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FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK

THE IMPACT OF THE IMPLEMENTATION OF BRAIN-BASED LEARNING STRATEGIES TO ENHANCE INTENSIVE BASIC ENGLISH STUDENTS´ GROUP 4 ORAL PRODUCTION AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2020

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DEDICATIONS

I sincerely dedicate this project to God Almighty because He gave me the strength, knowledge, understanding and wisdom to finish it in the best way. Moreover, I dedicate the project to my family and friends. I have a special feeling of gratitude with my parents because they were always pushing me and supporting me throughout the process. I also dedicate this work to my husband, Irvin Deras who encouraged me all the way and whose encouragements help me to give all what it takes to finish what I started. I thank my friends who were always by my side supporting and encouraging me; without them, I would not have the strength to finish the project as they were my source of inspiration. Last but not least, I thank my tutor, teacher and friend, M.Ed. Darlene Brendhaly Mata Marroquín, for her dedication during all the process. She was a very important piece of the project as she shared with us all her knowledge and wisdom. I will always be grateful to her.

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ABSTRACT

The investigators carried out the holistic projective research "The Impact of the Implementation of Brain-based Learning Strategies to Enhance Intensive Basic English students´ group 4 oral production at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020" in order to implement strategies that would help students to develop their oral production in the current and future English subjects students will enroll. The purpose of this research is to propose to the teacher the "Brain-based Strategies Workshop" with different activities within the brain-based learning strategies that can be implemented during the class, so students better their oral communication and confidence.

The research team carried out the diagnosis with an observation and interview guide to identify what was causing this phenomenon; later on, the information was processed under the qualitative and quantitative paradigm having as a main answer to the research questions the implementation of a workshop that teachers can take to know more and know how to implement the brain-based strategies. Finally, based on the gathered information, investigators established the final conclusions and recommendations that might be useful for future teachers, students and other investigators of the Foreign Language Department.

INTRODUCTION

The present Holistic Projective Research is focused on "The impact of the Implementation of Brain-Based Learning Strategies to enhance Intensive Basic English Students' Group 4 Oral Production at the Western Multidisciplinary Campus of the University of El Salvador, Semester 1, 2020". Altogether, researchers' main purpose on this study is to accomplish the general objective which is to demonstrate the effectiveness of the "Brain-based learning Strategies" to help teachers better students' oral production during semester I, 2020 at the Western Multidisciplinary Campus of the University of El Salvador. This holistic projective research has been organized in five different chapters that are described below.

The first chapter, Statement of the Problem, contains a very detailed explanation about the problem that was diagnosed through an observation checklist and a questionnaire. Also, this chapter includes the research questions based on the problem, the objectives that the researchers intend to achieve, and the justification and the scope of the work are encompassed as well.

The second chapter, State of Art, comprises a lot of information related to the problem and previous studies about this issue. All the information that the chapter contains is very crucial to the development of the project as it has the bases which helped to lead the project in the right way.

In the third chapter, Methodological Design, the paradigm and design are described in detail, and the Operationalization of the Variables is developed as well which basically contains all the essential elements to implement the holistic projective research: units of observation, variables, definition of the variables, indicators, instruments, and an estimated amount of time needed to administer the tools. Besides, it is presented a timeline and a budget to keep an organized administration of time and resources to carry out the study.

The fourth chapter is the Project Proposal which includes a workshop to train teachers on how to develop some brain-based strategies to boost students' oral production. This chapter contains general and specific objectives, the contents and activities developed in the workshop, timeline of the project, expected research contribution, and proposed methodology. At last, the fifth chapter, Conclusions and Recommendations, comprises what the researchers infer from

the application of the Holistic Project and what they suggest that students, teachers and future researchers take into account when implementing a workshop. Additionally, some limitations that researchers come across during the research are listed.

CHAPTER I:

STATEMENT OF THE PROBLEM

The students of Licenciatura en Idioma Inglés, Opción Enseñanza of the Western Multidisciplinary Campus of the University of El Salvador who are taking the subject Intensive Basic English in Semester I, 2020 are true beginners in acquiring a foreign language; they need to have a good oral production to approve this subject. However, they face some problems at the time of speaking. That is why, they do not feel confident when participating or speaking in the class. Speaking properly is one of the most important abilities that students must master because this skill allows them to broaden their world, and it gives them the opportunities to relate with people from other countries. Moreover, speaking English correctly gives students the opportunity to succeed in every oral activity developed in the classroom, and it is very crucial to implement brain-based learning strategies to know how the brain learns in order to maximize the learning potential as Intensive Basic English students are facing difficulties when developing the oral activities skill due to the lack of confidence, lack of vocabulary and practice within the classroom, and lack of different strategies that involve the whole class.

1.1 DESCRIPTION OF THE PROBLEM

According to Ramakrishman and Annakodi (2013), it is crucial for teachers to know how the brain works since it allows educators to create an environment that gives students a higher probability of success in learning. Regarding oral production, it is of great importance for teachers to develop strategies that focus on students' experiences in order to make them feel free to share their ideas even if they are wrong. Intensive Basic English students' group 4 oral production deficiency has been observed during semester I, 2020 at the Western Multidisciplinary Campus of the University of El Salvador; in addition, researchers realized that some students are true beginners limiting them to share complete messages or thoughts in this language. It has been noticed that students do not feel confident when they are asked to speak in the development of the different activities that the lesson plans have considering all the structures that must be learnt by the students as much as possible in order to develop oral activities. Moreover, students are expected to develop their speaking skills in a short period of time so that they must speak English during the development of in-class tasks using the structures and the vocabulary they have learned when oral activities come.

By means of carrying out an observation checklist (Appendix A) on March 2020, the researchers noticed that Intensive Basic English students' group 4 have problems when it comes to speaking. For instance, most of the students do not participate actively during the class.

According to the observation checklist (Appendix A) the researchers administered, it was seen that the majority of students show high levels of confidence when developing speaking activities, so it was easy for students to participate; however, some of them stated that they were still afraid of speaking because they were not confident enough to express themselves when the teacher asked them to do it. Also, it was observed that due to self-confidence issues, some students could not clarify someone else's doubts.

Based on the previous tool, researchers found out that students cannot easily remember previous information taught during the class, for instance, they do not apply the necessary vocabulary when speaking. This leads students to keep quiet, and sometimes they do not participate actively. In some other cases, students got the meaning of a certain word, but they forgot the pronunciation, so they participated committing that mistake. Thus, teachers need the implementation of certain strategies that help students internalize the information gotten in class completely.

Furthermore, during the implementation of this instrument, it was observed that some students actively participated during group discussions, but some others hesitated too much when trying to convey ideas; moreover, it took them a lot of time to answer the teacher's questions. This situation affects students' oral production, for they need to be sure of what they mean affecting their fluency as they make many pauses when speaking. Also, it was noticed that students who hesitated a lot when speaking were losing the interest during the development of the class and seemed to be bored at the end of the class.

By administering the questionnaire (Appendix B) in March 2020, the researchers found out that Intensive Basic English students' group 4 have poor vocabulary. When they were asked if they feel any difficulty when speaking in English, they expressed that they do not have enough vocabulary to share their ideas or formulate questions to the teacher in order

to clarify misunderstood topics; this means that most of the students did not know how to express their ideas. In addition, they answered that they do not find the correct words to speak in English.

Furthermore, most of them answered that they have difficulties when speaking during the class because they do not have a good English pronunciation (Appendix B). The research team could realize that most students feel afraid of speaking during the class, for they do not feel confident when sharing their ideas orally as they feel nervous or scared of making mistakes when the teacher asked some question during the class. This gives evidence that most students do not have a prior English knowledge. They are asked to develop the speaking skill when they are studying Intensive Basic English; however, most of the students do not have a good English level since they have just studied the English language in elementary school and high school; they do not proper develop the required prior English knowledge during this time. The research team could realize through the questionnaire that most of the students have problems when it comes to speaking, for they do not have confidence when they are asked to participate actively during the class time.

Likewise, after having carried out the observation (Appendix A) and administered the questionnaire (Appendix B) addressed to Intensive Basic English students' group 4, the research team could realize that in fact some of the students showed strengths in their oral production, but there were some others who still lack of enough confidence to speak with others or to answer the teachers' questions, lack of the necessary vocabulary in order to convey their ideas orally and hesitate a lot when speaking in front of others due to the fact they have not gotten familiarized with the language and their classmates. Therefore, this led the researchers to look for a solution to address such problems. They came across some meaningful strategies called *brain-based learning strategies* which seemed to be very suitable to tackle oral production difficulties. By the implementation of these strategies, the researchers intend to improve self- confidence, vocabulary and coherent speech which will ultimately boost Basic English Students' oral production.

1.2 RESEARCH QUESTIONS

Thus, after noticing students' oral production development, the following research questions came up:

1.2.1. How can Intensive Basic English Students' oral production be enhanced during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

1.2.2. How can Intensive Basic English Students' self-confidence be boosted when speaking during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

1.2.3. What can be done to increase Intensive Basic English Students' vocabulary during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

1.2.4. How can Intensive Basic English students' coherent speeches be improved during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

1.3 SCOPE OF THE WORK

This holistic projective research will benefit teachers because they will receive some classes related to the implementation of brain-based learning strategies which will improve students' oral production. Moreover, the population from Intensive Basic English students' group 4 will profit from this proposal as if it is put into practice, students' oral production will surely get better. Also, future researchers can take advantage of the information this proposal will present.

1.4 JUSTIFICATION OF THE WORK

The development if this study will contribute students overcome the difficulties that hinder them from expressing their ideas orally in front of the class either when the teacher asks them questions or simply when they want to share any idea with their classmates, so

within the whole investigation there are some focused strategies that can be implemented to mitigate the different difficulties students are facing at this level.

By the implementation of the group activities in which students will be asked to speak a lot, Intensive Basic English students will be able to gain more confidence when speaking not only with their classmates but also with unknown peers; moreover, they will have the opportunity of putting into practice the vocabulary studied in the class.

The use of semantic feature analysis strategies will make students relate the different words with pictures or other words so that they can remember and use them so easy when a real conversation comes. In that way, they will get the enough vocabulary required in the next level of the major, so they will have more confidence when speaking.

Moreover; with the development of the brainstorming strategy students will be able to develop their thinking by relating all the knowledge about the structures and new vocabulary to a specific topic without having previous information about it. It means that students will have the capability to share ideas or maintain a conversation about any topic in a better way. Furthermore, it aims to help students to gain more confidence when speaking with others in English; so that they could express their ideas easily and get the necessary vocabulary as required at the end of Intensive Basic English I subject.

As a matter of fact, it is of great importance to remark the process to be followed during the whole process to achieve the main goals for the project; hence, the teachers are an essential link in the chain of the learning. For that reason, this holistic project has been elaborated having them as a medium to implement the different strategies above.

Investigators designed the workshop presented in the project with the purpose to be implemented to teachers from the subject involved so that they can gathered different processes, activities and techniques within the selected brain-based strategies that, at the end of the complete workshop, will be implemented and aligned to the other strategies during the development of the class. The research team decided to follow this process as the learning process starts since the planning phase in which teachers use the knowledge and wise to create provide a good development to students and are the medium to reach the whole students not only from semester 1, 2020 but future English students. However, the project

will keep the same objective which is to have Intensive Basic English students improve their oral production when it comes to sharing or explaining ideas in this foreign but beautiful language.

Besides, by carrying out this study, Intensive Basic English teachers will be able to implement different strategies which will help students in the development of one of the most difficult macro skills this language has by the usage of the different strategies emerged in the brain-based learning process and its strategies. Hence, this study will also contribute to increase teachers' knowledge in regard to how to improve the students' oral production and increase students' vocabulary since these strategies are a key part in the enhancement of the confidence in each student.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To demonstrate the effectiveness of brain-based learning strategies workshop for the enhancement of Intensive Basic English Students' group 4 oral production through the assistance of Intensive Basic English Teachers during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador

1.5.2 SPECIFIC OBJECTIVES

1.5.2.1 To boost Intensive Basic English students' self-confidence when speaking through Intensive Basic English Teachers' engagement of metacognition and collaborative group strategies during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador

1.5.2.2. To increase Intensive Basic English Students' vocabulary through Intensive Basic English teachers' acquisition of the semantic features analysis strategy during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador

1.5.2.3. To improve Intensive Basic English student' coherent speeches through Intensive Basic English' guidance in the application of brain-storming strategy during semester

I, 2020 at the Western Multidisciplinary campus of the University of El Salvador

CHAPTER II:
STATE OF ART

2.1 BRAIN BASED LEARNING

Brain Base Learning (BBL) involves accepting the rules of how the brain processes, and then organizing instruction bearing these rules in mind to achieve meaningful learning (Caine and Caine, 1994). BBL is a way of thinking about the learning process. It is a set of principles and a base of knowledge and skills through which we can make better decisions about the learning process (Jensen, 2008).

Duman (2010) says, BBL guides according to the principles and workings of the brain to improve the best way of learning, increase academic achievement, and provide equal opportunities for individual differences, so they can feel as part of the process. Ramakrishnan and Annakodi (2,013) states that how the brain works has a significant impact on what kinds of learning activities are most effective. Educators need to help students have appropriate experiences and capitalize on those experiences. Knowing how the brain works best allows educators to create an environment that gives the student a higher probability of success in learning.

According to Zull (2,002), teaching is the art of changing the brain, and Connell (2,005) says that learning is about making connections. Brain-based research demonstrates that in order for teachers to have the fullest impact on their students, they must connect with students on two separated but overlapping levels: academic (content at grade level) and emotional (effective interpersonal interactions). In both cases, these connections have a neurological foundation that involves making new neural connections, strengthening existing neural connections, and creating neural networks, sometimes referred to as neural superhighways.

In the classroom, teachers make both academic and emotional connections with students. Academic learning is most likely the area you are most familiar with. For example, first-grade teachers expect to see entering students' reading and writing levels vary, ranging from below the first-grade level to the second-grade level, or above. The challenge is to put each child into the appropriate reading group, and then allow her to switch up or down as her learning occurs. These types of teaching decisions are familiar to us all. The emotional, or

interpersonal, level constitutes a relatively new level of focus in the classroom. Brain-based learning research clearly shows us the importance of making continual emotional connections with students. In order for students to be able to learn new academic content, their "emotional brain" must tell them that it is both safe and important to learn the material (Hardiman, 2003)

Caine, Caine, McClintic and Klimek (2009) states when body, brain and mind are conceived of as dynamic unity, then it becomes possible to identify core general aspects of how this system learns: it is called system principles of natural learning. These principles are the following:

Principle #1: The Brain/Mind Is Social: In the world beyond education, the social nature of learning is made practical by the use of communities of practice. For example, all students have the capacity to comprehend more effectively when their needs for social interactions and relationship are engaged and honored.

Principle #2: The Search for Meaning Occurs Through Patterning: The brain is designed to perceive and generate patterns and it resists having meaningless patterns imposed on it.

Principle #3: Emotions Are Critical to Patterning: Our emotions are brain-based; they play an important role in making decisions.

Principle #4: Learning is both conscious and unconscious: One primary task of educators is to help students to take charge of their conscious and unconscious processing.

Principle #5: There are at least two approaches to memory: autobiographical and taxon memory: The taxon or rote memory consist of facts and skills that are stored by practiced and rehearsal. Autobiographical memory builds relationships among facts, events, and experiences.

Principle #6: Learning is Developmental: Learners and their brains benefit from enriched home and school environments.

Principle #7: Complex Learning Is Enhanced by Challenge and Inhibited by Threat Associated with Helplessness and/or Fatigue: Students optimally benefit when their assignments are challenging, and the classroom environment feels safe and supportive. (Caine, Caine, McClintic and Klimek, 2009)

2.2 ORAL PRODUCTION

Since it is very important to communicate, express ideas and feelings, communication gives the great opportunity to do it, so the oral production is considered the most effective way of communication. For that reason, it is essential to develop the speaking skill so that human beings can have an effective communication.

Peña & Onatra (2009) say that speaking is something students do when they drill particular language patterns. It involves speaking and listening as a two-way process where responding is expected. They see the process of learning to speak as a whole process assuring that a person first must know or understand what the person who is delivering certain information is trying to say so that a conversation can be established responding to what has been understood. Once the development of oral skill is focused on the communicative competence, it is essential to know that there are many skills that constitute a competence. Even though the development of the competence may include various grammatical rules, learners never know when to use them.

Palmer (2014) claims that the aim of oral production is the development of skills for a presentation of knowledge and ideas by talking. To achieve the development of that skill, it is necessary to follow the stages of learners. Such stages are mainly based first on what the learner says. For instance, in this stage learners are asked to talk about their experiences and to include important details so that students can say as much as possible in their speeches. The next stage is based on organization of ideas. This important element helps students to build clearly ideas and to report information properly. Besides, it helps students to address their speech. What is more, the way in which the information is said is the most important stage since it finally gives students the assurance of what they really mean. In this stage, organization and content are dominant.

Celce-Murcia (2001) declares that while all students speak the same first language and English is not spoken outside the classroom, a new challenge arises for teachers. Besides, motivation and getting students to speak are new challenges for teachers. Motivation is the part of the core of the class. If teachers do not demonstrate enough motivation inside the classroom, students will not show it either, and that guides students to not participate or to find no good reason or interest on speaking a new language. In addition, large classes can be a limitation for students since they are not given the opportunity to speak, and the time class is taken by the teacher. Another problem is the curriculum which may not be focused on developing speaking skills; furthermore, if teachers are not native speakers of English and their competence does not apply in the level, students learning process, regarding speaking skills, will be critically affected. Of course, there are solutions to the previous problems, but in the first place, teachers have to be adept at organizing class activities that are authentic, motivating, varied and of course oriented to help students in their oral production.

2.2.1 PROMOTING ORAL SKILLS

It is of great importance to know what kind of activities can improve the speaking skill and make individuals focus in the oral production. According to Celce-Murcia (2001), there are several ways that help learners develop their oral production, but the most common are presented below as a set of activities that helps students to emerge in the improvement of the skill mentioned above.

2.2.2 DISCUSSIONS

Typically, students are introduced to a class by a reading, a listening or a video; these activities give students the opportunity to create group work in which they share their ideas, and they analyze a certain topic. Then, the well-structured information must be present to the rest of the audience. With this activity, students acquire new personalities by the time they transmit what they think of a certain topic. Besides, it gives learners a different perspective of the importance of developing discussions inside the classroom.

2.2.3 SPEECHES

This is considering another common activity in the development of oral skill class. The topic given by the teacher to be discussed will vary according to the level of the learners. Even though the development of a speech can be frightening for a student, teachers should give students a guideline so that speeches do not become meaningless, and the speaker does not take that long. Therefore, the importance of assigning some responsibility to develop the activity is crucial since every single student will take into consideration the most valuable information to be delivered.

2.2.4 CONVERSATION

Definitely, it is the most fundamental form of oral communication for the fact the learners have the chance to analyze what they say or what others say. In addition, it is essential that learners can become competent speakers and interlocutors, it means that they have to be aware of all the components of the features of the language. Finally, one technique that supports this type of activity is taking notes before delivering a message. It is considered a good technique to give students confidence of what they will transmit when speaking.

Since brain-based learning strategies help teachers to enhance instruction and to enhance students' ability to learn, it is important that teachers find out or organize the best strategies that encourage them to teach successfully to different learners. Even though each learning style and each brain is unique, diversity of learners has created challenges for teachers nowadays. The diversity of each learner leads teachers to develop strategies that are mainly focused on students' oral production improvement.

Therefore, the application of those strategies must be engaged on the way the brain works for each individual, in this way, the learning process will be more meaningful for students who are capable of acquiring the knowledge and developing their oral production according to the way that best fits in their capacity. For a better development of the speaking skill, it is necessary that teachers focus on students' weaknesses and strengths and it will

guide teachers to create curriculum in which activities that can enhance the students learning process regarding oral production are included.

Ratzer and Jaeger (2015) say by implementing the following brain-based strategies, there will be a significance difference in the dynamics of classes, and students' oral production will be enhanced as well.

2.2.4.1 ELICIT EMOTION

When emotion is in play, the brain focuses better and remembers what is learned. Carefully pay attention to emotion, a much-underestimated component of learning. Motivation (intrinsic and extrinsic), purpose, and personal connections all thrive when emotion is tapped. Emotion can transform a disaffected learner and generate enthusiasm in a student who does not care. Music, film, stories, pictures, and experience help trigger an emotional response.

2.2.4.2 TALK, SOCIALIZE, INTERACT, COLLABORATE

The human brain is hardwired for social interaction. Learning in a solitary and silent mode is not optimal for memory. Learning in a socially interactive setting is characterized by sharing, feedback, discussion, critical engagement, or conversation. This "turns on the lights" for the brain, as Ross Todd posits. The quality of decisions made with peer involvement surpasses those generated solo. Knowledge products produced collaboratively by teams that merge diverse talents and strengths are stronger than those created by one mind.

2.2.4.3 THINK ALOUD

Model your expert brain in action, verbalizing what you are thinking. Call attention to the thinking process when solving problems or tackling tough text, when making an important decision, or weighing pros and cons. Place a real or virtual sign over your doorway: Thinking in progress; activate your brain. This is often referred to as metacognitive modeling.

2.2.4.4 ENGAGE THE POWER OF REFLECTION AND METACOGNITION

Self-assessment, metacognitive thinking, and the habit of evaluating one's own progress all boost learning and the quality of products. Stopping to consider what is accomplished against a model, a rubric, or a reflection with a peer helps the learner to confront problems and use feedback to improve performance. A fast-track task that starts like a footrace whisks through the essentials, and lands in the done pile with a thud can be completed without thinking. Unfortunately, the thinking makes the learning happen. Thinking is the true essential.

2.2.4.5 ANSWER QUESTIONS WITH QUESTIONS

Every librarian has heard his or her share of "stupid questions" despite the old claim that there is no such thing. We beg to differ; we can answer those questions with other questions to help metacognitively model the path of deductive reasoning. When you hear a stupid question such as, "Do you have any good books?" you can respond with the better mode, "Well, how do you define 'good,' Johnny?"

2.2.4.6 INQUIRE: USE SOCRATIC DIALOG

Ultimately, evidence of understanding needs to be elicited. Demonstrate that safe little packaged answers are often going to be poked and expanded. Ask, what do you mean? Create a culture of critical engagement. Use Socratic questioning to convince learners that inch deep will not cut it. Can you say that in another way? Why would you assume that? Have you experienced that yourself? What evidence exists that this is true? Where did you find that information? Is that a reliable source? Make that skeptical posture a regular part of your repertoire.

2.2.4.7 ADD CHOICES AND VOICES

The importance of choice and personal voice cannot be overstated. Once again, turning the tables and making the learner the center of the dynamic lights up the brain like a

4th of July picnic. Communicating original conclusions, making decisions, solving problems, and addressing meaningful issues get the gears turning. The learner is invested. Motivation kicks in. Ownership changes everything. Personal agency, according to Ross Todd, is the result of this shift. The learner can say with confidence: "I care. I count. I can."

2.2.4.8 ENSURE SAFETY AND REDUCE STRESS

When the brain is stressed, it reverts to a flight-or-fight mode that is not amenable to learning or thinking. Still in touch with survival instincts, the brain is distracted by fear, uncertainty, threats, worry, or suffering. Making the library a safe learning environment is a fundamental and essential predisposition to thinking and learning. Comfort, respect, stimulation, opportunity, community, success, and support can be built in everyday for everyone.

Regarding self-confidence, teachers' challenge for current curriculum is to include strategies that foster the development of students' oral production without hesitating too much. Therefore, metacognition strategies support students learning process since it makes them understand the importance of what they do in the acquisition of new knowledge. Once students are conscious of every step they take, they become successful learners. In addition, collaborative group strategies promote open communication. Successful interpersonal communication must exist in teams because it is a way of building trust, dealing with emotional issues and solving immediately any interpersonal problem before moving onto the next stage of the learning process.

In regard to increasing students' vocabulary, semantic features analysis strategy plays such an important role. This strategy focuses on relating one set of things to one another. It helps students not only to comprehend texts but to improve their vocabulary. For instance, the improvement of students' vocabulary allows them to communicate using a wide variety of words. Finally, improving students' coherent speeches through the use of brainstorming strategy gives students the opportunity to generate ideas on a given topic. In the thinking process, students are asked mainly to stretch their thinking skills out. When students are given the proper time to relate their ideas to a certain topic, they are able to deliver speeches clearly

since they have already set up their ideas and concepts to be used. All the strategies mentioned above are examples of brain-based learning strategies.

2.3 LACK OF CONFIDENCE

It is commonly understood that students' lack of confidence usually occurs when they realize that their classmates cannot understand them or when they do not understand other speakers (Gebhard, 2000). In this situation, students prefer to keep silent while their classmates talk. Students do not feel comfortable to speak out because they have not a good self-confidence (Maret, n.d). A good self-confidence not only depends on a good pronunciation, but also depends on how the speaker communicates and makes the listener understand the message.

2.3.1 CAUSES OF LACK OF CONFIDENCE

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown says, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning. Another important cause identified by Pinter (2006) is that the students are constantly told from childhood to sit quietly and listen to the teacher, and not to stand up and speak out unless called upon. So …the issue of developing oral communication skills becomes problematic when learners suffer from a lack of self- confidence.

Low confident learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general (Zua, 2008). It is very common to see that the attempt to create a negotiating and students-centered learning atmosphere in English by teachers is

usually unsuccessful. The achievement of effective communicative teaching becomes a daily headache to all English teachers. Inevitably, the lack of students' participation leads to the teacher-centered learning in English lesson all the time. Consequently, the main purpose of the spoken classroom is crushed.

2.3.2 OVERCOMING LACK OF CONFIDENCE

With regard to possible solution to overcome the students' lack of confidence, there are many strategies that can be used to eradicate this problem. However, how can students boost their self-confidence if their pronunciation is not good, if their grammar is not correct, and if their vocabulary is not proper for their level? For this reason, it is extremely crucial for students to know how to learn. They need to know how to look inward to examine how they learn and to judge which methods are effective (Malamed, n.d).

2.3.3 METACOGNITION STRATEGY

One of the most challenging issues that confronts educational researchers is explaining how students learn in self-regulated contexts, such as when studying or practicing on their own (Hacker, et al. 2009). Metacognition strategies help students to know how to study efficiently during the development of the activities in which they are involved. According to Eleni and Athanasios (2009), the term metacognition could be defined as the ability of individuals to know their cognitive functions, monitor them while they operate, control and adjust them according to the needs of the learning process.

They also mention that modern studies divide metacognition into two major and interrelated components: metacognitive knowledge and metacognitive regulation. The metacognitive knowledge's sub-components consist of declarative knowledge (knowledge about the way people learn), procedural (knowledge about the appropriate learning strategies) and conditional (knowledge about the context in which h strategies could be implemented); metacognitive regulation includes planning, monitoring, and evaluation and could be considered as "self-management" of cognition involving reflective "self-appraisal" which supports awareness and has been labeled executive control. Flavell (2004) (as cited in Iftikhar, (2014)) presents a new idea by dividing metacognition theory into two areas of

study: Knowledge and processes in which he describes that how mind works in general and how mind works in particular. Iftikhar (2014) says that these processes refer to different levels to monitor the thought processes and this is called 'executive processes', which is further defined as creative and associative.

2.3.4 SELF-REGULATORY FEEDBACK

According to Hacker, feedback can be social; it can be a guidance or praise from teachers, classmates, or parents. Moreover, feedback can be environmental; in other words, teachers can assign tasks or the immediate context. In addition, this feedback can be personal that students can be aware of their own learning process. A major goal of higher education is to create lifelong learners, intentional, independent, self-directed learners who can acquire, retain, and retrieve new knowledge on their own (Nilson, 2013). When using self-regulatory feedback to improve the oral skill, it is important that students analyze teachers' feedback immediately after receiving it, and to use this information to increase their knowledge.

2.3.4 SELF-TESTING AND DISTRIBUTED PRACTICE

According to Wallis, self-testing refers to the usage of a variety of activities that take place after studying such as using flashcards, answering questions at the end of a textbook chapter, tackling review quizzes online and so on. Also, investigators say that these techniques work well for students from preschool through graduate and professional education. Wallis says that distributed practice refers to scheduling study activities over a period of time. However, teachers can also distribute the time for every activity in order to give students some time to process what have been taught, and to give students time to reflect on their own learning.

2.3.5 METACOGNITION AND MOTIVATION

According to Ryan and Deci (2000) (as cited in Iftikhar, (2014)), motivation is something which can be judged by person's behavior as to how much a person is eager to learn or curious to know something new. There are two types of motivation, intrinsic and extrinsic. Iftikhar (2014) mentions that intrinsic motivation is inherent and it makes a person to be indulged in something interesting and enjoyable; while extrinsic motivation needs some

incentives always to go ahead and to move forward for the given object. Ryan and Deci (2000) (as cited in Iftikhar, (2014)), further explained Self-determination theory (SDT) in relation to intrinsic and extrinsic motivation. Self-determination is a characteristic that can change extrinsic motivation into intrinsic if the learner is determined to achieve his/her objectives.

Finally, Iftikhar (2014) adds that integration of motivation and metacognition is a wonderful combination for successful academic performance that eventually leads students to become self-directed learners because in that way students develop their capacity to understand in a better way the information and do not get distracted by what is surrounding them.

2.3.6 COLLABORATIVE GROUP STRATEGY

According to "Different Grouping Strategies" an excellent classroom atmosphere occurs when the teacher encourages students' engagement, maximizes students' practices and allows control and no control social activities. There are three types of collaborative groups: formal cooperative learning, informal cooperative learning, and cooperative base groups (Johnson, 2015).

2.4 FORMAL COOPERATIVE LEARNING

With this strategy, students work together in every class during some weeks to reach some learning goals, and to complete tasks assigned during the class. Johnson and Johnson (2015) list four important aspects for the teachers when using formal cooperative learning: 1) Make several pre-instructional decisions to plan and structure the lesson 2) Explain the task and the positive interdependence to the students. 3) Monitor students' interaction and intervene to provide task or teamwork assistance. 4) Assess and evaluate students' learning, and help students process how well their groups functioned and how effectively they have been working together.

2.4.1 INFORMAL COOPERATIVE LEARNING

Informal cooperative learning is about having students work in groups to reach a learning goal. These groups can be made immediately after an activity; these groups can last some minutes or one class. For example, when working in informal cooperative learning groups, teachers can assign from three to five minutes to discuss before and after a lecture and from three to five minutes to discuss with partners. The brief dialogues ensure that students cognitively process the material being taught.

2.4.2 COOPERATIVE BASE GROUPS

Cooperative base groups are made thinking about the whole process of a subject. These groups have stable membership; it means that these groups will last until the subject or semester finishes. The members of these groups provide support, encouragement, and assistance to reach goals previously set when the semester stars. These types of groups have to be form at the beginning and have to end after every task such as checking each member's homework, taking attendance, and providing guidance for any activity.

Cooperative learning is based upon a belief that the most effective student groups are those which are heterogeneous, groups which include students who have different social backgrounds, skill levels, physical capabilities and genders mirror the real world of encountering, accepting, appreciating and celebrating differences (Dishon and O'Leary, 1984). Moreover, it is important to provide a leader for each group. Developing leaders and leadership are key factors to improve learning and teaching in higher education (Hofmeyer at al., nd). Haves (2018) mentioned that there are some qualities that a leader must have; the leader must be good at communicating and good at organizing. These qualities are so important, for the leader needs to make a positive impact on the people around them. Selecting a good leader for each group is a key that guarantee the success in achieving learning goals.

2.5. LACK OF VOCABULARY

According to Cambridge Dictionary the word "vocabulary" can be defined as all the words used by a particular person, or all the words that exist in a particular language or subject; hence, it is something really important when the time to speak comes so that learners of the English as a second language have to share his ideas.

The vocabulary is taken within the learning process as one of most important skills necessary when learning English as second language. "The Importance of Teaching" (2018) stated that vocabulary is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Hence, there are lots of tools to get into the new language the learner is getting into, but the vocabulary is the most important not only when speaking during the class or in a classroom but also when speaking with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend. Indeed, it is noticeable that these students' minds will process all the information gotten with the vocabulary they have acquired. For instance, the implementation of strategies to maintain the words students learn are very important because, in that way, students will not forget words so easy, and they could also be involved in some activities that could make them feel comfortable getting new vocabulary that can be taken as difficult without those strategies.

2.5.1 SEMANTIC FEATURE ANALYSIS

The semantic feature analysis is a strategy that mainly focuses its purpose in relating words with different objects, images or other words so that the students learning a new language could remember the vocabulary gotten; in other words, it provides a grid to help students know and explore how sets of things are related to one another. According to Amer (2019), semantic feature analysis (SFA) suggests that the lexical content of a language is best treated not as an unstructured list of words but as a collection of interrelating networks of relations between words; for instance, by completing and analyzing the grids, the learners are able to see how words are connected and make predictions about the meanings of the words and, at the same time it develops learners' comprehension.

This strategy is characterized because it shows how words are both similar and different at the same time and it makes a semantic emphasis in the uniqueness of each the words. It permits to see the terms in more than one way to enhance the memorization of them and offers also the opportunity of keeping the information in a grid that simplify of reading or making reference about them. Activation of semantic features leads to activation of the most compatible words in the mental lexicon (Lamb, 2012 as cited in Amer, 2019).

2.5.1.1 HOW TO USE SEMANTIC FEATURE ANALYSIS?

"Semantic Feature" (n.d.) suggest following the steps below to use the strategy: First, select a category or topic that will be used or developed under the semantic feature analysis. Second, provide students with the key vocabulary words that will be studied during the class and important features related to the topic. Third, vocabulary words should be listed down the left-hand column and the features of the topic across the top row of the chart. Finally, have students place a "+" sign in the matrix/grid when a vocabulary word aligns with a particular feature of the topic. If the word does not align, students may put a "−" in the grid. If students are unable to determine a relationship, they may leave it blank.

Also, as "Semantic Feature" (n.d.), stated; there are some recommendations that must be taken into consideration depending on how the strategy will be applied; for example, second language learners, students of varying reading skill, students with learning disabilities, and younger learners. In these recommendations can be highlighted the importance of adjusting the number of categories depending on the learner because not all of them will react in the same way and the usage of concrete words and features for learners who have difficulty with abstract thoughts and to begin with items that are dissimilar and move toward using items where the differences are subtler. Moreover; the understanding about how following up assignments can vary from using the information learned about one category to assignments that ask students to compare and contrast across categories and the necessity of being deeply aware of cognitive and cultural diversity as individuals work through the features. Be careful to understand the student's thought process as you evaluate their answers as "wrong" or "right". One example of the matrix could be the following:

	one-eyed	furry	horned	antennae	sharp teeth
	+	−	+	−	−
	+	+	−	−	+
	−	+	+	−	+
	−	−	−	−	−
	−	+	−	+	+
	−	−	−	−	+

Figure 1: Semantic Feature Analysis- A Teaching Strategy. Miller, (n.d.).

2.5.1.2 WHEN TO USE IT?

This strategy can be used whenever the students have a topic to see the comparison and contrast of it. Therefore, it is pedagogically desirable to provide second language learners with vocabulary richness activities that incorporate various semantic sets (Amer, 2002); as provided by Amer, it is understandable that Semantic Feature Analysis can be implemented when: **a)** Looking for similarities and differences in characters or settings **b)** Categorizing any topic in which learners are working **c)** Comparing historical events as part of the learning process.

2.6 COHERENT SPEECH

According to Nicole Yurchak (2019), coherence in Speech is the logical arrangement of ideas when students talk and how they connect sentences to one another when answering questions or sharing ideas. However, if a student's speech is not coherent, it will be difficult to be understood by the audience. Nicole Yurchak (2018) suggests some methods that students can follow to increase their coherent speech:

2.6.1 EXPRESS PERSONAL IDEAS AND OPINIONS

Students should feel comfortable when expressing their ideas. As soon as their ideas come up to their mind, they will speak more easily and freely. In other words, if they believe what they share while speaking, they will think less and will not worry about sharing something that does not make sense for them. Moreover, they should follow the English language structures in order to obtain a correct answer. Additionally, they should be open-minded and concern about what others might think about their speech.

2.6.2 USE CONNECTORS

Another key to share your ideas is the use of connectors. Students can make their speech easy to understand for the listener using different connectors when the answer is long.

2.6.3 USE FROM GENERAL TO SPECIFIC INFORMATION IN YOUR SPEECH

Students should use general information at the beginning of their speech; then, they should talk about specific information. This allows them to increase their ideas and to be understood by the audience easily.

2.6.4 BRAINSTORMING STRATEGY

The research team considers that the students can improve their coherent speech with the implementation of the brainstorming strategy because they can generate more ideas about a topic using this strategy. In the class, most students need to learn how to brainstorm a specific topic to present a coherent response or idea.

Physicscatalyist (2017) states that the brainstorming strategy can be seen as a tool that stimulates students' interest in learning so that students can present fresh ideas that do not appear in normal circumstances. In context to teaching, this strategy that some teachers use in the classroom basically consists on presenting ideas about a topic. Brainstorming can be also defined as a designed process to get ideas about a specific area of interest so that it is quite important to keep in mind that this is a technique that encourages students to generate specific ideas about a specific topic.

2.6.4.1 BRAINSTORMING IN EDUCATION

In education, brainstorming is an activity performed by small groups of students in the class. The teacher selects a specific topic in order to get ideas from the students' perspective. For that, students need to be focused on the task and generate as many ideas as possible. During this activity, it is essential to let participants know that every idea is accepted; therefore, no criticism or judgment is allowed. Lastly, ideas are written on the board to be checked and discussed with the class.

2.6.4.2 PURPOSE OF BRAINSTORMING

According to Brainstorming (2017), brainstorming is a way to generate ideas within a group setting; hence, some of the perks that the usage of this strategy has are: to center students' attention on a specific topic, to generate different ideas, to accept and respect other perspectives, to stimulate students' participation, to let students know that they are able to generate valuable and acceptable ideas and to increase students' knowledge.

2.6.4.3 CHARACTERISTIC OF BRAINSTORMING

The Cambridge Dictionary defines "brainstorming" as an activity business method in which a group of people meet to suggest a lot of new ideas for possible development; so that, it can be characterized for being an educational activity in which each student can participate actively, letting its students present their own ideas, showing that most of the time ideas are neither right nor wrong but related and reaffirming that ideas are different from each other, but they are related to the topic.

2.6.4.4 BRAINSTORMING AS TEACHING STRATEGY

The brainstorming strategy is performed by small groups of students in the classroom. Later, the teacher asks them to think of a specific topic in order to generate and brainstorm their ideas to find as many details as possible to present them to the class. For that, they are advised to be open-minded so that each student's idea can be taken into account. Students' suggestions are to be accepted even if their ideas are unusual or unorthodox.

2.6.4.5 ADVANTAGES OF THE BRAINSTORMING STRATEGY

Tracy (2013) states that brainstorming builds involvement, commitment, loyalty, and enthusiasm. So, the advantages of the strategy can be delimited in the following way: it stimulates and provides varied instructional approach to the students, it increases students' motivation, it makes students focus more on the task, it encourages students' spontaneity and creativity, has an effective procedure, and it stimulates students to create their own ideas.

2.7 THE IMPORTANCE OF WORKSHOPS

Based on Merriam Webster (2020), a workshop is a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field. Logman (2020) says that a workshop is a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises. Also, Cambridge dictionary (2020) states that a workshop is a meeting in which people discuss and show how to do a job or perform an activity, so that everyone can learn.

Brown (2001) suggests as one of good characteristic of English teacher, technical knowledge as keep up with the field through regular reading and conference/workshop attendance. There are some conferences and workshops, English teacher can attend to enhance the insights information related to their teaching.

According to Pacific (2018), attending a workshop to learn the latest skills in specific areas leads to becoming a better teacher. That, in turn, can help teachers guide others in areas where they have developed expertise. Those who take their continuing education seriously make for better leaders within the school system. Moreover, this is the bottom line for everything in the education system. When teachers learn new skills, so do the students. Teachers who pick up new skills and knowledge bring a higher level of energy into the classroom. They are better prepared to handle challenges involving difficult students. This leads to better outcomes for students.

The Value of Workshops and Continuing Education for Teachers (2012) states that good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in technology for their students. There are online workshops, and classes that teachers could attend as well as on-site workshop and classes.

Administrators should encourage their teachers to continue their education as well as make opportunities available for them to do so. Moreover, administrators and districts should offer to either pay or help pay for the classes and workshops. There are workshops on how to

integrate technology into the classroom and how to make it cross curricular. There are also conferences that will have several workshops all at one time so that teachers and administrators can go to more than one workshop at a time. These conferences will give the teacher the information and tools they need to integrate technology in the classroom as well as CPDUs (Continuing Professional Development Units) to help their career.

According to the importance of professional development for educators (n.d.), when educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students. However, these changes are hard to evaluate because they are typically implemented gradually. Also, professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.

Students expect teachers to be subject matter experts for the topics they teach. This means teachers should be able to answer any question a student throws their way. Professional development programs can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge and industry insight he or she gains.

Besides, it is easy for teachers to become burdened by the grind of teaching. Professional development gives them an opportunity to step out of their routine — they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves. Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

2.8.2 HOW TO IMPLEMENT A WORKSHOP

According to How to design a Training Workshop (2017), it can be daunting for the people who want to run a workshop because they have to turn their knowledge into something that makes sense to the participants, so the following guide can help to format and review a workshop to suit different learning styles. How to design a training workshop (2017) states that the steps to implement a workshop are:

1. It is necessary to draw a workshop planner: On the blank sheet of paper, a table has to be drawn with the following headings: topic, detail, learning style/activity time and material.

2. It has to be decided what the participants have to learn: "If one does not know where he is going, he is never going to get there." So goes the saying, and it is very relevant here. If the moderator does not know what he wants the participants to learn, it will be very hard to design the training workshop. He has to think about their participants leaving the room at the end of the workshop. They go back to their office and their boss says, "So what did you learn?" What does the moderator want them to say?

He has to try to set 1 - 3 learning outcomes for a one-day workshop. Instead of saying, "I want to teach people about potatoes," he should try to be clear:

By the end of the day, participants will:

- Know how to plant potatoes
- Know which diseases affect potato crops and how to avoid them
- Have the knowledge and tools to complete their own planting and sowing time planner.

This also makes it much easier to market the training workshop, as participants can easily decide if it's right for them.

3.   It has to be clear who the audience is: Who does the moderator want to learn from their workshop? What level of knowledge do they already have about the topic?

Does he know them, or are they strangers? People have different learning styles – some find it easier to learn through discussion, group exercises or using pictures, whereas others prefer to be lectured at, or given information to read themselves. Most people fall somewhere in the middle of this spectrum, and it is normally easier to use a mix of learning styles.

A group of older trustees, for example, might be less used to interactive exercises which do not mean they should not use them, but the moderator has to be aware that their audience might be hesitant or even resistant to making bridges out of matchsticks.

Is there any reason why their audience could be hostile towards him or the topic? The participants might not know the moderator, or they might have been ordered to attend the training by their boss. In this case, he has to think about how he can put them at ease from the start – give them a chance to introduce themselves, and take care to explain why they are there and where his expertise comes from. The moderator should ask them if the learning outcomes will meet their needs.

The moderator does not have to forget that some people may need extra help with learning, or will be less able to take part in some activities.

4.   The moderator has to bullet point three things the audience needs to know to reach the learning outcomes: Under each learning outcome, he has to write a bullet point list of up to three things their participants need to learn about. The following things have to be written these in the 'topics' column of the planner, one per row.

For example: **Learning outcome 1 - know how to plant a potato**

- Best time to plant/seasons
- Seeds and tools required ● Soil types and feed.

5. It has to be decided how each section should be taught: Thinking about the audience and what the moderator is trying to communicate, he has to decide what learning style would be best. This has to be written in the column marked 'Learning

Style', beside each bullet point in the 'topic' column. For more complex topics, it is useful to use two or even three styles for each learning point, to make sure that all participants are taking it in.

Learning styles could include:

Presentation – where it is presented information using slides or a flipchart, and participants listen. It is useful for introducing a topic, and for communicating clear facts.

Whole group discussion: the whole group responds questions, and discuss together. It is useful for easy questions that can be answered quickly and at the start of the session to give participants a chance to speak.

Small group discussion/exercises: the moderator explains an exercise to the whole group; then asks them to address it in smaller groups. This is usually when the moderator has presented something a bit more complex. Asking them to discuss it and answer a question together will help them digest what the moderator has told them, and then verbalize the new information for themselves. In a group format, it reduces the pressure on the individual to come up with an answer themselves. This can also be useful if the moderator wants to make 'force' certain participants to interact with each other.

Pairs exercise: he asks participants to talk to their neighbor. This works when the moderator is confident that everyone has a basic understanding of the topic, so will not be stuck with only one person to help them. It also works when he has little time for an exercise, as there are less people involved in the conversation.

Individual exercise/reading: this works when participants need to think about something unique to themselves or their organization, or where there is a lot of text they need to read (people have hugely differing reading speeds and it can be intimidating to read as a group).

Once an exercise has been done with an individual or a pair, the moderator can ask them to join another pair up, doubling the number of people who share their idea

or conclusion. **The moderator does not have to forget to factor in time for feedback**. This can take up a lot of time, and he need to control it and decide in advance whether he wants to take feedback from every individual, from each group, or not at all. He has to explain what he is going to do before he starts the exercise.

6. **The moderator adds the finer details:** now he knows his audience, what he wants to teach them, and how he wants to teach them; he can flesh out the 'Detail' column. It can be helpful to write down what he is actually going to say, if it is not going to be in his slide presentation notes.

For example: **Topic:** best time to plant/seasons

Learning style: presentation + group exercise

'Present Potato Council slides on 'Best times for potatoes'. He asks if anyone has any questions, introduce the 'Potato Grower Calendar template' (handout), explain that they have 10 minutes to work as a group, and, using the information he has just given them, he fills in the blanks in the calendar. "At the end of 10 minutes, he will ask each group to tell everyone what they have put in one section of the calendar, as well as anything they disagreed on and puts the exercise instructions and times up on the screen.'

7. **He adds timings:** the moderator works through the 'time' column and estimates how long it will take him to complete each section. The moderator might find he has got too much. If this happens, he needs to decide whether he can use a different learning style (for example, cutting down on feedback), or if he needs to lose a topic. The moderator does not have to scrimp on time for group discussion and feedback for the sake of packing everything into one day – rather cut down the number of topics he is trying to cover.

He should remember to factor in breaks, and time at the end for an evaluation form and always build in some flexibility in time – if the participants have lots of questions, he should give himself some leeway to answer them without rushing the rest of the day. He has to be very clear about timings at the beginning of the day – some people like to sneak away early and this can be very disruptive if he is running

an interactive session. He has to ask people to tell him if they need to leave before the end. He might find it easier to write the actual (clock) times rather than the length of time, e.g. 2.45 – 3pm (15 mins). This means he knows exactly when he needs to finish a section.

8.   The moderator has to list the material to be needed: in the 'materials' column, he works through each row and marks down which materials he will need. This might include a flipchart, pens, post it notes, a hand out or slides. He might put some handouts in delegate packs, or he might hand out them out as he explains each exercise. Once he has got his list, he can prepare it in advance so he has got everything he needs on the day.

9.   Review: when he has completed table, he reads through it again to make sure it flows together. Does he have the right balance of learning styles? Do the topics follow each other coherently? Is everyone going to get a chance to speak? He might want to add an introductory or 'warm-up' exercise where participants introduce themselves to each other. This can-do wonders in reducing nervousness or ambivalence as participants have to interact with each other from the beginning, and they can feel comfortable in talking about something they know (themselves).

10.   The moderator writes the content: now he has designed the workshop and he need to actually write the content. This might be in slides or in handouts, but he will find it's a whole lot easier if he has followed these steps as he will have a structure to work to. (p.1-3)

2.8.3 STEPS TO DEVELOP AN EFFECTIVE WORKSHOP

According to Effective Practices of Workshop Design, Planning, and Delivery (n.d.), the following steps help create and develop an effective workshop:

Active engagement of participants during the workshop: Nothing is deadlier or less effective than a workshop where participants do not participate. The goal is to give people an opportunity to participate actively in every session using a variety of techniques: small group discussion, large group discussion, short problem-solving

tasks, and involvement of participants in trying out activities, individual or paired work at the computer, and scheduled thinking and writing time.

•*Modeling effective pedagogy:* The most successful workshop sessions are those taught with good pedagogy in mind and that least successful sessions are those where a presenter simply stands up and talks. Be vigilant about how presenters structure sessions with the goal of using effective pedagogy in all sessions.

• *Giving participants time to interact and share experience/knowledge:* Participants bring valuable experience and ideas to workshops. Structured mechanisms for sharing experiences and expertise must be an integral part of every workshop program. Support this aspect of the program with unstructured social time that supports the development of networks that will last beyond the workshop.

• *Emphasizing practical applications:* An emphasis on practical applications and strategies is an important aspect of effecting change in teaching practice. Workshop participants frequently comment on the value of examples of what works and what does not. Future workshops will continue to provide practical examples.

• *Giving participants time to make progress on a specific task that connects the workshop topic to their teaching:* Time to work individually during the workshop allows participants to reflect and to make progress on adapting workshop content to their own needs. This can be effectively supported during the workshop by providing opportunities for participants to work one-on-one or in small groups with workshop leaders. Workshop programs will include scheduled work and reflection time for participants.

• *Making sure that participants leave the workshop with specific plans for future action:* Workshops can produce a wide variety of results ranging from changes in teaching practice and development of new learning resources to department-level planning and community-wide action. In all cases, workshop time devoted to planning next steps is critical. Posters and oral presentation of plans have proven to be an important motivator in developing realistic plans and in encouraging

follow through. Feedback from other participants facilitated through poster sessions or small group discussion is also extremely valuable as a mechanism for sharing practical experience. Continue to emphasize specific plans for future action and use a variety of techniques for presentation and feedback in workshops.

• ***Providing materials and examples:*** Examples of how the workshop topics can be applied in the classroom and field have been particularly valuable resources for participants. We emphasize the template character of the examples, stressing that participants are unlikely to adopt an individual activity wholesale, but rather to pattern something after one of the examples provided. These materials could be made available online.

• ***Requiring some preparation in advance of the workshop***: Coming prepared is as important for a workshop as it is for a class. A variety of approaches should be used to prepare participants for the workshop including reflection on their goals for the workshop, development of project ideas for completion at the workshop, assembling materials for sharing (e.g. course syllabi, learning resources, topical papers), pre-workshop discussion, and participating in surveys of participant needs.

• ***Thorough minute-by-minute planning of workshop sessions:*** Good workshops that appear to flow spontaneously reflect extensive planning by leaders and a common understanding of the program and its objectives. In the months before each workshop, leaders must flesh-out the workshop schedule through a series of email discussions, phone conversations, conference calls, and, when possible, a meeting. This is especially crucial for modeling effective pedagogy when there are many leaders or presenters. Continue to do this kind of detailed planning with a pre-workshop run-through in future workshops.

• ***Implementing post-workshop practices:*** Presenters should reflect on what worked and what did not during the workshop; identify failures and successes, and determine what will be done differently next time. Presenters may also choose to follow up with participants.

• ***Drafting workshop descriptions:*** The description could include specific details of the event, agenda (if possible), intended audience, and previous positive feedback on workshop. Workshop goals and activities (what the participants will be doing) could also be included. (p. 1)

2.8.4 BENEFITS OF IMPLEMENTING A WORKSHOP

According to community tool box (n.d.), there are certain reasons that make workshops a good tool to be implemented when trying to teach something new:

A workshop provides a way to create an intensive educational experience in a short amount of time, when the time for a more comprehensive effort may not be available. Participants may be working, they may be too far apart to gather together regularly, or may simply be unwilling to commit large amounts of time. A workshop can introduce a new concept, spurring participants to investigate it further on their own, or can demonstrate and encourage the practice of actual methods.

▪ It is a great way to teach hands-on skills because it offers participants a chance to try out new methods and fail in a safe situation. Failure is often the best teacher, and failure in this instance doesn't carry a cost. At the same time, feedback, from both the presenter and peers in the group, helps a participant understand what she can do to avoid failure in a real situation.

▪ A workshop is a way for someone to pass on to a colleague's idea and methods that he has developed or finds important. Teaching a graduate course may not be possible, but he may be able to reach large numbers of people by conducting workshops in various situations.

▪ Especially for people who work together, a workshop can help to create a sense of community or common purpose among its participants. (p. 1)

CHAPTER III: METHODOLOGICAL DESIGN

In order to have a clear understanding of the impact of the implementation of brain-based learning strategies to enhance Intensive Basic English students' group 4 oral production, the researchers described and stablished the methodology that was used to collect data. Moreover, the research team explained the type of investigation they carried, the units of investigation, and all the tools that were used during the process of gathering data.

3.1 PARADIGM AND TYPE OF STUDY

To carry out this study "the impact of the implementation of brain- based learning strategies to enhance Intensive Basic English Students' group 4 oral production at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020", the researchers used the mixed-method holistic projective research. The mixed-method uses the qualitative and quantitative paradigms with the aim of gathering important information. Moreover, the researchers did a holistic Projective Research because this type of study pretends to give a solution for a problematic situation, in this case, the lack of Intensive Basic English Students' oral production.

3.1.1 HOLISTIC PROJECTIVE RESEARCH

According to Barrera (2000), this type of study makes it possible to identify both priorities and potentialities. This study is aimed at identifying what are the needs that the proposal must fill and requires investigating to what extent the invention, program or design that is being proposed is required. In others words, this kind of research is used to create a plan or project to solve a problem.

3.1.2 QUALITATIVE RESEARCH

Strauss and Corbin (1998) (as cited in Kaya, (2013)) offer this definition: 'By the term "qualitative research" we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification'. Also, in this type of research, the investigators have to observe or record behavior in its natural setting, so for this they have to go physically to the people, setting, site, or institution.

3.1.3 QUANTITATIVE RESEARCH

According to Bhandari (2020), the quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. In others, it is a way of collecting data and analyzing it to draw conclusions, and it uses statistical process to collect and analyze data.

3.1.4 PROJECTIVE DESIGN

The aim of this project is to answer the research questions stablished in chapter I. According to Kerlinger (1986) (as cited in Research Design, (2013)), research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Projective design allows the investigator to find solutions to any problematic situation by following a process.

By carrying out this investigation, the researchers will look forward to demonstrating the effectiveness of the "Brain-based learning strategies workshop" to help teachers better students' oral production during semester I, 2020 at the Western Multidisciplinary Campus of the University of El Salvador. Finally, if this holistic projective research is completed as a good proposal to solve oral production problems in Basic English levels, it can be used or taken into account in the future.

3.2 ELEMENTS OF THE PROPOSAL

The main objectives of carrying a research proposal are to justify the importance of a study about a problem or phenomenon and to show how the study must be developed. Hence, the steps to follow within the research proposal must be explained in a detailed and clear way, so future investigators can apply it in a successful way. The elements that are included in the research proposal are listed below:

1. **Project Proposal**

The title of the project needs to be clear and well delimited, so it is understandable what it is about.

2. **Justification of The Project**

The investigators will state the reasons and the interests that took them into the development of the project and the different aspects that enable the planning and creation of the whole project itself.

3. **Research Supervisor**

The name, department and faculty in which the project will be carried out will be provided.

4. **Objectives**

The research team will stablish the outcome that they want to achieve during and at the end of the process.

5. **Content and Activities**

The contents will be presented according to what the research team have gotten in the state of art; therefore, the activities will be prepared and organized taking into consideration the strategies, methodologies and techniques stated previously in this project.

6. **Timeline of The Project**

The research team will specify how the project will be taking into consideration the stages and sessions and how much must require for each of them so that the purpose of this proposal can be achieved.

7. **Expected Research Contribution**

In this part, the target population involved in the proposal will be described and defined. The research proposal will describe what the results of the research contribution will be through the research question in order that it will point out the body of information that

comprises how the development of the research proposal will be innovative as well as original. Furthermore, it will offer a significant contribution to the present body of knowledge.

8. **Proposed Methodology**

The researchers will describe the methodology to collect data that will be used if the proposal is approved as well as the material and equipment that will be used in the development of this project. In addition, the proposed methodology will include how the research group will handle possible limitations to the feasibility and ethical aspects considered in this research project.

9. **Resources**

The resources that the research project requires to be carried out will be attached in this part. Which important resources are needed to the accomplishment of this research proposal?

10. **Bibliography**

The research proposal will include all the references that have been used in the development of this project.

3.3. SAMPLING PROCEDURE

The total population of Intensive Basic English teachers is made up of 16 teachers; however, the researchers used the Purposive sampling to obtain the target population which consists of 8 teachers from different groups of Intensive Basic English. The researchers decided to work with such number of teachers since these teachers were willing to help the research team out and profit while being part of the collection of the data.

3.4 OPERATIONALIZATION OF THE VARIABLES

General Objective	Specific Objectives	Units of Observation	Variable	Definition of Variables	Indicators	Instruments	Time
To demonstrate the effectiveness of brain-based learning strategies workshop for the enhancement of Intensive Basic English Students' oral production through the assistance of Intensive Basic English Teachers during	a) To boost Intensive Basic English students' self-confidence when speaking through Intensive Basic English Teachers' engagement of metacognition and collaborative group strategies during semester	Intensive Basic English Students	Independent variable: Brain based learning strategies	Ramakrishnan and Annakodi (2,013) states that brain-based learning strategies are related to activities that educators need to implement for students to have appropriate experiences and capitalize on them. In	1. Meaningful learning -Appropriate experiences -Learning is about making connections -Academic and emotional connections - The emotional or interpersonal level 2. Principles	Observation checklist	1 week

semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador	I, 2020 at the Western Multidisciplinary campus of the University of El Salvador b) To increase Intensive Basic English Students' vocabulary through Intensive Basic English teachers' acquisition of the semantic features			that sense, creating environments gives students a higher probability of success in learning based on how the brain of each student works. Logman (2020) says that a workshop is a meeting at which people try to improve their skills by discussing	-The Brain/Mind is social - The search for meaning occurs through patterning. - Learning is conscious and unconscious. - Learning is developmental. 3. Strategies -Elicit emotion - Talk, socialize interact, collaborate - Think aloud - Engage the		

analysis strategy during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador			their experiences and doing practical exercises. Also, Cambridge dictionary (2020) states that a workshop is a meeting in which people discuss and show how to do a job or perform an activity, so that everyone can learn.	power of reflection and metacognition - Answer question with question		
c) To improve Intensive Basic English students' coherent speeches through Intensive Basic English'	Intensive Basic English	Dependent	Peña & Onatra, (2009)	1. Lack of	Questionna	1 hour

	guidance in the application of brain-storming strategy during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador	Students	variable: Basic English students´ oral production	say that speaking is something students do when they drill particular language patterns. It involves speaking and listening as a two-way process where responding is expected	confidence -Causes of lack of confidence - Overcoming lack of confidence - Metacognition strategy - Self regulatory Feedback - Self testing and distributed practice 2. Cooperative learning -Formal cooperative learning - Informal	ire	

					cooperative learning		
					-Cooperative base groups		
					- Heterogeneous groups		
					3. <u>Semantic feature analysis</u>		
					-Adjust the number of categories		
					- Begin with items that are fairly dissimilar		
					- Assignments can vary		
					- Be aware of cognitive and		

					cultural diversity		
					4. <u>Coherent speech</u>		
					-Express personal ideas and opinions		
					- Use connectors		
					- Use from general information to specific information in your speech		
					- Brain storming strategy		

3.5 PLANNING PHASE

3.5.1 DATA COLLECTION INSTRUMENTS

The research team elaborated instruments to gather information in order to develop a workshop proposal that instructs teachers on students' improvement concerning their oral production. The first instrument is an observation checklist addressed to Intensive Basic English Students (see Appendix C) which includes 11 items or statements related to the variables and indicators; thus, these items were evaluated in a scale to see how often they were applied, starting from Never, Often, Normal, Almost always and Always. This instrument helped researchers to collect data about students' performances during the application of brain-based learning strategies and the effectiveness for students' oral production of the English Language.

The second instrument, a Questionnaire (Appendix D) addressed to teachers to get their insights about how the implementation of brain-based learning strategies helps Intensive Basic English students better their oral skill. This questionnaire consists of 8 semi-structured questions in regard to the indicators that researchers have mentioned; hence, in these questions, teachers provided their free opinion in how the implementation of the strategies could better students oral production, so researchers could have more information to support the study and to construct a workshop that can guide teachers in the implementation of brain based learning strategies to better students' performance with regards to speaking.

3.5.2 VALIDATION OF DATA COLLECTION INSTRUMENTS

The research team will use the type of validation called Criteria or Empirical Validity and Content Validity. The first type of validity refers to present data and concurrent validity if the criteria refer to future data. The second tells if the research tools are measuring the variables and the indicators of each research objective stipulated in the operationalization of variables. As this is a proposal, the research team will not see the results of the workshop. The teachers will see the results as they put into practice the strategies stated in the proposal.

The results obtained from the diagnostic study addressed to students was essential to help the research team elaborate a workshop which will mainly guide teachers to better students' oral production. Hence, all the results from the diagnostic study will be of great importance in the incorporation of elements that will sustain and enrich the development of the proposal.

3.5.3 VALIDITY AND RELIABILITY

The research team used two instruments (see Appendix C, and Appendix D). The type of reliability is called Inter Rater Reliability which is used to assess the degree to which different observers give different estimates to the same phenomenon. Therefore, it is useful when humans can observe, because they will not interpret in the same way. Besides, observers may agree with the responses or the material that demonstrates knowledge of the skill being assessed; in this case, oral production. Even though every member of the research team had a different point of view during the development of a class, the object of study was the same. That is why, students were observed since the research team will use that information to develop a well-structured workshop that will help teachers enhance students' oral production according to the theory researchers are based on.

3.5.4 ETHICAL ASPECTS

The investigators took into account the following ethical aspects to conduct the research study:

Honesty: the researchers reported the data and results honestly during the research.

Confidentiality: the researchers assure that the information gotten during the research was going to be used with the participants' permission.

Anonymity: The identity of the participants was not revealed during the research project.

Reliability: to obtain reliable results, the researchers made participants be sure of the purpose of the research.

Beneficence: participants were benefited during the research so that the investigation was carried out to identify and solve participants' issues.

Objective: the researchers' main purpose was to carry out the investigation. No personal or financial interest could affect the research.

Intellectual property: in order to respect copyright information, the sources of information can be found in the reference pages, and the researchers also cited authors to avoid plagiarism.

3.6 TIMELINE AND BUDGET

The research team created a timeline that contains the dates where each activity was created. It was possible that some dates did not change during the process of the investigation; however, some activities could not be developed as planned.

Besides, researchers presented a budget with a specific amount of money that was invested and divided into supplies and services. The creation of a timeline and a budget helped researchers to carefully administrate the money and time in which this holistic projective research was carried out.

3.6.2 TIMELINE

Activity	Responsible	January	February	March	April	May	June	July	August	September	October
Research team formation	Research team	🟩									
Choosing the topic	Research team and advisor	🟩	🟩								

Preliminary phase											
Approaching the field of study	Research team		■								
Diagnostic Study	Research team		■								
Definition of the problem	Research team		■								
Planning phase											
Theoretical framework	Research team				■	■	■				
Operationalization of variables and Methodological Design	Research team						■	■	■		
Execution phase											

Creation of the Workshop proposal	Research team									🟩	🟩	🟩
Conclusion and Recommendations	Research team										🟩	🟩
Final presentation	Research team											🟩

3.6.2 BUDGET

Supplies

Types of supplies	Name	Cost per item	Number of items	Total
Office supplies	Pens	$0.25	5	$1.25
	Pencils	$0.25	10	$2.50
	Photocopies	$0.02	250	$5.00
	Box of staples	$2.00	1	$2.00

	Folders	$0.15	5	$0.75
	Fasteners	$0.15	5	$0.75
	Ink cartridge	$12	2	$24
Total			$36.25

Services

Services	Cost	Total
Internet	$14 per month	$112
Human resources (validators)	$25	$25.00
Other expenses (per month) food, Transportation, electricity	$600	$600.00
Total		$737

Total budget: $673.25

CHAPTER IV:

HOLISTIC RESEARCH PROPOSAL

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

THE IMPACT OF THE IMPLEMENTATION OF BRAIN-BASED LEARNING STRATEGIES TO ENHANCE INTENSIVE BASIC ENGLISH STUDENTS´ GROUP 4 ORAL PRODUCTION AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR, SEMESTER 1, 2020

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OCTUBER, 2020

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

4.1 PROJECT PROPOSAL

This proposal, Brain Based Learning Strategies Workshop, has been created in order to help to solve students' problems with their oral skill. During these workshops, it is expected to provide Intensive Basic English teachers with some strategies based on recently research of the brain's function. Then, Intensive Basic English teachers can implement these strategies in their future classes to enhance students' performance when speaking. For this, the research team has selected the best brain-based learning strategies as metacognition and collaborative group strategies or semantic features analysis strategy to fulfill all students' needs concerning the oral production. In addition, the research team has established the objectives that are meant to be accomplished by developing all the strategies carefully selected in advance during the workshops.

4.2 JUSTIFICATION OF THE PROJECT

This proposal has been created after carrying out a scientific research in Intensive Basic English level, group 4 at the western multidisciplinary campus of the University of El Salvador, semester 1, 2020. Speaking English can be difficult for students in the first year of the major due to the lack of previous knowledge of the English language so that this proposal tries to guide and help intensive Basic English teacher in the application of some brain based-learning strategies developing during the workshops to solve students' problems when speaking in English.

Further, with this Brain Based Learning Strategies Workshop, teachers will be able to implement collaborative group strategy to guide students to gain more confidence when speaking in English both inside and outside the classroom. Also, students will have the opportunity to exchange vocabulary with their classmates increasing their lexicon.

Hence, during the workshops, teachers will learn about the brainstorming strategy and semantic feature analysis strategy which make students relate words with pictures or others words in order to not to forget and to use them in conversations, and this leads students to get more vocabulary and to be more confident when speaking. In addition, by the application of the brainstorming strategy in the class, students will be able to develop their thinking by

relating all the knowledge about the structures and new vocabulary to a specific but unknown topic; in others words, it helps students to share ideas or maintain a conversation easily.

The person in charge to supervise this holistic proposal is M.Ed. Darlene Brendhaly Mata Marroquin, who belongs to the English Language Department in The University of El Salvador in The Western Multidisciplinary Campus in Santa Ana, El Salvador.

The research team is aware of the current situation, COVID-19 pandemic that makes difficult the development of the Brain-based Learning Strategy Workshop in the year 2020; moreover, the investigators are conscious that some changes or variables may occur in the project owing to the pandemic mentioned before.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

To propose a workshop addressed to teachers that contains some brain-based strategies, such as the metacognition and collaborative group strategy, semantic feature analysis and brainstorming strategy to enhance Intensive Basic English Students' group 4 oral production at the Western Multidisciplinary Campus of the University of El Salvador

4.3.2 SPECIFIC OBJECTIVES

To train Intensive Basic English teachers to use metacognition strategies in order to improve Intensive Basic English students' oral skills during semester I, 2020

To instruct Intensive Basic English teachers on how to develop collaborative group strategies in their classes to boost Intensive Basic English students' speaking skills during semester I, 2020

To lecture Intensive Basic English teachers to implement brainstorming and semantic feature analysis strategies to enrich Intensive Basic English students' oral production skills during semester I, 2020

4.4 CONTENTS AND ACTIVITIES

The Holistic Research Proposal comprises three lessons plans to be developed during the workshop time for Intensive Basic English which includes the metacognition and collaborative group, semantic feature analysis and brainstorming strategies (see Appendix F, G, H) which contains different activities that can be implemented in the classroom so that students could enhance their oral production.

4.5 TIME LINE OF THE PROJECT

This workshop is carried out according to the time teachers have available to attend. That is why, the research team decided to schedule the workshop to be completed in a week during 3 separated days, 2 hours daily before Semester I starts.

January								
		Last week of January						
Workshop	Time	Mond.	Tuesd.	Wed.	Thursd.	Frid.	Saturd	Sund.
Metacognition	9:00 am to 11:00 am	███						
Collaborative group strategies	9:00 am to 11:00 am			███				
Brainstorming strategy and Semantic feature	9:00 am to 11:00 am					███		

analysis strategy								

4.6 EXPECTED RESEARCH CONTRIBUTION

The English Language Department will have the benefit if the proposal is accepted and implemented. If the results are noticeable, the proposal can be modified and improved so that Intensive Basic English teachers can enrich more their knowledge regarding brain-based learning strategies to enhance Intensive Basic students' oral production. What is more, teachers will have the freedom to include activities in the development of the class considering the kind of strategy that must be applied concerning students' needs.

It is essential for Intensive Basic English students to develop their four macro skills since the subject demands a great performance to pass the course. Therefore, with this proposal researchers are looking for an easier way to implement strategies that help not only teachers in the understanding of students' needs but students in the improvement of their oral production. That is why, researchers establish the strategies that can be useful in the oral production of the English language.

The beneficiaries of the proposal are Intensive Basic English students and Intensive Basic English teachers of the Language department at the Western Multidisciplinary Campus of the University of El Salvador. Even though some students do not have problems when taking the subject for the first time, the majority of them face many difficulties even in their oral skill. For instance, the research team considers of a great importance to develop a workshop that will enrich teachers' knowledge in the application of such strategies that will increase students' speaking skills.

4.7 PROPOSED METHODOLOGY

To conduct the workshop to train English teachers in the application of brain-based learning strategies in order to increase Basic English Students' oral production, the research

team propose to use an interactive learning approach which according to Renner (2018), it approaches to any given lesson plan encourages students to interact with each other and with the subject matter. Rather than sitting at their desks like passive sponges ready to absorb the material, with the interactive approach, students are part of the lesson.

Likewise, in this workshop, teachers will be taught the aforementioned strategies by interacting with the content and their colleagues and playing a crucial role in the conduction of such workshop. Barnett (n.d.) states that an interactive workshop engages the participants actively in learning new information or techniques. The workshop facilitator makes it possible for audience members to participate actively: participants have chances to apply new information to their teaching, participants can analyze problems or difficulties in order to figure out solutions, and participants often share their experiences and ideas.

Barnett also says that experience and research show that people generally learn more and remember better when they think about new material, figure out solutions, and apply new knowledge to their own lives and needs. Moreover, according to Pavelin, Pundir and Cham (2014), an "interactive workshop" is a structured set of facilitated activities for groups of participants who work together to explore a problem and its solutions, over a specific period of time, in one location. That is why, the researchers suggest an interactive method so that the acquisition of the content can be totally grasped and teachers can take advantage of the strategies in the development of their classes to boost Basic English Students' speaking skills.

4.8 RESOURCES

The workshop proposal shown in this work contains a handout that future researchers can take into consideration to develop the workshop. This handout provides an estimated amount of time in which the workshop can be carried out suggesting the most suitable time that teachers can use to attend such workshop without interrupting their job with their students. Moreover, it contains the activities to conduct during the progress of it explaining to the teachers practical activities they can develop in their classes to increase the students' oral production; maybe, the strategies that will be presented are already familiar for teachers, but they will learn how to master them which will have a positive impact on students' speaking skills.

Also, it includes the ways to develop the workshop properly so that it can accomplish the goal for what it was created. To illustrate this, it is mentioned that during the implementation of the workshop teachers must feel comfortable; that is to say, that it does not have to build an atmosphere where teachers are left aside or looked down on; instead, a place where they feel welcome, secure and willing to participate and share their ideas. A well management of the workshop will guarantee the results that teachers are looking for.

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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After carrying out the Holistic Projective Research "The Impact of the Implementation of Brain-based Learning Strategies to Enhance Intensive Basic English Students´ group 4 Oral Production at the Western Multidisciplinary Campus of the University of El Salvador, semester 1, 2020", researchers came up with the following conclusions:

5.1.1. The research team could notice that the implementation of certain Brain-based learning strategies was convenient to enhance Intensive Basic English students´ oral production as these strategies helped students to achieve meaningful learning goals by accepting the rules of how the brain processes and functions.

5.1.2. The research team found out that metacognition was a good strategy to help teachers to maximize Intensive Basic English students´ oral production. For example, when students did not know how they learn in self-regulated contexts, such as when studying or practicing on their own, teachers could implement this strategy to make them know how to take control and advantage of time, place, lesson or any learning process to get good results when acquiring knowledge. Moreover, metacognition strategy helped students to know how to study efficiently during the development of the activities in which they are involved to get good results in oral evaluations or when speaking English.

5.1.3. The research team found out that Intensive Basic English students' oral production could be improved by using the semantic feature analysis in which students can relate words with different objects, images and other words during the class to enhance their vocabulary.

5.1.4. The research team realized that group activities were sometimes developed just for the sake of having fun or wasting time, and these types of activities were taken for granted and left aside from the classes; it could infer that maybe some teacher did not know the importance of having students work on groups, and that is why, they did not use group activities a lot; nevertheless, after they were provided with some collaborative group strategies, they found out how vital it is for them to develop such

types of activities and started implementing them in their classes which made students' self- truth be increased, and accordingly, their speaking skills was improved as well. Finally, the research team could see the efficiency of collaborative group strategies.

5.1.5. The research team found out that guiding teachers in the implementation of brainstorming strategy was of a great importance to enhance Intensive Basic English Students´ oral production as it helped students generate adequate ideas and stimulate interest in learning. Besides, the implementation of brain-storming strategy encouraged students to participate since no criticism or judgement was allowed while participating. Therefore, students were more focused on the task which was mainly based on the construction of coherent speeches; for instance, improvement was noticeable concerning their oral skill.

5.2 LIMITATIONS

5.2.1. The members of the research team could not meet physically to work, discuss ideas or ask questions with the advisor due to the Covid-19 Pandemic. Also, it was difficult to acquire books from libraries or any other place.

5.2.2. The research team had to change the approach of the research; since the very beginning, they were going to carry out an action research; however, they could not do so because they were not going to be able to work with the students neither physically nor on line; therefore, they had to develop a Holistic Projective Research proposal.

5.2.3. The research team did not get the schedule of Intensive Basic English students as it was planned at the very beginning. So, the research team had to reschedule the days for meeting students in the data collection procedure.

5.2.4. The research team' sessions were face-to-face at the beginning of the year, but they have to be moved to virtual sessions once a week. Researchers and advisor attended to the meetings that were scheduled in advanced.

5.3 RECOMMENDATIONS

5.3.1 FOR INTENSIVE BASIC ENGLISH STUDENTS

5.3.1.1. The researchers recommend that students include in every learning process the set of principles and skills, which can help them make better decisions about the learning process. These principles include knowing when and how to study to obtain good results when learning.

5.3.1.2. The research team suggest that student learn to get to know themselves during learning process. It is very important to know how to study efficiently in order not to lose time and to seize the moment of learning. Also, it is necessary to learn how to reflect on their own learning because in this way they can process what they have studied, and apply this when time to speak comes.

5.3.1.3. Moreover, the researchers recommend that students get involved as much as possible. Students will be exposed to a new strategy, collaborative group strategy, so they should be eagerly part of each activity the teacher will ask us speaking, sharing, working and expressing their thoughts because they can increase their selfconfidence while being part of a group, and consequently, they will better their oral production.

5.3.1.4. Also, the research team suggest that students pay more attention to teachers´ feedback. Most of the time students forget what they have mistaken. As a result, students tend to commit the same mistakes. Then, students need to focus more on what the teacher suggests to improve since sometimes students are more focused on the time an activity takes or the amount of information they are asked to talk about.

5.3.1.5. Besides, the researchers recommend that Intensive Basic English students commit because it is essential when learning a new language. Using the semantic feature analysis during activities related to new topics could boost the vocabulary that is needed to enhance their oral production.

5.3.2. FOR INTENSIVE BASIC ENGLISH TEACHERS

5.3.2.1. The investigators suggest that teach instruct each student that the brain has its own way to work, and that there are many strategies that can be used to make learning process meaningfully. Moreover, help them to discover that every brain is unique and that everybody´s learning process is different.

5.3.2.2. Additionally, the researchers suggest that teachers help students maximize the achievements of learning goals by applying self-management strategies; in others words, teachers should help students to be aware about their own learning process in-side and out-side the classroom.

5.3.2.3. Moreover, the researchers suggest that teachers start including in their lesson plans collaborative strategies as much as they can and putting them into practice; they should create an atmosphere where students feel both comfortable and challenged which will guarantee the enhancement of students' oral production.

5.3.2.4. Also, the research team recommend that teachers demonstrate the advantages of brain-storming strategy in the development of any speech. Teachers should create tough situations in which brain-based learning strategy eases the learning process for every single student concerning oral production.

5.3.2.5. Likewise, the researchers suggest that teachers use the semantic feature analysis to enrich the vocabulary of Intensive Basic English students as an opportunity to enhance their oral production so that they could share ideas about any topic during the class time.

5.3.3. FOR FUTURE RESEARCHERS

5.3.3.1. The research team recommend that future researchers include Brain-based learning strategies in all learning process. Brain-based learning strategies can be a good solution to better learning problems as they are based on recently brain-studies that help to maximize people´s potential to learn.

5.3.3.2. The researchers suggest that future investigators use the metacognition strategy as a mean to improve students´ oral production; this strategy could be defined as the

ability of individuals to know their cognitive functions, monitor them while they operate, control and adjust them according to the needs of the learning process.

5.3.3.3. The researchers suggest that future researchers take advantage of the semantic feature analysis strategy during the development of the research project to enhance Intensive Basic English students' oral production.

5.3.3.4. Moreover, the research team recommend that future researchers look for more information regarding collaborative group strategy so that they can have a vast knowledge to train teachers on how to develop that strategy in their classes; they should even search for more strategies on how to boost students' self-confidence.

5.3.3.5. Also, the researchers suggest that future researchers find more ways to present the aforementioned information to the teachers during the implementation of the workshop; that is to say, if the proposed workshop does not fit their needs, they should look for more suitable methodologies to conduct it.

5.3.3.6. Plus, the research team recommend that future researchers plan the development of workshops considering any natural disaster or disease to overcome the situation without any inconvenient. Due to current Covid-19, future researchers should include online workshops.

5.4 RESEARCH QUESTIONS

5.4.1. How can Intensive Basic English Student's oral production be enhanced during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

The researchers realized that the implementation of Brain-based learning strategies could help students better their oral production through the assistance of teachers as these strategies, metacognition, collaborative group, semantic feature analysis, and brainstorming, helped students to study efficiently, and guided them according to the principles and

workings of the brain to improve the best way of learning, increase academic achievement, and provide equal opportunities for individual differences, so students could feel part of the process. For example, by implementing collaborative group strategy, students were guided to converse with other people who were out of their comfort zone making them gain more confidence when speaking.

5.4.2. How can Intensive Basic English Students' self-confidence when speaking be boosted during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

The research team found out that through the application of collaborative group strategies, students can gain more confidence, and as result, they could increase their speaking skills. Collaborative group strategies allow students to work with other classmates to accomplish a specific learning goal and maximize their practices. Many students are afraid of speaking out loud, but when they are assigned to work on groups, they feel confident, freer and comfortable to speak, express and share their ideas. Therefore, a way to increase students' self-trust when speaking can be the implementation of collaborative group strategies by their respective teachers.

5.4.3. What can be done to increase Intensive Basic English Students' vocabulary during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

It was noticed that to increase Intensive Basic English students´ vocabulary, teachers had to implement some strategies that helped students gain more vocabulary; for example, the semantic feature analysis that is a strategy that helped students mainly focuses their minds in relating words with different objects, images or other words so that they could remember the vocabulary gotten. This strategy was used whenever the students have a topic to see the comparison and contrast of it. Moreover, it was really important to provide students with vocabulary richness activities because in this way they learned more words every class increasing their vocabulary.

5.4.4. How can Intensive Basic English students' coherent speeches be improved during semester I, 2020 at the Western Multidisciplinary campus of the University of El Salvador?

It was evident that Intensive Basic English teachers needed to implement strategies to better Intensive Basic English students' speeches since most of the time the development of any oral production activity is focused on what students convey when speaking. Even though it is essential that students´ speech conveys clear messages, it is necessary to help students in the construction of their ideas to better their oral skill. Therefore, the application of brainstorming strategy can enhance Intensive Basic English students´ speaking.

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APPENDIXES

APPENDIX 1: CHECKLIST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

OBJECTIVE: to collect information about Intensive Basic Students´ brain-based learning to enhance their oral production

DIRECTION: mark Yes or No with an" X" and write down any useful comment

NOTE: the information is confidential and anonymous.

Items	Yes	No
Students answer any question teachers ask about the class.		
Students participate actively during discussions.		
Students can easily remember previous information taught during the class.		
Students show a high level of interest during the class.		
Students ask questions to have a better understanding of the content		
Students are able to clarify someone else´s doubts		
Students show self-confidence while speaking		
Students utter the English language with difficulty		
Students build vocabulary and develop their speaking process		
Students display anxiety or fear.		

General observation:

_____
_____
_____
_____
_____

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
OBJECTIVE: to collect information about Intensive Basic Students´ brain-based learning to enhance their oral production

DIRECTION: mark with an" X" the answer you consider properly.

NOTE: the information is confidential and anonymous.

1. Do you answer questions that teachers ask during the development of the class?

   Yes
   No

   If not, why?

   _____

   _____

2. Do you often participate actively during classes?

   Yes
   No

3. Is it easy for you to recall previous information taught in class?

   Yes
   No

4. Do you always find the class interesting?

   Yes
   No

   If not, why?

   _____

   _____

5. Do you ask as many questions as possible to have a clearer idea of the topic?

   Yes
   No

   If not, why?

   _____

_____

6. Do you help your classmates to clarify their doubts?

    Yes
    No
    [box]

    If not, why?

    _____

    _____

7. Dou you feel confident while sharing your ideas orally?

    Yes
    No
    [box]

    If not, why?

    _____

    _____

8. Do you find any difficulty when speaking in English?

    Yes
    No
    [box]

    If yes, which?

    _____

    _____

9. Do you put into practice all the vocabulary and structures learned in class when speaking in English?
    Yes
    No
    [box]

    If not, why?

    _____

    _____

10. Do you feel anxious during English class?

    Yes
    No
    [box]

    If not, why?

    _____

APPENDIX 3: CHECKLIST FOR STUDENTS
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISICIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

OBSERVATION CHECKLIST ADDRESSED TO INTENSIVE BASIC ENGLISH STUDENTS.

Objective: to measure students' application of metacognition and collaborative group, semantic feature analysis and brainstorming strategies.

S/N	Affirmative perception statements	Never	Often	Normal	Almost always	Always
(i)	The teacher makes use of different strategies to teach students.					
(ii)	The teacher makes use of a lesson plan.					
(iii)	The students share their ideas freely.					
(iv)	The students make use of the critical thinking to share ideas.					
(v)	The class is developed in an interactive environment.					
(vi)	The students work and ask for support when something is not clear.					
(vii)	The students show eagerness to participate and share ideas when asking for volunteer.					
(viii)	The students are involved in patterning activities.					
(ix)	The students are provided with activities related to real and social life.					
(x)	The students are involved in metacognitive activities.					

COMMENTS:

_____
_____
_____
_____

APPENDIX 4: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISICIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

QUESTIONNAIRE ADDRESSED TO INTENSIVE BASIC ENGLISH TEACHERS TO GET INFORMATION IN REGARDS THE IMPLEMENTATION OF THE BRAIN-BASED STRATEGIES DURING THE DEVELOPMENT OF THE CLASS.

Objective: To gather teacher's information on the implementation of metacognition and collaborative group, semantic feature analysis and brainstorming strategies in the development of student's oral production

Directions: please fill in the following questionnaire based on your own opinion regarding the brain-based strategies

1. Why do you think it is so important to attend workshops?
   _____
   _____
   _____
   _____

2. Why do you think including collaborative group activities are helpful to better the oral production?
   _____
   _____
   _____
   _____

3. How do you promote students collaborative learning in the development of their speaking?
   _____
   _____
   _____
   _____

4. Why do you consider metacognition strategy effective to tackle self-confidence issues when speaking?
   _____
   _____
   _____
   _____

5. What substantiates students' engagement in the application of metacognition strategy when speaking?

_____
_____
_____
_____

6. Do you think semantic feature analysis strategy can be useful to increase students´ vocabulary?

_____
_____
_____
_____

7. Why do you consider developing brainstorming strategy can be handy to help students better their coherent speech?

_____
_____
_____
_____

8. How purposive can thinking aloud be for students to convey coherent speeches?

_____
_____
_____
_____

9. How do you elicit students' emotion in collaborative group activities to improve their oral production?

_____
_____
_____
_____

10. How useful can answering question with question be for students to enhance their oral production?

_____
_____
_____
_____

APPENDIX 5: VALIDATION SHEET

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISICIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

Objective: To obtain recommendations about how to improve the tools that will be administered during the research study

Instructions: please check the appropriate box for your ratings.

ITEMS	YES	NO	COMMENTS
AMBIGUITES			
COMPLEX OPTIONS			
CONFUSING TERMS			
ITEMS IN LOGICAL ORDER			
OPTIONS IN LOGICAL ORDER			
LEADING QUESTIONS			
CORRECT SPELLING			
CORRECT GRAMMAR			
AESTHETIC FORMAT			

REMARKS:_____

_____

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APPENDIX 6: LESSON PLAN 1

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISICIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

Brain-based Learning Strategies workshop

Topic: Metacognition Strategy

Objectives:

To train Intensive Basic English teachers to use metacognition strategies in order to improve In Basic English

Students' oral skills during semester I, 2020

Time: 30 minutes

Metacognition strategy

Warm up activity: draw your mind with left hand! (10 minutes)

Directions: make groups of 5 (depends on the number of participants). Then ask the groups to choose one volunteer to pick a little paper with a word you previously selected and to draw it in the board. The other members of the group have to guess.

Words: learning, thinking, reasoning, remembering, problem solving, and decision making

The term metacognition could be defined as the ability of individuals to know their cognitive functions, monitor them while they operate, control and adjust them according to the needs of the learning process.

(Ask audience the following questions)

-What are the cognitive functions?

-What strategies can be part of metacognition strategy?

Cognitive functioning refers to multiple mental abilities, including learning, thinking, reasoning, remembering, problem solving, decision making, and attention.

Modern studies divide metacognition into two major and interrelated components: metacognitive knowledge and metacognitive regulation. The metacognitive knowledge's sub-components consist of declarative knowledge (knowledge about the way people learn), procedural (knowledge about the appropriate learning strategies) and conditional (knowledge about the context in which strategies could be implemented); metacognitive regulation includes planning, monitoring, and evaluation and could be considered as "self-management" of cognition involving reflective "self-appraisal" which supports awareness and has been labeled executive control.

(Show the audience the following video 10 minutes)

What is metacognition? (Exploring the Metacognition Cycle) video

Retrieve from https://www.youtube.com/watch?v=HZrUWvfU6VU

(-Make groups of 4 and make the audience discuss about: how many times have they used

metacognition in a class?

-Have 3 or 4 participants)

45

minutes

Lateral thinking: think about thinking (10 minutes)

(Fomenting teen group to introduce collaborative group strategy)

What is lateral thinking?

Vertical thinking is synonymous with logical thinking. In vertical thinking mode, we carry a chosen idea forward. We come to a solution by deducting logically one piece from the other. When thinking vertically we are analytical, careful and precise, taking the data around a problem and analyzing it with defined methodologies to find logical solutions.

Instead, *lateral thinking* triggers fresh ideas by changing the frame of reference continuously. In lateral mode, we view a certain subject from different perspectives. A lateral thinker understands vertical thinking but chooses deliberately to think outside of this bounded thought process. Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic (Preti, 2013).

(Make groups of 5 and assign one lateral thinking puzzle for each group)

Lateral thinking puzzles (20 minutes to find the solutions)

1. The man in the elevator

A man lives on the tenth floor of a building. Every day he takes the elevator to go down to the ground floor to go to work or to go shopping. When he returns, he takes the elevator to the seventh floor and walks up the stairs to reach his apartment on the tenth floor. He hates walking so why does he do it?

Solution: The man is a dwarf.

2. The Man in the Bar

A man walks into a bar and asks the barman for a glass of water. The barman pulls out a gun and points it at the man. The man says 'Thank you' and walks out. Why did the man say "thank you?

Solution: The man had hiccups.

3. Heaven

A man died and went to Heaven. There were thousands of other people there. They were all naked and all looked as they did at the age of 21. He looked around to see if there was anyone he recognized. He saw a couple and he knew immediately that they were Adam and Eve. How did he know?

Solution: He recognized Adam and Eve as the only people without navels. Because they were not born of women, they had never had umbilical cords and therefore they never had navels.

4. Death in a Field

A man is lying dead in a field. Next to him there is an unopened package. There is no other creature in the field. How did he die?

Solution: The man had jumped from a plane but his parachute had failed to open. It is the unopened package.

5. The Coal, Carrot and Scarf

Five pieces of coal, a carrot and a scarf are lying on the lawn. Nobody put them on the lawn but there is a perfectly logical reason why they should be there. What is it?

Solution: They were used by children who made a snowman. The snow has now melted.

Retrieved September 17, 2020 from://www.destination-innovation.com/top-ten-lateral-thinking-puzzles-the-answers/

(After giving each group a puzzle, ask them to find the solutions by using the metacognition strategy and lateral thinking. They can draw, imagine or they can act to find the solution.

After finding the solutions, some groups will have to present their puzzle and how they find the solution. (10 minutes))

25 minutes

Self-testing strategy

According to Wallis, self-testing refers to the usage of a variety of activities that take place after studying such as using flashcards, answering questions at the end of a textbook chapter, tackling review quizzes online and so on. This help students to retain information and to acquire knowledge
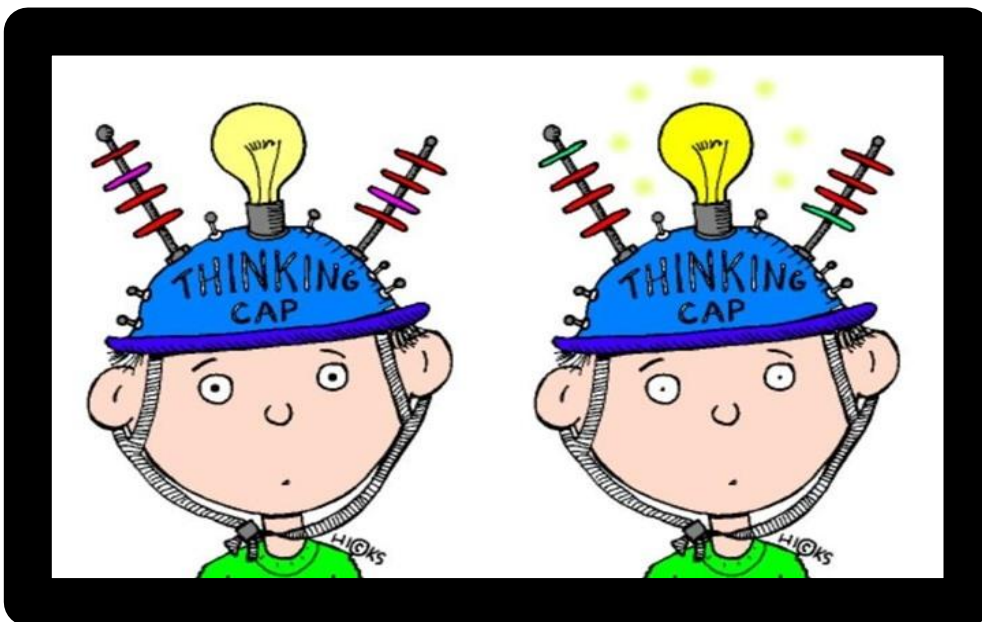
Flashcards! (15 minutes)

(To study this topic, it is important to use one of the activities that self-testing strategy has, so select 6 participants and provide each participant with one flashcard which contains an image about one topic studied in the class.

Then, they will have to give a 3-minute speech about what it is in their mind when they first se the image)
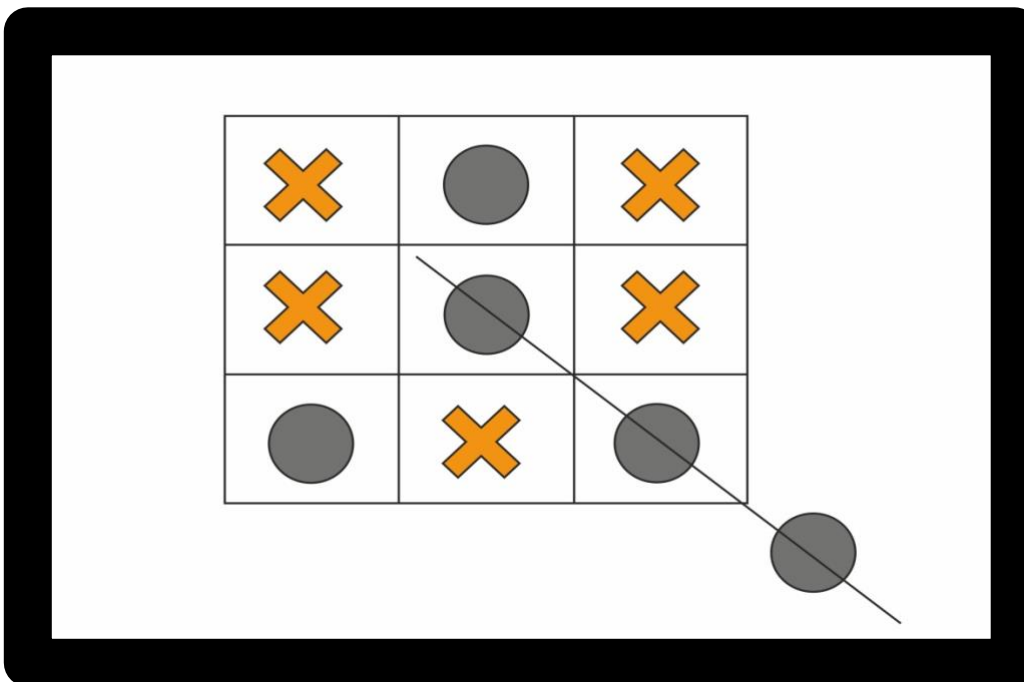
Flashcards:

1.

2.

3.

(After this presentation, explain the audience that it is important to give a second chance to acquire the information study in the class, and together

number the advantages of using activities like flashcards. (5 minutes)

20 minutes

Coffee break

(Spend some minutes to talk and socialize with the audience)

APPENDIX 7: LESSON PLAN 2

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISICIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

Brain-based Learning Strategies workshop

Topic: Collaborative Group Strategy

Objectives:

To instruct Intensive Basic English teachers on how to develop collaborative group strategies
classes to boost

Intensive Basic English students' speaking skills during semester I, 2020

Time: 120 minutes

Collaborative Group Strategy

Ice breaker Activity (10 minutes)

Tell the audience to work in groups of three

Show the audience an image of candle in a jar

Ask the groups to time how long the candle would burn in the workshop place

After that, ask the groups to share their answers

Then, tell them to discuss the factors that make a difference in how long the candle would burn in the jar.

Tell a member of every group to share what they discussed

Ask them how difficult it was to come to an agreement regarding the factors

Before starting (15 minutes)

Ask the audience to discuss about the importance of Collaborative Group Strategy in the learning process

Ask the audience to think of how important the application of that same strategy contributes to the enhancement of oral production

Ask the audience to share their opinion and ideas

Collaborative Group Strategy

According to "Different Grouping Strategies" an excellent classroom atmosphere occurs when the teacher encourages students' engagement, maximizes students´ practices, and allows control and no control social activities. Therefore, Collaborative Group Strategies refers to an instruction in which students at different performance levels work together toward a common goal. For instance, every single student, as a team member, is responsible for one another member learning as well as their own. Thus, the success of one member can help other members to be successful in their learning process. Besides, this type of brain-based strategy helps students to learn from other experiences. Then, this strategy helps students to overcome obstacles by learning together, to speak up, to act responsibly and to trust others.

Types of Collaborative Groups

- Formal cooperative learning

- ▪ Informal cooperative learning

- ▪ Base cooperative learning

Ask the audience to work in pairs and discuss about two activities that may correspond to every type of collaborative group learning. (5 minutes)

Formal cooperative learning

With this strategy, students work together in every class during some weeks to reach some learning goals, and to complete tasks assigned during the class. Johnson and Johnson (2015) list four important aspects for teachers when using formal cooperative learning:

1. Make several pre-instructional decisions to plan and structure the lesson

2. Explain the task and positive interdependence to the students

3. Monitor students' interaction and intervene to provide task or teamwork assistance

4. Assess and evaluate students learning, and help students process how well their groups functioned and how effectively they have been working together

Informal cooperative learning

Informal cooperative learning is about having students work in groups to reach a learning goal. These groups can be made immediately after an activity; these groups can last some minutes or one class. For example, when working in informal cooperative learning groups, teachers can assign from three to five minutes to discuss before and after a lecture and from three to five minutes to discuss with partners. The brief dialogues ensure that students cognitively process the material being taught.

Teachers can develop the procedure of an informal cooperative learning as follows:

1. Introductory Focused Discussion. Teachers can assign students to pair then explains a task of answering questions in a four to five-minute time period and the positive goal

interdepedence of achieving consensus.

2. Intermittent Focused Discussions. Teachers can divide the lecture into 10 to 15 mutes segments. Students are asked to turn to the person next to them. They are assigned some question that require processing the information cognitively. For example, to summarize the material, give a reaction to the theory, to predict what is going to be presented, to solve a problem and to integrate the theory into conceptual framework.

3. Closure Focused Discussions. Teachers can give students an ending discussion task lasting four to five minutes. It requires students to summarize and integrate into new knowledge.

Cooperative base groups

Cooperative base groups are made thinking about the whole process of a subject. These groups have stable membership; it means that these groups will last until the subject or semester finishes. The members of these groups provide support, encouragement, and assistance to reach goals previously set when the semester stars. These types of groups have to be form at the beginning and have to end after every task such as checking each member's homework, taking attendance, and providing guidance for any activity.

Johnson and Johnson (2015) states that teachers' role in using cooperative base groups is to form heterogeneous groups, schedule a time when they will regularly meet, and create specific agendas with concrete tasks.

The agenda of a base group can include academic support such as:

- Ensuring all members have completed their homework

- Getting to know each other and helping each other solve nonacademic problems

- Checking each other´s understanding of the answers to test questions when the test is first taken individual.

Activity

Fishbowl Debate (15 minutes)

Ask students to sit in groups of three

Assign roles

The person on left gives the most convincing reasons for using formal cooperative learning and describes an activity that can be develop with that type of collaborative strategy, the person on the right side gives the most convincing reasons for using Informal Cooperative learning and describes an activity that can be developed with that type of collaborative group strategy. The person in the middle take notes, decides which side is the most convincing and provides well-structured arguments for that choice.

Debrief by calling the person who will provide the arguments

Closure Activity (15 minutes)

Tell the audience to work in the same groups of three and start discussing the following mind map on Collaborative Group strategy. Then, ask for three people to explain and develop in a short presentation every type of Collaborative Group Strategy.
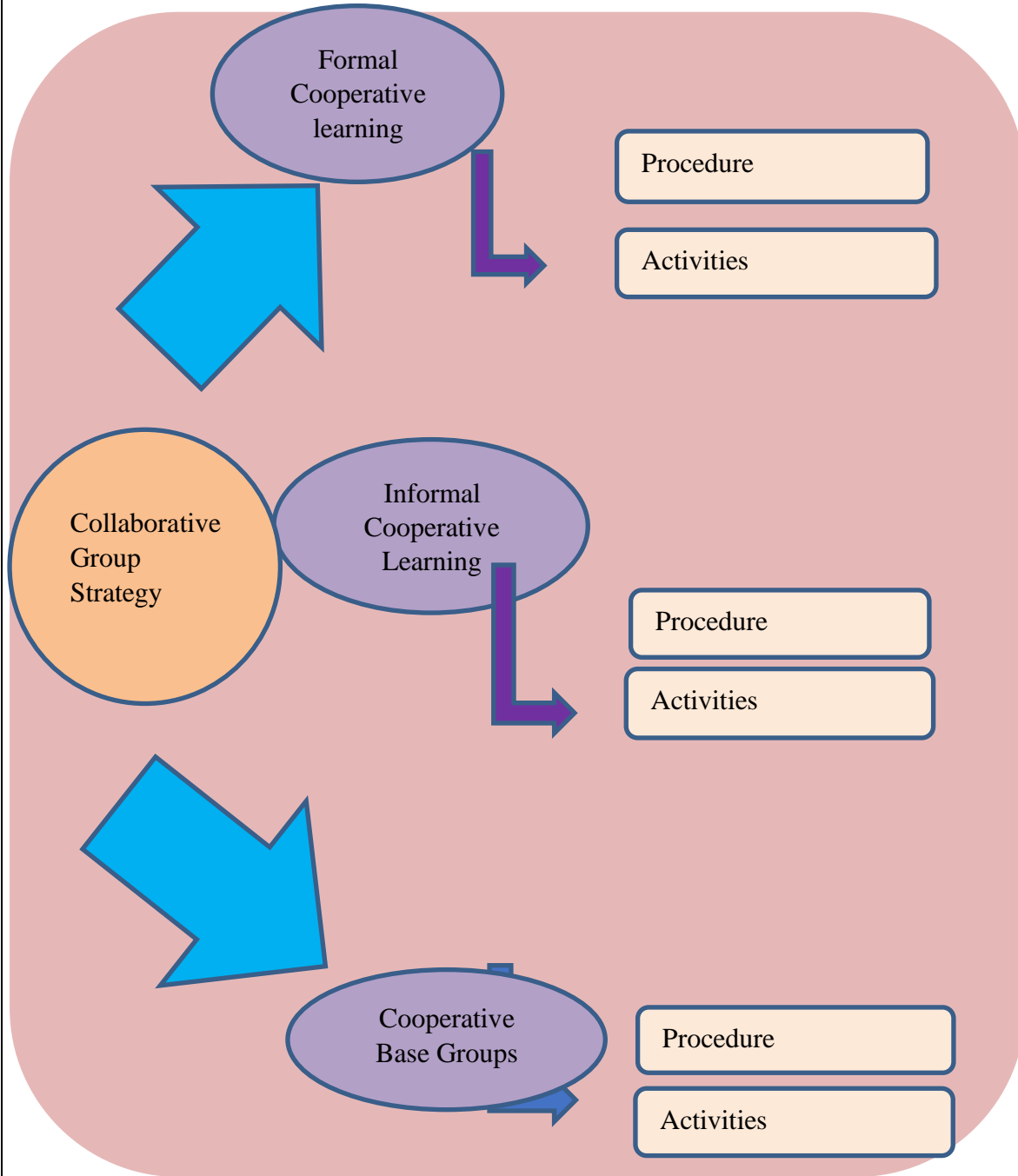
After the mini presentation, give them feedback on the information they presented and support some ideas

Tell them the importance of the implementation of the strategy previously mentioned

(10 minutes)

Coffee break

15 minutes

(Spend some minutes to talk and socialize with the audience)

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THESIS RESEARCH PROJECT

Brain-based Learning Strategies workshop

Topic: Brainstorming strategy and semantic features analysis

Objectives:

To lecture Intensive Basic English teachers to implement brainstorming and semantic feature a
strategies to enrich

Intensive Basic English students' oral production skills during semester I, 2020

Time: 60 minutes

Brainstorming strategy

➢ **Warm up activity: Brainstorming on brainstorming (15 minutes)**

Directions: make groups of 5 (it depends on the number of participants). Then,

- Tell them that each member of the group has to tell a short and quick definition of brainstorming and how to use it in their classroom when developing any topic.
- After everyone is done participating, ask them to write down what every member of the group said, so that everyone has a wider idea of what the brainstorming is and

how to develop it in a class.

- Finally, have one person of each group read all the definitions and ideas out loud.

Physicscatalyist (2017) states that the brainstorming strategy can be seen as a tool that stimulates students' interest in learning so that students can present fresh ideas that do not appear in normal circumstances.

➢ **Development of brainstorming strategy (30 minutes)**

- Before starting developing the topics, ask the audience the following questions:
-What is brainstorming strategy?

-Why can brainstorming strategy be used to tackle incoherent speeches?

- Give them five minutes to discuss them and ask some people to share their answers with the whole audience.
- After doing that, start developing the topic brainstorming strategy.
- All the information can be developed by using slides, charts or other visual aids.

Brainstorming is an activity performed by small groups of students in the class. The teacher selects a specific topic in order to get ideas from the students´ perspective. For that, students need to be focused on the task and generate as many ideas as possible. During this activity, it is essential to let participants know that every idea is accepted; therefore, no criticism or judgment

is allowed. Lastly, ideas are written on the board to be checked and discussed with the class.

Purpose of brainstorming:

- To center students' attention on a specific topic
- To generate different ideas
- To accept and respect other perspectives
- To stimulate students' participation
- To let students know that they are able to generate valuable and acceptable ideas
- To increase students' knowledge

Now, what teachers should do in their classes in the following:

- Spend a whole class to teach students on how to brainstorm.
- Involve every student when brainstorming topics.
- Tell students to respect their classmates' ideas and thoughts.
- Have students write some paragraphs and make some presentations showing evidence of brainstorming.

As it can be seen in the previous information, students can participate actively when using brainstorming activities, so this strategy should not be taken for granted since if it is developed properly, it guarantees an enhancement in students' performances. Teachers should take all the information and use it in their classes. However, the core reason to develop this workshop is to instruct teacher on how to better students' incoherent speeches through the use of brainstorming strategy; therefore, the following activity is going to be developed to accomplish that goal:

Talk, socialize, interact, collaborate:

The human brain is hardwired for social interaction. Learning in a solitary and silent mode is not optimal for memory. Learning in a socially interactive setting is characterized by sharing, feedback, discussion, critical engagement, or conversation. This "turns on the lights" for the

brain, as Ross Todd posits. The quality of decisions made with peer involvement surpasses those generated solo. Knowledge products produced collaboratively by teams that merge diverse talents and strengths are stronger than those created by one mind.

In this activity, it can be noted the importance of socializing to be able to strengthen the students' performances every time they are asked to give speeches or presentations in the classroom. To attempt to improve students' incoherent speeches using brainstorming, some step should be followed:

- Teachers should always make students work in groups or pairs because in that way, they can learn from each other's' strengths and weaknesses.
- Every time, students are asked to present, the teachers should give them some time to brainstorming their ideas, and teachers should be more flexible when developing any kind of activity.
- Have students brainstorm every time they are presenting and tell them that they have to show you the sheet of paper which contains all the ideas they used to prepare their speeches.
- Have students record videos in pairs, but they always have to show evidence of brainstorming.
- In some classes, show students some problems and have each of them brainstorm them to provide some solution to them. After having some solutions, students should be able to present in front the whole class.
- Feedback should be given to students after they have presented.

> **Time to interact with the content and colleagues (15 minutes)**
- After finishing the explanation of the topics, have teachers discuss the following questions: how often do you develop brainstorming activities in your classes? Beside all the information provided, what are other ways to use brainstorming to boost students' coherent speeches?
- Give each group 8 minutes to discuss the questions. Make sure each member of the

group participates.

- After they have discussed, tell a person of each group to share their answers and suggestions and write them on the board.

- Make some comments on the answers and suggestions they have given.

- Tell them if they have doubts, questions or comments.

- Encourage teachers to strive to put into practice all the things they have learned during the workshop.

- After all the discussions and presentations have finished, spend some minutes to talk and socialize with the audience.

- At the end of the workshop, thank everyone for being part of the wonderful experience and wish them the best.

Semantic feature analysis

What is Semantic Feature Analysis?

The semantic feature analysis is a strategy that mainly focuses its purpose in relating words with different objects, images or other words so that the students learning a new language could remember the vocabulary gotten; in other words, it provides a grid to help students know and explore how sets of things are related to one another. According to Amer (2019), semantic feature analysis (SFA) suggests that the lexical content of a language is best treated not as an unstructured list of words but as a collection of interrelating networks of relations between words; for instance, by the completing and analyzing the grids, the learners are able to see how words are connected and make predictions about the meanings of the words and, at the same time it develops learners´ comprehension.

This strategy is characterized due that it shows how words are both similar and different at the same time and it makes a semantic emphasis in the uniqueness of each the words. It permits to see the terms in more than one way to enhance the memorization of them and offers also the opportunity if keeping the information in a grid that simplify of reading or making reference about them. Activation of semantic features leads to activation of the most compatible words in the mental lexicon (Lamb, 2012) as cited in Amer, 2019)

Introduction activity: Let´s think and create! (20 minutes)

- ✓ have the teachers to get in pairs and get a bunch of words they think are not easy to remember
- ✓ have teachers to create a grid in which in the column must contain colors and the queue must contains colors
- ✓ have the teachers to put the words in each of the boxes taking into consideration which is the color and fruit they most relate the word with.
- ✓ After finished, have each pair share with the rest of the class why they relate the words in that way.

How to use Semantic Feature Analysis?

First, select a category or topic that will be used or developed under the semantic feature analysis. Second, provide students with the key vocabulary words that will be studied during the class and important features related to the topic. Third, vocabulary words should be listed down the left-hand column and the features of the topic across the top row of the chart. Finally, have students place a "+" sign in the matrix/grid when a vocabulary word aligns with a particular feature of the topic. If the word does not align students may put a "−" in the grid. If students are unable to determine a relationship, they may leave it blank.

Present following picture to teachers in the workshop and explained this is another example in how to create the grids:

Monster Semantic Feature Analysis Answer Key
Write plus signs (+) for true or minus signs (−) for false in each box on the grid.

	one-eyed	furry	horned	antennae	sharp teeth
	+	−	+	−	−
	+	+	−	−	+
	−	+	+	−	+
	−	−	−	−	−
	−	+	−	+	+
	−	−	−	−	+
	−	−	+	+	−
	−	−	−	−	+

This strategy can be used whenever the students have a topic to see the comparison and contrast of it. Therefore, it is pedagogically desirable to provide second language learners with

vocabulary richness activities that incorporate various semantic sets

Second activity: in the shoes of them! (25 minutes)

As teacher will implement grid activities with their students, have the teachers to think in a funny or innovative way to create a grid with the students

- ✓ Give teachers 3 minutes to think of an interesting topic, movie, cartoon, or series
- ✓ Provide teachers with a page of paper and a color box
- ✓ Have teachers to create a grid with draws, words or colors according to what they thought
- ✓ Have the teachers after 10 minutes to stand up and walk around to get words from others teachers to relate them with their grids
- ✓ After 5 minutes, have each teacher to present their grid and share with the rest of the class how that grid could be developed in a real class.
- ✓ Acknowledge the effort.