approach and the audio-lingual approach do not use the mother tongue to explain grammar, rules, or vocabulary, but some specific vocabulary is taught because it is easy to explain. Since 1970, the communicative approach has demonstrated that vocabulary must be more important than grammar and according to Chen, in modern English books there are as many vocabulary activities as grammar activities. In addition, in China, books are focused on grammar because it teaches language structures, while vocabulary does not; therefore, teaching grammar is more productive.

However, learning vocabulary has difficulties. For example, learning new vocabulary, knowing its meaning, categorizing, and organizing can be tough for learners; this is known as network building. The study explained that the acquisition of a new word can be difficult to associate later because the new word acquired goes straight to a mental map in our brain that associates that word in the mother tongue instead of creating a new mental map for the target language. Sometimes, when a learner wants to use a word, they can make mistakes due to what is commonly referred to as a "false friend"; this refers to words that learners use in the wrong context because they have a similar form in their mother tongue. For example, when learning the Polish word *aktualnie,* many English speakers assume it to mean "actually" (due to the similarities between the structures of the two words), when in reality, the correct translation would be 'at present' or 'currently' (p.97). The existence of words with both similar forms and meanings in multiple languages are known as true friends. For example, consider English words such as "table"

and "restaurant," whose French equivalents have identical structures and meanings, despite having different pronunciations. Strangers are the words that do not have any relationship with learner's mother tongue. To conclude how false friends, true friends, or strangers words work, Chen (2009) stated that "learning a second language is like moving to a new town—it takes time to establish connections and turn acquaintances into friends" (p.97).

Three principles can be used in vocabulary (Zhao, 2003 as cited in Chen, 2009):

- **Categories of vocabulary:** categorizing is part of the cognitive process, and it is based on how the learner classifies new information that is learned through interaction and experience. When somebody learns a new word, the human brain processes and categorizes it according to background knowledge and experience. Sometimes, that vocabulary goes to a "basic level category" in which the new vocabulary helps the learner to distinguish between languages. The study suggested that teachers should focus more on the basic level vocabulary first and then, after that learning, they could teach other topics easily. Categorization of lexicon and categorization of process in lexicon are the main objectives in CL (Zhao, 2003 as cited in Chen, 2009).

- The prototype theory refers to the association of words with different word families. For example, to identify what is a *bird* different assimilations with familiar words appears like feathers, eyes, wings, legs, and more (Rosch, 1970). The study declares that the relationship between the CL and categories is that both are mental processes. Also, this theory can explain why words are polysemic; different meanings can be found in the dictionary, so the use of new prototypes with the word searched can be used.

- Metaphors are part of our daily life; they are used in language and they constantly develop, thus, teachers should teach language and vocabulary through metaphors (Chen, 2009). Moreover, the categorization of metaphors could be a useful cognitive tool. The study gives a good example of how to use them as strategies: "For example, the word 'leg' can be used to refer to legs of human beings, legs of a chair, a bed, a table, and so on, which basically means 'the support of things'" (Chen, 2009, p.99).

CONCLUSIONS

The research stated that learning related to cognitive languages and vocabulary should have a new view; additionally, traditional approaches are important for teaching English, though, vocabulary must be

taught from a new perspective. To make sure that students are learning vocabulary that they are going to know how to use, cognitive approaches based on prototypes, categories, and metaphors should be used to enhance English vocabulary, not only in children but also in adults.

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FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 5

TITLE	COGNITIVE APPROACH TO MOTIVATION AND ITS PEDAGOGICAL IMPLICATION IN EFL LEARNING
AUTHOR	Priyatno Ardi
INSTITUTION	Universitas Siswa Bangsa Internasional
DATE	2013
PUBLISHER	Universitas Siswa Bangsa Internasional
JOURNAL	No Information
KEY WORDS	Socio-Educational Model, Motivation, Cognitive Motivation, And EFL.
THEORY/CONCEPTUAL ELEMENTS	

Cognitive perspective on motivation: Is the identification of intrinsic and extrinsic motivation and it focuses on the individual's thoughts and beliefs (Deci and Ryan, 1985; Dornyei, 1998). The self-determination theory focuses on oriented motivation, introducing intrinsic motivation (knowledge, accomplishment, and stimulation), extrinsic motivation (external, introjected, and identified regulation), and amotivation (is when people do not see any relation between their actions and consequences) (Ryan and Deci, 2000).

Intrinsic motivation: Intrinsic people like to do activities or learn without thinking about getting a reward, and they see learning as something done for fun or because of they like challenges. Intrinsic knowledge-motivated students like to explore and like developing knowledge; accomplishment

motivation is based on the sensation that a student has when he or she has accomplished a task; motivation by stimulation refers to the sensations felt as a result of doing a task.

Extrinsic Motivation: according to Vallerandet *et al* (1993), there are three levels of motivation; external regulation refers to activities that have tangible rewards (as cited in Ardi, 2013). Introjected regulation involves a learner's reasons to learn, including mandatory tasks that is the learner is being controlled by the task. Identified learners are those who decide to do activities because they feel comfortable about them and also because they know of what the task consists.

SUMMARY

The objective of this paper was to describe and measure students' motivation for learning English through the cognitive approach answering questions like what are the types of motivation and what is the pedagogical motivational contribution is in the cognitive approach. The research methodology searched to know the levels of cognitive motivation and learners' characteristics through a survey that was divided into seven aspects, including 18 statements, intrinsic motivation, extrinsic motivation, and also self-determination theory. The participants were 192 first year students in Indonesia. All of them were taking English courses.

Study results: the analysis was divided into two categories: intrinsic and extrinsic motivation.

- **Extrinsic motivation results:** the survey includes statements that sought to find what motivated learners, such as earning rewards or avoiding punishment, and includes the three types of motivation described (Vallerandet *et al,* 1993 as cited in Ardi, 2013). The results showed that learners were extrinsically motivated when it comes to learning English. Externally regulated students had a high score in the survey, showing that most of them (that were taking English courses) were looking for to find a good job in the future because most jobs in Indonesia pay better when the potential employee has high English proficiency; hence, students were highly motivated to study English. The result also showed that students learnt English because they had to.

Introjected motivation had the lowest scored. It is important to remember that this motivation includes reasons to do something; in this case, learning English. 45% of students declared that they learnt English because they did not want to feel ashamed for not knowing that language and also, studying a foreign language made them well-educated. The research demonstrated that the other 57% of students strongly agreed with having studied English to be able to communicate in a foreign language and it became one of the first personal reasons for students; here, the identified regulation was measured.

- **Intrinsic motivation results:** three categories were measured: knowledge, accomplishment, and stimulation. This motivation was the one that had the highest score in the whole questionnaire. The accomplishment motivation results showed that most of the students enjoyed learning English because, according to the study, they felt satisfied after accomplishing difficult tasks. Likewise, knowledge motivation results demonstrated that 57% students learnt English because they liked to acquire new knowledge from different readings, and expanded their vocabulary and language, but also because they wanted to know about English culture. Finally, stimulation motivation had the lowest score; moreover, the study showed that 53% of students enjoy listening to people speaking in English and that encouraged students to study English.

CONCLUSIONS

The research performed by Ardi (2013) stated that both intrinsic and extrinsic motivation were part of students' interests, showing that among extrinsically motivated students, the main reason for studying English is the reward of finding a well-paid job. On the other hand, the intrinsic motivation for students was the fact that learning English was enjoyable.

Additionally, the study declared that one of the principal reasons for students to learn English was for personal and external sources, like being able to speak a foreign language or to find a god job in the future. Additionally, accomplishment motivation was one of the highest ranked motivations because students feel proud and satisfied when they accomplish a difficult task.

Ardi suggested that motivation is fundamental in the EFL classroom; authentic material, technology, social media, collaborative thinking, communication and interaction, rewards, and feedback should be

key for English teaching. Ardi also stated that activities can increase students' motivation with their learning that enhances their English knowledge.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 6

TITLE	CLASSROOM DISCOURSE
AUTHOR	Valentina Canese
INSTITUTION	No Information
DATE	2008
PUBLISHER	SAGE Publications, Inc.
BOOK	Encyclopedia of Bilingual Education
KEY WORDS	Communicative competence, code switching, discourse, classroom discourse.

THEORY/CONCEPTUAL ELEMENTS

Narrative discourse: Discourse among events that are usually in the past and uses verbs and focuses on the performers of actions (SIL, 2018).

Communicative competence: Competence defined by the abilities that a learner has to use in language for communication. Words, rules accuracy, cohesion, and coherence are used in the communicate competence (British Council, 2009).

Code switching: The use of more than one language that a speaker uses to communicate. It frequently happens in bilingual communities and it is used when the speaker has difficulties communicating in a foreign language, and alternates between it and the speaker's native language to be understood (Esen, 2018).

SUMMARY

Teachers are mediators that help students to improve their knowledge and discourse; through interaction, students become more active in social contexts (including the classroom), thereby helping them to re-

construct their learning (Canese, 2008). Classroom discourse is based on the structure of classroom communication. There is a dominant structure that is led by the teacher, which means that most of the interaction in a class is initiated by him/her, this structure also uses a process called Initiation-response-evaluation (IRE) or initiation-response-feedback (IRF).

Regarding Canese (2008) the IRE is based on questions asked by the teacher, responses answered by the students, and evaluations given by the teacher; IRF is similar but it differs in that feedback is given by the teacher. Also, the IRE process takes a common conversational topic in which the mediator (teacher) leads the classroom discourse and interaction. On the other hand, students can actively participate and give opinions about the topic given by the mediator, showing communicative competencies in which improvisations are allowed.

Philips and Cazden (as cited in Canese, 2008) in their study explained that they observed the engagement that a student had with narrative discourse, including sequences that allow the speaker to use stories, reports, descriptions, and explanations. Once more, the teacher appropriates the topic and students need to be prepared and know about it. Two narrative discourses such as topic centered and episodic occur during the speech; a "topic centered", according to Cazden is the one that involves a main topic, while the "episodic" narrative discourse changes topics making the conversation longer. He also mentions the variations that the speaker had during those discourses such as their way of interaction, the purpose of talking and the opportunity to speak. Other variations can be seen when teachers are no longer the ones who orientate the conversation and change their role; instead of asking questions, declare statements allows the students to respond and participate in a more elaborate style.

CONCLUSIONS

To conclude Cultural differences inside the classroom provide the student with an opportunity to get involved, participate, and interact in the conversation or event. For example, children that come from different sociocultural or linguistic backgrounds have different ways of communication and interaction rules that include narrative style and communicative competence. Moreover, bilingual and multilingual discourse use one or more languages to code switch to interact with others, but many professionals are against it because it interferes with the use of standard language. Finally, teachers should let students to speak and participate more in the classroom, giving feedback at the end making them to feel secure.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 7

TITLE	WE COULDN'T COMMUNICATE IN ENGLISH, COULD WE? THE COMMUNICATIVE APPROACH PRACTICES, A CRITICAL VIEW
AUTHOR	Hosam Darwish
INSTITUTION	University of Bedfordshire
DATE	2016
PUBLISHER	Aktuell Verlag
JOURNAL	International Journal of Languages' Education and Teaching
KEY WORDS	Communicative Competence, Fluency, Accuracy

THEORY/CONCEPTUAL ELEMENTS

Audio-lingual method: Richards and Rodgers (1986) defined the method as the Army Method that is based on teaching the main language by using it (explanation, examples). Part of the theory is the Behaviourism that basically explain how humans can learn different behaviours. In teacher, the behaviour is brought, is used by stimulus answer by stimulus and reinforced by behaviour repetition.

Grammar translation Method: Richards and Rodgers (1986) stated this method started German but it was first known in the United States, and its main characteristics are:

- The purpose of learning a foreign language is to read and understanding grammar rules.
- Reading and writing are the two principal skills.
- Vocabulary must need to be memorized for readings through tools like dictionary and vocabulary lists.
- Classes are focused on sentences structures, accuracy and grammar.
- Mother tongue language is used only to explain new topics.

SUMMARY

The purpose of this study was to evaluate and criticise the CLT in English teaching in the Arab context; it also sought to find the difficulties and weaknesses of this approach applied in a specific EFL

environment. The communicative language teaching approach (CLT) was created to replace the Grammar Translation method which used texts, books, reading and writing activities, and the Audio-lingual method. This approach was designed to improve the learner's ability to communicate, with a focus on fluency and accuracy.

CLT is centered on communication using language as its first tool, while also taking methodologies into consideration. Johnson (1996) states that this approach is connected to second language learning (as cited in Darwish, 2016); this learning process has a natural acquisition that requires practices and communication in real contexts. How then the teacher does provides those environments and that natural learning?

Communicative competence: Communicative language learning is based on the communicative competence stated by Hymes (1972), and at the same time, allows the student to communicate and later, learn about grammar. In contrast to the competence theory by Chomsky that establishes that linguistics is concerned only with abstract language that helps the speaker to use grammatically correct sentences is not affected if it is practiced in society, Hymes explains that linguistic theories needed to incorporated culture in language communication; thus, the speaker needs to get involved with his/her community to improve his/her speech. Communicative language learning is concentrated on the ability a learner has to communicate and use language in real contexts including speaking and grammar (writing ability) but also includes listening and reading.

Few teachers recognize that CLT is useful and effective. However, in Arab countries (especially Egypt), social and economic factors limit teachers' ability to be creative, and those teachers lack the creative qualifications to develop students' communicative competence. Even if creative teachers are hired, students are used to studying with old methods and techniques that have been in use for decades, and it has created a culture of laziness and an expectation for teachers to just give information directly to students, with minimal critical thinking or meaningful conversations in the classrooms.

Fluency and accuracy: Brown (2001) explains that activities are part of the goal of every class, and they help the students develop natural communication by making them apply their learning. Both activities must support one other and must be included in the CLT (as cited in Darwish, 2016).Despite the fact that

CLT is geared toward fluency instead of accuracy, spelling has not been studied enough in the EFL environment; as a result, errors are made (Al-Shabbi, 1994 as cited in Darwish, 2016). Learners usually focus on accuracy because that is the goal of written exams and assignments; teachers should be more interested in the students' needs and should try to make them feel more confident and to have more conversations.

Application of the approach; strong and weak version: The strong version is aimed at the natural process that a learner has inside his/her mind and it cannot be controlled by the teacher (Howatt, 2004 as cited in Darwish, 2016). Students learn by practicing conversations and communicating with others without the need to explain the form. The weak version commands and controls activities in which the form and meaning are worked inside the classroom, enhancing communicative and language functions. The weak version showed more effectiveness because the students were more interested in learning the structure and then applying it in conversation; in contrast, the strong version is more convenient for adults and that is because they are more interested in learning how to speak rather than learning form.

Using the mother tongue: For students at the beginner level, it can be difficult to use a foreign language and understand it; for this reason, the use of the mother tongue should be allow inside the classroom but it is also important that the teacher and the students do not neglect the purpose of the class.

The role of teachers: the teacher should be a facilitator that helps the student to improvise his/her language skills.

Evaluation: Different activities are made as part of evaluation. Some can be creative and others can be traditional. The student-centered evaluation focuses on creating an activity that is aimed at educating the student. In the EFL environment, teachers are the center of attention; therefore, classroom activities are based on repetition, imitation, and habit formation. Sometimes this is due to having large groups of students in one classroom, making the class traditional and making it more difficult to be innovative, and feedback is almost non-existent.

This does not mean that significant activities are not possible with big classes; dividing big groups into small groups, and assigning a role to every student. Even though this strategy can be effective, it is a hard task for the teacher because it can be almost impossible to manage a whole classroom.

The learner's needs: Motivation and needs are part of a new language-learning process. It is said that motivation is found in adult learners and finding it in children and adults is complicated but not impossible. The teacher needs to know the students' needs; however, when a language is being taught in a big group, that task gets complex.

CONCLUSIONS

To conclude, Darwish explains that the CLT helps the student to improve his/her communication skills, and to practice his/her language, accuracy, and fluency, and it allows the teacher to include authentic materials to his/her learners to keep them involved with the class and encourage them to participate more frequently. Additionally, using the target language in classes and knowing students' need, can help the teacher to have a better development in class and answer to all those needs, and in the end, have a significant learning.

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FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 8

TITLE	COMMUNICATIVE APPROACH
AUTHOR	Elsie M. Szecsy
INSTITUTION	No Information
DATE	2008
PUBLISHER	SAGE Publications, Inc.
BOOK	Encyclopedia of Bilingual Education

KEY WORDS	Communicative Approach, Authentic Material, Significant Learning

THEORY/CONCEPTUAL ELEMENTS

Communicative approach: The communicative approach in teaching and learning language started in the middle of the 20th century when many teachers began to realize that teaching languages requires training and practice on different grammatical structures (Szecsy, 2008).

SUMMARY

Szecsy (2018) in her article, states that there a new style of teaching is known as communicative language teaching (CLT), and it can be weak or strong. The weak version is focused on the importance of the use of language to communicate and the strong one is aimed at language learning through communication. Noam Chomsky (as cited Szecsy, 2018) established that learning a languages is not only learning and practicing grammar. It is also important to apply innovation and creativity.

The CLT approach was based on the communicative competence made by Hymes and Gumperz that was focused on the use of language in social environments. This approach was developed differently in the British context where language concepts and functions were based on tasks involving communication and meaning and not focused on the learner's accuracy.

In the academic language teaching field, CLT includes other theories such as multiple intelligences, authentic assessment, and strategies centered on teaching and learning.   This is known as an approach and not as a method because it includes more than one theory that helps the students to have a significant learning and since its beginning has been structured around the significance through communication and the students' needs develop in group activities.

Beliefs and principles: Followers of this approach believe that language is learned by practicing through conversations, that authentic and significant communication must be the principal aim, that fluency is more important than accuracy, and finally, that learning a language requires practice and learning from errors. Other language concepts state that language is not only centered on accuracy but also on a meaningful system, which allows the interaction to express opinions or ideas and to have a communicative function.

Meaning, dialogs or conversations, and interaction are characteristics of this approach. To ask for pronunciation, translation, and errors are allowed. Communicative competence has four dimensions:

- Grammatical competence, which refers to a learner's linguistic and lexical competence;
- Sociolinguistic competence, which is the relationship that a person has in his/her context in which communication and interaction take place;
- Discourse competence, which uses communication elements to give a meaning to the speech; and,
- Strategic competence, which uses strategies to start, keep, and finish a conversation.

Practices and roles: The theory says that all the activities that include communication have significant learning, which involves language; hence, those activities should allow the communication objectives: exchanging information, negotiating that information, and interaction. Also, the activities have to incorporate authentic materials, the constant use of the language learned, handle mistakes during practice avowing pressure on the students, cooperative learning, and developing an understanding of grammar structure and vocabulary.

The student has different roles; they are negotiators, participators, and active leaners, while the teacher is a mediator, a guide, a researcher, and an activities administrator. Szecsy (2008) affirms:

> "The communicative approach does not reject traditional methods; it reinterprets and extends them into a more cohesive whole. Teaching points may continue to be introduced via dialogues that resemble dialogues from the audio-lingual method. What distinguishes communicative dialogues from audio-lingual dialogues is how they are used" (p.4).

Nevertheless, it is said that students should control the other abilities before practicing with them but it is also said that the student should start the communicative activities from the beginning of his/her learning process.

Contributions to Bilingual Education Practice: The CLT is used with other approaches such as the multiple intelligences approach and the natural approach that is based in learning competences and cooperative learning; on the other hand, methods are based on a specific language learning theory.

CONCLUSIONS
To conclude, the CLT approach is centered on communication and participation of the students inside the classroom, using authentic materials that allow the student to be engaged with the conversation. This approach also uses other approaches to maximize learning in the other abilities (listening, reading, and writing). It also requires collaborative learning and cooperative work, where a teacher's role changes depending on a students' needs.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 9

TITLE	AUTHENTIC ORAL INTERACTION IN THE EFL CLASS: WHAT IT MEANS, WHAT IT DOES NOT
AUTHOR	José David Herazo Rivera
INSTITUTION	Universidad de Cordoba, Colombia
DATE	2009
PUBLISHER	Universidad Nacional de Colombia
JOURNAL	Profile: Issues in Teachers´ Professional Development
KEY WORDS	Oral interaction, English as a Foreign Language (EFL), oral production
THEORY/CONCEPTUAL ELEMENTS	
Communicative Language Teaching: Darwish (2016) explains that CLT is based on the communicative competence stated by Hymes (1972), and at the same time, allows the student to communicate and later, learn about grammar. Hymes explains that linguistic theories need to incorporate culture in language communication; thus, the speaker needs to get involved with his/her community to improve his/her speech. Communicative language learning is concentrated on the ability a learner has to communicate and use language in real contexts including speaking and grammar (writing ability) but also includes listening and reading.	
SUMMARY	

This study was completed with the purpose of finding what involves authentic material in oral communication in the EFL classroom between students' and teachers' interaction, noticing that the use of "script-based dialogues" and the Initiation-Response-Follow-up ([IRF] Van Lier, 1996) do not simulate real oral communication, making no improvements in English in the speaking ability. Observation and transcriptions were made in a Colombian secondary school in Monteria, where the lack of technological resources is noticeable and classes are usually teacher-centered. Also, the study is focused on language improvement issues, student-student interaction, and teacher-student interaction.

Herazo (2009) emphasizes that one issue in the EFL context is "how human beings appear to become part of their cultural system and the role learning plays in this process" (pp. 48-49). Pointing out the Vygotsky theory (1978) based on socio-cultural cognition that is based on how individual developed must not be apart from his/her cultural context (as cited in Herazo, 2009). Also, Vygotsky's theory about the zone of proximal development stated that learners are more capable of doing more things where they have help from their peers (Val Lier, 1996). The researcher points out that interaction in the EFL context is becoming stronger due to the fact that students can have feedback, and also have the opportunity to change their oral language production (Long, 1983 as cited in Herazo, 2009).

The study highlights that learners can learn through partner interaction (student-student interaction), but that does not mean that authentic communication can occur; therefore, language improvement can be low. An example of a communicative activity given by the researcher is the preparation of a script, allowing interaction and communication between students; Despite his might be true, Herazo (2009) states that the activity does not allow any improvement or development to the students' oral language proficiency.

He also explains two activities completed in one of the classes that he observed: the first activity consisted of the preparation of a script in which two students needed to introduce themselves in front of the class. The result was that students forgot most of their script and made significant mistakes. The second activity was based on a survey in which two students needed to ask to each other questions about their daily routines, and students did not make quite as many mistakes as they did in the first activity. He mentions that the second activity allowed students to improve and develop their knowledge because humans tend

not to prepare what is needed to be said and students needed to produce language in real time, while in the first one, there was not authentic oral communication did not occur because the activity limited communicative goals. The first activity is more effective to improve language oral skills through spontaneity, which allows the speaker to express language without mentally organizing themselves first (Ellis, 2003; Harmer, 2007; Van Lier, 1996, as cited in Herazo, 2009).

A second issue exposed by the study is the 'ideational relevance' or 'content relevance' that students share (Halliday, 1994). For example in the first activity, there is no authentic oral communication because the activity was based on introductions between two students that have been studying together for approximately two years, while the second activity had the students discuss information that was less likely to be known by their peers. Another issue is when in oral communication the form (grammar) and the meaning of the words or sentences have to be used; in the first activity students were not paying much attention to how and when to use the form and meaning, but in the second activity, students were aware of how and when to use the form in the relation to the meaning.

Herazo (2009) explains the importance of teacher-student interaction in the Colombian EFL context in two different kinds of interaction: (1) the first interaction is about the IRF exchange, and it is the most common interaction made between teachers and students (Sinclair and Coulthard, as cited in Herazo, 2009). These interactions limit the learner's participation, follows a turn-based structure (teacher, student, teacher), and the teacher usually asks questions to which he or she already knows the answer (Van Lier, 1996). An example explained by the study was a lesson given to sixth graders about routines and times, in which the teachers dominated the conversation by asking questions and the student answered them; the teacher gave feedback, but the student did not understand exactly what the teacher was asking.

The researcher states that this kind of activity restricts interaction because the class is teacher-centered. Another problem is the role of participants; for example, the teacher was the one who was asking the questions, making them the active person with the student taking a more passive role. Also, when the student did not know how to answer, the teacher gave possible responses, limiting the students' ability to participate; therefore, classes get controlled and little participation occurred.

Another type of interaction exposed by the researcher is the 'contingent interaction' that is associated with conversation; an example is to talk about students' interests like movies, music, or T.V. shows. Conversations between students become more frequently and the teacher is not the only one who starts or expands the conversation (Herazo, 2009); thus, the development of their English language ability increases. The researcher states that the use of IRF exchange usually evaluated the student's proficiency, while in the contingent interaction, the teacher helps the student to build his/her conversational skills. However, one disadvantage is that students do not use a lot of grammar structures but this not a barrier to the development of conversation.

CONCLUSIONS

To summarize, Herazo wanted to show different aspects of authentic oral communication, showing contrasted activities that involve student-student and teacher-student interaction. He also stated a strong position on script activities and IRF exchange. He also suggested that those activities should be banned because, according to him, they do not expose students to spontaneity in speaking, and therefore do not allow students to develop real oral communication.

Finally, Herazo suggested that strategies that involve students and teachers interacting could generate more conversational activities, enhancing students' proficiency, and making a better environment for teaching EFL.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 10

TITLE	INFLUENCE OF SPEECH ANXIETY ON ORAL COMMUNICATION SKILLS AMONG ESL/EFL LEARNERS
AUTHOR	Said Muhammad Khan
INSTITUTION	Yanbu University College
DATE	2015
PUBLISHER	Australian International Academic Centre
JOURNAL	Advances in Language and Literary Studies

KEY WORDS	speech anxiety, communicative approach, communication apprehension, FLA

THEORY/CONCEPTUAL ELEMENTS

Speech anxiety: Khan (2015) explains that it is a phenomenon experienced by most second or foreign language learners when they need to speak in the language they are learning. Horwitz *et al*, 1989, states it can be presented in specific oral public presentations or in everyday conversations as cited in Khan, 2015). It is noticed in language learners and can have a negative effect on students' language learning, and students with high levels of anxiety can be shy, feel uncomfortable, and be afraid to make mistakes (Tesiplakides, 2009 as cited in Khan, 2015).

SUMMARY

Khan (2015), explains that students, when learning a new language, feel higher levels of anxiety in their spoken performance, or a 'mental block' that affects their oral language competence (as cited in Horwitz *et al,* 1986). The purpose of this study was to measure the levels of anxiety found in EFL/ESL university students based on their speaking ability, and then to find strategies that help students avoid that speech anxiety; anxiety can block communicative interaction between students and teachers (Richmond and McCroskey, 1984 as cited in Khan, 2015).According to the study, this is a problem that needs to be studied in the Pakistani educational environment; therefore, Khan (2015) in his study wanted to solve questions such as "What is the level of speech anxiety among EFL/ESL Learners at HITEC University?", "What are the main causes of speech anxiety among these learners?" and "How far does speech anxiety affect students' learning oral communication skills?" (p.49).

Like it was mentioned before, one of the principal aims of the study was to measure anxiety levels, but also to find strategies that students and teachers could use to reduce those anxiety levels. The study also sought to discover the sources where anxiety comes from and the negative impacts that it has on the oral language abilities of students.

As a result, many students learning English suffer from something called speech anxiety (Khan, 2015). If students with high levels of speech anxiety could select their conversation topics, they would feel more secure when it comes to speaking (McCroskey, 1984 as cited in Khan, 2015). Also, Khan states that these kinds of students prefer working in larger groups than small groups for the reasons that the opportunities to speak are low when more people are present. Students who are very participative are usually the

teacher's center of attention, and the ones that are shy and afraid to speak, tend to be ignored (McCroskey, and Daly 1976, as cited in Khan, 2015).

Participants were students from HITEC University taking a Communication Skills course. A test called the Foreign Language Classroom Anxiety Scale [FLCAS] taken from Horwitz *et al*, was used with 200 engineering students. 5 students with higher levels and 5 students with lower levels of anxiety were interviewed.

The study showed that there are pedagogical factors that can affect EFL/ESL learning such as teachers' methodology or classroom environments. The 5 students with higher levels of anxiety demonstrated that the classroom is a place where people (including the teacher and the students' classmates) are going to judge them. Teachers correct them in front of the class, they feel observed, and body language from teachers and students can make them feel insecure when they (the students being interviewed) use expressions that are incorrect; as a consequence, the classroom environment can be a big factor influencing students' anxiety (Tusi, 1996; Daly, 1991, as cited in Khan, 2015). In addition, the students with lower levels of anxiety explained that they feel a little bit more secure because they had a better education in which they could live constantly in an English environment while the students with higher levels of anxiety had a poor education.

Psychological factors can affect students' language performance. The study revealed that students with higher levels of anxiety are introverted and have low levels of self-esteem (Tobias, 1986 as cited in Khan, 2015). One of the high anxiety students said that they did not like to talk to others and that they were not friendly. Another student said if he/she made a mistake, all his/her classmates were going to laugh at him/her. Moreover, pronunciation, grammar, fluency, accuracy, and vocabulary can have a great influence on anxiety in English learners (Lightbown and Spada, 2006; Tanveer, as cited in Khan, 2015). The study showed that students tend to think in their own language and translate what they are going to say before saying it.

Different social factors like limited exposure to foreign language learners, family background, and social status can affect students' anxiety levels. For example, Lightbown and Spada (2006) limited exposure can affect students' fluency and accuracy in situations in which they need to speak in English (as cited

in Khan, 2015). Students stated in the study that having a good accent like an American or British accent means higher social status. According to Khan, this is when students start feeling insecure and inferior to others due to the fact that they speak with their own accents, making them feel nervous and affecting their language fluency.

Finally, the interviews performed by the researcher exposed that students with higher levels of anxiety feel nervous in front of others, but when they are by themselves, they can produce fluent sentences, with a relatively small number of mistakes. Khan (2015) expresses that it is an alarming situation that needs to be fixed.

CONCLUSIONS

The learners interviewed in the study suggest that the classroom environment and teachers should be friendlier, and teachers should be more focused on students' speaking and not on their mistakes, while also trying not to make strange faces when students are speaking in the target language. Moreover, Khan explains that students look to their teachers to help them improve their communicative competences and not only grammar.

To conclude, although many students in Pakistan learn English from infancy, and have a high enough linguistic competence to communicate in English, Khan states that university students suffer high levels of anxiety due to the lack of confidence in their English oral production. He also states if learners stop practicing their target language, they are not going to be able to develop their English proficiency; on the other hand, if the learner practices enough, the levels of anxiety will be low, and the student will have sufficient confidence to speak and be more participative in classes.

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FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 11

TITLE	THE USE OF COMMUNICATIVE APPROACH IN 9TH GRADE EFL CLASSES
AUTHOR	Ferdane Denkci Akkas and Berna Coker
INSTITUTION	Dokuz Eylül University

DATE	2016
PUBLISHER	ANI Publishing Company
JOURNAL	Eurasian Journal of Educational Research
KEY WORDS	English language teaching, learner beliefs, teacher beliefs, classroom observation.

THEORY/CONCEPTUAL ELEMENTS
Communicative approach: Denkci-Akkas and Coker (2016), define the approach as the emphasis on communicative competence. Activities that involve real communication in which the learner uses meaningful language in meaningful tasks (Richard and Rodgers, 2002 as cited in Denkci-Akkas and Coker, 2016), and in which teachers have an important role to provide students with communicative activities and interaction that enhance learning (Mowlaie and Rahimi, 2010 as cited in Denkci-Akkas and Coker, 2016).

SUMMARY
In their study, Denkci-Akkas and Coker (2016) explain that English has become the international language for communication; however, there are a number of issues in second language teaching in Turkey that affect communication skills (Akpinar and Aydin, 2009 as cited in Denkci-Akkas and Coker, 2016). The researchers affirm that since 2005, the Turkish government has been trying to standardize English teaching policy based on the communicative approach and the Common European Framework of Reference for Languages. Also Saricoban,(2013) stated an issue related to teachers in which they do not know how to use the communicative approach or technology as a tool (as cited in Denkci-Akkas and Coker, 2016).

The objective of this paper was to show the effectiveness of the approach in ninth graders from two different high schools (general high school [HAYL] and an Anatolian high school [FSAL]) and how teachers and students use it; As part of the method, the study looks to analyze students' behaviour. To gather the information results, a scheme made by Allen, Frohlich and Spada (1983) called 'Communicative Orientation of Language Teaching (COLT) was used, and it allows researchers and teachers to know the characteristics used in communicative competence (as cited in Denkci-Akkas and Coker, 2016). Additionally, interviews made to students were performed to find out how language was

being taught. Observation was part of the research methodology; two classes were observed in a period of seven weeks.

The analysis started with the measuring every activity made in classes: Denkci-Akkas and Coker (2016), used the COLT which included five categories: participant organization, content, content control, student modality, and material types. The study showed the following results:

- Participant Organization: The results from FSAL showed that 42% of interaction was between the teacher and the student. 23% of class time was based on group activities, while 21% of the time was based on individual activities. On the contrary, at HAYL, 86% of interaction was between the teacher and the students and 13% of the time consisted of individual activities

- Content: at FSAL, the teacher used 4% of class time on classroom management. 62% was spent on language (the teacher was more focused on language form and not language functions) and 37% on other topics. At HAYL, the teacher used 100% of class time on language form.

- Content Control: at FSAL, 61% of the time the class was based on the teacher's book. 38% of the time was based on activities made by the teacher. In contrast, at HAYL, 100% of the time was based on the teacher's book.

- Student Modality: at FSAL, 65% of the time consisted of listening activities, 35% was spent speaking activities, 46% on reading activities, and 42% was spent on writing activities. The use of writing activities occupied 100% of the time at HAYL.

- Materials: the FSAL School used text books for 62% of their class time, audio recordings for 7%, and visual materials for 25%. HAYL focused on the use of books.

The results from the interviews with the teachers and students were divided into eight categories:

- Pair/group work activities: teachers and students stated that pair/group activities had advantages because they allowed interaction in the target language, used cooperative learning, students could check what they learned, and encouraged self-confidence. However, one teacher showed that those kind of activities could not be done with all English levels, therefore, students could not get involved.

- **Fluency versus accuracy:** the students expressed that they believed in the importance of fluency instead of accuracy as long as people could communicate. One teacher and one student

interviewed talked about the importance of accuracy because, according to them, it was not possible to be fluent without a strong understanding of grammar.

- **Use of Native Language in the Classroom:** most students considered it necessary to include their native language for grammar explanations and including it would be better for their learning. They also stated that the target language should be used in communicative activities. On the contrary, some students stated that all classes should be taught in the target language because was challenging.

- **Error correction:** the study showed that students prefer to auto-correct themselves first rather than having the teacher correct them. They added that teachers should let them talk first and thus, students would not feel shy, anxious, or excited. According to the students, the teacher should correct them when the students could not correct themselves. Other students stated that they preferred to be corrected by their friends.

- **Teacher roles:** according to the study, the students said that a good teacher should teach language well, provide feedback, enhance students' speaking ability use the target language in class, challenge and motivate students, and be friendly.

- **Learners' roles:** the students expressed that their principle responsibility was to pay attention in class. Additionally, they pointed out the importance of practicing the target language in class as well.

- **Language skills:** the majority of students declared that speaking was the most important ability because it allows them to communicate in real contexts and added that listening was complementary. They showed that they were better at grammar and writing for the reason that they were working by themselves and they did not feel anxious. Also, the frequency of speaking activities was low, so they could not practice enough. On the contrary, the FSAL teacher stated that grammar was the most important aspect when it came to learning a language while the other teacher expressed that all skills had the same importance.

- **The Course Book:** learners from FSAL explained that they never used their book and added that it would have been a good tool if they could have used it at home. Moreover, the teacher complained that the book was not appropriate for the students. The teacher and the students from HAYL criticized the book because it was too easy for them; however, they enjoyed filling the book for the reason that they felt less stressed and did not require a lot of thinking.

CONCLUSIONS

As it was mentioned before, the purpose of this study was to know the effectiveness of the communicative approach with ninth graders at FSAL and HAYL. In accordance with Denkci-Akkas and Coker (2016), classes in Turkey are usually teacher-centered, and teachers do not like to implement new activities because they do not think that those kinds of activities are useful and because of the number of students that they have in the classroom is too high (Mowlaie and Rahimi, 2010 as cited in Denkci-Akkas and Coker, 2016). Also, they mention that students are aware of the advantages of the communicative approach and declare how they would like to receive their classes.

Denkci-Akkas and Coker (2016) express that language is well used in class as part of interaction, and students learn how to use language (grammar) but not how to use it as an instrument, so teachers tend to use more traditional methods. They also add that teachers must prepare students for university tests that are multiple choice; as a consequence, teachers must teach grammar to ensure that the students pass these tests. Finally, Denkci-Akkas and Coker state that the use of authentic materials can be meaningful to students in the communicative approach.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 12

TITLE	THE EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGY THROUGH ENGLISH VILLAGE FOR TEACHING SPEAKING SKILL
AUTHOR	Hengki, Baso Jabu and Kisman Salija
INSTITUTION	University of Makassar
DATE	2017
PUBLISHER	Academy Publication
JOURNAL	Journal Of Language Teaching And Research
KEY WORDS	Cooperative learning strategy , English village, Communicative and academic language function on speaking
THEORY/CONCEPTUAL ELEMENTS	

ESL: English as a Second Language (ESL) refers to learning English in a country where it is spoken as the primary language, including Canada, the United States, or Australia. On the other hand, English as a Foreign Language (EFL) relates to learning English in countries where the mother tongue is not English, such as Colombia, Italy, France, or Poland (Alsheail, 2010) .

SUMMARY

The purpose of this study was to investigate different strategies in the speaking ability on: (a) the effectiveness of cooperative learning (CL) strategies to teach communication in English through English Village (EC); (b) the effectively of transitional language functions (speaking ability); (c) how self-confidence can be significant after being taught through English Village EV using CL strategies; (d) the change in self-interest by the students; (e) change in self-regulation. Moreover, this study sought to show how teachers must teach students to improve their speaking and their social skills by using CL. The study examined a population of 45 third-semester students from private universities and colleges in Indonesia.

Language functions were investigated in this research and their purpose is for social/communicative, academic purposes that are used in the classroom or express meaning in social context (Chamot; O'Malley, Pierce, 1994). Also, language functions are used to communicate, share information, and to request or give assistance. CL is one of the most effective strategies to use in groups, as the learner can be motivated to learn and encourage his/her classmates to participate and learn too (Kessler, 1992 as cited in Hengki *et al*, 2017). Similarly, this study showed that learning strategies are crucial to use in English acquisition, and the successful language students make use of those strategies and are more participative than the less successful ones.

Furthermore, Hengki, Baso Jabu and Kisman Salija (2017) stated when EFL learners have the opportunity to practice their English (in English village) in small doses for long periods of time, they are less motivated, because it is the same practice that they usually have in the classroom. This is known as drip feeding. The methodology of this study was planned on testing the effectiveness of CL through EV to improve learners' speaking ability in academic and social environments by using communicate language functions in experimental research.

A speaking test was used to collect data that includes interviews, speeches, role plays, and debates, and it was made before teaching speaking using CLT in EV and after teaching English using CLT. The results are show in the following tables:

Pre-Test			Post-Test		
Score	Qualification	Students	Score	Qualification	Students
≥ 21	A	0	≥ 21	A	9
16-20	B	5	16-20	B	36
11-15	C	30	11-15	C	0
≤ 10	D	10	≤ 10	D	0

Table 1, Qualification Of The Students' Communicative Language Function Of Speaking, adopted from "The Effectiveness Of Cooperative Learning Strategy Through English Village For Teaching Speaking Skill" by Hengki, Jabu and Salija, 2017, *Journal Of Language Teaching And Research*, 308.

Pre-Test			Post-Test		
Score	Qualification	Students	Score	Qualification	Students
≥ 21	A	0	≥ 21	A	6
16-20	B	6	16-20	B	26
11-15	C	29	11-15	C	11
≤ 10	D	10	≤ 10	D	2

Table 2, Qualification Of The Students' Academic Language Function Of speaking, adopted from "The Effectiveness Of Cooperative Learning Strategy Through English Village For Teaching Speaking Skill" by Hengki, Jabu and Salija, 2017, *Journal Of Language Teaching And Research*, 309.

In both tables the improvement of students' communicative language functions and academic language functions is shown thanks to the use of CL in EV being effective in students' speaking ability. In the study, two null hypotheses were stated:

Students' score in communicative function of speaking who are taught with CL strategy through EV was not significantly higher on the post-test than on the pre-test. Students' score in transactional function of speaking who are taught with the CL strategy who are taught through EV was not significantly higher on the post-test than on the pre-test (Hengki *et al*, 2017, P.310).

It is evident that the hypotheses were disproven given the fact that in the communicative function of speaking and in the academic function of speaking, the results were higher on the post-test than on the pre-test (Hengki *et al*, 2017).

CONCLUSIONS

To summarize, the use of CL in EV had a positive effect on the learners' speaking ability; students that frequently interact and speak have higher levels of achievement than the ones that stay quiet in class. The study also proves that applying CL strategies has a greater significance in the academic language function of speaking; the improvement on the academic language function is that it is not only important for their speaking but also in their other abilities (Townsend et al, as cited in Hengki *et al*, 2017) The correct use

of appropriate strategies allows the student to perform better when speaking, and to have greater success in the language-learning process.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 13

TITLE	ESTRATEGIAS DE APRENDIZAJE PARA EL DESARROLLO DE LA PRODUCCIÓN ORAL EN LA LICENCIATURA EN LENGUAS MODERNAS DE LA PONTIFICIA UNIVERSIDAD JAVERIANA/ LEARNING STRATEGIES TO DEVELOP THE ORAL PRODUCTION IN LANGUAGES BACHERLO AT THE PONTIFICIA JAVERIANA UNIVERSITY
AUTHOR	Dayana González Muñoz
INSTITUTION	Pontificia Javeriana University
DATE	2009
PUBLISHER	Pontificia Javeriana University
JOURNAL	No Information
KEY WORDS	Learning strategies, communicative competence, speaking ability
THEORY/CONCEPTUAL ELEMENTS	

Learning strategies: Rosales (as cited in González, 2009) defines the expression "learn to learn" as the process of giving the student tools to develop his/her learning, meaning that the teacher must encourage self-learning in students; to learn how to learn, the student must know strategies that make learning easier. Oxford (2003) defines learning strategies as specific actions used by the student to make his/her learning easier, faster, and self-directed. Oxford classified strategies into direct (uses language, language skills and mental processes) and indirect (helps to organize, support, control and evaluate leaning) strategies:

1. Direct strategies are divided into:

    d. Memory strategies: helps the students to storage new information through classification, association, creating examples using the new word in a specific context, using images and sounds, mental maps, key words, and frequently reviewing the knowledge acquired.

e. Cognitive strategies: allows the student to understand, manipulate, and create new information. It includes practicing by repeating and imitating sounds, learning formulas, and using material to prepare speech with the purpose of receiving and replying to messages.

f. Compensation strategies: permit the student to use language to understand and produce messages despite vocabulary and grammar limitations. To infer vocabulary by context, overcoming the use of mother tongue when it is not possible to use foreign language, avoiding topics that require unknown vocabulary, and talking about known topics to practice using more than simple grammar structures are sub-strategies that can improve language.

2. Indirect strategies are:

c. Metacognitive strategies: the student can control and regulate her/his learning by focusing on "learning". Planning what to learn, doing some research about how a language works, organizing what to learn, establishing goals, and looking for opportunities to practice are part of an organization strategy. The student also needs to make self-assessments centering on errors and what is important to improve.

d. Affective strategies: emotions like anxiety and motivation can be controlled by using this strategy; self-compensation after accomplishing a goal, paying attention to bodily emotional changes (feelings of anger, boredom, exhaustion, having headaches, etc.), have a goal or learning check list, discussing progress with somebody else, and regulating emotions that can affect the learning process.

e. Social strategies: cooperation and cooperative work help the student to use, interact, and practice with others, taking into account what kind of language or vocabulary it is possible to use according to the context.

SUMMARY

The purpose of this study was to find the strategies that EFL students (ages between sixteen and twenty-five) at Javeriana University use to enhance the speaking ability. The researcher stated that the study was based on personal experiences and problems that she experienced during her training as a future English Teacher; low participation and interaction because of fear of being judged and not having a feedback from her professors, not enough autonomous work, and not using good learning strategies that could improve her speaking caused her to have problems during her attempts to improve her speaking.

Different theories were explored in this study:

- Communicative competence refers to the linguistic concept that a speaker needs to interact and communicate in a specific context. Also, it refers to the ability that a person has to understand and be understood by someone else.

- Oral Production requires thinking about what a speaker is going to say, how they will say it, and to whom it will be said without making grammatical errors in a short period of time. Brown (1994) and Richards (2008) claim that some communicative difficulties the student have are a low speaking speed, the use of tag words, grammatical mistakes, not having enough vocabulary, and many more (as cited in González, 2009). Vasquez (2000) also confirms that the fear of making errors in front of a student's classmates and teacher affect oral production significantly. Oxford (2000) expresses that anxiety, insecurity, and shame are emotions that students feel during conversations (as cited in González, 2009).

  To evaluate oral production, two approaches are needed; fluency is based on communication and not on grammar (Krashen and Terre,1993 as cited in González, 2009); accuracy evaluates the right use of grammar and rules. The purpose of fluency is to use language; however, one of the disadvantages is that multiple mistakes are constantly being made by students because that there is not feedback from teachers.

For this research, a questionnaire made by Oxford (1990) that measures the strategies used in reading, writing, listening, and speaking, was applied to 192 students from different English levels that were studying a bachelor in English and Spanish teaching. In addition, the Likert's scale was used to know how often students used the different learning strategies.

The general analysis showed that in direct strategies, the memory strategy was regularly used; students with a lower English proficiency tended to use this strategy more to learn vocabulary and grammar structures than the ones that have a higher English level. The cognitive strategy is frequently used by all the students, centering on the sounds because pronunciation is an essential factor for oral production. However, this strategy is hardly ever used to repeat new words because vocabulary is easy to learn by practicing conversations. The use of compensation strategies on students with an elementary English proficiency is low because they do not know enough strategies to improve the difficulties that they might have with their speech; on the other hand, students with higher English proficiencies normally employ this strategy.

Indirect strategies revealed for example that in metacognitive strategies, different sub-strategies were used such as paying attention when someone is speaking in English; to talk about known topics and to

identify errors made during speaking activities; sub-strategies like planning a schedule and searching for information about a specific topic are not frequently used. Students with lower English proficiency levels generally apply affective strategies to regulate their emotions because they feel more pressure practicing and interacting with others; relaxing and taking risks despite the fact that they might make mistakes are sub-strategies used. Finally, the sub-strategies implemented by students with higher English proficiency levels in social strategies are asking for feedback, and practicing with others. The least-used strategy was practicing with native English speakers.

CONCLUSIONS

To conclude, students sometimes use learning strategies, meaning that the frequency of usage of them is medium, and those students' leaning process is better than the ones that do not use them. All the strategies were ranked in a scale from 1 to 5, being all of them in average score of 3.2.

Because the use of the strategies is medium, it is necessary to encourage the students to use them more frequently and also to apply them in and outside the classroom.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 14

TITLE	PERCEPTUAL LEARNING STYLES' IMPACTS ON VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS
AUTHOR	Betül Mutaf
INSTITUTION	Uşak University
DATE	2017
PUBLISHER	No information
JOURNAL	Journal of educational and instructional studies in the world
KEY WORDS	Vocabulary learning, vocabulary learning strategies, perceptual learning styles, Schmitt's taxonomy.
THEORY/CONCEPTUAL ELEMENTS	

Vocabulary: in accordance to Mutaf (2017) it refers to words that can be tool for communication; therefore, it is important for language acquisition.

Vocabulary Learning Strategies (VLS): Kupper (1998) defines it as techniques that students use to remember information (as cited in Mutaf, 2017). According to Schmitt (1997) learning styles are divided into (as cited in Mutaf, 2017):

- **Discovery strategies:** this kind of strategies are used by the learner to discover the meaning of new vocabulary. There are two types of discovery strategies such as: (a) determination strategies are based on individual learning; (b) social strategies are based on interaction learning.

- **Consolidation strategies:** these ones help the learner to consolidate the meaning of an encountered word. Three types of strategies are found: (a) memory strategies are when students associate old knowledge with images or sounds; (b) cognitive strategies do not required a lot of mental process but creates list and flash cards; (c) metacognitive strategies are the ones that the learner controls and evaluates his/her own knowledge.

Perceptual Learning Styles: Mutaf (2017) describes that learners have individual differences and their learning is based on age, gender, level of proficiency and vocabulary. They depend on the learner and are divided into six categories; visual, auditory, kinesthetic, tactile, group, and individual (Nilson, 2003 as cited in Mutaf, 2017).

Learning styles: Rebecca Oxford (2003) defines them as sensory preferences, personality types, desired degree of generality, and biological differences are dimensions found inside the learning styles and they can vary according to the learner's personality and lifestyle.

1) Sensory Preferences: has a relation to physical and perceptual channels that a student has when he/she is learning, including preferences for visual, auditory, kinesthetic, and/or tactile learning. For example, visual students like to read, and auditory students like lectures and they learn more with oral presentations and conversations in the classroom. On the contrary, kinesthetic and tactile students delight in moving when they are learning, or work doing hand activities. Depending on the culture, some students are more visual that others.

2) Personality types: there are four groups in which personality can be classified:

e-   Extraverted people are full of energy, want interaction, and have friends; however, introverted people are known as independent people that prefer to work alone and enjoy good company, but generally not in large groups.

f-   Intuitive-Random students like to think and create possibilities and theories; Sensing-Sequential students are focused on the moment, and they follow instructions. To work with both kinds of students, the teacher needs variation and choices inside the classroom.

g-   Feeling students get involved with learning, and involve feelings and behaviours; on the other hand, thinking students are more rational.

h-   Closure-oriented/judging learners like to be competitive and judge, and they also are hard workers. Open/perceiving learners like to take their time to enjoy and do tasks. Both learners are easy to work with in class because they can enjoy activities.

SUMMARY

Mutaf (2017) explains that language learners are always learning vocabulary through movies, books, music, but that does not mean that the learner is going to remember all that new vocabulary; strategies to remember vocabulary and to know how to use it are mandatory. Studies made by some theories (Schmitt, 1997; Oxford, 1988; Nation, 1990 as cited in Mutaf, 2017) have shown that vocabulary strategies have a great influence on students' learning process. Also, Mutaf states that vocabulary is indispensable for language learning.

In his study, Mufat (2017) focused on perceptual learning styles and it looks for to gather information that answers three questions: (1) "What are the most and least frequently used vocabulary learning strategies among Turkish EFL learners?; (2) Is there any difference in learners' preferences of vocabulary learning strategies with regard to gender?; (3) How do the perceptual learning styles affect the Turkish EFL learners' choice of vocabulary learning strategies? (p.16).

Two questionnaires were used in 40(20 females and 20 males) university participants from ages between 18 and 20. Reid (1987) used the perceptual learning style preference questionnaire (as cited in Mutaf, 2017) that measures six categories; visual, auditory, kinesthetic, tactile, group, and individual. The second questionnaire used (Schmitt, 1997 as cited in Mutaf, 2017) measured determination, social,

memory, cognitive, and metacognitive strategies. The five-Likert Scale was used, ranging from 0 (almost not used) to 5 (always used).

The researcher divided the results according to the questions that needed to be answer:

3) **Results question 1:** the strategy that is most used and had the highest score was determination (2.66). The following strategies were social (2.26), memory (2.00), metacognitive (1.81), and finally cognitive (1.71) strategies.

4) **Results question 2:** the most strategy used by females (2.35) and males (2.98) was determination strategy. Female participants stated that less used strategy was cognitive strategy (1.40) and for males was memory strategy (1.88).

5) **Results question 3:** the perceptual learning styles used by the participants as vocabulary strategies were tactile in the first place, individual and auditory styles in the second place, kinesthetic in the third place followed by group style, and finally the less used was visual style.

CONCLUSIONS

The principal strategies used by EFL Turkish learners were Determination strategies and the less used were cognitive strategies. Mutaf (2017) states that Turkish students do not use cognitive and metacognitive strategies that requires to process mentally the new information, preferring simple strategies like the use of the dictionary, memorization, and direct translation.

Mutaf (2017) expresses the relation between perceptual leaning styles and vocabulary strategies in a similar study made (Zokaee, Zaferanieh and Naseri, 2012 as cited in Mutaf, 2017); the auditory style has a strong correlation with the social and cognitive strategies, while the kinesthetic style has a relation with cognitive vocabulary strategies as well. The researcher also states that Turkish EFL students are not conscious of the importance of learning strategies, and they do not make a sufficient use to develop their leaning; as a consequence, they are not aware if those strategies are useful or not.

Finally, Mutaf recommends that teachers should encourage students to use learning strategies and styles, and to show them the importance of those. Teacher also could use those strategies to teach vocabulary making different activities according to students learning styles and catch everyone's attention.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 15

TITLE	SELF-REGULATED LEARNING (SRL), MOTIVATION AND LANGUAGE ACHIEVEMENT OF IRANIAN EFL LEARNERS
AUTHOR	Mohammad Hadi Mahmoodi, Behrooz Kalantari and Rozhin Ghaslani
INSTITUTION	Bu-Ali Sina University
DATE	2014
PUBLISHER	Elsevier Ltd.
JOURNAL	Procedia - Social and Behavioral Sciences
KEY WORDS	Self-regulated learning; SRL strategies; Motivation; L2 achievement; Iranian EFL learners

THEORY/CONCEPTUAL ELEMENTS

Self-regulated learning: Mahmoodi, Kalantari, and Ghaslani (2014) define it as an active process that involves control, thinking, emotion, and environment, and in which learners set learning goals and control learning through cognition, motivation, and behaviour (Pintrich, 2014; Schunk, 2005 as cited in Mahmoodi *et al*, 2014).

Zimmerman (1990) stated, that SRL is a series of strategies that process the acquisition of new information that involves learners' perceptions (as cited in Mahmoodi *et al*, 2014). Also, SRL has 14 categories of cognitive, metacognitive and behavioural strategies: "self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking peer assistance, seeking teacher assistance, seeking adult assistance, reviewing tests, reviewing notes, and reviewing texts" (Zimmerman and Martinez-Pons, 1990 as cited in Mahmoodi *et al*, 2014).

SUMMARY

The purpose of the study was to find the correlation between motivation and self-regulated learning in Iranian EFL leaners. Mahmoodi *et al* (2014) explain that there are students that are more successful in their learning process than others because they regulate their leaning and are eager to learn. The

responsibility of self-regulation is gaining more importance in the educational field (Chen, as cited in Mahmoodi *et al*, 2014); therefore, the researchers state that teachers should promote SRL to students.

Many studies have shown the effectiveness of SRL; Pintrich and De Groot (1990) explained a study in which a questionnaire was used with the purpose of finding the relationship between self-regulation and the use of cognitive and metacognitive strategies and motivation in seventh graders (as cited in Mahmoodi *et al*, 2014). The study results showed that all the strategies already mentioned have a great impact in their learning achievement and students are therefore able to attain higher English levels of fluency and accuracy.

Mahmoodi *et al* (2014) wanted to know what was the frequency of SRL, the significant relationship between SRL and motivation, and the relationship between SRL and learning acquisition in Iranian EFL students. The participants' were between the ages of 14 and 40 and all of them had different levels of English proficiency. A questionnaire was used to measure different aspects like motivational orientation, motivational beliefs, and RL (Hirata, 2010 as cited in Mahmoodi *et al*, 2014). The questionnaire was evaluated according to the Likert scale (0 to 5) and it was translated into Farsi and English.

The results of the first question, which sought to discover the frequency of SRL exposed that Iranian learners used the following statements in an average of 48%: (1) association between new English and old English; (2) English that was not understood, it was studied later; (3) testing own English knowledge; (4) to make English more enjoyable; (5) to keep records of knowledge that had or had not mastered. In accordance with Mahmoodi *et al* (2014), statements one and four are cognitive strategies, while number two is a behavioural strategy. On the other hand, number three and five are metacognitive strategies.

The second question asked by Mahmoodi *et al* (2014) was whether or not there is any correlation between SRL and motivation, with their analysis indicating that there is great significance between them. The researchers stated that motivation and SRL work together, noting that "when students are motivated to learn, they are more likely to devote the necessary time and energy needed to learn and apply appropriate SRL skills" (Zimmerman, 1990 as cited in Mahmoodi *et al*, 2014, p.1066).

Finally, the last question sought to identify the relationship between SRL and language acquisition. The result demonstrated that there is not a significant correlation between them.

CONCLUSIONS

As can be seen, Mahmoodi *et al* (2014) declared that cognitive and metacognitive strategies were used by Iranian EFL students. Even though SRL was used, there was no relationship between the strategies and language achievement due to the lack of resources or poor classroom environments. The researchers also stated when students set goals they remained motivated and they would be willing to try challenges in the target language. One last recommendation was made by Mahmoodi *et al* (2014): "Furthermore, EFL teachers can provide instrumental and responsive scaffolding to help learners acquire skills and strategies associated with effective learning and SRL. Hence, Teachers should help students to be more self-regulative in promoting their L2 achievement, motivation, and learning" (p.1067). In other words, if teachers do not motivate and use strategies, English language acquisition could be more difficult for learners.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 16

TITLE	SPEAKING STRATEGIES USED BY BA ELT STUDENTS IN PUBLIC UNIVERSITIES IN MEXICO
AUTHOR	Mariza Méndez López
INSTITUTION	Universidad de Quintana Roo
DATE	2011
PUBLISHER	No Information
JOURNAL	MEXTESOL Journal
KEY WORDS	Speaking strategies,
THEORY/CONCEPTUAL ELEMENTS	

Learning strategies: Oxford (2003), define them as actions and behaviours that help the learner to improve learning. Moreover, strategies can make students more independent and autonomous and their learning can be more effective, but this does not mean that learners are aware of the use of strategies that could enhance their learning process; strategies such as working with schedules, searching for information through the Internet or vocabulary in dictionaries, and preparing reading about the topic that is learned are strategies that involve autonomous working and helps students with their achievement and language proficiency (Pressley and McCormic, 1995 as cited in Oxford 2003).

Strategies taxonomy: Méndez (2011) states that strategies are divided into: direct strategies (strategies that involve the language that is being learnt) and indirect strategies (provides indirect support, controlling anxiety, and increasing cooperative learning) (as cited in Oxford, 1990, pp.37-151).

Speaking strategies: these strategies are defined by Méndez (2011) as devices that learners use to communicate in English. Also, she states that learners have one goal and is to be competent speakers (p.3). Méndez, explains that there are verbal and no verbal strategies such as clarification or gestures, and one study made by Nakatani (2005), demonstrated that students who were taught and used the speaking strategies had an improvement in their oral tests (as cited in Méndez , 2011).

SUMMARY

Since strategies are crucial for language learning, a previous research made by the *Universidad de Quintana Roo* (UQROO) taught learning strategies to students who were studying a bachelor in English teaching. The results of that study were very positive, so that, the same university decided to do the same study in other five Mexican universities. The purpose Méndez (2011) study, was to find what the speaking strategies were taught in the study previously mentioned.

Méndez (2011) study had two stages:

1. An opened questionnaire about learning strategies was used to the UQROO 142 students from different English levels (beginners, intermediate, and advance). 14 speaking strategies were found:

       1. If I do not know how to say a word or phrase, I ask a classmate or my teacher.

       2. I use the dictionary to prepare a role play or communicative activity in class.

3. If I do not know how to say a word, I use a synonym or describe what I want to say.

4. If I do not know how to say a word in English, I say it in Spanish.

5. If I do not know how to say a word or phrase, I use gestures and my hands.

6. I ask my speaking partner to repeat a word or phrase if I do not hear it clearly.

7. If I do not hear a word or phrase clearly, I relate it to the part of the conversation that I understood.

8. I use known words and phrases when I do not know how to say something.

9. I structure some ideas in my mind before speaking.

10. To gain time, I use fillers such as: and, well, etc.

11. I repeat the last word or phrase I said to gain time.

12. I do not think too much before speaking so that ideas can flow in English.

13. I ask my speaking partner to repeat or explain in different words what I did not understand.

14. I tell my speaking partner when I do not understand something.

(Méndez, 2011, p. 7).

This 14 strategies were include in the Strategy Language Learning Questionnaire (SLLQ) created by the UQROO research team according to Méndez (2011).

2. In the second stage, Méndez (2011) applied the SSLQ to students from different universities. The questionnaire was evaluated using the Likert scale from 1 to 4 (1 being never and 4 almost always).

Results:

The first stage made by Méndez (2011) that was looking for to find what speaking strategies the UQROO students used, demonstrated that students were aware of speaking strategies. The most strategies (from the 14 one found) used by students according to their level were:

- The strategies more frequently used were number 1, 4, 7, 8, and 13. Beginner students reported that one strategies frequently used is to ask for repetition to a classmate; however, the questionnaire showed the used of all five strategies in beginner students.

- Intermediate students, according to the study, used all the strategies equally but not as frequently as beginner students.
- The study showed that advance students are the ones who almost never used speaking strategies. Méndez (2011) explained that it was because if their level of confidence.

The second stage, consisted on applying the SSLQ questionnaire to students form five different universities in Mexico. 796 students participated in total, ages from 17 to 54, and from different levels: 173 were beginners, 494 were intermediate students, and 129 were advance students. The 14 speaking strategies were analyzed one by one:

1. **"If I do not know how to say a word or phrase, I ask a classmate or my teacher":** this is the strategy that was used 'almost always'. 54% of beginner students because they were constantly acquiring new knowledge, and 42% intermediate students used this this strategy, while the lowest participants that used it are the advance students with a 36%.
2. **"I use the dictionary to prepare a role play or communicative activity in class":** This strategy was 'almost used' by beginner students, while intermediate students used it in a 32% and advance 'sometimes' used it in a 16% because they were less likely to use a dictionary.
3. **"If I do not know how to say a word, I use a synonym or describe what I want to say":** it was 'almost always' used by advance students in a 68% and in intermediate students in a 49%. Beginner students stated that they 'quiet frequently' used in a 36%.
4. **"If I do not know how to say a word in English, I say it in Spanish":** almost all students demonstrated that they 'sometimes' used this strategy (36% beginner and 35% intermediate students). Advance students 'almost never' used this strategy in a 40%.
5. **"If I do not know how to say a word or phrase, I use gestures and my hands":** an average of 37% showed the results stated that all students 'quiet frequently" used it, being a useful strategy.
6. **"I ask my speaking partner to repeat a word or phrase if I do not hear it clearly":** this strategy was 'almost always' used by advance students in a 51%, while intermediate students in a 50%. and beginner students in a 49%.

7. **"If I do not hear a word or phrase clearly, I relate it to the part of the conversation that I understood":** all students stated that they 'quiet frequently' used this strategy in an average of 45% demonstrating that students were interested in to keep a conversation.

8. **"I use known words and phrases when I do not know how to say something":** 48% of intermediate students stated that they 'quiet frequently' used it, 49% advance students and 39% of beginner students.

9. **"I structure some ideas in my mind before speaking":** the study showed that all students used this strategy; however, only 39% of beginner students used it due to the lack of vocabulary and grammar structures.

10. **"To gain time, I use fillers such as: and, well, etc":** this strategy was 'quiet frequently' used in beginner (46%), intermediate (43%), and advance (38%) students due to intermediate and advance students had more vocabulary.

11. **"I repeat the last word or phrase I said to gain time":** most students declared that this strategy was 'sometimes' used in an average of 45%. This strategy could be used to organize ideas.

12. **"I do not think too much before speaking so that ideas can flow in English"** this strategy was 'quiet frequently' used in advance students (37%), due to they like to prepare their speaking. Beginner and intermediate students stated in an average of 38% that they 'sometimes' used this strategy.

13. **"I ask my speaking partner to repeat or explain in different words what I did not understand":** all students showed in an average 42% that they 'almost always' used this strategy in class.

14. **"I tell my speaking partner when I do not understand something":** even though this strategy could help to keep a conversation, students confirmed that they 'quiet frequently used it (34% beginner students and 32% intermediate students). Advance students 'sometimes' used this strategy in a 32%.

CONCLUSIONS

To make a conclusion, Méndez analyzed that students from different levels used different strategies to learn English. Griffiths (2003) explained that advance students tended to use more interactive strategies while lower students used simpler ones (as cited in Méndez, 2011).

Also, the study concludes that in the second stage, beginner students used strategies that were based on asking question to their classmates when something was not understood, or to use materials like dictionaries or texts. On the other hand, intermediate students preferred to infer the meaning of conversations by context or to structure what they were going to say. Finally, advance students used other words or gestures to express themselves.

Méndez (2011) recommended that teachers should give enough strategies to their students so that they could enhance their learning, and in this case, their speaking performance. Some of this strategies should be made by teachers according to student's needs, and not only to teach them but also to explain them the importance of strategies to improve their English.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 17

TITLE	LEARNING STYLES AND TEACHING STYLES IN COLLEGE ENGLISH TEACHING
AUTHOR	Mai Zhou
INSTITUTION	Zhejiang Gongshang University
DATE	2011
PUBLISHER	Canadian Center Of Science And Education
JOURNAL	International Education Studies
KEY WORDS	Learning Style, Teaching Style, Related Factors
THEORY/CONCEPTUAL ELEMENTS	

Learning styles: Keefe (1987) defines them as characteristics that individuals use to measure their learning (as cited in Zhou, 2011). Also, styles indicate how students learn, like about learning, and in which cognitive, affective, and psychological behaviours interact in their learning process. The learning styles can be classified according to environmental elements (light, temperature), emotional elements

(motivation), physical elements (time, perception), sociological elements (teams, groups), and psychological elements (global/analytical) (Kinsella, 1996 as cited in Zhou, 2011).

Zhou specifies that learning styles are divided into cognitive styles in which field-independent and dependent, analytic/global, and reflective/impulsive learners are located. Sensory learning styles involve all students that learn through conferences, music, presentation, and more. Finally, personality learning styles include extraverted, introverted, or intuitive learners (Oxford, 2003).

SUMMARY

Zhou (2011) explains that there are some issues seen in the classroom such as students who want to be more participative, while others want to focus on grammar. He considers that teachers should take students' needs into account when they are planning their classes. Zhou also shares that learning styles are fundamental for students' learning process; however, there is no compatibility in a learners' styles and the teachers' styles, so teachers are not changing their teaching methods and are ignoring the different ways to learn.

According to Zhou (2011), teachers must focus on feelings, imagination, and mixing traditional skills like reasoning. Also, their lectures should have a correlation between methods and learning styles in which experience, reflection, or experimentation should be included, but also including good classroom environments with music, movement, or discussions. Zhou expresses that learning styles are divided into cognitive learning styles, sensory learning styles, and personality learning styles.

The study also suggests that teachers must alter their teaching styles. Most of them have always worked with the same approaches and methods, and when they change them, they start feeling awkward and uncomfortable. However, Zhou (2011) says that there is no need to make radical changes. Including some techniques that support students' leaning styles (like using different visual materials such as cartoons, pictures, movies, making activities that ensure repetition, letting students think about what they learn, and making sure that students learn) can enhance students' language process. In addition, making group activities that foster students' cultural behaviour must be done.

It can be attractive for students to work with different people; teachers must create groups with students that have different learning styles, for example including the introverted students in a group of extroverted

students. These kinds of activities should be done frequently, because students get used to them and are going to know that everyone is going to have an opportunity to enjoy classes. The researcher explains that college students are self-directed and independent; they know what they need and want, and they want to apply their skills in real contexts.

The study suggests matching teaching styles to learning styles if the teacher wants to have a positive impact on his/her students' leaning process. Zhou (2011) offers some techniques that he uses in class: (a) to give concrete information; (b) to do activities that could enhance problem solving; (c), to use visual with verbal contents; (d) to use other activities besides reading and writing; (e) to talk about students' learning styles; (f) to encourage students to make autonomous work; (g) to motivate.

CONCLUSIONS

Zhou (2011) recommends that teachers should use different techniques and strategies to enhance students' learning, and try to use them occasionally to provide a good classroom environment with a variety of learning styles. Moreover, the use of learning styles provides new ways of learning to students, and for teachers, different ways to teach.

To teach English at the college level according to students' needs, Zhou recommends that teachers' lesson planning must be in accordance with the students' learning styles, because in a classroom, students with different cognitive learning processes are going to be found. That allows the teacher to constantly change strategies and use a great variety of activities; therefore, all students will enjoy different activities taking into account their learning styles.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 18

TITLE	FUNDAMENTOS DE LA GAMIFICACIÓN/ GAMIFICATION FUNDAMENTS
AUTHOR	Oriol Borrás Gené
INSTITUTION	Universidad Politécnica de Madrid

DATE	2015
PUBLISHER	No information
JOURNAL	Gavinete de Tele-Educación
KEY WORDS	Gamification, motivation, intrinsic motivation, extrinsic motivation

THEORY/CONCEPTUAL ELEMENTS

Conductism: Borrás (2015) refers to answers that are produced through stimulation and in gamification theory, many interesting contributions have been made such as student observation, being allowed to give feedback through actions and answers, and giving reinforcement that has to be concrete, answering to some behavior that gives consequences that enforce learning. To motivate students and change students' behaviors, rewards can be:

- tangibles/intangibles
- expected/unexpected
- contingents rewards (not to do the homework assigned)
- engagement-contingent (the assignment is checked in class)

Borrás (2015) states that the importance of this approach is that the student needs to realize when he or she is doing something, why his/her actions have a consequence, and why he/she might receive a reward.

Cognitive approach: studies the brain process when someone behaviours in different environments (Borrás, 2015). Regarding the rewards, they can be divided into: (a) intrinsic because the learner commits the action and does not realize the consequences; (b) extrinsic because the learner knows about the reward such as status, and gets special access or attention to some assignments.

Motivation: when the learner is not feeling motivated, he or she usually does not participate, but when motivation is extrinsic, it means that activities can be controlled, but sometimes the student can be autonomous depending on the context. Intrinsic motivation is when the learner does an action because it is enjoyable and it can produce competence, autonomy and the need to interact with others. Elements in intrinsic motivation such as belonging, learning, autonomy, love, or curiosity, or extrinsic motivation like

competition, gold stars, points, rewards, fear of failing and punishment, or money, can be applied in the classroom (Ryan and Deci, 1985 as cited in Borrás 2015).

Fun: is one of the most important factor in gamification. There are four kinds of fun (Lazzaro, 2004 as cited in Borrás 2015): fun related to challenge is consider as strong, and occasional enjoyment. It allows to live new experiences, and interaction with others.

SUMMARY

The definition of gamification is the use of strategies and designs in gaming to involve all the participants into the game and to allow them to enjoy the game of it (Zichermann & Cunningham, 2011; Werbach & Hunter, 2012 as cited in Borrás 2015). Games have a big power that includes problem solving, algorithm formulation, and motivation; gamification elements such as vocabulary, learning how to solve a problem or solving a problem, and the possibility to play freely allow the student to enjoy and learn at the same time. Some approaches like the cognitivist and cognitive approaches, and motivation and fun are used in the theory.

Why use gamification? Borrás (2015) stated that gamification activates motivation to learn, and having constant feedback allows significant learning, enhances students' abilities to be more engaged with his/her learning and autonomous. Results can be measurable through levels, points, and budgets, and they generate a balance of competition and collaboration.

Dynamics must be orientated and related to motivation and wishes that the game looks to set on the learner. Some dynamics are the ability to solve a problem in a short period of time, the use of emotions like curiosity and competitiveness, a script which allows the student to follow the game, a game progression, statuses, and relationships. Mechanics produce compromise, challenges, opportunities, cooperation, participant classification, feedback, and the need to be recognised. Games have to have components like goals, avatars, insignias, boss fights, teams, tasks, and others. It is essential to students to have a role that makes them feel engaged and motivated to win the game.

Finnaly, Borras (2015) shared that applying gamification in class allows identifying a purpose, knowing students' interests, defining pedagogical goals, defining groups, defining mechanics, stabilising rewards,

applying the game to a subjects or topic, and not forgetting the fun allow the student to be in a process, and when the teacher follows that process, it permits the student in a fun way to work in group, solve problems, explore, share, improve imagination, and others. Rules must be necessary.

CONCLUSIONS
To conclude, gamification enhances the student's ability to create habits, encourages them to be better, to work in teams, to be competitive, and to enjoy learning by using other alternatives like online games or regular games. Acording to Borrás (2015) some critics have suggested that the method is new and it has not had enough time to show many results, but if it is well-used inside the classroom, it can be a great tool to teach anything through games; most games are in English, and that makes the student learn the language to understand vocabulary and rules. Students can use online games to communicate with native speakers and practice their English, being a great strategy to use language and have fun at the same time.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 19

TITLE	THE THEORY OF MULTIPLE INTELLIGENCES IN THE EDUCATIONAL FIELD/ LA TEORÍA DE LAS INTELIGENCIAS MÚLTIPLES EN LA EDUCACIÓN
AUTHOR	Leticia Ivonne Sánchez Aquino
INSTITUTION	Universidad Mexicana
DATE	2015
PUBLISHER	Universidad Mexicana
JOURNAL	No information
KEY WORDS	Multiple Intelligences, MI in the classroom
THEORY/CONCEPTUAL ELEMENTS	

Multiple intelligences: series of competences, aptitudes, and capabilities that a person has that show the intellectual abilities of learning. According to Howard Gardner (as cited in Sánchez, 2015) these are the intelligences:

- Linguistic intelligence: the development of verbal skills and the ability to analyze, create, understand, and interpret information that involves oral or written language as well as the comprehension of communication and its meaning.

- Logical mathematical intelligence: the ability of analysing, reasoning, and resolving mathematical, scientific, or abstract problems.

- Spatial intelligence: the perception, understanding, and creation of images, visual projections, imagination and expressions with a meaning.

- Musical intelligence: the ability to produce, remember, and find meaning and feelings through music and sounds.

- Bodily kinesthetic intelligence: develops eye and body coordination and awareness by moving and using the body.

- Naturalistic intelligence: the ability to understand nature (animals, plants, organisms, and the environment).

- Interpersonal intelligence: the ability to relate and form relationships with people and contexts, including behaviour, integration, and communication, as well as the aptitude to understand the feelings of others.

- Intrapersonal intelligence: the development to understand people and have a relationship with them and the world, including personal objectivity and personal understanding.

SUMMARY

This study's goal was to search for the answers to questions that teachers ask everyday like "what does intelligence mean?", "are we born intelligent?", or "are my students stupid because they are not learning anything?" through Howard Gardner's theory.

According to Sánchez (2015), a few years ago, there was a belief that people were born with intelligence, and people with mental disabilities could not be educated because those people could not acquire any knowledge. Many studies exposed that if someone was more intelligent than another, they were

considered a genius, and the less intelligent person as mentally weak. Years later, other studies showed that intelligence has a relation with culture, society, environment, and other important factors. Howard Gardner is one of the theorists that states that people have more than one intelligence that help us to understand, memorize, and learn in many different ways. In the educational field, some students learn better through music, images, or socialising. Rousseau stated that the learner should learn while they are exploring; in other words, the learner is using the interpersonal and intrapersonal intelligence (Armstrong, 1999 as cited in Sánchez, 2015).

In his book *Frames Of Mind: The Theory of Multiple Intelligences* (1983), Gardner proposed seven intelligences: logical-mathematical, linguistic, musical, spatial, body kinesthetic, interpersonal, and intrapersonal intelligence. Years later, he added a new one called naturalistic intelligence. Every day, through observation, a teacher can know what kind of intelligence a student has developed the most, but the proposal of this study is not to focus only on that intelligence. The teacher must develop the intelligence that is the most difficult for the student.

The study presented a brief description about how those intelligences work: (a) students that have musical intelligence enjoy following music with their bodies or making sounds with objects; (b) body kinesthetic learners stand out at dancing, sports, or even playing musical instruments; (c) students that love reading, tongue twisters, and learning languages easier than others have linguistic intelligence; (d) logical-mathematical intelligence is developed in students that are good at problem solving or good at numbers; (e)learners who learn easily through figures, mental maps, or images have spatial intelligence; (f) interpersonal intelligence is shown when students learn better in groups and while socializing; (g) students that are good at reasoning and giving advice have intrapersonal intelligence; (h) the love that learners have for animals and the planet is known as naturalistic intelligence.

Schools usually focused on two intelligences: the logical-mathematical and the linguistic intelligence. Gardner explained that all intelligences are important and should be developed in the classroom with the help of learning strategies and styles. Students would enjoy learning more if the school provided different ways of learning, making the students people that can solve problems, be creative, and find themselves and their roles in the real world.

CONCLUSIONS

To conclude, the teacher must provide different environments to take advantage of all the intelligences; thus, the student can learn better and improve other intelligences that might be difficult. The researcher states that it is important to use the theory of César Coll (as cited in Sánchez, 2015) that integrates ideologies, pedagogies, and psychology. According to Coll, lesson planning must include components that answer:

1. What to teach? To plan objectives, content, experiences, norms, moral principles, and others.
2. When to teach? To organize objectives and sequence the contents that are going to be taught.
3. How to teach? To structure activities. At least four intelligences should be integrated with the activities taught, making sure that the student has more than one way to learn, with the help of the right strategies.
4. What, how, and when to evaluate? To guarantee that the class' objectives are achieved.

As can be seen, the teacher must be trained and compromise to favour the multiple intelligences in the classroom that provide self-learning when the students realize the abilities that they are good at too. Also, multiple intelligences can be used as good tools that improve learning.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 20

TITLE	MULTIPLE INTELLIGENCES AND ITS REACTION TO COGNITIVE AND EMOTIONAL INTELLIGENCES IN ADOLESCENTS /INTELIGENCIAS MÚLTIPLES Y SU RELACIÓN CON INTELIGENCIAS COGNITIVA Y EMOCIONAL EN ADOLESCENTES
AUTHOR	Javier Cejudo, Lidia Losada and Juan Carlos Pérez-González
INSTITUTION	Universidad de Castilla La Mancha, España; Universidad Nacional de Educación a Distancia, España
DATE	2017
PUBLISHER	No information
JOURNAL	Universitas Psychologica
KEY WORDS	multiple intelligences, self-efficacy, validation, self-report, adolescents
THEORY/CONCEPTUAL ELEMENTS	

Emotional Intelligence: Goleman (1998) states that emotions can influence our intelligence and affects our working environment. This intelligence has two competences: personal competence and social competence. The personal competence recognizes emotional self-awareness, accurate self-assessment, and self-confidence. It also involves self-control, consciousness, and adaptability. Additionally, social competence involves social awareness (empathy) and various aspects of relationship management like communication, influence, and leadership.

Fluid intelligence: is known as the capacity to solve problems by using logic, thinking, identifying, and relating patterns in new situations. Knowing how to behave in a new country can be used as an example: rules need to be analysed and learned, and one needs to learn how to act in some contexts and how not to act in other, with adaptation to the new context being the end goal.

Learning how to use a phone can be used as an example: when somebody uses it for the first time, learning some features, apps, and settings helps the user to understand how the phone works, by analysing every app and adapting her or himself to the new phone. This intelligence includes memory, attention, and information analysis (Spearman, n.d).

Crystallized Intelligence: Using previous knowledge and experience is part of this intelligence (Cattell, as cited in Examined Existence, n.d). It improves during infancy and adolescence because knowledge is learned in school; also, knowledge can be modified during a life time period, adding or removing information.

SUMMARY

This project sought to investigate and measure self-sufficiency in 313 Spanish adolescents between 11 and 19 have with regards to the eight multiple intelligences according to Gardner (1983, 1998, 1999) through an instrument denominated as the Self-sufficiency Inventory for Multiple Inteligence Spanish Version ([IAMI-M40] *Inventario de Autosuficiencia para las Inteligencias Múltiples versión Española),* based on the IAMI by Perez, Beltraminio, and Cupani in 2003 (as cited in Cejudo, Losada, & Pérez-Gonzalez, 2017) . The study also analyzed by using three additional tests: the Fluid Intelligence test (PMA-R), the Crystallized Intelligence test (16-PF-R), and the Emotional Intelligence test (TEIQue-ASF).

The IAMI has eight sub-stages that represent each intelligence purpose by Gardner, and it has 69 items that are based on academic activities. The intelligences were evaluated by the cognitive indicators: the Primary Mental Aptitudes Factor-R (PMA-R) evaluates an individual's capacity to solve logical problems, and the questionnaire 16PF Fifth Edition ([16PF-R] Cattell, Cattell, and Cattell, 1993) whose objective is to identify personality features that involve thinking and verbal capacity. Another tool used in the study was the Trait Emotional Intelligence Adolescents Short Form ([TEIQue-ASF], Petrides, Sangareau, Furnham, & Frederickson, 2006 as cited in Cejudo *et al*, 2017), which is focused on measuring multiple intelligences.

Different methods and strategies were used to conclude the results; eight factors that represented the multiple intelligences (Gardner, as cited in Cejudo *et al*, 2017) were applied to measure each one of them. In these factors were items that could analyze every intelligence. Regarding the study, the sub-stages are related to each other, proving the theory that intelligences do not act individually. Another result shown by the IAMI-M40 about cognitive capacity (fluid and crystallized intelligence) relates linguistic, logical-mathematical, and intrapersonal intelligence; on the other hand, logical-mathematical intelligence gained relevance to fluid intelligence because they include thinking and analysis, while crystallized intelligence involves verbal thinking and linguistic intelligence.

Emotional intelligence stated a relationship with intrapersonal intelligence; these results could confirm the theory that multiple intelligences are personality features and not actual intelligences (Petrides, 2011 as cited in Cejudo *et al*, 2017).

CONCLUSIONS

In conclusion, this research contributes a new tool (IAMI-M40) to measure multiple intelligences not only in Spanish students but also in schools, universities, or any academic institution. These types of tools can answer students' needs and help students in the learning process (Gosling, Rentfrow and Swann, 2003 as cited in Cejudo *et al*, 2017).

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 21

TITLE	USING SONGS TO ENCOURAGE SIXTH GRADERS TO DEVELOP ENGLISH SPEAKING SKILLS
AUTHOR	Mónica Duarte Romero, Luz Mery Tinjacá Bernal and Marilú Carrero Olivares
INSTITUTION	Álvaro Gómez Hurtado School
DATE	2012
PUBLISHER	No information
JOURNAL	PROFILE
KEY WORDS	Promoting confidence, speaking skills, using songs

SUMMARY

This study is based on using songs as a tool in Colombian public schools to improve students' speaking ability in spite of the lack of speaking activities used in Colombian classrooms. Objectives such as exploiting English songs and examining students' oral production that involves songs are key to the research. The study was also based on important theories about the use of music and oral production in English. It took place at Álvaro Gómez Hurtado public school located in Bogota, Colombia, and 84 (two classrooms 601 and 602) students between the ages eleven to thirteen were part of the study. The researchers decided to focus on five students with different profiles: the achiever, the smart, the lazy, the difficult student, and the one who did not like English from classroom 601.

Different studies about the use of songs in the English Classroom have proved that songs can help to improve oral production and pronunciation (Morales, 2008 as cited Duarte, Tinjacá, & Carrero, 2012), advantages such as practicing rhythm, stress, intonation, learning vocabulary, grammar, listening, and others can work in class (Orlova, 2003), or students can show interest in learning English by using songs as a tool (Cuesta, 2006).

At the time of song selection, the teacher needs to center on the students' needs, level, and the topic that is going to be taught (Morales,2008 as cited in Duarte *et al,* 2012). Acting activities, imitation, and changing the rhythms of the song, are activities that could be applied in class.

As part of the study process, the selection of songs was very detailed, taking into account that those songs need to respond to students' needs and likes. Researchers used the songs as workshops. Information was gathered, organized, coded and analysed; through observation, the researcher could notice that students were shy and did not want to participate in classes. The data showed that the use of songs could enhance students' motivation, new vocabulary, cooperative learning, and improve oral skills.

Duarte *et* al (2012) stated that students shared that it was easy for them to remember vocabulary and practice pronunciation when they were singing. At the beginning, songs were difficult to remember and the words were difficult for the students to pronounce but with repetition and previous activities done by the teacher, it was easy for the students to remember the vocabulary or structure learned through that tool and their pronunciation improved.

Furthermore, students were not used to listening to songs or singing in English and at the beginning of the activities, they were concerned and did not practice in groups, but as the activities were being repeated, students became more confident and motivated, and worked with classmates because they perceived that learning through songs was not that difficult. One strategy was to allow students to work with who they wanted to; activities like singing in front of the class, presenting the song as they wanted, and singing it as they wanted motivated the students to participate but pronunciation was part of the assignment; working individually made students feel shy and afraid to make mistakes but when they worked in groups, they felt confident and interested in the activity. Questions related to the song's topic were asked with the purpose of helping students practice the vocabulary and grammar learnt.

CONCLUSIONS

To conclude, students were happy because they saw that they improved their speaking and learnt more vocabulary in an easy way; also, they enjoyed classes making English more attractive to learn and taking away the assumption that learning English is difficult. Students thought it was impossible to speak because the process was difficult for them at the beginning, but cooperative learning, confidence, and motivation helped the students to do a better job.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 22

TITLE	LOGICAL/MATHEMATICAL INTELLIGENCE IN TEACHING ENGLISH AS A SECOND LANGUAGE
AUTHOR	HYPERLINK "https://www.sciencedirect.com/science/article/pii/S1877042816312514" \l "!" Jelisaveta Šafranj
INSTITUTION	University of Novi Sad
DATE	2016
PUBLISHER	ELSERVIER
JOURNAL	Procedia Social Behavioral Sciences
KEY WORDS	Multiple intelligences theory, logical/mathematical intelligence, ESP, grammar

THEORY/CONCEPTUAL ELEMENTS

Logical/Mathematical intelligence: Šafranj (2016) defines that people with this kind of intelligence, have the ability to use numbers to solve problems and puzzles; also they can be good at reasoning, detecting patterns, and to use logic as part of thinking. Šafranj states that logical/mathematical people are good at numbers, understand logical concepts, enjoy experiments, enjoy solving problems and manipulate numbers and mathematical operations.

SUMMARY

Šafranj (2016) states that multiple intelligences are crucial to modern education because, according to Gardner (1983), every learner has the eight intelligences; a teacher can teach intelligences that could help learners with their necessities and to improve their learning styles. Participants in this study were engineering students that were taking English classes for special purposes (ESP). The researcher with this study wanted to investigate if the application of multiple activities that included logical/mathematical intelligence could enhance the ESP learning in engineering students. Two groups were part of the study.

The first group was composed by 26 university students (B2 level) that were taking an ESP course that included a book that was focused on mechanical engineering science: deducting reasoning, detected patterns, and logical thinking were applied to teach grammar. The researcher showed that some of the

activities made were like calculations and quantification, classifications and categorization, questions that included hypothesis to various problems, or activities that scientific thinking was required. In the second group, 25 students were taking the same course as group one, but the activities were more linguistic-centered like storytelling, brainstorming, tape recording, journal writing, or publishing writings that they wrote.

The study was made during a semester and the students were tested at the beginning and at the end of the study to prove if students had significant changes in their accuracy and fluency. Writing and speaking were included in the test. The results were analyzed through a tool called ANOVA and post-hoc tests were applied to find out significant differences between the groups.

Šafranj (2016) stated that the results showed that both groups had better results post-test in all language abilities. In the writing ability, group one had a significant difference post-test, while group two did not have any improvement. On the other hand, the speaking ability showed some post-test results in both groups, but group one had the highest score. Finally, the post-hoc test demonstrated that the only difference was within the pre-test and post-test from group one.

CONCLUSIONS

The study made by Šafranj (2016) concluded that group two did not have a significant improvement except in the reading skill; however, group one showed changes in its pre-test and post-test due to the activities made during the semester. Šafranj validated that the appropriated activities to this kind of students help them to improve their English through logical-mathematical intelligence.

Moreover, the researcher suggested that teacher should apply multiple intelligences depending on learners needs, but also that all of them should be included no matter what are their majors (in this case, engineering). The use of logical-mathematical students can be taught through experiments or to analyze problems.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 23

TITLE	LAS INTELIGENCIAS MÚLTIPLES EN EL AULA DE INGLÉS/MULTIPLE INTELLIGENCES IN THE ENGLISH CLASSROOM
AUTHOR	Maria Del Rosario Soler Guisado
INSTITUTION	Almería University
DATE	2011
PUBLISHER	Almería University
JOURNAL	No Information
KEY WORDS	Multiple intelligences, English Classes, adolescence
THEORY/CONCEPTUAL ELEMENTS	

Multiple Intelligences: based on the theory proposed by Gardner (1983) Soler presented the multiple intelligences adding the most resent one by the same author (as cited in Gardner in 2006), being a total of eight intelligences:

1. **Linguistic intelligence:** is known as the ability to use spoken or written words.
2. **Logical-mathematical intelligence:** is the ability to use numbers, reasoning and logic.
3. **Spatial intelligence:** is the ability to perceive the world based on perceptions. The relation between colors, smells, forms, and the space.
4. **Bodily kinesthetic intelligence:** is based on the body dominance to express ideas or feelings.
5. **Music intelligence:** the ability to perceive, transform and express musical forms.
6. **Interpersonal intelligence:** is the ability to perceive emotions, intentions, and feelings from people.
7. **Intrapersonal intelligence:** is the ability to use self-knowledge to behave according to that knowledge.
8. **Naturalist intelligence:** is the ability to recognize natural species and live with them.

Stages of adolescence: Piaget (1926) in his book 'The Language and Thought of the Child' explained that between ages from 12 to 18, the adolescent develop the formal and abstract operation stage. This stage explained that it is when the adolescent is able to think and solve problems by using logic. Also,

in this stage the adolescent creates a perception of the world and starts thinking and noticing rules and norms in a society.

SUMMARY

Soler (2011) proposed in this research to explore multiple intelligences and their uses in a secondary school demonstrating that the correct use of them can ensure a better English leaning; however, Soler stated that to prove the effectiveness of multiple intelligences, it is important to follow a process in long periods of times. The objective of this research was to present a methodology that uses the multiple strategies and help the teacher taking into account that this project is aimed to adolescents that have different ways of learning.

Amstrong (2006) described a seven step process that included multiple intelligences to have and develop a good class: (1) to focus on a specific topic; (2) to question how to apply the different multiple intelligences in a class (e.g: who can I use numbers to develop critical think in my students?); (3) to establish the correct methods and strategies; (4) to make a brainstorm including all the approaches to select the most appropriate; (5) to use appropriate activities; (6) to establish a process; (7) to build a process using the mentioned steps (as cited in Soler, 2011).

Soler (2011) as part of the methodology, explained that observation was fundamental for this study, to know the teacher's strategies and what kind of materials were used in class. A test about multiple intelligences was applied to the students. Soler created a methodology based on the test results and multiple intelligences. The participants were 20 students' ages from 12 to 13 and from different nationalities such as Spanish, Romanians, Ecuadorians, and Colombians.

The test result was based on two categories: predominant intelligences and non-predominant intelligences. Predominant intelligences were interpersonal, intrapersonal, and naturalistic intelligence showing that in this stage of adolescence, students are developing their personalities; therefore, they enjoy working in groups and also with themselves. On the other hand, non-predominant intelligences were spatial, logical-mathematical, and linguistic intelligence. Soler (2011) explained that these intelligences must be improved remembering that English is the principal course taught. The test result evidenced that

students have different intelligences; as a consequence, teachers must provide spaces that allow the development of those intelligences in each student, making classes enjoyable and significant.

Finally, Soler (2011) proposed a series of activates that enhances multiple intelligences that are not predominant for students, allowing diversity and creativity in English classes. To improve linguistic intelligence in English classes, activities such as storytelling, to make writings about a picture, to solve puzzles, to debate, to have a diary, to make interviews, to read aloud, and many others should be applied in class. Moreover, activities that could enhance logical-mathematical intelligence should be to plan a strategy to solve a problem, to create and identify categories, to compare, contrast, and analyze, to create a line time, to create games, and more. Activities to improve spatial intelligence in class could be to observe and find differences in images, to visit museums, to collect objects related to nature, to play games (like detective games) that involve space and solving problems through clues, and more.

CONCLUSIONS

Soler (2011) concluded that teachers must use the information showed on the test to make activities based on the intelligences most distinguished from students, but also teachers need to do activities that include intelligences that students might have difficulties to develop. In addition, Soler showed that these activities were applied in three sessions and that was enough to explain that students made a big improvement in all intelligences, proving that multiple intelligences proposed by Gardner can be a great tool for teachers to apply in classes.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 24

TITLE	EXAMINING EMOTIONS IN ENGLISH LANGUAGE LEARNING CLASSES: A CASE OF EFL EMOTIONS
AUTHOR	Reza Pishghadam, Mohammad Zabetipour and Afrooz Aminzadeh
INSTITUTION	Ferdowsi University of Mashhad, Iran
DATE	2016
PUBLISHER	No informatin

JOURNAL	Issues in Educational Research
KEY WORDS	Emotions, EFL, correlation between emotions and learning

THEORY/CONCEPTUAL ELEMENTS

Emotions: are defined by Lazarus (1999) as internal states or representations that are connected to physical and sensory feeling (as cited in Pishghadam, Zabetipur and Aminzadeh, 2016). They can affect cognitive process, learning, and of course, language learning. Motivation, performance, identity, pride, enjoyment, and boredom (among others), are emotions that affect the learning process in a negative or positive way.

Emotions in academic settings: Emotions that affect learning during activities are known as achievement emotions (Pekrun, 2002 as cited in Pishghadam *et al*, 2016) and are essential to motivating a learner's process. Frenzel, Goetz, and Peery's (2007) emotions taxonomy (as cited in Pishghadam *et al*, 2016) have three dimensions that show the activity, including its positive or negative impact and activation: focus (activity and outcome focus); positive emotions like enjoyment, joy, hope, pride (activating) and relaxation, relief (deactivating); negative emotions such as anger, frustration, anxiety, shame (activating) and boredom, sadness, disappointment (deactivating).

SUMMARY

This research was completed with the intention of demonstrating how EFL students felt when they were learning English and how they felt when they had to use the four language skills (writing, reading, listening, and speaking). The study stated that enjoyment is considered a positive emotion which encourage student to complete their task and enhance motivation, Perkrun *et al* (2002) (as cited in Pishghadam *et al*, 2016) affirmed:

> "For instance, enjoyment is considered to be a positive emotion which can activate students while they are doing tasks, and thus, enhance academic motivation. In contrast, hopelessness is a negative deactivating emotion which can be detrimental and is related to outcomes" (p.3).

Emotions and language learning: Teachers can significantly impact their students' emotions, which can affect their English achievement (Ismail, 2015 as cited in Pishghadam *et al*, 2016). Positive emotions like

relief, hope, enjoyment and pride, can make the learning process easier to the student as it can increase his or her interest and motivation. Pishghadam *et al* (2016) shared:

> "the relation between emotional states and cognitive performance have also found out that pleasant emotions like enjoyment and hope bring about flexible thought, the ability of elaborating ideas, and engagement in self-regulative and metacognitive strategies" (p.4).

On the contrary, anxiety, anger, boredom, and depression make the learning process difficult for the student. In addition, students with higher levels of stress often exhibit difficulties when writing composition pieces (Horwitz *et al*, 1986 as cited in Pishghadam *et al*, 2016).

Because teachers have an important role in student achievement, lesson planning should not only be focused on the academic field but also on students' emotions. The Emotion-Based Language Acquisition (EBLI) by Pishghadam, Adamson *et al* (2013) is based on the fact that strong emotions help with second or foreign language acquisition; some vocabulary can be learned faster than other aspects of the language because they get involve and participate more often (as cited in Pishghadam *et al*, 2016).

Methodology: 308 EFL students from private language institutes in Mashhad, Iran were questioned with a survey based on the AEQ by Pekrun (2002) that shows the relationship between achievement emotions and the learning process (as cited in Pishghadam *et al*, 2016). The survey had two stages: twenty women were interviewed and men described their feelings and emotions in the EFL classroom and learning. In these interviews, eight emotions were discussed: anger, anxiety, shame, enjoyment, pride, hope, boredom, and hopelessness. Students needed answer questions such as "What emotion/s do you have when your English language teacher is teaching listening skill?" (p.7), and were asked to give one of these emotions as an answer.

Emotions about reading, writing, listening, and speaking skills were analysed and measured by using ANOVA. The study showed that students experienced anxiety at each stage of his/her learning process; however, this did not vary across the four language skills. They were affected by stress.
The study also showed:

- Listening, reading, and speaking skills were shown to be affected by shame although the students felt enjoyment and anger when speaking was being practiced than other skills.

- Pride has a significance in speaking

- Hope does not have a big significance between the four skills

- Boredom is usually found in writing and reading skills

- hopelessness displayed varied levels across the four skills.

CONCLUSIONS
To conclude, anxiety is the only emotion found in all four language skills and, as shown in previous research (e.g., Cheng, 2002; Daly and Wilson, 1983), anxiety can have a negative effect on the production and perceptions of the language skills (Bacon, 1989; Lund, 1991). This is when teachers should pay attention to their students' needs and emotions, making them feel confident and proud, to lower their anxiety levels, to make them enjoy their learning, to reduce boredom in the classroom, and to make the students know that they can do better.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 25

TITLE	DEFINING ADOLESCENCE
AUTHOR	Alexa C. Curtis
INSTITUTION	University Of San Francisco
DATE	2015
PUBLISHER	UTC Scholar
JOURNAL	Journal of Adolescent and Family Health
KEY WORDS	adolescent, development, chronologic definitions, research
THEORY/CONCEPTUAL ELEMENTS	
Adolescence: Silva (2007) refers to people that are living in social-contexts and they are continuously changing, developing, acquiring, and adapting roles and personalities according to society and culture. Biological changes occurring during this stage, such as body changes, gaining weight, muscular strength,	

sexual organ maturation, and other characteristics, can make the adolescent tired, confused, and clumsy. In addition, physiological changes can be seen during this stage: the search for their own personality, a need for independence, sexual desires, autonomous thinking, and the need to have a purpose in their life. The socialization process is the way that a member of a community learns rules, cultural behaviours, and adapts and creates new rules for that community; society and environment are agents of socialization that include family and social environment interaction. The process of socialization starts: (a) child's personality; (b) family (parents, siblings); (c) the school (teachers, friends); (d) environment (politics, culture, economy, mass media, technology, and others).

Conception of Identity: Silva (2007) stated that it can be defined as being oneself in time and space and the relationship with others and with oneself. During adolescence, the conceptions of one's own identity starts developing, along with the search for one's role, and the identification of one's purpose of living as human beings. León and Rebeca Grinberg (1976) in their Identity and Change (as cited in Silva, 2007), stated two definitions of identity:

- The metapsychological conception is focused on the "self." Self-emotions like anxiety, corporal sensations, and the relationship between the internal and external world.
- The second definition of identity conception is described by the Grinbergs as "the result of an interrelation process with three integration bonds: spatial, temporal, and social" (p.17). In other words, it is basically the relation that the self has with the spatial, temporal, and social environments maintaining cohesion and allowing contact with those environments. Part of an individual's identity involves the corporal experience that involucrate sexual identities. Also, sexual identity involves masculine and feminine meanings in every person.

Silva (2007) defines that the socialization process is the way that a member of a community learns rules, cultural behaviours, and adapts and creates new rules for that community; society and environment are agents of socialization that include family and social environment interaction. The process of socialization starts: (a) child's personality; (b) family (parents, siblings); (c) the school (teachers, friends); (d) environment (politics, culture, economy, mass media, technology, and others).

SUMMARY

The purposed of this article is to define the three stages of adolescence and its development like early adolescence, adolescence, and young adulthood.

Early adolescence (11-13 years): Grumbach and Styne(1998) explained that related to biology, purberty starts at the age of 11 (as cited in Curtis,2015). Also there is a transition for elemertary school to seconday school. Curtis mentioned that early adolecents experience more freedom, show responsibility with academic duties, and also have first love experience.

Its development is, according to Curtis (2015) related to physical and sexual maturation. Also, early adolescentes develop their cognitive abilities like coordination and reasoning, and also cognitive functions like "formal operations" (Piaget and Inhelder, 2000 as cited in Curtis). They also have neurotransmitter changes that affect mood, and appetite. Moreover, hormonal changes can make early adolescents more susceptible and emotional (Arnett, 1999; Buchanan, Eccles, & Becker, 1992; Neinstein, 2002; Spear, 2000; Rosenblum & Lewis, 2003). Curtis indicated that in the American academic field, a new system includes different teachers, and the teacher-student relationship is reduced.

Adolescence (14-17 years): Curtis (2015), explained that this stage is centered in the experience of high school in which adolescents experience different experiences according to their culture like love or friendship. Adolescents' development starts at the age of 14, which the adolescent demonstrate the ability to keep "intellectual" conversation (Petersen & Leffert, 1995 as cited in Curtis). In addition, Neinstein (2002) explained that the adolescent's body, brain, and sexuality become more mature (as cited in Curtis, 2015). Cognitive operations like "formal operation" get more complex and logical (Piaget & Inhelder, as cited in Curtis, 2015) although control of impulsivity stays immature (Steinber, 2014 as cited in Curtis).

Curtis (2015) mentioned that adolescents tend to be egocentric, narcissist and emotional. Furthermore, the search for personality and identity is in constantly conflict, involving sexual identity, and sexual experimentation (Erikson, 1968; Ryan & Futerman, 1997; Neinstein, 2002). Kohlberg and Nucci (2001) stated that morality plays an important role in adolescents' personality, because they are constantly looking for approbation in their social environment (as cited in Curtis, 2015).

Young adolescence (18 to 25 years): Curtis (2015) stated that this is the final stage of adolescence and in many cultures this is when a person can be legally an adult and is able to create his/her own economic independence. In America, graduation is usually at 18 and in that culture means a transition between childhoods to adulthood. Cognitive and brain changes still happening after the 20s (Beckman, 2004; Spear 2000 & Steinberg, 2014 as cited in Curtis, 2015).

Bryde and Milburn (1990) explained that young adults start their formal educational (learning strategies are expected in this stage) and vocal training, and they start acquiring new roles like employee and parenthood.

CONCLUSIONS

To conclude, Curtis explained that it is important to know the stages of adolescence and their development to get to understand adolescents better. In the learning context, to know how adolescents' brain develop can help teachers to prepare classes according to students' needs and emotions. Teachers must understand students due to they are facing a variety of changes, but they should focus especially on early adolescents due to they have the most extreme changes during their whole adolescence; facing puberty, hormonal changes, body changes, academic changes and looking for identity and personality, can affect them significantly not only emotionally but also academically.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 26

TITLE	YOUNG ADOLESCENT STUDENTS' FOREIGN LANGUAGE ANXIETY IN RELATION TO LANGUAGE SKILLS AT DIFFERENT LEVELS
AUTHOR	Sıla AY
INSTITUTION	No information
DATE	2010
PUBLISHER	Uluslararası Sosyal Ara_tırmalar Dergisi
JOURNAL	Journal of International Social Research

KEY WORDS	Foreign Language Anxiety, Level of Instruction, Productive Language Skills, Receptive, Language Skills, Grammar

THEORY/CONCEPTUAL ELEMENTS

Anxiety: is considered a normal feeling in the classroom and especially when it refers language learning; *situation specific anxiety* is a type of anxiety that happens in particular context like English learning (MacIntyre, 1999). Foreign language involves academic and social environments and it includes three types of anxiety: communication apprehension that is related to the anxiety felt when communication and interaction are needed; test anxiety is the one felt when a foreign language is learnt; fear or negative evaluation is the fear to be evaluated and fail.

Anxiety is usually seen in the speaking ability like the one that includes communication and interaction with the social environment; on the other hand, writing, reading, and listening request concentration and correction in periods of time that students cannot control. The acquisition of a new language have levels of anxiety, especially in lower levels due to the different process, progress, and stages of learning. Several questions like how anxiety affects language achievement the oral ability, or writing and listening ability need to be answered examining individually and in groups. Studies state that speaking is the ability is the one that has higher levels of anxiety while writing has the lowest. Also, grammar courses have significant levels of anxiety (VanPatten and Glass, 1999 as cited in AY, 2010).

SUMMARY

The objective of this study was to find levels of anxiety in language skills, grammar, and levels of instructions in Turkish students between 11 and 13 from different grades; fifth grader with A2 level according to the CEFR (Common European Framework of Reference), sixth graders with A2 level , and seventh graders in an intermediate B1 level, with a total of 160 participants. An instrument called Foreign Language Classroom Anxiety was used in the data collection of this study, but it does not measure the anxiety according to language skills, therefore, it was modified and translated into Turkish.

The data results showed that seventh graders feel more anxious than fifth and sixth graders in relation to the speaking skill because they had to speak without preparing their speaking before. The study also showed that fifth graders feel less anxious due to their classmates laugh when they speak in a foreign

language; in contrast, they felt more anxious about listening and reading skills but seventh graders stated that they felt anxiety due to that understanding recordings were difficult to them. Seventh graders showed higher levels of anxiety in the writing skill and grammar; however, all grades stated that they experienced anxiety because of the fear of failing and being evaluated.

Causes of stress in adolescents includes "relationships with friends, peer pressure, peer acceptance, social anxiety, negative attitudes and self-Perception" (p.88). Anxiety usually relates to adults, but children know that having anxiety can affect their learning process and language acquisition (Swain and Burnaby, 1976 as cited in AY, 2010). The study explained that anxiety appears in grade seventh and increase in higher grades (Hills,1972 as cited in AY, 2010). The American Department of Health and Human services stated in 1999, children and adolescents between 9 and 17 were constantly anxious, stating something called anxiety disorder. Also, students were afraid to performance in front of their classmates and not doing a good job, and sometimes their teacher answers or feedback can increase their anxiety levels (VanPatten and Glass, 1999 as cited in AY, 2010). Other studies showed that too much information in short periods of time can make students anxious and feel apprehensive in their speaking ability.

CONCLUSIONS

To conclude, the study stated that anxiety can be seen according different levels and they are being taught. An important factor is that classes are usually focused on accuracy and not fluency; as a consequence, students experienced more anxiety because they feel that they need to express themselves perfectly.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 27

TITLE	GETTING TEENS TO REALLY WORK IN CLASS
AUTHOR	Patricia Lauría de Gentile and Ana María Leiguarda de Orué
INSTITUTION	No Information
DATE	2012
PUBLISHER	No information

JOURNAL	English Teaching Forum
KEY WORDS	Adolescents , Second Language Instruction , Second Language Learning ,Age Groups , Maturity (Individuals) , Teaching Methods ,

THEORY/CONCEPTUAL ELEMENTS

Adolescence: Silva (2007) refers to people that are living in social-contexts and they are continuously changing, developing, acquiring, and adapting roles and personalities according to society and culture. Biological changes occurring during this stage, such as body changes, gaining weight, muscular strength, sexual organ maturation, and other characteristics, can make the adolescent tired, confused, and clumsy. In addition, physiological changes can be seen during this stage: the search for their own personality, a need for independence, sexual desires, autonomous thinking, and the need to have a purpose in their life.

SUMMARY

Gentile & Leiguarda (2012) stated that working with adolescents in the ESL and EFL is not an easy job due to the adolescent' brain is constantly maturing according to neuroscience studies; behaviour, body changes, cognitive changes may infer in their life style and learning. This article showed the brain changes during the adolescence and how teachers can involve students into learning.

The brain is almost developed at the age of 6, but during the adolescence, there are significant changes inside of it (Romeo and McEwen, 2006 as cited in Gentile & Leiguarda, 2012). The prefrontal cortex is the one that matures faster, and allows decision making, thinking, comparing risk and rewards, influencing adolescence behaviour, functions and controlling impulses (Winters, 2008). Teenagers can be irresponsible, ungrateful when they are compared with someone older.

Teen learners have special needs taking into account their physical and emotional state. Teachers need to find a meaningful learning environment, using learner-centered approaches; social interaction is essential for their learning process because they enjoy more their classes when they are interacting and working with their peers. Games are a great tool in the classroom, allowing to work in groups and is associated with their childhood. Through games, the use of language need is necessary, stimulate interaction, provide competition, are fun, and motivates the student (Anderson, 2011). Also, teachers need to make sure that games and activities provided have a meaning use of English, helping the students with their accuracy and fluency.

Learning English can influence learner's identity and personality because when they speak in a foreign language, they feel pressure by their classmates, feeling awkward and odd; therefore, teachers need to create a safe environment to help students to feel sure and comfortable. Moreover, factors like having a good rest can improve students' learning; adolescents need at least nine hours of sleep, but most of them do not have a sleep schedule. Also, teaching English can involve many kinesthetic activities that help catching learner's attention and making them be focus on the activities. Stress is usually related to adults and workplaces, but high levels of stress are shown on teenagers in the classroom and stress during adolescence can develop in adult's life a mental disorder (Marder, 2007 as cited in Gentile & Leiguarda, 2012). To reduce stress, teacher must provide alternatives to their students like selecting their homework or assignment deadlines.

The article shows different activities for ESL and EFL classroom that can be effective with adolescents and include all language skills:

- Reading comprehension activities that includes stops to read across the classroom can be useful. Students need to be divided in groups, and stops needs to be the same number of groups. Students need to answer question about the readings found in every stop. In this activity, body kinesthetic intelligence is being used.
- Activities that allow studenst to practice their language knowledge through completing gaps in sentences found in different envelopes creates competitiveness. This activity can be work in groups and grammar structures and vocabulary can be used.
- Card games includes physical movement, like dividing cards and matching cards. For example, grammar structure can be used in card: one card can say "I ___ a student" and the other one can say "I am ____ a pilot". Students need to use their knowledge background to match the cards. This activity can be perfect when students are feel sleepiness and boredom.
- Activities like "whiteboards" help the student to catch their attention due to they need to be focus and answer the question that the teacher ask on a board.

CONCLUSIONS

Some techniques can be used in the classroom to reduce stress like allow the student to choose assignments and using music to create a good environment and according to the articles, teachers need

to flexible and resourceful, by using different activities and techniques that can develop the adolescent learning process in English.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 28

xTITLE	PIAGET'S THEORY OF INTELLECTUAL DEVELOPMENT AND ITS IMPLICATION FOR INSTRUCTIONAL MANAGEMENT AT PRESECONDARY SCHOOL LEVEL
AUTHOR	Enose M. W. Simatwa
INSTITUTION	Maseno University
DATE	2010
PUBLISHER	Full Length Research Paper
JOURNAL	Educational Research and Reviews
KEY WORDS	Intellectual development, Instructional management and Pre-secondary schools.
THEORY/CONCEPTUAL ELEMENTS	

Intellectual development: Piaget 1963 (as cited in Simatwa , 2010) stated intellectual development is part of a biological development in which the child has some motor responses that improves during his/her growth and it is based on two biological characteristic such as organization and adaptation; according to Piaget, organization integrates correlation processes and adaptation refers to the interaction that the child has with the environment. Both interaction enhance to the development of mental organization.

Moreover, adaptation has two processes called assimilation and accommodation. Assimilation is when the child live some new experiences and assimilates with the old ones. On the contrary, accommodation consist in taking new information and add that information to previous ones. According to Piaget (as cited in Simatwa , 2010) there are four stages of cognitive development:

1. Sensory motor stage (0-2 years)

2. Preoperational or intuitive stage (2-7 years)
3. Concrete operations stage (7-11 years)
4. Forma operations stage (11-15 years)

SUMMARY

Simatwa (2010) wanted to explain in this articles the different stages of cognitive development proposed by Piaget seen in schools and how these stages affect the pre-secondary students' learning process:

- **First stage: Pre-school (sensory motor stage) 0-2 years:** Meyer and Dusek explained that cognitive activities are part of the stage and are based on instant experiences that involve senses 1979 (as cited in Simatwa, 2010). For example, when there is a hungry baby, this one is going to cry until gets feed. Moreover, in this stage, there is a characteristic named 'visual pursuit' that expands the ability of memory understanding that when an object disappears from sight, it stills exist.

- **Second stage: Nursery school (pre-operational or intuitive stage) 2-7 years:** in this stage. The child is able to associate words with his/her experience and also learn about mass, weigh and volume. Children also learn eye to hand coordination, and learn from experimentation and creativity.

- **Third stage: Lower primary school (concrete operations stage) 7-11:** according to Simatwa (2010), children need to learn skills such as reading, writing and learn how to solve mathematical operations. Also, they have to learn how to behave at the school. In this stage, the child will learn how to use cardinal and ordinal numbers, allowing them to classify objects. The ability of speak is easier for them, so teachers must allow students to expresses themselves but also teaching them that they need to listen as well.

- **Fourth stage: Upper primary (formal operations) 11-15 years:** students learn how to consider ideas from other students and socialized them. Also, they become more reasonable and they do not need to have a previous knowledge to think about some ideas. Mathematical operations get easy and more mechanical and they are able to find solutions by themselves. Teachers need to challenge students to work on difficult task due to they want to be independent but they need to be guided. At this stages, older students have to learn from their abilities and need to recognize

their talents. Also, they can interpreted the world differently or have wrong ideas about it; therefore, teachers need to be very patient.

CONCLUSIONS

Simatwa concludes that curriculum should be focused on students' cognitive learning following Piaget's theory. Piaget (1963) stated that there is a correlated interaction between students' cognitive process and his/her environment and teachers should approached the learning environment that students need.

The curriculum should be focused on the children and not on the school. As Simatwa (2010) states:

> The curriculum, instructional and assignments developer should make a special effort to understand the child's world. They should not assume that what they think is good for the child is necessarily good for the child. They can then design educational experiences based on the child's need and readiness (p.370).

In addition, the author concludes that instead of accelerating slow students with their cognitive process, they should give the opportunity to those learners to learn by experiences, reinforcing children's learning. Finally, Piaget (1963) suggested that the equilibration and the environment plays an important role on students' cognitive process. Teachers must provide environments that simulates students' reality because it can help them to acquire new information and build information schemes, that at the same time, facilitate the assimilation and adaptation process.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 29

TITLE	LOVE AND ENJOYMENT IN CONTEXT: FOUR CASE STUDIES OF ADOLESCENT EFL LEARNERS
AUTHOR	Liana Maria Pavelescu and Bojana Petrić
INSTITUTION	Guildford College, UK; Birkbeck, University of London
DATE	2018

PUBLISHER	No Information
JOURNAL	Studies in Second Language Learning and Teaching
KEY WORDS	adolescent learners; EFL; enjoyment; love; positive emotions

THEORY/CONCEPTUAL ELEMENTS

Sociocultural theory: it refers how positive and negative emotions affect students' social environments (Pavelescu and Petrić, 2018). Ima's (2010) study made in an EFL Japonese context, showed that emotions allows cooperative learning (as cited in Pavelescu and Petrić, 2018). Dewaele and MacIntyre (2014) explained that learners can feel enjoyment and anxiety at the same time (as cited in Pavelescu and Petrić, 2018). In addition, Dewaele and MacIntyre explain that social dimension (classroom environment) and private dimensions (feel joy when something is learnt) are experienced when a language is being learnt. Emotions such as love, liking and enjoyment are part of a classroom environment; Dewaele and MacIntyre stated, (as cited in Pavelescu and Petrić, 2018) that love is a primarily social and relational emotion that allows students to trust in thelselves and enjoy the classroom. Liking refers to students' favorite music, movies, books or more.

SUMMARY

Pavelescu and Petrić (2018) made a research based on how adolescents' emotions affect their English sociocultural environment; Four Romanians bilingual students participated in the study. To gather the information, the students had to do a written history in which they had to explain how their language learning process was. The students also had to answer three semi-structure interviews that were focused on how they learnt English, how to they felt about English, their learning autonomy and motivation, English learning experiences, and more. Moreover, teachers were also interviewed to know about the participants' learning process and classes were observed.

The analysis of the information gathered was based on the sociocultural theory to see how learners' emotions affected their English social environment. The study showed that positive emotions like love and liking had a high significance in students' English learning. The four students' answer were analyzed individually.

The first student's result showed in her writing history that love was the principal emotion express ixAn her English learning process. She wrote that her love for English started with English books that had pretty images and animals and she was encouraged to learn it from her uncle who had traveled around the world. Also, she expressed that she had amazing teachers in elementary and secondary school that taught her English and made her love English; therefore, learning English was easy to her because it became natural.

The second student shared the love that she feels about English. Firstly, she stated that she loved English more than her mother tongue. Secondly, she expressed that she loved English culture, and because of her aunt (that lived in England), who was a great influence. Thirdly, she expressed that she constantly communicated with English native speakers through the internet and through online games. Finally, she wrote that English teachers also influenced to learn English and were very supportive during her learning. Despite of all, she explained in the interview that she did not feel very motivated when it comes to write essays or reports due to the rules that this language had.

The third student wrote that she enjoyed learning English. She mentioned that she enjoyed to hear her teacher' accent when she was a nursery student and she explained that thanks to her teacher, she wanted to be like her (in the sense of English). The student also mentioned that one high school teacher made classes very enjoyable and entertainment. However, in the classes observed by Pavelescu and Petrić (2018), they stated that she was constantly distracted and her teacher agreed too.

Finally, the fourth student stated in her written history that she enjoyed learning English thanks to the teacher and classmates that she had before high school, although she mentioned that she started to enjoy English in sixth grade because her English teacher made a game based on Alice in Wonderland in which each student had a role to play. After that, her interested in English and acting increased.

Pavelescu and Petrić (2018) stated that emotions played an important role in students' sociocultural environment; activities made by teachers like games, plays, or activities that allowed interaction and were interested for students made the four participants to feel love and enjoyment for their English learning.

CONCLUSIONS

Pavelescu and Petrić concluded that student's love for English was caused mostly because of their teachers. Also, they stated that positive emotions like love and enjoyment allow students to appreciate their English learning. The researchers mentioned that to love English requires more dedication and it might involve daily activities like reading or listening music and enjoyment, could encourage students to improve their English. The correlation between those emotions and students' sociocultural environment were also positive due to the love and enjoyment for English were influenced by their families, teachers, culture and abroad or job opportunities. The study recommended that teachers need to see their students as learners that are influenced by their social environments. Also, teachers must focus on students interests for learning English to create positive emotions on them (Dewaele and MacIntyre, as cited in Pavelescu and Petrić, 2018).

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 30

TITLE	EFFECTS OF TASKS ON SPOKEN INTERACTION AND MOTIVATION IN ENGLISH LANGUAGE LEARNERS
AUTHOR	Nubia Patricia Carrero Pérez
INSTITUTION	Ministry of Education
DATE	2016
PUBLISHER	GIST
JOURNAL	Gist Education and Learning Research Journal
KEY WORDS	Task based learning, TBL, TBLT, tasks, spoken interaction, speaking English, motivation, students' perceptions.
THEORY/CONCEPTUAL ELEMENTS	

 The task-based learning approach: according to Carrero (2016) is a communicative approach that is used to teach English as a second or foreign language. Many studies have shown that there is a significant relationship between motivation and communication (Plews and Zhao, 2010; Barnard and Viet, 2010; Xiongyong and Moses, 2011; Jong, 2006; Chuang, 2010; Tabatabaei and Atefeh, 2011 as cited in Carrero,

2016)**.** Interaction between students maintains their interest in the classroom and gets them involved with it (Yim, 2009). Students enjoy sharing and working with their classmates; they interact, study together, and they associate learning with their context (Chuang, 2010).

TBL (task-based learning) encourages students with their language learning, allows students to use learning strategies that are fundamental for them (Plews and Zhao, 2010 as cited in Carrero), and reduces stress when they use English and interact within their social context (Xionyong and Moses, 2011, as cited in Carrero). Additionally, the use of TBL increases students' oral production abilities and vocabulary (Yim, 2009), and it can improve accuracy and fluency (Mangu, 2008).

SUMMARY

This research applied the approach with 35 tenth grade students from a Colombian public school located in Bogota. Also, the study wanted to solve questions that revolve around the effects of interaction and communication in English language education.

As previously mentioned, this research was performed in a Colombian public school, located in Bogota, with tenth grade students whose ages were between 15 to 17. English is taught twice a week (4 hours in total). Instruments used to gather data information were:

- Testing: an oral test was given before and after (pre-test and post-test) the study to ten students who were selected and evaluated in previous classes and showed different English levels. To the ones who had a higher level, difficult questions were asked, but to the ones who found English to be difficult, just the basic questions were asked. With the test, the study wanted to know if the students had an A2 level according to the CEFR.
- Observation: ten sessions were observed, recorded, and written down with the purpose of identifying how students interacted and used language.
- Interview: Interviews were conducted at the end of the study with the ten students tested before, in which questions were asked about their opinions, interaction, and motivation related to English language acquisition. The goal of these interviews was to determine the students' feelings about working with this approach.

Results indicated an increasing development in English during and after the research; tasks like sharing personal experiences motivated students to use English in the classroom and also promoted interaction and motivation. Results showed that the students' English level increased in ten weeks by using the TBL approach; part of the test, ranked students from different levels, including those who were below A2 users, adequate A2 users, and proficient A2 users. The pre-test showed that nine of the ten students were classified as below A2 users, and one was adequate and proficient A2 users. After the post-task test, 60% of the ten students tested increased their level to adequate and proficient A2 users.

In relation to the spoken interaction, the pre-test show that nine out of ten students were ranked as below A2 users, and only one was ranked as proficient A2. After the post-test, two students were ranked as adequate and four as proficient A2 users.

The study also showed that students were able to solve communicative tasks and freely express themselves; cooperative learning was seen as students helped each other with vocabulary or pronunciation. According to Carrero, lower level students sometimes used Spanish to express some words, but the main language used was English and they made use of language without thinking about accuracy, saying things like "Teacher economy arrogant" or "lazy is *perezoso,* isn't it?" (p.46). This task was called "Task Promoting Free Spoken Interaction". Another task used was "Task as Motivation to Use the Foreign Language". Students regularly used both their native and foreign language to talk about their experiences in class.

Students reported in the interview that they enjoyed the use of TBL because it made them talk and English was taught without using traditional methods or approaches. Moreover, they stated that they learned more from this approach than they had with traditional teaching methods and they felt motivated to participate in class and stated that people who never participated before, were interested in speaking thanks to the approach; on the other hand, learners prefer motivational tasks (such as sharing about their favorite music or hobbies) to challenging ones.

CONCLUSIONS

The use of TBL enhances students' ability to communicate and enjoy English learning; communicative group tasks such as classifying or organizing, or comparing and sharing personal experiences of the

students' spoken interaction in English as a foreign language have a motivating effect on the use of English to communicate within the classroom (Carrero, 2016). The study concludes that tasks are a great factor in motivating students to use English by sharing their experiences and encouraging interaction between them.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 31

TITLE	THE IMPACT OF TASK-BASED INSTRUCTION PROGRAM ON FOSTERING ESL LEARNERS' SPEAKING ABILITY: A COGNITIVE APPROACH
AUTHOR	Mohammad Mohammadipour
INSTITUTION	University Putra Malaysia
DATE	2015
PUBLISHER	Advances in Language and Literary Studies
JOURNAL	Australian International Academic Centre, Australia
KEY WORDS	The cognitive approach, speaking skills, task based instruction, TESL, the communicative approach
THEORY/CONCEPTUAL ELEMENTS	

Direct approach: It arranges circumstances that emulate the acquisition of a mother tongue and makes the students focus on speaking (Mohammadipour, 2015).

Indirect approach: It helps the students to improve their oral communicative needs by sharing information while working on a given task (Mohammadipour, 2015).

Integrating communicative tasks and the cognitive approach: This approach is aimed at encouraging communication in real context and time. The integration between the communicative and task-based approaches helps to develop the students' speaking ability; on the other hand, cognitive approach theorists mention that language learning should be focused on the learner's attention and progress in fluency, accuracy, and complexity (Ellis, 2003). To incorporate the communicative with the task-based

approach, it has to work with three task stages that help the learners to improve their fluency, but reminding them that accuracy and restructuring language have importance as well.

SUMMARY

English is known today as a global language and speaking is the skill that is most used in daily communication. This study wanted to measure and compare the effectiveness of task-based programs that use the cognitive approach to support young university students' speaking to those that use the traditional method (Mohammadipour, 2015).

Three stages were employed in this study; firstly, pre-task statements improve the students' language structure. It also should be focused on giving learners a task that they are interested in and need. Secondly, students get involved during the task stage, sharing their results with others. Teachers can control the difficulty of it but it has to involve the student to catch his or her attention and to keep it, but without mentally exhausting the student. Post task state, learners need to remember that fluency is as important as accuracy, meaning that the activities provided by the teacher can give them the ability to share conclusions and raise their linguistic consciousness.

From a methodological viewpoint, the study examined first year university students aged between eighteen and nineteen who have been studying English as a second language (ESL) for seven years, and are in the process of studying for the Cambridge preliminary speaking test (PET), in which their English speaking proficiency is measured. This includes their understanding of grammar and vocabulary, as well as their coherence, pronunciation, and interaction in spoken English (Mohammadipour, 2015).

Nine units were used to teach speaking skills, in which the participants had to participate in activities like providing descriptions, sharing ideas, problems, and solutions, and conducting interviews between one another. The integration between the communicative approach and task-based approach were part of the methodology; to prepare the students for the task, different pre-task activities were utilized.

Moreover, during-task stage, the learners were ready to participate in activities focused on communicative activities. In this stage, the students could make comments about their classmates'

pronunciation, grammar, vocabulary, and so on. In addition, as part of the post-task, the students were recorded by the teacher, with the purpose of allowing students to observe their own development.

As a result of the study, a significant difference was shown. For example, in the first stage, students were preparing the words that they needed for the activity; in fact, they were focusing on their accuracy and re-structuralizing their speeches on their speaking activities. During the second stage, the students were able to establish conversation without the teacher's help or intervention, and finally, the third stage worked as a space to improve or correct errors that they had made during the tasks where the teacher could provide feedback (Mohammadipour, 2015).

CONCLUSIONS

This study concludes that integrating both approaches can improve students' speaking ability. The teacher is a facilitator that helps the student by correcting or giving feedback on their tasks, thereby making the students responsible for their own learning. Also, the study mentions that providing students with the information that they need (vocabulary, grammar, discourse, language function, and pronunciation, as well as the instructions for the activities before and after a given task) enhances the development of natural communication.

It also recommends that ESL teachers should pay attention to the different speaking sub-skills such as discourse and discourse organization, fluency, conversation management, and pragmatics. These sub-skills can be taught through speaking activities that enhance student's accuracy during the three task stages.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 32

TITLE	IMPROVING 10TH GRADERS' ENGLISH COMMUNICATIVE COMPETENCE THROUGH THE IMPLEMENTATION OF THE TASK-BASED LEARNING APPROACH
AUTHOR	Ana Carolina Buitrago Campo
INSTITUTION	Universidad de Antioquia

DATE	2016
PUBLISHER	bdigital
JOURNAL	PROFILE
KEY WORDS	Communicative competence, English as a foreign language, language learning, task-based-learning approach.

THEORY/CONCEPTUAL ELEMENTS
Communicative competence: Competence defined by the abilities that a learner has to use in language for communication. Words, rules accuracy, cohesion, and coherence are used in the communicate competence CITATION Bri09 \l 9226 (British Council, 2009) .

SUMMARY
This action research is focused on improving the communicative competence in English of 10th graders in a public school in Medellin, Colombia. In this country, the national ministry of education imposed a guide that helps teachers with their teaching process: Basic Standards of Competences in Foreign Languages: English (*Estandares Básicos de Competencias en Lenguas extranjeras: Inglés,* in Spanish). Still, classes are usually more focussed on grammar and rules than communicative competence, even though the school's syllabus looks to enhance this competence. The researcher noticed that students did not have enough opportunities to use English in classes and they were often given in Spanish and focused on grammar, structures, and vocabulary. Thus, the researcher decided to put into effect the task-based learning approach that mixes communicative competence and the use of form (Willis, 1996). Communication takes place in task-based learning by using grammar in contexts, which requires the use of the target language and the understanding of it, accomplishing the purpose of communication that is the exchange of messages and meaning (Willis, 1996). This approach is described as the integration of language skills that provides opportunities to the students to interact by practicing their fluency and accuracy; the teacher is no longer the center of the class. Students that interact by sharing their personal experiences, solving problems, experience significant learning using the task-based approach (Lopez, 2004). In a study based on the improvement of oral skills in ninth graders in Colombia where the approach

was used, the students expressed their opinions and feelings by using English in a meaningful and effective technique (Gutiérrez Guitiérrez, 2005, as cited Buitrago 2016).

The method employed in this study used planning, acting, developing, and reflecting; this research method is called planning cycle (Mertler, 2006). The implementation of two teaching actions: to set four thematic units that must include the students' interests and needs and the school's syllabus, and to use the approach in different tasks.

The researcher applied different surveys to the students to identify their interests and used them in the thematic units. Also, tasks suggested by Willis (1996) were used according to the contents developed in the class. Two tasks were applied in unit one; the first one included activities with listening comprehension and a comparative task in which the students selected their favorite type of music, read articles, and shared about their previous knowledge, with frequently corrections of pronunciation from the teacher. The second task was based on sharing personal experiences and comparing them with classmates. The use of pre-tasks was essential because students needed to learn vocabulary and structures that allowed them to express themselves. Some of them wrote their speeches in Spanish and translated into English. Also, students took notes from discussion activities with the purpose of learning more vocabulary and phrases.

Tasks in the second unit were about TV shows that students were interested in watching. Students wrote one essay, shared personal experiences (using grammar and vocabulary), and did listening comprehension activities made by the teacher. The task cycle and report stages involved different activities that students enjoyed, such as working in groups and interacting with their classmates. The final objective was to engage the students to improve their speaking and writing throughout practice during the different tasks.

The results of the study were divided in two:

- Improvements in students' English communicative competence: students improved their communicative competence through listening, organization, comparing, and sharing personal and common interests. To complete those activities, students needed to write and speak, practicing their English accuracy but not focusing on it, because students work better with low anxiety levels (Peña

and Onatra, 2009, as cited in Buitrago). The researcher states that students were able to use grammar structures when they were sharing their personal experiences, for example when talking about their favorite music, and they were able to build personal opinions in English as well.

Buitrago affirms that in her study, pre-task, during task, and after task, her students showed a significant development in their writing, and her analysis suggests that they improved in their writing when they practiced on the same task multiple times and their speaking becomes more natural.

- Factors that Affected the TBL Approach Implementation: the analysis showed that some TBL factors were negative. To give an example, some students had low participation due to their fear of interacting in another language. One of her students said that he was afraid to speak because he did not want people make fun of him. Another factor was the lack of responsibility from the students, stated that they did not have time to do assignments because they had a lot of them.

CONCLUSIONS

To conclude, through the use of a task-based learning approach with the help of the tasked proposed by Willis (1996), the students interest and needs could improve EFL learning in a significant way and the development of the communicative competences and their fluency, accuracy, pronunciation, vocabulary, and grammar. It is essential for teachers to know that including activities that engage students can affect their learning in a very positive way; they could be able to grown not only in their English proficiency, but also as interactive human beings.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 33

TITLE	TASK-BASED LEARNING: AN EFFECTIVE WAY OF DEVELOPING COMMUNICATION SKILLS
AUTHOR	Bunyamin Celik
INSTITUTION	Ishik University
DATE	2017
PUBLISHER	IJSSES

JOURNAL	International Journal of Social Sciences & Educational Studies
KEY WORDS	
	Task, Task-based Learning, Communication, Language Learning

THEORY/CONCEPTUAL ELEMENTS

Task activity: Task activities are those in which the learner has to complete an activity through a process that includes thinking (Prabhu, 1987 as cited in Celik, 2017). Tasks are also defined as activities that include comprehension and interaction by using and learning the target language (Nunan, 1989 as cited in Celik). These activities have specific objectives, with Lee (2000) explaining that the main objective of tasks should be to identify the meaning of messages as the most important factor, rather than the form of the message. The tasks are developed through the task-based learning approach that focuses on communication and language acquisition.

SUMMARY

The task-based learning approach helps students use the target language in order to improve their English through activities guided by the teacher. Willis (1996) explained that there are three stages in this approach: (1) the pre-task in which the teacher shows the topic and instructs students ; (2) the task stage, which is based on the task that is being done by students; (3) the language focus stage, which is when students and the teacher discuss the use of language.

Many task activities are focused on problem solving; while learners are solving the problem, they are forced to use language in a natural context, making those activities meaningful. According to Celik, the purpose of the task-based learning approach is to understand language, focusing on meaning and communication.

Swan (2005) listed a few characteristics of the TBLT (as cited in Hismanoglu & Hismanoglu) :
- Language taught by the teacher should be as natural as possible.
- Classes have to be learner-centered.
- Because the TBLT is focused on naturalist approach, accuracy does not have to be essential.

- Even though accuracy is not essential, grammar must be taught.
- The use of traditional approaches should be obsoleted.

Moreover, this approach follows some principles (Nunan, 2004, as cited in Celik): (a) it is focused on learners' needs; (b) it involves communication through interaction by using the target language; (c) it uses authentic material; (d) students are centered in language and their learning process; (e) it provides personal experiences inside the classroom.

Furthermore, Celik explains that while learners are using the task-based learning approach, they are practicing the target language because communication is essential in this approach; therefore, it helps students with their communicative speaking skills.

CONCLUSIONS

Celik concludes that beginner learners need a lot of confidence when they are learning with this approach for the first time. That is why the teacher's role is key to helping students' learning development; they must prepare classes according to students' needs by using the stages of the approach.

Finally, the task-based learning approach develops the students' learning and cognitive process, because it gives opportunities to practice and use the target language and also improves their command of the four language skills.

In addition, confidence increases in students because they use the target language constantly by interacting with other students; thus, learners feel more motivated to participate in class and use their knowledge.

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 34

TITLE	INTERMEDIATE GREEK EFL LEARNERS' ATTITUDES TO ON-LINE TEACHING PRACTICES: A BLENDED TASK-BASED ENGLISH LANGUAGE LEARNING APPROACH
AUTHOR	Trisevgeni Liontou

INSTITUTION	Greek Ministry of Education
DATE	2015
PUBLISHER	No Information
JOURNAL	*Teaching English with Technology*
KEY WORDS	on-line teaching practices, Computer-Assisted Language Learning, English Language Learning, students' attitudes

THEORY/CONCEPTUAL ELEMENTS

Online learning: this is a new trend in classroom technology that involves teachers and allows them to provide materials for students that can be completed by using technology (McIntyre *et al*., 2014; Levinsen, 2006; Parker *et al*., 2013 as cited in Liontou, 2015). Online education started with the incorporation of technology into the classroom to support traditional teaching methods and it has been increasing worldwide in recent years (Stickler & Hauck, 2006; Walther, 1992; 1995 as cited in Liontou).

CALL method: is based on the integrations of the four language skills with the help of technology to enhance the language learning process, providing interaction that can help the learner face real situations (Warschauer & Healey, 1998 as cited in Liontou).

SUMMARY

The purpose of the study is to identify the relationship between EFL and the CALL method integrating the task-based learning approach into a classroom 40 students whose ages were between 13 and 14. The study consisted of two traditional classes and online activities like on-line classrooms, extra activities, and on-line discussion groups that were looking to develop students' English competence. Other technological tools were wikis, *Skype* group discussions that included guest speakers, and a private *YouTube* channel with authentic videos.

The study established some learning objectives that follow the principles of the task-based learning approach and were included in the online classes. These objectives were: (a) to show new vocabulary related to food and cooking; (b) to allow students to talk about food preferences; and (c) to teach them

how to give cooking instructions; (d) to discuss unhealthy and healthy habits. Also, Liontou stated that learning outcomes included should be: (1) the ability to exchange ideas with their classmates; (2) the ability to skim and scan relevant information; (3) to learn new vocabulary; (4) to use the newly acquired vocabulary.

To gather all the information, a questionnaire written in Greek (to avoid misunderstandings) was used with the purpose of discovering students' perceptions related to on-line learning. 20 questions were asked in which feelings like enjoyment and motivation were essential to understanding students' preferences.

The study results showed that the majority of students were very satisfied taking online classes. Most of the students expressed that it was easy for them to access extra information through the online classes. This refers to some tools like wikis, *Flickr* (a digital library), and the videos that they found on *YouTube.* Moreover, students shared that they preferred the online classes to the traditional classes because online classes were more interactive. The questionnaire showed that students felt more confident because it was simple for them to solve problems for the reason that getting access to the right information was easier. Furthermore, almost all participants stated that they felt more relaxed in an online class; therefore, the levels of anxiety were reduced.

CONCLUSIONS

Liontou concluded that the use of online technologies could help students with their language learning process, and can enhance all four language abilities (reading, writing, listening and speaking). In addition, the use of the task-based learning approach allows for interaction and provides an opportunity for students to practice their language skills though online group discussions (Archambault & Crippen, 2009; Gregor & Cuskelly, 1994; Yang, 2009).

FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN- RAE 35

TITLE	TASK-BASED LANGUAGE TEACHING: WHAT EVERY EFL TEACHER SHOULD DO

AUTHORS	Murat Hismanogly and Sibel
INSTITUTION	No Information
DATE	2011
PUBLISHER	Elsevier Ltd
JOURNAL	Procedia Social and Behavioral Sciences
KEY WORDS	task, task-based language teaching, foreign language teaching

THEORY/CONCEPTUAL ELEMENTS

Ellis (2009) defines the task-based language teaching approach as an a series of opportunities to develop natural learning inside the classroom. Also, language from is learnt but this approach is more focused on accuracy. Thanks to the use of intrinsic motivation, helps to develop and to improve leaners' learning (as cited in Hismanoglu & Hismanoglu, 2011).

According to Carrero (2016) is a communicative approach that is used to teach English as a second or foreign language. This research applied the approach with 35 tenth grade students from a Colombian public school located in Bogota. Also, the study wanted to solve questions that revolve around the effects of interaction and communication in English language education.

SUMMARY

Acoording to Hismanoglu & Hismanoglu, (2011), task-based language teaching (TBLT) has become significant in the field of second language acquisition. Many studies have showed three major characteristics of task-based language teaching: TBLT is in line with a learner-centered educational philosophy (Richards & Rodgers, 2001; Ellis, 2003; Nunan, 2005, as cited in Hismanoglu & Hismanoglu), it follows a process and a goal(Skehan, 1998; Murphy, 2003; Nunan, 2004, as cited in Hismanoglu & Hismanoglu), and it belives that meaningful activities are better than grammar (Beglar & Hunt, 2002; Carless, 2002; Littlewood, 2004 as cited in Hismanoglu & Hismanoglu).

There are three principal approaches to TBLT: (1) Long's approach (1985) involves task and rewards; (2) Skehan's approach (1998), includes activities that involves students' real context; (3) Ellis's approach

(2003) that requires cognitive process (as cited in Hismanoglu & Hismanoglu) . Acoording to Ellis, these approaches have five main characteristics that help the learner to have a better learning such as opportunities to use language, the approaches are learner-centered, grammar is included, variety of tasks, and the use of new approaches.

Characteristics of task-based language teaching

Swan (2005) listed a few characteristic of the TBLT (as cited in Hismanoglu & Hismanoglu) :
- Language taught by the teacher should be as natural as possible.
- Classes have to be learner-centered.
- Because is focused on naturalist approach, accuracy does not have to be essential.
- Even though accuracy is not essential, grammar must be taught.
- The used of traditional approaches should be obsoleted.

In the task-based approach, teacher must be instructors and guides, and students must be receivers and main agents. Thanks to the TBLT, the learner can use all his capacity to use his/her communicative abilities in the target language. This approach allows cooperative work and engage students to be more participative (Larse-Fremman, 2000 as cited in Hismanoglu & Hismanoglu).

Teacher's role is crucial to this approach; the teacher must select activities that allow process and sequences, also needs to prepare students for the task (post-task), it must help students to develop the assigned tasks (pre-task), and finally, needs to give feedback (post-task). On the other hand, Hismanoglu & Hismanoglu state that the learners role is escential to his/her learning: the learner must be participant, must be a lider, and must motivate other leraners. Moreover, pair or group activities are inportant to classroom enviroment; thus, every learner will feel confortable doing different activities.

CONCLUSIONS

Hismanoglu & Hismanoglu conclude that the TBLT has been very helpful to ESL and EFL teacher. They explaind that teaching purpose is to provide appropiate learning context to learners to help them to develop students' learning process. Lin (2009) affirm that TBLT has "pedagogical benefits of task-based teaching of EFL are numerous. Assisting learners in internalizing language skills in a natural way and

shows learners how to sort out the problems that they encounter in real life" (Hismanoglu & Hismanoglu, 2011, p.51).