

LEARNING THEORIES

Some disciplines like linguistics, psychology and sociology have contributed to the development of language teaching methods, and all of them have key characteristics, strengths and weaknesses. Even though languages have been learned since time immemorial, it is still many unanswered questions about the process of second language learning. In this unit it is being presented various models of second language acquisition among the many theoretical viewpoints and it is explained in simple terms the basic issues connected with it that will be useful to frame your own personal teaching situation.

BEHAVIOURIST THEORY

According to behaviourists children come into the world as blank slates and are influenced by the environment. They argue that the learning of a language is based on the formation of habits that the children gradually acquire by imitation. They first perceive a stimulus, and then they obtain a response from their parents or from the people around them which encourages the formation of a habit.

For example, a child feels the need to drink water and asks for it (stimulus). Somebody gives the child the water (response). With these association of ideas, reinforcement takes place as the child realizes that when he/she says “water”, he/she will get it.

Behaviourists like Skinner applied this theory to the way humans acquire their first language. He assumed language was an activity learned through a set of habits established by stimulus, response, reinforcement and reward (Skinner in Omaggio A., 1993). As a result great importance was given to the practice of repetition and imitation, and reinforcement was an essential element in the learning process, as it increased the likelihood that the behavior would occur again and eventually become a habit. In other words, according to him our performance as language learners is the result of that positive or negative reinforcement.

To apply this theory to language learning Richards and Rodgers (1986) identify the stimulus as what is taught of the foreign language, the response as the learner’s reaction to the stimulus, and the reinforcement as the approval and praise of the teacher or fellow students or the self-satisfaction of target language use.

The combination of these ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio Lingual Method.

COGNITIVE THEORY

Cognitive psychologists like Chomsky developed new views on learning arguing that mimicry and memorized learning were not enough for a language learning since it involves affective and interpersonal factors.

He argued that the language acquisition is not a form of behavior because it would take thousands of lifetimes to learn each sentence a person is able to say and that learners were able to produce language forms and patterns that they have never heard before. So he proposed a theory called Transformational Generative Grammar which promoted the conscious learning of the language system: learners need to have control of the language rules in order to be able to generate their own language in new situations (the principle of creativity). In other words learners need to understand the system of rules so that with a finite number of grammatical rules and a limited vocabulary, they can create an infinite number of sentences (Chomsky 1965, Ellis 1985, McLaughlin 1987, Omaggio 1993)

According to Jeremy Harmer (1991), learning must go from the known to the unknown, so that the learners can familiarize themselves with the rules first (that is knowledge) and apply them afterwards (performance). This means that learners first deal with controlled comprehension and manipulation of linguistic forms for later use in real communication situations. It is believed that if the students have a cognitive control over the language structures, they will automatically develop the ability to use them in meaningful situations.

This model also supports that the new knowledge should always be linked to prior knowledge, and at the beginning of a lesson a teacher should try to establish a mental set to invoke their prior knowledge as a preliminary to new learning. Also there should be activities in which language is viewed as an active problem solving process and reflect on how it operates. The presentation of target language items can be managed inductively or deductively

Although there has not been a specific methodology based on Chomsky's theory, it has informed many teaching methodologies and techniques.

THE MONITOR MODEL - SECOND LANGUAGE ACQUISITION THEORY

This theory that was posited by Stephen Krashen is based on researches into second language development that describes 5 main hypotheses:

a) The Acquisition / Learning Hypothesis

According to Krashen there are two distinct mental processes operating in second language development: the acquisition process and the learning process.

Acquisition process is very similar, if not identical, to what goes on in first language acquisition, it means that the acquisition is a subconscious process which results in the knowledge of a language while **learning** is a conscious process that results in knowing about the language.

The subconscious process is focused on the **input** and interaction the learners receive inside as well as outside the classroom, conducted in a variety of settings. In other words it requires meaningful interaction in the target language (natural communication). Input is a term used to mean the language that the students hear or read. This input should contain language that the students already know as well as language that they have not seen.

According to Krashen (Krashen in Harmer, 1991) for a successful acquisition the input should be “roughly tuned”, it means that learners should listen and read things that are at a slightly higher level than they are able to use, but a level that they are able to understand so that they acquire those items without making a conscious effort. It is in contrast to conscious learning where students receive finely-tuned input that is language that is at the precise level the students know.

b) The Natural Order Hypothesis

Learners may follow a more or less predictable order in the acquisition of formal grammatical features, when the acquisition is natural, in other words when it is not via formal learning.

c) The Monitor Hypothesis

Learners check over their language performance by means of an internal Monitor which uses learned knowledge to do so. This can occur before or after the utterance is made, but not at the same moment. Krashen gives three conditions for the use of the Monitor:

- a. sufficient time,
- b. the focus must be on form and not on meaning; and
- c. the user must know the rule

d) The Input Hypothesis

Acquisition will take place only when the input the learner is exposed to is comprehensible. It means that the input should be a little beyond the current level of the learner's competence, which Krashen denominates $i + 1$. He maintains that the learner will develop accuracy over time as he hears and understand more input.

e) The Affective Filter Hypothesis

This hypothesis accounts for the role of affective factors in SLA. Krashen argues that the filter controls how much input the learners comes in contact with and how much of that input is transformed into intake. This means that learners with high motivation and self-confidence have low filters and obtain a great amount of input, whereas learners with low motivation and little self-confidence have high filters and so receive little input. (For a fuller account of these five hypotheses, see Krashen 1982, pp. 9-32)

The Natural Approach Method is based on this theory.

TASK**The Acquisition / Learning Hypothesis**

What's the difference between **acquisition and learning**?

How can you make the learners acquire the language? How can you make the learners learn the language?

How do learners acquire the grammatical features of the language?

The Monitor Hypothesis

How does our **monitor** work when learning a language?

Which are the necessary conditions to make our monitor work?

The Input Hypothesis

What's the **input** of the language?

What does Krashen denominate **i + 1**? What does it mean for you?

The Affective Filter Hypothesis

Do the **affective factors** play an important role in the acquisition of the second language?

What happen when the students are highly motivated and they are self-confident?

CONSTRUCTIVIST LEARNING THEORY

CONCEPTUALIZATION

The paradigm shift that has taken place in contemporary educational trends, from positivist and behaviourist theories to cognitive and constructivist learning theories have opened new ways to approach teaching.

One of the most important goals of education through all times has been getting students to become architects of their own knowledge, autonomous and independent learners able to reflect on how they learn and act accordingly. Constructivism is a learning theory to get it.

From a constructivist position, Coll, (2003), rejects the conception of the student as a mere receiver or cultural knowledge reproductive, and dismissed the idea that development is the simple accumulation of specific learning. According to the constructivist position, knowledge is not a faithful copy of reality. Constructivism is conceived as the result produced by everyday interaction between what is obtained from the environment and the interaction between one another and the internal individual's arrangements. In other words, this construction process depends on the learner's prior knowledge and the internal or external activity that a learner does regarding new information or task.

Constructivist Learning Theory states that learning is an active process of creating meaning from different experiences. Students learn best by trying to make sense of something on their own, when their needs are being satisfied. They are more committed to a learning activity that has value for them that they can see as meeting their interests.

SUGGESTIONS FOR TEACHING WITH THIS THEORY

The following propositions are crucial when applying a Constructivist Learning Theory:

- Encourage and accept student autonomy and initiative. Learners construct their own understanding and that they do not simply mirror and reflect what they read
- Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials.
- Tasks should promote critical thinking skills, so use cognitive terminology when assigning tasks such as: *classify, analyse, predict, and create*.
- Learners' background and culture are essential elements of teaching.
- Build off and use student responses when making "on-the-spot" decisions about teacher behaviours, instructional strategies, activities, and content to be taught.
- Search out students' understanding and prior experiences about a concept before teaching it to them.

- Teachers perform a very different role. They are facilitators. Where a teacher gives a *didactic lecture* which covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. A teacher tells, a facilitator asks
- The teachers' role is mainly a mentor and their job is to set a task and implement it.
- Encourage communication between the teacher and the students and also between the students.
- Encourage students' inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.
- Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
- Provide enough time for students to construct their own meaning when learning something new.
- Courses should therefore support a learner-centred, task-based curriculum, which will encourage knowledge construction.
- The constructivist approach can facilitate language learning by giving students choices and by providing language practice that is interesting and meaningful.
- Moreover, because student errors are viewed as part and parcel of interlanguage under the constructivist approach (Krashen 1982), students are encouraged to experiment freely with the language.

Adapted From: Brooks, J. & Brooks, M. (1999)

Two main approaches to constructivism are cognitive constructivism and social constructivism. The former is associated with the work of Piaget and the latter with that of Vygotsky. The two approaches are not mutually exclusive, as underpinning both is the belief that students learn by constructing their own knowledge. However, the main emphasis in the two approaches is different. Cognitive constructivists concentrate on the importance of the mind in learning, whereas social constructivists focus on the key role played by the environment and the interaction between learners.

• VIGOTSKY'S SOCIAL CONSTRUCTIVISM

According to Vigotsky the development process that begins at birth and continues until death depends on social interaction and social learning which really leads to cognitive development. Much of what is learned, according to Vygotsky, depends on the social interaction with a skilled and well prepared tutor, who models behaviour or provides clear instructions for knowledge. The child uses these behaviours and instructions to internalize the information and use it as a guide and regulation of their own performance that allows him/her to acquire new knowledge.

Giving a clearer picture of this relationship we refer to the example cited in Mcleod, SA (2007). A young woman who is making his first puzzle, when she is alone her performance is slow and poor. Her father sits next to her and shows or explains her some basic strategies, such as finding the pieces of the edge and allows her to place those that has located and motivates her every moment. When the child is more competent to do the task her father allows her to work more independently. Then Vygotsky points out that this type of social interaction which requires cooperation or collaboration promotes cognitive development.

Two basic principles that allow us to understand the theory of Vygotsky are: The More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). When talking about someone more informed, it refers to a person who has more knowledge or higher skill level than the apprentice regarding tasks, processes or concepts, which can be: teacher, parent or classmates.

The zone of proximal development is a phenomenon that Vygotsky described as "the distance between the actual development level determined by independent problem solving and the level of potential development determined by problem solving under adult guidance or collaboration with more capable peers "(Vygotsky 1981). In other words it relates to what students can do on their own; and what they can achieve with assistance, support and motivation of someone expert on the theme. Then, we totally agree with Mcleod, S.A. (2007), referring to Vygotsky who also sees the interaction with peers as an effective way to develop skills and learning strategies.

- **PIAGET'S COGNITIVE CONSTRUCTIVISM**

The central theme of his work relates to the theory of development of cognitive skills through the different stages of human development, so that it is also called genetic epistemology. One of Piaget's contributions to our understanding of the learning process was to discover that people need time to accommodate new information and skill.

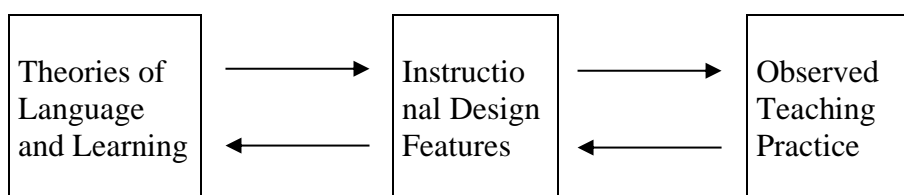
In general we can say that cognitive development occurs with the reorganization of cognitive structures as a result of adaptive processes to the environment, from the assimilation of experiences and accommodation of those according to the prior cognitive structures a learner has. Piaget argues that when the children interact with their environment, they add those experiences to their own activities and reset them with the gained experiences.

METHODOLOGY

METHODS AND APPROACHES

Methodology in language teaching has been characterized in a variety of ways. It has been usually conceived as the way a teacher goes about his/her teaching. It in fact, means more than that.

- A classical view suggests that methodology links theory and practice (Howatt, 1984). Theory would include theories of what language is and how it is learned. Such theories are linked to design features of language instruction (objectives, syllabus, types of activities, roles of teachers and learners, materials and so forth). And they are also linked to actual teaching and learning practices; as it is observed in the following chart.



- David Nunan (1995) suggests that Methodology involves the selection and sequencing of learning tasks and activities concerned with HOW to teach them. In other words methodology is the study of the practices and procedures used in teaching and the principles and beliefs that support them.
- Brown (1994) defines Methodology as the study of pedagogical practices (including theoretical underpinning and related research). According to him whatever considerations are involved in “how to teach” are methodological.

As a central part of methodology emerged the concept of approach, method, and technique as essential parts of language teaching

APPROACH.- As Richards and Rogers (2001) point out, it is theories, assumptions and beliefs about the nature of language and language learning that serve as the sources of practices in language teaching. Approach is axiomatic

METHOD.- It is a systematic set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives. A method is an overall plan for the presentation of language material based on an approach. It is a level of teaching practices where theory is put into practice. A method is procedural.

TECHNIQUE.- Exercises, activities, or tasks used in the classroom for accomplishing objectives, that are consistent with a method and therefore in harmony with an approach as well.

The English language teaching has been subjected to a variety of changes along the time because of various influences. It is difficult to describe these various methods and approaches briefly, however in this paper it is going to be expose some important things to get a sense of the range of method proposal that have been practiced in various adaptations in language classrooms all around de world, in an attempt to reveal the importance of research in the definition and implementation of the optimal method and techniques for language teaching and learning.

According to Penny Ur (2012), despite the diversity of methods, all of them have two things in common.

- 1 They all have a single set of principles that represent the theoretical framework of the method, that is, the teacher, the student, the teaching and learning process and the target language.
- 2 They all are applied using different kind of techniques, that is the activities and tasks the teacher develops in the classroom to apply the method.

TEACHERS AND LEARNERS IN A FOREIGN LANGUAGE CLASSROOM (FLC)

The teaching and learning process grows with the interaction of both teachers and learners.

TEACHERS

In the past, within a very short vision about the English teaching and learning process, the teachers only used to provide knowledge about the grammar of the language, but the teaching of English has taken a new direction in the last decades; nowadays it is used with a lot of objectives and purposes. Because of the telecommunications growth and the technological and industrial advancements that have emerged around the world English has become a global language. These changes have entered into the life of every individual, have changed the way of thinking, acting and being of young generations. As the teachers face increasingly big challenges in the educational system, the teaching profession needs to be re-founded. (Montenegro 2011).

Teaching today is a task bound to train learners to be critical, committed and able to make profound social changes. So, Cuenca and O'Hara (2006) argue that teachers are called to maintain a current and permanent training, to develop new professional skills among which mainly includes the reflective capacity of their own work and that of the students, as well as the social reality that allow them to generate pedagogical lessons toward a more interactive and dynamic experiences into the classroom and beyond.

According to Ignacio Montenegro (2012), teachers' actions are governed by basic and specific skills. Core competencies refer to values, ethical and solid judgment generated in their daily life, their thoughtful, appropriate, consistent and fair way of acting with everyone else, and in every present situation. The specific skills are abilities and knowledge that allow them to carry out their functions. They are typical of the nature of being an educator, where their love to work and sustained effort can take them to the effective performance of their teaching practices.

All teachers must take on the challenge of leaving behind traditional conceptions of educational work, to undertake into a profound change in their work, taken into account that it is a requirement that comes together with the dizzying changes of social life along the time.

TEACHER'S ROLES

According to Julian Edge (1996), Diane Larsen-Freeman (1986), Hernandez and Hernandez (2008) the teacher must be a manager on the shared knowledge so that the positive relationships of those involved allow the successful teaching-learning process. Teaching is primarily a function of mediation between the content and the student, where teachers have new roles to play as follow:

- The Teacher as a **Mediator** design activities that are relevant for meaningful learning, He/she selects the most appropriate content and methods to develop the students' abilities, He/she carefully organizes the material and the environment required for the task and gets involved in that situation with students to encourage and stimulate learning. The teacher in his/her role as mediator applies procedures to develop either cognitive or affective processes, as well as values and positive attitudes. In addition for meaningful learning, teachers should be based on students' prior knowledge to build new ones, as constructivist theory postulates; so that they can corroborate, readjust or change their assumptions on any topic along the learning process and a real learning occurs.
- The teacher as a **Manager** promotes and organizes the interaction into the classroom. In this role he/she leads students to be responsible for meeting their own learning needs, manage students' learning preferences and different teaching methods to make the process of learning easier to happen. He/she develops rapport, praises learners, maintains discipline and responds to classroom problems as they happen.
- The teacher as a **Facilitator** develops learner's autonomy, enabling them to fulfil their potential. A facilitator helps learners to access resources and always provides opportunities for individual learning.
- The teacher as an **Observer** pays attention to how students interact to achieve the solution of a problem, in order to realize what communication problems they have to provide the necessary help. This paper will be possible only if the situation of learning is well structured.
- The teacher as an **Assessor** evaluates learners' performance, behavior, effort and contribution. He/she provides continuous assessment to the students' work giving correction and feedback to help them realize how well they are getting on the knowledge.
- The teachers as an **Organizer** establishes purposeful activities that let students feel they are putting their efforts in something meaningful and relevant for their lives and on something they can trust. The teacher should plan activities in advance to provide a structure that let them feel supported and have enough freedom to act by their own at the same time.
- The teacher as an **Instructor** gives clear instructions about what and how to do any activity so that students can finish them successfully.
- The teacher as a **Language Resource** personalizes, contextualizes, elicits, clarifies, explains and models language. He/she provides the appropriate language input to learn.
- The teacher as a **Monitor** checks students' work all the time being sure all of them stay on task and helping them when necessary or when they ask for it. He/she keeps a written record of learners' work.
- The teacher as a **Researcher** develops his/her own skills, abilities, techniques and strategies to improve the learning process. He/she makes a constant analysis of his/her

own experiences and those of their students in the teaching and learning process to identify their weaknesses and strengths, to observe what is effective in the classroom in order to be in a constant process of change. Teachers that don't investigate, quickly find their work is monotonous while who do it renew their spirit and practice in benefit of their students and their own.

- The teacher as an **Encourager and Motivator** involves the students in class work and encourages them to take an active part in the lesson. He/she supports students' learning even though what they are producing at the moment is not perfect.
- The teacher as a **Counsellor** gives learners advice on difficulties they may have outside their language classroom. He/she shows understanding of issues learners may bring to the classroom from outside.
- The teacher as a **Planner** decides on a methodology and adequate techniques for the lessons. He/she establishes clear objectives for the lesson, designs and adapts texts and material, prepares texts and tasks for promoting an active learners' participation in class.
- The teacher as a **Co-communicator** takes part of the activity as another member, avoiding to dominate the situation but with the idea of improving the class atmosphere by giving the student enough opportunity to practice.

SUMMARY OF QUALITIES GREAT LANGUAGE TEACHERS NEED TO HAVE

The list of qualities a teacher of English as a foreign language must have and the things he/she must do to reach and effective teaching is long. The following are those that are essential to take into account:

A TEACHER AS A PERSON

- Loves teaching. Before all other reasons, a teacher has to teach because he/she wants and loves it. Passion makes a lot of difference.
- Respects his/her students and gets it for him/her.
- Has a vast cultural knowledge.
- Has good character and personality: Shows comprehension, patience, friendship, punctuality, responsibility among other characteristics.
- Shares objectives, expectations and dreams with students.
- Enjoys people, shows enthusiasm, warmth, rapport and appropriate humor.
- Is very close with the students and provides advice and help when necessary.
- Does not punish students when he/she is angry or grades papers when he/she is tired. Students deserve teachers at their best.
- It is important to be yourself. A good teacher is not an act.
- Tries to look his/her best. Students will always do notice.
- Is aware of what is going on around him/her.

A TEACHER AS A PROFESSIONAL

- Has fluent competence in listening, speaking, reading and writing English.
- Has a strong knowledge on basic principles of language learning and teaching and keep current.
- Understands the close connection between language and culture and puts it in practice.
- Provides a wide variety of learning activities and uses a wide range of techniques.
- Presents language points clearly and interestingly.
- Perceives students' linguistic needs, effectively.
- Makes room for fun in the classroom. Learning is important but it should not be so serious all the time.
- Relates language study to appropriate cultural and academic contexts.
- Elicits students' background knowledge of course texts and topics.
- Recognizes students' effort/achievement.
- Makes clear the pedagogic purpose of activities.
- Promotes communication among students. Stimulates interaction, cooperation and teamwork in the classroom.
- Involves students in decision making and in all classroom activities.
- Makes good use of board and audiovisual aids.
- Uses appropriate principles of classroom management.
- Encourages students to become independent.
- Is aware of cross-cultural differences and sensitive to students' cultural traditions.
- Uses different strategies to make the meaning clear.
- Uses English as a medium of instruction, since the more the native language is not used, the more the second language will be used and the better it will be learned.
- Gives optimal feedback to students and seek feedback for himself / herself. Everybody can get better if he/she does not know how he/she is doing.
- Praises students in public. Criticizes them in private. Never subjects a learner to public humiliation.
- Maintains a balance between accuracy, content and fluency focused work.
- Corrects without offending.
- Allows some constructive noise in the classroom.
- Is always ready to cooperate with colleagues and fellow teachers.
- Maintains a positive and open mind in trying out new ways of teaching and a willingness to continue professional growth. Competent preparation leads to successful teaching.

LEARNERS

Teachers should be aware that students have different characteristics that reflect on a certain extent the way a particular learner approaches the second language learning process. Some of them are better or worse language learners even though all are exposed to similar teaching.

Julian Edge (1996) stresses that in our classes all learners do not behave in exactly the same way. Each one of them has their own knowledge, experiences, skills, interests, habits, abilities, dreams, purpose and so on; and this is precisely why teaching is a source of endless fascination, no two classes are ever the same (David Nunan 1999)

In our daily work, we can see that there are different types of students:

- Those who always adopt an active role whereas others prefer to remain neutral or even passive.
- Those who progress very fast whereas others cannot get good result even though they put a lot of work or simply because they do not like to work.
- Those who prefer to learn things by seeing things whereas others opt for learning by practicing and doing exercises or by listening.
- Those who always depend on the teacher; however others tend to be more independent.
- Those who are more skillful than others.
- Those who are willing to learn, however others don't care anything.

The factors influencing learners differences in language learning are of various types which should not be regarded as independent; they are all closely related and sometimes some affect the same learner. They are **Cognitive** factors like: language aptitude, cognitive style, learning strategies, learning styles. **Affective** variables such as: Attitudes toward language leaning and motivation. **Physical and Psychological** factors like: age and personality.

In front of this reality, to get the success in the learning of English, teachers must be open to these personal distinctions, so that we can find generalizations that let us design tasks according to what the learners need and want to learn, trying to encourage and help them individually or collectively. In fact, it is a challenge for the teacher to create a climate in which all the students want to assume a more active role. It seems to be appropriate to consider what Edge (1996) points out as important things we have to bear on our minds to help our students:

- Take into account all the aspects of humanity on the road to learning.
- Even though we work with large classes, we have to make an effort to inform ourselves about our learners.
- Be sensitive to social distinctions, learning purposes and learning styles.
- We have to help them to discover what their positive characteristics are to encourage them and to develop others.

SOME BASIC CHARACTERISTICS A LEARNER SHOULD HAVE

Jeremy Harmer (1996) and David Nunan (1999) are right in pointing to the basic characteristics and roles that make some students are more successful than others. We have an assumption that the following are the essential characteristics they have to possess.

- A willingness to listen to the language that is being used and acquire it.
- Be enthusiastic to practice all of the time by answering teacher's questions or by asking questions to clarify doubts and learn more when it is appropriate.
- A keenness to experiment using the language, so that they can learn better how things work.

- A willingness to reflect on their own performances, so that they can invent their own study skills, how to learn vocabulary, the best way to read or the best way to draft a piece of writing.
- An eagerness to accept correction because it helps them. They are keen to get feedback from the teacher to improve their performances.
- Be ready to develop independent study assuming responsibility for their own learning that is studying in their own time, making works by their own, without waiting the teacher to teach them something but developing their own way of acquiring knowledge.
- A compliance to work in groups or in pairs fostering a cooperative learning, and contributing actively in learning.

TASK

- A. Read about three different learners of English below. Then, discuss with your team members to number them 1 – 3 according to how successful you think they will be in learning English (1 – most successful, 3 – least successful). Prepare arguments to justify your decision.

Joseph takes learning English very seriously. He's particularly keen on English grammar – he spends many hours at home studying grammar books and doing exercises in class. He always has lots of questions for his teacher. Joseph is also keen to learn vocabulary – he always has his bilingual dictionary next to him in class, and looks up any new words he meets. He prefers this to listening to the teacher's explanations. He quite enjoys his English lessons, but he feels his teacher wastes too much time on group work. He doesn't like speaking to other students – they don't speak English well enough, and he doesn't like making mistakes.

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Sophie really enjoys her English lessons, though he doesn't have enough time to study because of her job. He likes her teacher and her classmates and enjoys speaking English with them. She always tries to say as much as she can even if the topic is something doesn't really interest her. If she wants to express something or there is something she doesn't understand she asks the teacher. She tries to correct herself and tries to use the words she learns, but she doesn't worry too much if she makes mistakes. Sophie is fairly good in grammar – when she learns something new she tries to work out the rule by herself, but of course she is not always right. She sometimes gets the chance to practice her English at work when she meets English speaking colleagues even if she feels a bit shy about the level of her English.

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Jennifer doesn't really know why she is learning English, but perhaps it will be useful someday. She thinks it's her teacher's job to make sure that she learns because her parents are paying a lot of money for her lessons. She doesn't come regularly to her lessons or she arrives late because she's been outside dancing or meeting friends the night before. Her teacher always explains new vocabulary and grammar in English, but Jennifer doesn't usually listen very hard to these parts of the lesson. She always asks another classmate to translate what the teacher says. Sometimes the teachers asks her questions, but they don't interest her much, and anyways she is a bit shy about speaking English, so she usually answers in one word. They have to do quite a lot of group work, but she takes it as a good chance to find out what her friends have been doing – not in English, obviously

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Exercise adapted from '*Helping Students to Learn*' by Lowest and Target (1998)

TRADITIONAL METHODS TO TEACH ENGLISH



GRAMMAR TRANSLATION METHOD

The grammar-translation method was the dominant foreign language teaching method around the mid-18th to mid-19th centuries, and a version of it continues to be widely used in some parts of the world, even today, although they are usually combined with other techniques. The aim of the course based on this method was to train students to read literature written in the foreign language and to write it accurately. The communication skills were neglected, that is why pronunciation and intonation were also neglected. The focus was on memorization of verb paradigms, grammatical rules, along with memorization of vocabulary and translation of literary texts.

In short the following are the main principles of this method.

- Teachers were preoccupied with written exercises
- Focus on learning the structure of L2, through repetitive exercises
- Reading and translation of texts.
- No communication at all.
- The primary skills to be developed are reading and writing.
- Pronunciation receives a little, if any attention.
- Students study grammar deductively.
- They study verb conjugation.
- They memorize native language equivalents for foreign language words.
- The language presented was academic and unreal.
- The students' native language (L1) was the medium of instruction.

Teacher's Role

The teacher is the central figure within the classroom. He/she gives a lot of importance to error correction looking for grammatical and lexical accuracy and high standards in translation. The teacher's role is not very demanding, he/she doesn't need to be imaginative or creative in planning a lesson.

Students' Role

The student's role is passive, they absorb the information supplied by the teacher and they reproduce it mechanically.

DIRECT METHOD

It was posited by Charles Berlitz. The basic tenet of this method was that second language learning is similar to first language learning. Based on it, there should be lots of oral interactions, spontaneous use of the language for everyday life, and the meaning is grasped through a direct association of word with object, without going through the process of translating into the students' native language. The teacher has to use a series of resources to make meaning clear. Students learn grammar inductively, in other words they learn grammar rules through practice, by means of using language at a functional level. Even though this method enjoyed great popularity, it was difficult to use because of the constraints of budget, time and classroom size.

In short the principles of the Direct Method were as follows:

- Use of realia, pictures, or gestures to introduce new words and phrases.
- No use of L1.
- Syllabus is based upon real situations. E.g. language at the bank, language use when going shopping, weather, etc.
- Grammar is taught inductively.
- No explicit grammar rules.
- Practice of vocabulary in complete sentences.
- Vocabulary is emphasized over grammar.
- Work on four skills of L2, but emphasizing listening and speaking.

Teacher's Role

The teacher was seen as a director giving direct instructions to use the language.

Students' Role

Students are required to learn to think in the target language. So they have a very active role by using the language to communicate. The learners are partners; they share their experiences, expectations, personal opinions with the whole class.

AUDIO LINGUAL METHOD

The Audio Lingual method was developed to build communicative competence, through very intensive courses focusing on aural/oral skills. This method is based on the concept of teaching linguistic patterns in combination with the formation of habits through constant drilling or constant repetition followed by positive or negative reinforcement from the teacher's part. Through mimicry memorization and learning of language patterns and forms students were able to make automatic and habitual responses and they were able to communicate in different circumstances. However, this method did not work in producing long-term communicative ability because the learners forgot easily the patterns and were not able to apply them in other situations and circumstances.

The following points sum up the characteristics of the method:

- New vocabulary and structures are presented through dialogues
- Dependence on mimicry and memorization of set phrases.
- Teaching structural patterns through drills.
- No grammatical explanation.
- Grammar is induced through the examples given
- Use of tapes and visual aids.
- Focus on pronunciation.
- Immediate reinforcement to correct responses.
- Doing nothing to enhance students' communicative ability in L2.

Teacher's Role

The teacher's role is a central one, and it requires inventiveness to encourage the practice of structures by means of different drills and tasks, and by choosing relevant situations, since him/her is the language modeler and drill leader.

Students' Role

Learners play an important role in the classroom by imitating to the teacher. They are expected to be capable of producing correct responses after a period of skilled training, being a pattern practicer. What really matter is the results of their training and not the internal process of learning in itself.

As we can see, in the three methods described above, the attitude toward the teaching of pronunciation, grammar and vocabulary in early methods and approaches has changed from time to time. There has been a swing of the pendulum while the studies about language nature and language learning have progressed.

In sum we can say that Grammar has gone from being the primary focus to become part of a more balanced teaching of the four skills, even if the organising principle of many syllabi still tends to be based on grammatical aspects. Pronunciation has gone from being completely neglected to become one of the most important objectives of language teaching, even if the pedestal on which it was placed during the Direct Method and Oral Approach has been shattered to some extent, making its focus be more equal to that of the other skills. The emphasis is still however on the oral use of language as the main objective for undertaking studies in language learning.

Vocabulary has gone from being memorised in lists with no contemplation of context to become part of a whole, where the emphasis is on meaning in context rather than on disjointed, individual words.

TOTAL PHYSICAL RESPONSE (TPR)

James Asher believed in learning language through doing based on his observations that children develop listening competence before they develop the ability to speak. He pointed out that their early social interaction is through a physical response to invitations for movement, such as “let’s run” “throw the ball” etc. Asher speculated that during this period the learner may be making a mental design of the language and speech will evolve naturally later. This idea was applied to foreign language learning and the students learn the language by listening and responding to the spoken target language commands of their teacher by reacting with their body.

Its main characteristics are summed up as follows:

- It gives a lot of importance to just listen and do
- The teacher helps her students to understand her by using pictures or gestures and occasionally works in the students’ native language.
- Grammar-based: most grammatical structures and vocabulary items can be learned by skillful use of the imperative by the instructor
- Students don’t practice pronunciation.
- No speaking / no creativity
- Combines language learning with physical movement
- Develop listening comprehension before production
- Vocabulary and structures are graded and organized
- Reduces stress in language learning
- Tries to replicate typical features of L1 acquisition
- A good start for beginners and young learners

Teacher's Role

The teacher plays an active and direct role in TPR. The teacher is the director of a stage play in which the students are the actors (Asher 1977). He/she gives the commands for the students to act them out.

Students' Role

Students are who follow the instructions determined by the teacher. However, they could monitor and evaluate their own progress and they are encouraged to speak when they feel ready to do so.

TASK

- A.** Watch a video of a lesson applying the Grammar Translation Method. Discuss with your group which of the following characteristics can be found in the Grammar Translation Method?
- a) L1/L2 vocabulary lists.
 - b) Grammar rules explained in the L2.
 - c) An activity for inferring information from the text in order to answer comprehension questions.
 - d) Group work.
- B.** Watch a video lesson applying the Direct Method. Discuss with your group:
- 1) What is the main aim when using this method?
 - 2) How is the language presented?
 - 3) How is grammar taught?
 - 4) What are the teacher's and learner's roles?
- C.** Watch a video lesson using the Audio Lingual Method. Discuss with your group:
- 1) What is the main aim when using this method?
 - 2) How is the language presented?
 - 3) How is grammar taught?
 - 4) What are the teacher's and learner's roles?
- D.** Read about the first three methods in the printed material to check your answers.
- E.** Watch a video lesson applying the T.P.R Method
- 1) Discuss with your group:
 - 2) What is the main aim when using this method?
 - 3) How is the language presented?
 - 4) What are the teacher's and learner's roles?
- F.** Read the printed material about this theme, use extra information from internet or from a book in a library about each method that has been presented, build up a comparative table with the most important aspects. You can use the format below:
- G.** Each team will prepare a micro teaching demonstration using the method assigned by the teacher for the students to evaluate main principles use.

COMPARATIVE TABLE OF MAIN METHODS

	G.T.M	Direct	A.L.M	T.P.R
Main aim				
Grammar				
Vocabulary				
Pronunciation				
T's role				
Ss' role				
Teaching Resources				

INNOVATIVE METHODS

COMMUNICATIVE APPROACHES



THE COMMUNICATIVE LANGUAGE TEACHING (CLT)

Various applied linguistics, emphasize notional-functional concepts and communicative competence, rather than grammatical structures as central to language teaching (Richards, 2006; Brand, 2007; Yule, 2014). So for them the primary function of language is to allow interaction and communication, to use the language as a means of expressing learners' own ideas, values and judgments, as well as to express the functions that best meet their own communication needs.

The Communicative Approach is based on a theory of language as communication. When we communicate we do something, we use the language to accomplish some functions, such as arguing, persuading, excusing, inviting, describing, narrating, apologizing, instructing, promising and so on. Moreover we carry these functions within a "social context". It means that we express the information or ideas according to the person with whom we are speaking to and according to our intent and level of emotion. Furthermore, since communication is a process, it is not enough for students to simply have knowledge of the target language forms, meanings and functions. The most important thing is to apply this knowledge in *negotiating meaning*. It is the interaction between the speaker and listener or reader and writer.

The primary function of language is to allow interaction and communication, to use the language as a means of expressing learners' own ideas, values and judgments, as well as to express the functions that best meet their own communication needs. To do this, learners need to become communicatively competent.

COMMUNICATIVE COMPETENCES

According to **Jack Richards (2006)** to become communicatively competent and to get abilities that underlie speaking proficiency, a student needs to master all of the communicative competences: Linguistic, Socio Linguistic, Strategic and Discourse Competences.

1. **Linguistic Competence.-** This competence enable the student to understand and use the structure of English with accuracy and fluency. It includes the knowledge of grammar (morphology and syntax), vocabulary (meaning) and pronunciation (stress, intonation and rhythm) of words and sentences.
2. **Socio-Linguistic Competence.-** It is the ability to use the right language in the right time. It implies an understanding of the social and cultural context where the communication takes place, including role relationships, the share knowledge of the participants and the communicative purpose of their interaction. For example to know

how to make questions into the conversation and how to act and answer, even in non-verbal form when necessary, using the language meaningfully.

3. ***Discourse Competence.***- It is the ability to get together the words, phrases and sentences in a text with cohesion and coherence. In other words it is to know how to establish links between previous sentences and those that are coming later, to know how to link the grammar and vocabulary and how to organize the discourse to express the ideas meaningfully.
4. ***Strategic Competence.***- It is the way how the speakers handle the language to get communicative purposes. In simple words it implies the ability to initiate, terminate, maintain, improve, and make easy the communication. This competence enables the speaker to face particular situations and to overcome problems in communication.

SOME BASIC CONCEPTS IN THE CLT APPROACH

Communicative activities are considered a means to develop learner's communicative competence which cannot be performed in the absence of control of grammar, but in CLT it differs in how this grammar is to be discovered. Grammar is worked out in context; it means that the grammatical awareness will emerge naturally from practice in communicative interaction that has meaning. In fact structures are learned through functions giving students a purpose to use the language. The learners make deductions about what it means and how it is used. At the beginning the students' awareness of the meaning and use of new structures are arisen, they see patterns and use them and then they work out the rules by themselves.

Students also experience new vocabulary in a situational and linguistic context, not in isolation. Using this approach the core vocabulary is recycled in a variety of contexts, so that the students can get enough experience of these items to assimilate them. It also includes other vocabulary that is not core but is important in any topic.

So, speaking about learning a foreign language, the key point lies in neglecting the traditional conception of teaching the form of the language, i.e. grammar and vocabulary in isolation, which although is a vital part for learning of languages, it is not enough for the student to acquire communication skills. The most important thing in the learning of a foreign language is to foster interaction between speaker and listener, or reader and writer, using the language as a means for students to express their ideas, judgments, values and feelings as well as the functions that best meet their own communications needs. The more opportunities the students have to use the language communicatively, as close to real life as possible the better meaningful learning occurs. Regarding that fluency and accuracy are seen as complementary principles underlying classroom techniques. However teacher and students focus their teaching and learning in getting fluency first of all. Accuracy will come up along the practice. Meaning is more important than structure. Language functions are emphasized over forms.

Learning happens while struggling to communicate. Students are encouraged to focus on their own learning process, to understand their own learning styles, and to develop strategies for independent learning, to make guesses and learn from their own mistakes and apply it in further practice beyond the classroom.

Language techniques in this approach are designed to engage learners in the pragmatic, authentic, functional use of the language for meaningful purposes. Authentic language and sources should be used in instruction wherever is possible. such as: hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers and magazines, videotapes of authentic or simulated exchanges between native speakers, radio and television broadcasts, films and songs.

Intrinsic motivation comes from an interest in what is being communicated. Students are engaged in using the language so that they can evaluate their own performance, they can realize how well they are going on and their deepest drives are satisfied.

Communication takes place by negotiating meaning between learners and learners, learners and teachers and learners and text. The use of small groups and paired communicative activities allow students to practice language in context.

THE LANGUAGE SKILLS

When working using the Communicative Approach all of the skills of the language are being covered. Communicative Language Teaching (CLT) emphasizes the teaching of listening, reading, speaking and writing within content and task-based activities (Richards and Schmidt 2002). It is important to consider the knowledge many researchers have provided regarding the acquisition of a language, as Ellis (1997), Rodgers, (2001), Ur, (2005), Larsen-Freeman, D. and Anderson (2011), Harmer (2012), who argue that language acquisition occurs encompassing the language input and output in education, i.e. by receiving information through listening and reading skills, and then producing information through speaking and writing skills in real communication situations. David Cross, points out that the four are part of a cycle that should be met to achieve efficiency in communication when says that: “the lack of any of them could produce frustration in learning” (1995: 283).

Students ultimately have to use language productively and receptively, in unrehearsed contexts outside the classroom. Listening, Speaking, Reading and Writing are all use from the beginning.

TASK BASED LEARNING APPROACH (TBL)

Nowadays, second language teaching methods aim at developing in students' communicative competence that will enable them to communicate effectively in a second language. Task based learning (TBL) is closely related with the Communicative Approach in getting this purpose.

DEFINITION OF A TASK

A TASK is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. (Nunan 1989:10, cited in O'Brien 1998)

A TASK is a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences (Willis 1996)

So, Task Based Learning is an approach which requires students to engage in interaction in order to perform a task to get a result or a product. In this approach, learners begin by carrying out a communicative task, without specific focus on form. Only at the end there is a specific focus on features of language form. Its main aim is to integrate all four skills of the language and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem-solving, role-plays, questionnaires, projects, etc) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

STAGES OF A LESSON

In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. According to Willis (1996) and Richards & Rodgers (2001) Task-based learning (TBL) is typically based on three stages:

❑ Pre-task stage

The pre-task helps the teacher to create the condition under which learning may occur. During this stage the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage. The learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the

main task or to learn new words and phrases that are essential to the task. Different tasks will place different processing loads on learners, therefore careful planning will ease the weight during the task and attention may be directed to the detail of the language.

□ **During-task stage**

The pre-task stage is followed by what Janes Willis calls the “Task Cycle” composed by four parts:

Task: Here the learner performs the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups, using the language resources that they have as the teacher monitors and offers encouragement.

Planning: They then prepare a short oral or written report for the whole class on how they did the task and what conclusions they reached. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to clear up any language questions they may have.

Report: Students then report back to the class orally or read the written report. The teacher may give the students some quick feedback on the content.

Analysis: The teacher then highlights relevant parts from students’ reports. They may ask students to notice interesting features within this text too.

□ **Post-task stage**

The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. The teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. They are allowed to focus attention more clearly to language itself. It means that they pay attention to accuracy. The students then do practice activities to increase their confidence and make a note of useful language.

TYPES OF TASKS IN TBL APPROACH

There are a variety of tasks that the teacher can use on whatever topic he/she has selected to teach English and according to the material he/she will use. Colin Campbell, 1992 / Jane Willis, 1996 / Jeremy Harmer, 1996 have presented a lot of tasks from which it has been considered those that are useful for promoting students’ language development and can help to the teacher to adapt and build on.

Not all of the activities are exactly closed or exactly open, they are sometimes midway between closed and open or open creative. Generally, it will depend on the teacher’s guide along of the teaching and learning process.

CLOSE TASKS

They are tasks that are highly structured and have very specific goals.

TASKS	TYPES
<ul style="list-style-type: none"> • LISTING They tend to generate a lot of talk from learners' part to explain their ideas. It consist in making a list of different things 	<p>Brainstorming. By getting students draw on their own knowledge and experience either as a class or in pairs/groups.</p> <p>Fact-Finding. Find things out by asking each other</p>
<ul style="list-style-type: none"> • ORDERING & SORTING They involve different processes 	<p>* Sequencing. It is to order items, actions or events in a logical or chronological order.</p> <p>* Ranking. It is to sort the items according to personal values or specific criteria.</p> <p>* Categorising. It is to group items under given headings.</p> <p>* Classifying. It is to group items in different ways, where the categories themselves are not given</p>
<ul style="list-style-type: none"> • COMPARING They involve comparing information of a similar nature but from different resources or versions. 	<p>* Matching. It is to identify specific points and relate them to each other.</p> <p>* Finding similarities or differences. It is to compare two or more set of information to find out common or different points.</p>

OPEN TASKS

These tasks are more freely structured with a less specific goal.

TASKS	PROCESS
<ul style="list-style-type: none"> • PROBLEM-SOLVING They demand people's intellectual and reasoning powers and challenge students to engage in the problem to solve it. 	<p>*Analysing real or hypothetical situations.</p> <p>* Reasoning and decision making.</p>
<ul style="list-style-type: none"> • SHARING PERSONAL EXPERIENCE Encourage students to talk more freely about themselves and share their experience with others. They don't have a directly goal-oriented as in other tasks 	<p>*Narrating, describing, exploring and explaining attitudes, opinion, reactions.</p> <p>*Personal reactions</p> <p>*Describing attitudes, preferences.</p>
<ul style="list-style-type: none"> • CREATIVE TASKS They are often called projects. They involve students in some kind of freer creativity work. They also involve the combination of tasks types: listing, ordering and problem solving. Organizational skills are important to develop them. They can engage out-of-class research. 	<p>* Brainstorming.</p> <p>* Fact-finding</p> <p>* Ordering and sorting</p> <p>* Comparing</p> <p>* Problem solving and others.</p> <p>*Creative writings and similar activities.</p> <p>*Social, historical investigations and links.</p> <p>*Media projects.</p> <p>*Real life rehearsal</p>

COOPERATIVE LEARNING

Traditional education systems emphasized the teacher's activity as the primary basis of the teaching-learning process. In this regard the teacher had the last word and the student was considered a passive recipient of knowledge. However, today the student's action is weighted as the most important part of the process and strategies are channeled to achieve an active, autonomous and independent actor. The methodology of cooperative learning attempts to implement definitively that conception that has been driving in the education field for over a decade, which is: focus the teaching-learning process in the student, who supported by a team of work will become the architect of his own knowledge.

Then the relationship in the classroom where the teacher – student interaction prevailed has turned and today the process of student – student interaction has become the main development and change in education, because that promotes learning and socialization (Coll and Colomina 1990). It gives meaning to what usually happens in real life, a person does not learn alone being part of a social context. Learning and knowledge structures originate and apply on everyday experiences.

Cooperative learning allows interaction, which is not only to express our ideas, feelings and emotions freely and spontaneously, but understanding the other ones and supporting each other for decision-making. These relationships enable students to acquire different social skills that are difficult to achieve individually like: impulse control, flexibility, acceptance and tolerance (García, 2005).

Cooperative learning is considered as a learning strategy based on the organization of students in heterogeneous groups to develop learning processes in the classroom, which does not mean simply placing students into groups and ask them to work together (Johnson and Johnson, 2003), but working together to create opportunities for sharing reflection and mutual help to generate meaningful learning. Pujolàs (2004: 81) notes, "it is not just to do the same thing together, but also each one doing something for a community that pursues common goals"

According to Barbara Millis (2010), "cooperative learning is a highly structured form of group work that focuses on solving problems, which can lead to deep learning, critical thinking and true shift paradigm in the thinking of students, when it is guided by an effective teacher". This suggests us that it is not only what the student does but what the teacher does too.

This methodology is oriented towards a transformative action, in which the teacher is the processes facilitator, creates a rich training environment, and guides education towards meaningful learning. So, the student is transformed into a thoughtful and participatory human being to be a competent professional

Cooperative strategies such as peer collaboration, interaction between students and specialists, requesting or providing assistance in teams and research strategies in cooperative groups, contributes to effective problem solving, reflection and the development of metacognitive strategies like: monitor their understanding and evaluating their own progress.

COOPERATIVE LEARNING PRINCIPLES

To achieve a widespread vision of what cooperative learning means, the basic principles punctuated by Johnson and Johnson (1999, 2003) are summarized here.

- a) Students' success depends on working with a positive interdependence. All members of the group work and struggle to achieve the same goal.
- b) All have an individual responsibility to achieve group goals.
- c) Support and help each other to success through face to face interactions. Among the most important details and attitudes of a face to face interaction, which are promoted through a cooperative task, the following can be appointed: respect, accepting another's criteria without judging but working together to improve it; empathy, getting in each other's shoes to understand; and, honesty, with genuine respect.
- d) Develop social skills to cooperate and work together effectively.
- e) Students as a group have the opportunity to reflect on the effectiveness of working together.

By deploying cooperative learning, rather than enabling the students to assimilate all the information provided, the emphasis is on achieving to assimilate, analyze, select, evaluate and process critically the information. That is to know how to process the information to construct knowledge.

FORMING TEAMS OF WORK

Heterogeneous teams are preferably formed for a cooperative task taking into account criteria such as: skill level, gender, socio-economic status, learning styles, multiple intelligences, performance, educational levels so that each group includes a wide variety of students to learn faster and better (Johnson, DW and Johnson, FP 2003).

Pujolàs (2004) argues the need to establish heterogeneous groups of cooperative work with the idea that the diversity of education and inclusive school is natural and enriching. In an inclusive school, different students learn together, that is very valuable because it provides a significant opportunity to learn from each other, negotiate meaning and improve their social skills. There is no defined number for the formation of groups. The number of members varies according to different considerations, such as the objective to be achieved, the age of the students, the type and quantity of materials or resources and time count to perform the task. But it is advisable to form groups of 3 to 6 members.

The formation of heterogeneous groups also allows taking into account the type of task being performed and the proficiency levels of students. Good students can be joined with the least academic ones. The advantage is first we can overcome the problems of segregation and discrimination that often occurs in classrooms in every educational institution and second we can create an environment in which the slickest get most out of teaching when they support their peers; and those who have less developed skills are

benefit and learn from those who exceeded. Of course, there is always the teacher's presence acting as a catalyst for activities and even participating in group discussions to direct and guide.

Undoubtedly, the formation of heterogeneous groups permits the contribution on a larger scale, given that it has different and diverse manifestations of a particular issue so that there is a greater evidence for decision-making and problems solving. Each teammate has the opportunity to play the lead role as well as the supporter role because the roles rotate among them. It is a challenge each one has. The performance levels will allow them to achieve the individual and group goals. (Gillies and Ashman, 2003).

The cooperative organization creates an entirely different atmosphere from the traditional classroom which was teacher-centered into a student-center one. In this structure, the teacher rather than controls students; coordinates their activities. A favorable climate for interaction and learning is created; then the student's anxiety of having to speak in front of all peers and the teacher is released, reducing it to only a small group of friends.

IMPLEMENTING COOPERATIVE WORK IN THE CLASSROOM

The teacher must work in the following areas to implement cooperative work in the classroom:

- a) The objective of "learning and helping to learn" must be very clear.
- b) Every teammate has to have a different role in each activity (presenter, secretary, assistant, coordinator, etc.) and know exactly what to do and the responsibility they have.
- c) Each teammate will have a specific job to do according to their skills, so that everyone can participate in carrying out the tasks to produce something like: an essay, an oral presentation, a poster, a booklet and so on.
- d) Team members must be as stable as possible, the better they know each other, the better they learn to appreciate, to become friends and support each other.
- e) The social skills must be worked out all of the times, such as: taking turns to speak, listen carefully to others and respect their ideas, ask and provide assistance with kindness, control the time. All of these should be specified as work commitments so that teammates can develop the task appropriately and successfully.
- f) At the end of a period, members of a team should evaluate their accomplishments, discover their strengths and weaknesses to improve

In sum, it is expected students use the four language skills and academic and informal spoken English records, while working together cooperatively on tasks, to develop communication skills in a foreign language when implementing the cooperative learning.

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