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The Impacts of Being Able to Speak English as a Foreign Language on Students: A Literature Review

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ABSTRACT

In this study, the literature on the effects of being able to speak English as a foreign language on students is examined. The students mentioned are the students who do not speak English as their mother tongue. The aim is to determine the effects of being able to speak English during an English-dominated education process. The education mentioned is not the learning of English. It is any study area that students prefer. According to literature, the effects of being able to speak English may vary according to the level of speaking skills. That level determines the types of impacts which are either positive or negative. The positive impacts are far reaching and can support learners' personal development bridging over social and career development of the learners. It develops self-confidence providing learners entrepreneurship which has considerable effects on developing their careers. While the fluency of speaking English has several stimulating and formative effects, the weakness of speaking skills causes difficulties. Difficulties that students face and encouraging and shaping effects are psychological, social and academic. The non-English learners feel uncomfortable when they need to speak English. The lack of ability makes them silent and shy. Under such circumstances, learners are affected negatively as psychologically, socially and academically in the long run. The effectiveness of the process depends on students, teachers, society and their cooperation with each other.

Key Words: English as a foreign language, the impacts of being able to speak English, foreign language

İngilizceyi Yabancı Dil Olarak Konuşabilmenin Öğrenciler Üzerindeki Etkileri: Literatür Taraması

ÖZET

Bu çalışmada, İngilizceyi yabancı dil olarak konuşabilmenin öğrenciler üzerindeki etkilerine ilişkin literatür incelenmiştir. Bahsedilen öğrenciler, anadil olarak İngilizce bilmeyen öğrencilerdir. Amaç, İngilizce konuşup konuşamamanın öğrenciler üzerindeki etkilerini belirlemektir. Bahsedilen eğitim İngilizce öğrenmek değildir. Öğrencilerin tercih ettiği herhangi bir çalışma alanı olabilir. Bu süreçte öğrencilerin ne kadar iyi İngilizce konuşabildikleri önemlidir. İngilizcenin aktif kullanımı, öğrencilerin alacakları eğitim sürecinin seyri üzerinde önemli bir etkiye sahip olacaktır. Literatürde İngilizce konuşabilmenin etkilerinin öğrencilerin İngilizce konuşma becerileri düzeyine göre değişebileceği vurgulanmaktadır. Bu düzey, olumlu ya da olumsuz etki türlerini belirlemektedir. Olumlu etkiler çok geniş olup öğrencilerin kişisel gelişimini, öğrencilerin sosyal ve kariyer gelişimleri arasında köprü görevi kurarak destekleyebilir. Öğrencilere kariyerlerini geliştirmede önemli etkileri olan girişimciliği sağlayarak özgüven geliştirir. İngilizce konuşmanın akıcılığı, öğrencileri önemli ölçüde etkileyen çeşitli teşvik edici ve biçimlendirici etkilere sahipken, konuşma becerilerinin zayıflığı zorluklara neden olur. Öğrencilerin karşılaştıkları zorluklarla, teşvik edici ve biçimlendirici etkiler psikolojik, sosyal ve akademik olmak üzere üç ana başlık altında ele alınmıştır. Olumlu etkilerin kaldıklarında kendilerini rahatsız hissederler. İngilizce konuşma becerisindeki bu eksiklik onların sessiz kalmalarına ve çekingen kalmalarına sebep olur. Bu şartlar altında öğrenciler uzun vadede psikolojik, toplumsal ve akademik olarak olumsuz etkileniyorlar. Sürecin etkinliği öğrenci, öğretmen toplum öğretmen ve bunların birbirleriyle olan iş birliğine bağlıdır.

Anahtar Kelimeler: Yabancı dil olarak İngilizce, İngilizce konuşmanın öğrenciler üzerine etkileri, yabancı dil

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1. Introduction

Learning and speaking of English fluently is one of the crucial points in the 21st century. The reason why it is an important issue is that English is a globally accepted language. Many students who are from different backgrounds are supposed to learn English in order to receive an education. In the process of learning, there is the main objective: Obtaining grammatical and communicative capabilities. Some factors can have both positive and negative impact on achievement. As for speaking of English, there are several factors as well. The presence of the capability of speaking of English as a foreign language has an important contribution to success. However, the absence of it can create barriers for a learner. For instance, in the UK, international students coming from different countries find studying difficult due to their Non-English background. At schools, some students are unable to speak English because of not having a basic understanding and awareness about English (Braine, 2014). The barriers can be classified under several contexts such as cultural, cognitive, psychological, social, individual. Coming over of all these barriers are hard for learners from non-English background. Not only with the help of teachers and society but also personal effort, there is the possibility of lessening these barriers. Society needs to be understandable, open to becoming friends no matter the language deficiency, establish an environment where learners can express themselves comfortably. Teachers are expected to create convenience opportunities by which learners can improve their language and communication skills. Learners themselves need to find the methods to increase their self-confidence and awareness of the significance of the ability of speaking English.

This paper intends to focus on the impacts of being able to speak English as a foreign language. Best of my knowledge, there has not been any published literature review paper in the content of the impact of being able to speak English on students who are belonged to the non-English background. This paper provides an important resource for learners, teachers, lecturers, policymakers as it is a collection of papers.

The rest of the current study has been divided into 5 main headings each tackles the ability of speaking English from different perspectives. The first heading deals with the impact of being able to speak English as a foreign language on learners. The second one focuses on establishing the views of teachers on the impact of being able to speak English as a foreign language. The third heading addresses identifying the role of the teacher in encouraging students to speak English. The fourth heading handles the challenges faced by students Non-English while learning and the last heading deals with the possible ways for promoting speaking of English as a foreign language.

Methodology

In this article, a narrative literature review approach is used. To determine the sources, Google Scholar database is used. In the beginning, basic research is carried out and the terms used were wide. According to listed articles, the terms are refined and several databases such as ERIC, SAGE, Scient Direct, Semantic Scholar, Research gate, DergiPark are used. In addition to these databases, the Snowball technique is used. The relevant title is chosen for my paper topic. Primary sources and peer-reviewed journals were my main preferences. In addition to that, the sources are sorted thematically under my aim. In this paper it is paid attention to examine more recent studies. My selection of sources was subjective. The researches which were selected from World Wide Web engine were searched carefully. Credibility was one of the crucial criteria in the literature review process.

The Impact of Being Able to Speak English as a Foreign Language on Learners

In today's world, the English-speaking countries have emerged as the most significant hubs for education. Students from different countries prefer these countries to complete their education. It can be expressed that students from English background are able to enrol easily in English-speaking schools, universities. They can manage to complete their education (Lyster et al., 2013). The impact of being able to speak English as a foreign language on learners is that the additional language supports them in overall academic development. It can be expressed that after being able to speak English, these learners can acquire more potential opportunities for growth and development. The students from the Non-English background can gain a competitive edge over other students because they develop an understanding of two different languages. One of the important impacts of being able to speak English is seen in their communication skills (Nunan, 2017). Once the basic understanding of English is developing the communication skills of these students directly get enhanced. The students can communicate their ideas and messages more effectively after learning English. Speech and communication are the basic elements of education, as the language concept also includes speaking skills. The main purpose of learning a foreign language is to communicate and interact with the speakers of the relevant language. Students who can actively use English will have the ability to correct their deficiencies and to communicate more effectively by having a sense of self-confidence in the communication environment (Gurbuz & Engin, 2019).

Another impact of English speaking on these students for whom English is not mother tongue is that they can enhance their cognitive skills which are essential for the long-term growth and future professional development of an individual. As Marieh and Sonah claimed in 2008, the relationship between cognitive development and having a foreign language have been a controversial issue for ages. There are many studies that support the negative relationship between the two. However, the methodologies of the studies were weak. According to these studies it turned out to be that there was a language problem with who was bilingual when their intelligence and academic performance were tested (see review by Diaz, 1983). This was the case before the 1960s. In 1962, the empirical study conducted by Peal and Lambert Peal showed a positive relationship between cognitive development and bilingualism. Additionally, Vygotsky (1992) claimed that biological background and social experiences have a crucial role in the development of language (Oren & Ditzza, 1981).

"to see a language as one system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operation" Vygotsky (1992)

Another impact of having the ability of speaking English as a foreign language is its effect on cooperative learning. Undoubtedly, there is a synergic relationship with each other. The social environment has an important role in language learning and the language learning has an important role in interacting with the social environment. In 2014, Memduhoglu and Ciftci and Ozok published a paper in which they stated that according to studies conducted so far show that cooperative learning method direct learners to group interaction and impact the language development process in a positive way. The learners are very active in language learning. They communicate with their environment more. In addition to these, they can gain several learning outcomes that are more permanent and transferrable to practice based. These learning outcomes are expected to be gained in language skills. The language skills are reading, writing, listening and speaking. Learners can make certain corrections according to the verbal feedback from their peers. Cooperative learning provides learners to be in constant interaction with the environment by using the foreign language that is

learned. Moreover, it is a way of learning English by experience (Apple, 2006). In 2007, Gumuş and Buluç reached in their study which is on language teaching that the learners enjoy with the lessons which are handled with a cooperative method. Besides, the results showed that in addition to being more self-confident the students learn the foreign language better and they are more active than before. As it is clear, the impact of being able to speak English as a foreign language has a considerable effect on cooperativity and the outcomes that cooperative learning methods provide.

Establishing the Views of Teachers on the Impact of Being Able to Speak English as a Foreign Language

For the students coming from other countries, English is a foreign language, and they find it very difficult to cope up with the course material which is entirely developed in English (Fleming & Stevens, 2015). It has been reviewed that teachers must focus on speaking English as the foreign language so that the learners from other countries may easily study over there. It has been established that there is positive effect of being able to speak English as it would assist the pupils or students to understand the courses (García & Wei, 2014). Along with this, views of the teacher on the ability of speaking English language as a foreign language also states that it positively impacts the student in enabling social interaction with the teachers as well as other native students at school. Thus, with the social interaction among teachers, it may easily support in accomplishing their coursework that they are studying at school.

Furthermore, the teachers can easily impact learning of students by providing suitable learning environment. For example, English language classes can be conducted for students from different countries so that they can develop a better understanding of the language (Kuśnierek, 2015).

However, there are the problematic situations as well. For instance, the student who are weak in speaking English hesitate in asking the meaning of the sentence as they may have the anxiety of getting insulted by other pupils (Zianga, 2016). Therefore, communication is considered as one of the major issues that are faced by the students who belong to the Non-English background countries.

Further, it has been established that teachers indulging in not to speak English would negatively impact the group of learners (Kohonen et al., 2014). However, without any support or assistance in their home language, they are unable to acquire the learning.

Identifying the Role of Teacher in Encouraging Students to Speak English

Teachers have two sides of teaching. One is their task-oriented side, the other is their social side of teaching. The task-oriented side of teaching can be defined as the instructional side. The social side of teaching can be defined as a managerial function (Beltran, 2000). In 2015 Koran suggested that teachers should carry out the managerial and instructional functions simultaneously to be able to provide language acquisition effectively. English teachers have some roles in the classroom such as keeping the class in order, guiding students and teaching them. But the most important of all is presenting a good quality of education (Leu, 2003). Good quality of education is possible for teachers to carry out their roles by motivation. Teachers who teach English as a foreign language to students from Non-English background, have some crucial role while they sustain teaching. Such as; motivator, prompter, model, monitor, assessor, organizer, etc.

As an Assessor: Teachers assess students to provide effective learning. The teachers who teach English as a foreign language for non-English students can sustain the process by verbal feedback by

conducting assessment methods such as quizzes, observations, oral exams. As assessors, teachers are the provider of the speaking skills for learners in an excellent way (Harden & Crosby, 2000). While learners are speaking, teachers provide feedback, correct their mistakes and evaluate them by using several ways. Students need to learn how far they have succeeded so that they can self-evaluate themselves and use it as an encouragement for trying further (Naibaho, 2019).

As an Organizer: Acting as an organizer, the teacher plays an important role in encouraging students to speak English. Teachers are supposed to know the several activities that can be applied, what kinds of materials are need for promoting speaking. As it is clear teachers as organizers have a significant role in developing and encouraging students to speak English through engaging different activities and games. With the help of activities and games teachers will promote fluency in the English language among all the students whether they are proficient in English or not (James et al., 2014). Additionally, teachers promote students to take part in role-play activities. With the help of conducting role-play or other activities, it encourages the students to speak English and enhance the communication process among the other students that further results in building the level of interaction among teachers as well as students. As organizers of activities, teacher carry out their mission by taking some steps. One of the main steps taken by teachers is informing learners about how to do activities. They determine pairs or groups by whom they maintain the activity. As a programming, the activity teacher pays attention to whether students are involved in the process or not. Since there are individual differences teachers arrange the activities and grouping by taking their levels and special needs into considerations. In language learning, it is important to pick interesting topics for speaking activity is important. Teachers put emphasis on increasing their enthusiasm. Whenever teachers ensure the readiness of learners, they start to guide by instruction either directly or indirectly (Naibaho, 2019).

As a Prompter: A teacher plays a significant role as it assists or encourages the students to speak English (Fairclough, 2014). As a prompter, the teacher role is a kind of whisperer. Whenever the students are loss of words, teachers support them. In the book "Materials and Methods in ELT", McDonough and Shaw (2003) stated that "The teacher as prompter, encourages students by ' nudging' them forwards". When the students demotivated and lose their interest, teachers push them. They assist them relatively by giving some recommendations and offering some words which can help. If students become silent due to not recalling the exact word to continue to carry out the speech that takes part in any oral activity, teachers can play their prompter role. They can give sensitive encouragement. It is not expected from teachers to helpfully. Providing sufficient motivation is what expected from them (Harmer, 2007).

As a Motivator: Another role that is played by teachers to encourage the students to speak English is the role of motivating in which they drive or stimulate the students' inner capabilities and competencies so that they may easily speak the English language within the classroom (Cohen, 2014). With the help of motivator role, the teacher may also build the confidence level among the students and learners to speak in English so that they may easily communicate with the people and gain subject knowledge that is being taught in the classroom by the teachers (Ways of Motivating EFL/ESL Students in the classroom, 2017). Encouraging students to speak the English language in class teacher emphasis on increasing the student talking time so that they may allow the student to interact and communicate with the other students in the class. As the motivator role teacher also provides a pleasant and relaxed environment along with relevant material that would encourage the students to an emphasis on speaking English.

Studying in English-speaking country is not an easy task especially for the students who belong to the Non-English background. They encounter several challenges during their stay. One of the main challenges that the students experience is explained as "language shock". On one hand, they try to accommodate themselves on the new land, on the other hand, they try to maintain their sense of identity which belongs to their native culture (Abdullah, 2015). The cultural difference itself is a major obstacle for them. It is possible to face cultural misunderstandings which led to struggling to communicate with natives. Despite desiring to speak English at a high level of proficiency, they may not accomplish using the language without learning it in the context of the target culture (Rhalmi, 2014). The learners can fully understand the words and the other aspects of the language; However, they may not be able to make out what exactly the expressions mean.

These students are not able to cope up with any course or program, and that creates several kinds of obstacles in academic development (Leung et al., 2014). The mother tongue or first language of these students are not English, and thus, they need to cope up with the course or program which is entirely designed in English. The students with Non-English speaking background have limited vocabulary, and this creates different types of obstacles for them in terms of effective listening (Menken & Solorza, 2014) The statement can be justified by the fact that most of the time; these students are not able to understand the meaning of word or sentence used by teachers in the classroom due to limited vocabulary (Larsen-Freeman & Long, 2014). Because of that, the students hesitate for asking the meaning of the sentence or word due to reasons such as fear of getting insulted by other students. That creates another problem which is a loss of motivation. Motivation is one of the most crucial points in learning a language. However, the students can quickly get demotivated because of the fear of doing a mistake. Thus, being de-motivated affect students negatively. That de-motivation can cause language anxiety. The increase in the degree of language anxiety is can be defined as another major challenge of being able to learn and speak English as a foreign language on learners. During the initial stages, the students from Non-English-speaking background experience different kinds of deficiencies in terms of understanding and speaking the new foreign language. The anxiety issues arise when these students are not able to learn and speak English in the right way. Accordingly, they cannot communicate their issues and problems (Pennycook, 2017). In 2018, Orakci stated that as a psychological phenomenon, the anxiety influences language acquisition and speaking skill. It is supposed to be among the effective factors. Correspondingly, the anxiety has an important impact on verbal communication in a negative way. Speaking anxiety cause learners to be reluctant to attend speaking classes. It has a considerable effect on underperforming and failing. The non-English speakers who have speech anxiety feel uncomfortable when they are supposed to carry out the conversation in the target language. Therefore, learners prefer to stay in silence. The fact remains that they lose the chance of developing their communication skills (Melouah, 2013).

The students who are in large classes have the problem of participate in class activities. The students may have lack of opportunity and motivation to participate in speaking activities in large classes. It is also a problem for teachers to manage large classes for the provide equal speaking opportunity. In 2016, Al-Jarf took a survey. According to participants of the survey, they did not have enough time to concentrate on each student. They did not provide equal opportunity to participate or speak, in particular shy and weak students (Junnak & Veerchaisantikul, 2016; Abdul Amir, 2015; Hilao, 2016; Bahanshal, 2013; Ngamkaiwan, 2018).

Promoting Speaking of English as a Foreign Language

Promoting speaking of English as a foreign language has several steps that need to be taken by students and teachers. Additionally, the cooperative work of both is important as well. Before explaining promoting the steps in detail, it is better to touch upon the points which need to be overcome. Teachers who teach English to students from non-English background countries are expected to have the ability to minimize the obstacles. Furthermore, they are supposed to awake the interest of learners by generating convenient strategies and preparing influential curriculum. Abdullah (2015) lists four loads which he describes each as an obstacle to purposeful education: cognitive load, culture load, language load, learning load.

The cognitive load is possible to lessen by identify notional gaps and fill them. It is possible to manage this by creating an environment in which students can build a relationship with notions and experiences.

The cultural load refers to the relationship between language and culture. In 2006, Kuo and Lai mention about National Standards and Foreign Language Education Project (1996) which states without having full knowledge of the cultural context of the target language, students cannot comprehend the language. Understanding of the culture has a direct impact on learning the foreign language. It is possible to parallel that relationship between both with the children's first cooperation with their environment (Lu, 1998). Children learn their mother tongue naturally. Because society and culture feed children constantly. As regards to the uses of vocabularies are not the same in two different culture. Students who want to learn English as a foreign language need to learn vocabulary and cultural background together. Teachers expect students to identify classroom norms without all by themselves. Under that circumstance teacher can take into consideration the following strategies: 1- Teachers can use information gained through these relationships to develop lessons and activities that help students understand the teacher's culture. 2- By demonstrating respect for students, teachers allow a door of trust to open that can serve to further deepen a nurturing teacher-student relationship with their elders (Kuo & Lai, 2006). Language load means that the learners who are non-English, confront several unknown vocabularies while dealing with the English language. Teachers are expected to diminish the language load by describing English materials which have unknown words. Complex sentences can be fragmented. And the unfamiliar vocabularies can be listed at the beginning of the lesson. Teachers can use the scaffolding technique for lessening the language load (Kuo & Lai, 2006).

The Learning Load refers to the expectations of teachers about the way learners deal with the learning activities. For instance, brainstorming is a difficult activity that students from non-English background has difficulty in carrying out. In that case, teachers are expected to lessen the load by informing the students about the topic at the beginning of the activity and providing support to prepare and adapt learners to the activity (Kuo & Lai, 2006).

After preparing the substructure of learners by assisting them, teachers need to follow effective strategies for promoting students' speaking of English. One of them is to deal with the beliefs behind learning a language.

Another effective point in promoting speaking of English as a foreign language is to be exposed to target language. Zoubi (2018) investigated the impact of exposure to the English language on language acquisition. The researcher suggested that it is better for learner's exposure to using English

in several activities. Such as watching English movies and programs, listening to the radio, reading English materials, practicing with natives. All these activities are useful for lessen the learners' weaknesses and provide speaking English more fluently. It is recommended to teachers and parents to raise awareness of the students towards the importance of being exposed to the target language. Practicing as daily and using different types of techniques are crucial for language acquisition. Koran (2015) stated that exposure to the target language can be thought in the same way with the children's acquiring language which happens unconsciously. It is important to be natural in the way that teachers' applying the exposure method. According to several studies, the way to promote learning English is listening activities. However, there are many other studies confirming the significance of speaking on the acquisition of the target language. Apart from comprehensible input researchers refers to the importance of interaction. By communication, learners use repetition, situational context, explanation for comprehending the language more than before (Ellis, 1997).

Another point in promoting speaking of English is helping to improve the self-confidence of learners from the non-English background. According to the results of the research conducted by Tridinanti, (2018), the relationship between learning acquisition and self-confidence is significantly positive. The lower self-confidence is lower language acquisition. Self-assurance is a very strong indicator of language achievement. According to the research findings, teachers who teach English are expected to stimulate learners to speak English better. Teachers need to create an inspiring environment for learners. Furthermore, the students are supposed to be supported by teachers psychologically as increasing the consciousness about the importance of speaking English as a foreign language. Motivating learners on speaking to the whole class and praising them for increasing the self-assurance are expected to be one of the main targets of teachers.

Conclusion

This paper has set out to determine the impact of being able to speak of English as a foreign language on learners. These learners are the ones who come to study in English-speaking countries. The crucial conclusion drawn from this paper includes that to be able to speak English is one of the most important abilities expected from learners. The proficiency level of speaking ability has positive or negative effects on learners. The low-level of proficiency causes a lack of communication, low self-esteem, anxiety, social exclusion, demotivation, no progression academically. All these are in a vicious cycle and they feed each other. However, to be able to speak English fluently provides self-confidence, motivation, development of communication, cooperation skills. In this case, as much as students themselves, teachers have an important role in speaking English as well. Teachers are expected to provide psychological and material supports. As psychologically, one of the main objectives is to raise awareness of the importance of speaking English. Because there are several societies in which foreign language learning is based on grammar. Therefore, the students from these countries can not realize how crucial is the speaking itself until they go study abroad or at schools or universities whose education language is English. As materially, teachers need to give tasks and form the classroom under the students' needs in the context of improving students' speaking skills. The tasks given by teachers and the strategies which are meant to be used for developing the speaking skill of students are supposed to be as exposure students to speak English. The exposure method is one of the most effective methods in promoting speaking skills.

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Reference Table (Journals)

Author(s)	Year	Title	Journal/Publisher	Aim	Qual./Quant.	Finding(s)
Abdullah, S.	2015	Challenges for teaching English as a second or foreign language and Remedies	International Journal of Humanities and Management Science	Focus on the obstacles that learners of English as a second language confront and remedies that can overcome these barriers.	Qualitative Research	By using convenient strategies including generating interactional communicative environment, cooperative learning and language-based classroom design, the barriers can be lessen.
Abdul Amir, A.R.Z.	2015	Utilization of request mitigators by Omani learners of English and native speakers: A comparative study	International Journal of Humanities, Arts and Social Sciences	Examining Omani learners of English for proper use of syntactic, lexical/phrasal and discoursal request mitigators when issuing their requests.	Quantitative Research	Native speakers differ from Omani students since Omani English learners contrary to natives, limits their use of mitigators to syntactic ones.
Al-Jarf, R.	2016	Large student enrollments in EFL programs: Challenges and Consequences	Asian EFL Journal Quarterly.	Investigating the effects of female student enrolment figures in EFL programs on student achievement and attitudes.	Quantitative Research.	Large freshmen class size have negative effects on student achievements, instructor attitudes, on classroom instruction.
Apple, M.	2006	Language learning theories and cooperative learning techniques in the EFL classroom	Doshisha Studies in Language and Culture	Discussing cognitive and socio-cultural theories of receiving second language.	Qualitative Research	Cooperative learning technics provide EFL students join classroom activities actively and generate "classroom

culture”.

Archana, S. & Rani, K. U	2017	Role of a teacher in English language teaching (ELT)	International Journal of Educational Science and Research (IJESR)	Identifying teachers 'roles in language teaching.	Qualitative Research	The roles of teachers as managerial, assessor, facilitator, learner have the potential to form the future of students.
Bahanshal, D. A.	2013	The effect of large classes on English teaching and learning in Saudi secondary schools	English Language Teaching	Ascertaining the impact of large classes on teaching and learning outcomes and recommending appropriate strategies to teachers to utilize in their large classes.	Qualitative Research	Class size has significant role in teaching and learning process.
Beltrán, E.V.	2000	Roles of teachers a case study based on: Diary of a language teacher	Jornades de Foment de la Investigacion	To analyze the effects of teachers' roles on students.	Qualitative Research	Roles are not static. They can change in accordance with some psychological and environmental issues.

Diaz, R.M.	1983	Thought and two languages: The impact of bilingualism on cognitive development	Review of Research in Education.	Reviewing the impacts of bilingualism on cognitive development of learners	Qualitative Research	Bilingual learners have metalinguistic capabilities, divergent thinking, field independency and concept formation skills.
Gümüş, O. ve Buluç, B.	2007	İşbirliğine Dayalı Öğrenme Yaklaşımının Türkçe Dersinde Akademik başarıya Etkisi ve Öğrencilerin Derse İlgisi.	Kuram ve Uygulamada Eğitim Yönetimi.	Scrutinizing the effect of cooperative learning on student's success.	Quantitative Research	Students enjoy while learning cooperatively. They are more active and eager to do homework.
Gürbüz, M., & Engin, A. O.	2019	Diyalogla öğretim etkinliklerinin İngilizce konuşma becerisine etkisi.	Hiperlink Yayınevi.	Describing the effect of the teaching activities with dialogue on English speaking skills.	Quantitative Research	Speaking-based activities develop the speaking skills. Communicating successfully has considerable effect on learning language.
Hilao, M. P.	2016	Creative teaching as perceived by English language teachers in private universities	Journal of Advances in Humanities and Social Sciences	Examining creative teaching and finding factors that have impacts on teachers perceptions.	Quantitative Research	Teachers' perceptions based on 6 categories: teaching belief, school environment, personal quality, thinking style, personal motivation, education and career experience.

Junnak, C., & Veerachais antikul, A.	2016	Reporting verb in research projects of EFL English major students	Journal of advanced Research in Social Sciences and Humanities	Investigatig the most frequently used reporting verbs in research projects of EFL English major students and groups of reporting verbs do most of them use in their research projects.	Quantitative Research.	The top five high frequency reporting verbs are "find", "analyse", "state", "show", and "present".
Koran, S.	2015	The Role of Teachers in Developing Learners' Speaking Skill.	Conference: 6 th International Visible Conference on Educational Studies and Applied Linguistics	Investigating the teachers 'role on the development of speaking skills of learners.	Mixed Method	Teachers have important roles in lessening the communication barriers and motivating learners to participate to the classroom activities.
Kuśnierek, A.	2015	Developing students' speaking skills through role-play.	World Scientific News.	Exploring role-play activities on learners 'speaking skills.	Qualitative Research	The role-play activities have considerable effect on developing speaking skills of learners and overcoming fear of speaking.

Kuo, M., & Lai, C.	2006	Linguistics across Cultures: The Impact of Culture on Second Language Learning	Journal of Foreign language Instruction.	Discussing the relation between language and culture and the application of teaching strategies of second language by means of culture.	Qualitative Research	Culture and language are inseparable in the context of linguistic comprehension.
Leu, E.	2005	The role of teachers, schools and Communities in Quality of Education: A review of the Literature.	Washington, DC: Global Education Centre.	Reviewing the literature targeting the teachers', communities' and schools' roles in generating a good educational environment in less-developed countries.	Qualitative Research	The roles of teachers, schools and communities are important for establishing a quality educational environment, but democratized policy and planning process are indispensable for fully comprehension.
Lyster, R., Saito, K., & Sato, M.	2013	Oral corrective feedback in second language classrooms.	Language teaching,	Discussing the effects of corrective feedback on promoting second language learning.	Qualitative Research	Effectiveness of correcting feedback varies. Further investigation recommended in different settings.
Marzieh, A., & Sonah, A.	2008	The Effects of Bilingualism on Cognitive Development: A Case of Bilingual Children in Iran.	H. U. Journal of Education	Scrutinizing the influences of bilingualism on cognitive development of learners.	Quantitative Research	The most basic finding confirms the hypothesis and age is related to the cognitive level. Another finding shows there is no significant difference between bilingual and monolingual in activities designed according to

 Piaget principles.

Melouah, A.	2013	Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First year LMD Students of English at Saad Dahlab University of Blida, Algeria.	Arab World English Journal	Investigating the circumstances that cause foreign language speaking anxiety and resolutions that can be used for lessening it.	Quantitative Research	Several inferences recommended according to the research results. These inferences help to increase awareness of both teachers and students about the negative effect of anxiety on speaking skill.
Menken, K., & Solorza, C.	2014	No child left bilingual: Accountability and the elimination of bilingual education programs in New York City schools.	Educational Policy.	Investigating the factors that determine language education policies in school which have decreased the bilingual education programme.	Qualitative Research	Decrease in the bilingual education programme will have negative effects on rising bilinguals and US as a whole.

Naibaho, L.	2019	Teachers' Roles on English Language Teaching: Student-Centred Learning Approach.	International Journal of Research Granthaalayah.	Examining the roles of educators in teaching language in learner-centered activities and proving teacher to develop professionally in their area.	Qualitative Research	Several roles as prompter assessor, organizer, controller is attributed to teachers. Through these roles, teachers can provide a quality education in student-based learning approach.
Nunan, D.	2017	Does learner strategy training make a difference?	Lenguas Modernas	Examining the influence of the strategy training on motivation of learners.	Mixed Method	Strategy training provide difference, but the influences are inconsistence.
Oren, L, D.	1981	Cognitive Advantages of bilingual children related to labelling Ability.	Journal of Educational Research	Examining the impacts of bilingual and monolingual students' cognitive abilities on labeling skills.	Quantitative Research	Labelling skills of bilingual students are more developed than monolinguals.

Orakcı, S.	2018	İngilizce Konuşma Kaygısı Ölçeği'nin Geçerlik ve Güvenirlik Çalışması	İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi	Developing a scale which aim to determine student English speaking anxiety.	Quantitative Research	The learning strategy that teachers use important in student's anxiety level. Teachers need to aware of that and determine the evaluation practice accordingly.
Peal, E., & Lambert, W.E.	1962	The relation of bilingualism to intelligence.	Psychological Monographs: General and Applied.	Scrutinizing the relationship between bilingualism, school success and learner's manner toward second language.	Quantitative Research	The cognitive abilities of bilingual students different than the ones who are monolinguals.
R M. Harden & J. Crosby.	2000	The good teacher is more than a lecturer the twelve roles of the teacher.	Medical Teacher.	Examining teaching and the educators.	Qualitative Research	Twelve roles of teachers described.

Tridinanti, G.	2018	The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang.	International Journal of Education and Literacy Studies	Examining the correlation between speaking anxiety and self-confidence.	Mixed Method	Self-confident learners are more successful. Thus, it is important for teachers to encourage students in order to develop students' self-confidence.
Zoubi, S.M.	2018	Impact of Exposure to English Language on Language Acquisition	Journal of Applied Linguistics and Language Research	Investigating the influence of exposure to language on language acquiring.	Quantitative Research.	Exposure to English language has considerable effect on language acquisition.

Reference Table (Books)

Author	Year	Title	Book	Aim
Braine, G	2014	Teaching English to the world: History, Curriculum, and Practice.	Routledge.	To reflect struggles and triumphs of non-native English-speaking teachers from around the world.
Cohen, A. D.	2014	Strategies in learning and using a second language	Routledge.	Underlying the impacts on the factors affect language learning and possible learning strategies assist language learners.
Ellis, R.	1997	Second Language Acquisition.	New York: Oxford University Press.	Understand the way that learners acquire languages.

Fairclough, N.	2014	Critical language awareness.	Abingdon-on-Thames: Routledge.	Aim to present the role of language awareness in language education.
Fleming, M., & Stevens, D.	2015	English Teaching in the Secondary School: Linking Theory and Practice.	Abingdon-on-Thames: Routledge.	Presenting general principle and practicing of English language teaching by focusing mostly on negative aspects.
García, O., & Wei, L.	2014	Translanguaging and Education In Translanguaging: Language, Bilingualism and Education.	London: Palgrave Macmillan UK.	Describing how translanguaging is partly responsible for increasing anxiety in the classroom.

Harmer, J.	2007	The Practice of English Language Teaching (4th ed.).	London: Pearson Longman.	Offering new materials and techniques for language acquisition.
James, C., Garrett, P., & Candlin, C. N.	2014	Language awareness in the classroom.	Abingdon-on-Thames: Routledge.	Presenting the comprehension of the nature of the language and its effect on human life.
Kohonen, V., Jaatinen, R., Kaikkonen, P., & Lehtovaara, J.	2014	Experiential learning in foreign language education.	Abingdon-on-Thames: Routledge.	Providing an understanding of the main goal of Foreign Language Teaching and its effect on learner.

Larsen-Freeman, D., & Long, M. H.	2014	An introduction to second language acquisition research.	Abingdon-on-Thames: Routledge.	Providing a synthesis of empirical datas on second language learning.
Leung, C., Davison, C., & Mohan, B.	2014	English as a second language in the mainstream: Teaching, learning and identity.	Abingdon-on-Thames: Routledge.	Investigating main issues in second language learning.
Liu, W.	2013	Role of Teachers Oral English Teaching.	London: Springer.	Presenting the roles of teachers in oral teaching of English Language.

McDonough, J. & Shaw, 2003 C.		Materials and Methods in ELT.	Blackwell Publishing.	Functioning as an appropriate guide and teaching practice for educators.
Pennycook, A.	2017	The cultural politics of English as an international language.	London: Taylor & Francis.	Exploring the globalization of English.
Vygotsky, L. S.	1992	Thought and Language.	Cambridge, Massachusetts: The MIT Press.	Examining the connection between consciousness and vocabulary and discussing that formerly the speech is social. It became internalized verbal thought while children grow.

Reference Table (Online Sources)

Author	Year	Title	Website	Aim
Lu, M.	1998	Language learning in social and cultural contexts.	http://www.eric.ed.gov/	Discussing language learning in three categories: learning at home, learning among linguistics and learning in communities.
Rhalmi, M.	2014	Second language learning difficulties	My English page. [online] Available at: http://www.myenglishpages.com/blog/second-language-learning-difficulties/	Presenting the challenges that non-English speakers face.
Ways of Motivating EFL/ ESL Students in the Classroom.	2017	Ways of Motivating EFL/ ESL Students in the Classroom.	British Council. Available at: https://www.teachingenglish.org.uk/blogs/alexenoam/en/ways-motivating-efl-esl-students-classroom	Listing and explaining the factors motivate student who speak English as a second language.

Zianga, R.	2016	ELT Teacher's Corner. 12 Ways to Motivate your Students	Available at: http://www.teachers-corner.co.uk/12-ways-motivate-students/	Offering 12 methods for educators to encourage students
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Reference Table (Project)

Name of Project	Year	Title	Project	Aim
National Standards in Foreign Language Education Project.	1996	Standards for foreign language learning: Preparing for the 21st century.	Lawrence, KS: Author: Allen Press.	Presenting standards for second language acquisition.

Reference Table (Conferences)

Author	Year	Title	Conference	Aim
Beltrán, E.V.	2000	Roles of teachers a case study based on: Diary of a language teacher	Jornades de Foment de la Investigacion	To analyze the effects of teachers' roles on students.
Koran, S.	2015	The Role of Teachers in Developing Learners' Speaking Skill.	Conference: 6 th International Visible Conference on Educational Studies and Applied Linguistics	Investigating the teachers 'role on the development of speaking skills of learners.
