Simulations and the Learning Process

Bhagya Prabhashini. C
Language Instructor
English Department
University College, Farasan
Jazan University

Abstract

Teaching and Learning are the two important fundamental 'course of actions' of any classroom. When it to come to a second language classroom, it is a matter of extra emphasis to these 'course of actions'. There are many studies ranging from archaic to modern that dealt with a large scope of study since long, to improve the methods of teaching to develop classroom communication and to make the classroom management easy in the second language classrooms. Evidently, it resulted in the invention of several teaching methods, approaches and learning strategies and techniques, from a large number of authors, in multiple hundreds of books. As part of this field, this paper aims to go along with the 'simulation' approach in teaching a second language to observe the features learning, and how the environment is going to make a difference in view of parole, using simulations.

Key words: simulations, English, learning.

Overview of simulations

One of the responsibilities of language teachers in the classroom is to generate and execute various estimation methods that really measure language expertise in practice. So far some of the researchers followed the simulation approach to transpose the usual schoolroom into an authentic location, where linguistic skills can be evaluated using realistic situations. It explains the assessments carried out for the study in Second Language Learning (SLL) and influence of simulations.

Environment or Setting of Simulations

The true involvements of life are important while interacting in a societal participation as they augment the impetus more than any other situation. Background introduction of the situation and

setting are more evocative to the participants when they are involved in the simulations.   The tasks in the simulation projects everyday experiences, so that to give a true environment. The students became the part and parcel of the simulations being engrossed in the situation as they are going to solve a problem of giving an advice or going to make a perfect or suitable decisions for the thing happening in the simulation. Thus, we can't deny that this is an illusionary environment; instead it is a dynamic atmosphere. During simulations the participants are going to speak in relation to the given situation, but not according to the necessity of the skills of the language or for their own. They only interact with others to achieve the objective of the simulation and to complete their character in the simulation. The students are not asked or forced to imitate the peers or anybody such as teacher, engineer, driver, etc. because the intrinsic 'own' should come out of them.

One of the fundamental elements of simulations is imitating and doing action are strictly prohibited. It's not a cakewalk to run the simulations or to participate in the simulations. There too the participants and faculty encounter difficulties, but while designing the simulation or after the simulations the problems belong to the faculty and if the problems arise while operating the simulations, they are the own troubles of participants and should be handled by themselves. They have every right to modify or manipulate using the target language, but to achieve the specified goals.

In Valdes edited book "*Culture Bound*" Brown H. D. (1986) though his article "*Learning a second culture*" establishes that separating the learning from its culture is not possible because an exclusive culture is shaped among people who speak together. While culture is an ingrained part of an individual, language is verbal among the members of culture with visible and available expressions. His opinion is that the acquisition of language is necessary to comprehend and aware of proper behavior of values and beliefs to have a great interaction in the students' community. Nonetheless, in most of the second language learning lectures, learning ethnic and social features of the native speakers are usually omitted, yet they can feel few cultural aspects during language classes. During a lecture if a professor comes across the culture of the English, certainly they illustrate the country and the language of the people as the learners are far away from the native countries. The professor is not going to teach the culture of the target language, yet it can't be detached from classroom as some of the interlocked with the person speaking and the people listening to it.

To make the students better use of connecting the things, using conjunctions, the simulations are the best. Also, the linking is meant for the use of bringing them near the other culture or situation,

so that they can involve themselves being participants. For instance, the people will come to know that they have to wait in line by sitting or standing by the cash counter says "Next." or "What do you want?" or "What can I do for you?" etc. to withdraw cash in a post office or in a bank.

Functioning of Simulations

Simulations Benefits

The innate uses of simulations, according to experts, include:

a. "Fulfilling the students' need for realism-a desire to "relate to life 'out there' beyond the
    Classrooms' boxlike walls".

b. Increasing student motivation for those in EFL situations who might see English as the best way in meeting the global standard".

c. "Dismantling the normal teacher-student relationship so that students take control of
    their own destiny within the simulation, leading towards "declass-rooming" the
    classroom".

    d. "Helping the learner in confronting and identify with the target culture".

    e. "Reducing the anxiety levels which is essential to language development".

    f. "Allowirng teachers to monitor the participants progress"

The elements of simulations:

i. **A replicated environment:**   A chain of actions performed by the students in a simulated setting without the interference from the outer world reflects the replica of the native environment, of course technology takes lion's share of it.

ii. **A configuration grounded on "explicit facts":** The facts are given to learners as input and instructed them to avoid the changes without the notice of the instructor unless it is required.

iii. **An authenticity of purpose:**   As claimed by Jones, 1982:4-6, the participants have to receive the responsibilities and tasks of their roles as if they were their own.

        The questionnaire prepared for this purpose covers the following aspects:

    i. The usefulness of learning using simulations

    ii.   The evaluation methods to check the learners' abilities in parole

The Necessity of Using Simulations in ELT

ESOL (English to Speakers of Other Languages) instructors are using simulations more because they are ideal to enhance language learning process, providing an environment which allows learners to use the language imaginatively and artistically. There are five key benefits:

Impetus

Simulations reassure stimulus as they guarantee that interaction is "purposeful, rather than artificial. Participants are involved as they identify with their roles and have the freedom to choose the meanings they want to express because students can bring their background experiences into the class and make their own decisions, more interest and excitement is created in learning." Gardner & Lalonde, 1990.

Fluency Development

According to Allwright (1984), "A tenet of communicative teaching is that people learn by doing. Fluency is encouraged in simulations because learners are immersed in a language-rich environment where language use is centered on immediate communication needs. The context requires that language is subordinate to an activity and so attention is focused on the situation rather than form; the communication of meaning taking precedence over the practice of language elements such as speaking, grammar and pronunciation. In a simulation language use is an aspect of the communication necessary to perform tasks and not a test of correctness."

Integration of Skills

An imperative distinguishing feature of a outgoing procedure must be that it encompasses what Littlewood (1981:17) calls "whole-task practice, the use of a range of language skills in real situations. Simulations provide the opportunity to learn the pragmatic skills of using language appropriately, to develop the nonverbal components of language and to acquire intercultural and interpersonal competence in a second language. Participants learn that successful communication is a jointly achieved accomplishment involving a range of skills. Simulations can also help develop cognitive abilities such as comprehension, analyzing, evaluating and synthesizing information".

Active Participation

Naturally, the activities involved in Simulation give a kind of lifting and inspiration to the learners to react punctually and provoke them to participate with their colleagues and friends. Stevick (1976:33-44) has argued, "absorbing students in interaction encourages attendance to input, an

essential requirement for language acquisition" Allwright & Bailey (1991) said, "Learning is more effective, the more it engages the learner and simulations seek more to achieve this".

Reduced Anxiety

Actually, Simulation is a kind of activity which decreases the strain and stress mingled with the learning process. This is somewhat because of the change in teaching space characters and partially the small charge of speaking mistakes associated with mistakes penalties in the existent realm. Simulations propose a comparatively harmless setting for production errors and they indorse an unrestricted environment because there is no error correction to undermine confidence and divert attention to utterance form. Students are not judged, corrected, or evaluated and this reduces their anxieties about linguistic performance with a consequent improvement in achievement". Actually, there is no stress while playing the role of others and also playing the character of someone who is not completely mingled with the situation. To conclude, simulations inspire and motivate the learners to interact and provide flexible opportunities for the enhancement of their communication. For, they need to actively participate and assist the fellow participant in perfect understanding the underlying principle of the activity.

Relationship between simulations and present teaching procedures

Simulations suits fine with the new eminence with the exploitation of wisdom and "errands" together as a talker and expansive educational exercise and sense of catalogue preparation, apiece Candlin, 1987; Nunan, 1989. This is because of the provision of integration of several jobs into an understandable and tolerable entity. Profoundly, a job or duty is a comprehensive outward-bounded action which encompasses students in receiving and consuming verbal form of language while their receptiveness is concentrated on meaning rather than practice (Nunan, 1989:12).). For every task, there is an objective and a goal of learning and they are presented in a specified manner and timely with expected outcomes.

As Canale, Swain, Widdowson and a host of others stressed the need and importance of simulations as a part of compelling means of understanding the fundamental principles of CLL. They said that the communicative Language Learning process is an aspect of pragmatic competence. "In these terms, simulation provides an optimal environment for communicative language learning. The technique offers teachers a means of setting up larger scale tasks and creating a structured context for linking sub-tasks that involve data-gathering, problem solving or decision making".

Establishing a simulation

AIDP (Activity, Introduction, Debriefing and Preparation) is the basic structure for any Simulation. These four important parts are involved with the teacher and the learner.

i.   Activity: it plays an important role in Simulations. There are many activities designed like taking decisions, solving the difficulties, and communicating without interruption. In all the activities, a participant's role is critical and it gives its own result. The role of the teacher is only the controller and he observes the participants

ii.   Introduction: it is given by the teacher creating awareness of the activity given and proper inputs given to the learners. The teacher and the learner involvement in this process is very essential. It plays an important role in bringing the learner and the topic coming together and playing the role of enhancing the presentation skills.

iii.   Debriefing: in this stage, the participants are given proper instructions about their roles and the responsibilities in the activity. Participants are given proper information about the activity and its nature of situations. It also gives proper organizational information regarding the presentation of the activity and the role of the learners.

iv.   Preparation: it involves the teacher and the student. The role of the teacher is limited to an assessment of the presentation and the evaluation with reasonable suggestions for the best presentation, whereas, the role of the students is to present the activity in a systematic and organized manner. The presenter has to focus on the content, context and the situation of the activity given with good presentation skills.

At the end of the activity, the teacher will give his input and also review the presentation made the students. The students' performance, the language and the non-verbal activities are properly evaluated. The review and the suggestion made by the teacher are taken for granted by all the learners and used for better presentation in the next. "The principal advantage of the simulation technique for language learning is it provides students with a realistic environment in which they can develop a range of communicative and interactive skills. Learners need to use the linguistic system creatively and appropriately, if they are to obtain proficiency in English and as a result simulations are particularly useful in contexts where students have few opportunities for contact with native speakers. Realistic, high output communication practice in the classroom is essential for all students however, because it

represents a pedagogically necessary stage in the learner's ability to transfer formal classroom learning to the real world." In the process of language acquisition, simulation plays a key role in intimidating viewpoints of the teachers.

Hence, this is to bring to the panoramic view, to focus on investigating the methods how good is the native speaker's ability and functionality could be acquired in speaking and also to trace out few inconsistencies how those turn the pronunciation different from the native, as Native English pronunciation is preferred rather than Second Language English for various tenacities. Therefore, this work endeavors to keep attention on the learning process of L_2 during conducting simulations, also how far simulations are useful in attaining the native like talent in second language learning. The background of the research paves a path to study and analyze the issues involved in the use of simulation in language processing. There is a great need for this study as it belongs to Blooms' HOT (Higher Order of Thinking). By having an appropriate experimental and investigative data concerning simulations, the researcher will have a more solid foundation to decide what are the stages involved in the learner's brain during learning process and how it helps to take care of them to get the best out of learners.

Literature Review

It presents two important aspects of the research carried out through the study. At first, research findings, ideas relevant to the study are summarized and synthesized as a mean to provide the student with relevant context. The other, relates the background to the problems and shows how the present proposed research could contribute to the literature of linguistics based research and how the language has been processed during the simulations in the English classrooms. It also gives a brief comparison of traditional teaching techniques and focusing on use of blooming technology in simulations creation and implementation. Further, this is to find out how is it going to fasten the learning process in view of the time, the enhancement of comprehension, retention in view of the quantity and the advancements related to this learning process. The reflections using simulations in the English classroom are apparently observed through primary and secondary sources. A deep insight will be given in the previous research on the issue made by the scholars and the present research will continue as the previous scholars' suggestions in their scope for further research. A thorough investigation is made on what stages are involved (such as linguistic eg. awareness of goals, non-

linguistic eg. mental imagery, etc.) in the learning process of the brain during learning English as a second language and how it would help the learners in enhancing their knowledge performance levels.

The Conceptual Framework of the Study

Since most existing research results are liable to support the sensible and well planned insertion of a procedure of L_2 English language learning during simulations in English classrooms, this study deserves more revision to get more empirical data. The more data concerning this issue are available to use to find more suitable comprehensive techniques for the students. This study is one of the in-depth linguistic trails to meet the challenges of the students involved in learning and comprehending English as a second language. Its findings will at least enrich empirical data concerning to launch all possible dynamics to use the results in expanding the learning process.

Methodology

This study covers the specific research purposes and questions, participants, analysis techniques and research procedure. This study includes the enterprise of mixed methods, and allows the researcher to collect qualitative outcomes, in order to improve a widespread vision into the investigation. The target participants of the study are 30 abroad English teachers, teaching English as a second language. The data are collected by employing survey and semi structured interview techniques. The survey is carried out using a questionnaire for teachers. The questionnaire is constructed to gauge the perceptions of the teachers towards using simulations in their English classrooms. Focusing semi structured open ended interviews are conducted with the teachers are administered to gather qualitative input. The rationale for using focused, semi structured open ended questions and interviews is to understand the respondent's point of view rather than making generalizations. Further, the data are analyzed descriptively.

Teachers segment

For teachers, recommendations such as reproaching the students or repeating the students' answer with applied correction and the educational techniques during classroom management are the two important tasks of their profession. For instance, if some teachers adopt the *Behaviorist Theory*, they naturally rely severely on parroted learning using mimic things to solidify the behavior of students. To demonstrate the positive appreciation of the instructor, s/he reinforces the desired behavior in students. On the contrary, the negative feedbacks of the students suppress their interest

and won't work well. The teachers who follow the *Behaviorist Theory* in their language classrooms can see learning as a 'learnt behavior' that can be modified and strengthened through optimistic feedback. In the same way, the teachers who follow *Innatist Theory,* stick to the student-centered classrooms, so the students can learn at ease.

The teachers make sure that the students are out of apprehension using language learning with simulations, the parole would be safe like using 'life-jackets' and 'signals' so that the students can use 'near drowning' in a didactic way from unknown to known, so that, the cognition would be strong. During the input stage, the teacher can declare 'silent period' for the students, so that the students are at leisure without output. Generally, the language instructors agree with *Interactionist Theory* to implement in the language classes to improve community work to get the social interaction, which leads to positive ways of language learning. By taking the students of similar linguistic abilities the instructors can test their parole before the simulation and after the simulations, reveal the increase of positive attempts of the students. Interactionists believe that when there is an opportunity to practice the language, the learning works well to enhance the communication with others.

Teachers' feedback

The feedback from the teachers is being taken in two ways, i.e. a questionnaire and a productive academic interview. The questionnaire is with 10 questions.   The questions are designed for 5 point Likert Scale. The analysis of the questions is as follows:

Set-1

Set-1 questions are from 1 to 4. These questions are about the characteristic features of simulations. The questions are as follows:

1. Simulation constitutes many traditional teaching strategies.
2. Simulations for higher level learning students allow them to produce debrief, discuss and comment.
3. Provision of suitable situations, preferably in a natural setting is better than memorizing formulaic expressions.
4. Pre-exposure is important.

The collected data is shown in the following tabular form:

Questions	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Question-1	7	18	2	1	2
Percentage	*23.33 %*	*60 %*	*6.66 %*	*3.33 %*	*6.66 %*
Question-2	10	8	2	6	4
Percentage	*33.33 %*	*26.66 %*	*6.66 %*	*20 %*	*13.33 %*
Question-3	10	8	3	4	5
Percentage	*33.33 %*	*26.66 %*	*10 %*	*13.33 %*	*16.66 %*
Question-4	8	12	3	4	3
Percentage	*26.66 %*	*40 %*	*10 %*	*13.33 %*	*10 %*
TOTAL	35	46	10	15	14
MEAN	8.75	11.5	2.5	3.75	3.5

Table-   *11a*
percentages-II

Mean Pie Diagram:

- strongly agree
- agree
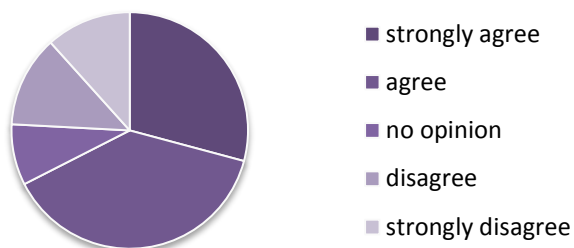- no opinion
- disagree
- strongly disagree

Figure 3

Set-II

Set-2 questions are from 5 to 7. These questions are about the learners' abilities that they could learn during simulations. The questions are as follows:

i.   Passive learners get motivated during simulations.

ii.   Students are able to take initiation and spoke well than before.

iii.   Instructions in a second language teaching make learners more alert and thoughtful.

The collected data is shown in the following tabular form:

Questions	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Question-4	12	9	3	3	3
Percentage	*40 %*	*30 %*	*10 %*	*10 %*	*10 %*
Question-5	5	11	2	3	9
Percentage	*16.66 %*	*36.66 %*	*6.66 %*	*3.33 %*	*30 %*
Question-6	6	9	2	5	8
Percentage	*20 %*	*30 %*	*6.66 %*	*16.66 %*	*26.66 %*
TOTAL	23	29	7	11	20
MEAN	7.66	9.66	2.33	3.66	6.66

Table-11b Percentages-III

Mean Pie Diagram:

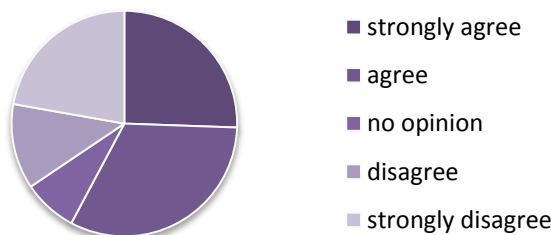- strongly agree
- agree
- no opinion
- disagree
- strongly disagree

Figure-4

Set-III

Set-3 questions are from 8 to 10. These questions are about the language learning during simulations. The questions are as follows:

    i.   Spatial and social cognition enhance learners' memory.

    ii.   Simulations made the learning process easy.

    iii.   Learning is faster in a situation where s/he can provide only correct response.

The collected data is shown in the following tabular form:

Questions	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Question-8	10	10	2	3	5
Percentage	*33.33 %*	*33.33 %*	*6.66 %*	*10 %*	*16.66 %*

Question-9	8	11	1	5	5
Percentage	*26.66 %*	*36.66 %*	*3.33 %*	*16.66 %*	*16.66 %*
Question-10	6	12	1	5	5
Percentage	*20 %*	*40 %*	*3.33 %*	*16.66 %*	*16.66 %*
TOTAL	24	33	4	13	15
MEAN	8	11	1.33	4.33	5

Table-11c Percentages-III

Mean Pie Diagram:
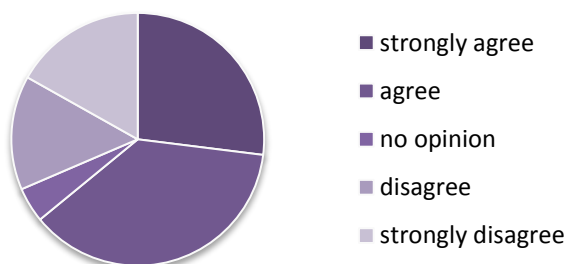

■ strongly agree
■ agree
■ no opinion
■ disagree
■ strongly disagree

Figure 5

The aim of the study is to explore the consequences of language processing in simulation approach with Rural Students, during L_2 learning, the parole is observed through simulations. The general rubrics of Speaking Examination and Oral Presentations are adapted to estimate the parole of participants and the improvement of it. Here, the discussion of the research questions is of much importance for the study. The questions are aimed to check the effectiveness of the simulation approach in students during processing of English as a second language. The consequences of the first question have shown that Language process in simulation aids students to accelerate their verbal communication skills.

Parole analysis

Per Harris, (1993) and Hyland (2003)   speech is always related to the context, relatively depends on a situation nearby. This is to observe and identify the errors and highlighting points of a linguistic learner during the learning process of a simulation.

Generalizing the rules:

When the students are asked to use the past forms the English teachers usually say to add, 'ed' to the verb. Then the students are adding 'ed' to irregular verb even is a notable point.

False application of concepts:

Use of 's' to the verb of the singular third person subject is the rule, where the students apply the 's' to nouns sometimes and remove sometimes. I drinks…He watch ….. because they know 'watch' is 'noun'.

Exaggeration of listening markers:

The learners used 'listening markers' in the wrong way and wrong time also in the wrong tone. Eg. mmm, they started using at the beginning of their topic.

Damaging usages:

Some learners used different kind of sentences which ruins their parole or the situation, and brings a serious miscommunication with the partners.

Wrong placement of auxiliary verbs:

 This kind of errors is commonly seen among the learner groups such as, 'there is many' and 'many graduate students' etc.

        The teacher's role is to make the learners to identify their errors and not to repeat them in future talks. Also, they need to understand the reason behind it and how to rectify it to avoid another time. The teacher should treat it as part of the feedback, but not like an error correction, which is strictly prohibited because Pauda (2006, p. 134) said that the feedback must not be disciplinary rather just corrective. When these corrections are explained in such a way that encourages students to follow, in the Stage -1 the learners committed many mistakes and errors, Stage-2 is they have controlled speaking Stage-3 has shown better performance. Writing also can be considered as parole of the language, but the difference is writing needs formal language, hence it takes time, whereas speaking doesn't need any formal like thing. Of course, speaking too has a polite half of the pattern which comes with the culture. While speaking the learners can share the immediate environment, however writing needs well-structured language. Topic sentences and supporting sentences are a bit better, however the concluding part is a little typical and the regular practice brought a change in few students.   From all the above the discussion the learning process can be prescised as follows:

Structure of learning process

Motivation → *Objectives declaration*

Objectives declaration → *Input through resources*

Input through resources → *Form a mental image / concept*

Form a mental image / concept → *Production / Imitate / Output-(Trial & error)*

Production / Imitate / Output-(Trial & error) → *Stage-1- starting to learn*

Stage-1- starting to learn → *Practice*

Practice → *Stage-2- gaining familiarity*

Stage-2- gaining familiarity → *Feedback*

Feedback → *Stage-3-moving towards fluency and critical mass of familiarity*

Faculty recommendations

Most of the teachers interviewed, were unsatisfied with the existing syllabus; but the recommendations given by them were varied and in some cases startling too. Some teachers suggested including more of grammar, while some regretted the lack of literature in the prescribed syllabus. Some suggestions were also given priority towards inclusion of more practical activities.

All the teachers unanimously recommended more contact hours between the language teachers and the students to develop the much needed communicative competence among the students. The responses given by the teachers, about the areas of L_2 learning through simulations that have attained success so far in context of College and High school level students, were really disappointing as most of the teachers hardly making any choices. Exams and reading comprehension were the two areas opted as the successful areas by most of the teachers.

They revealed that simulations show a pronounced effect on learning as the students like newness and psychologically open to that input. Furthermore, debriefing in safe and fertile environments is helpful in their professional develop. The students are getting enough L_2 exposure during simulations and real comprehension occurs, so they can learn conscious and unconscious knowledge of sounds, syntax and meanings. This coherent input is at a pressure-free situation and the learners use their self-correcting mechanism to correct their errors in authentic environments. The faculty discussions recommend the practice of L_2 learning processing through simulations in the classrooms were inclined by their self-productiveness in this field. Students' self-producing ability is developed using the instructional skills during tutorial room observes and insights. Providing training practices to the students is one of the best influential foundations of their productiveness abilities as the faculty developed the students' linguistic abilities from the ups and downs of their learning and teaching practices. The optimistic way of handling a

Second Language Learning (SLL) through Simulations has stemmed from both the teachers' and students' exposure and experience in this field. Positive feedback from the students also motivates the teachers to go ahead with the effective implementation of mind mapping situations of psycholinguistics.

References:

Allwright, R., & Allwright, D., & Kathleen, M. (1991   ). Focus on the language classroom: An introduction to classroom research for language teachers. Cambridge University Press, UK.

Brown, H. (2017). Principles of language learning and teaching, 4th edition. Pearson longman publications, UK.

Cook, V. (2013).   Second language learning and language teaching, Fifth edition.   Imprint Routledge publications, London.

Crookall, D., & Oxford, R. (1990). Simulations, gaming and language learning. Newbury 7 house, New York.

Farmer, E., Rooij, J., Riemersma, J., & Jorna, P. (2017). Handbook of Simulator-Based Training. Routledge publications.

Forehand. M. (2011). Learning: Accelerate the Language Learning Process. The UK publication.

Heidi, V. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? Northern Arizona University.

Krashen, S. (1981).   Second language acquisition and second language Learning.   Pergamon Press Inc.

Krashen D.Stephen, Terrell, &Tracy D. (1983). The natural approach: Language acquisition in the classroom. The Alemany Press, CA.

Krashen D.Stephen, (1982). Principles and Practice in Second Language Acquisition. University of Southern California.

Ken. J. (1995). Simulations: A handbook for teachers and trainers, Third edition. Nichols publishing company, New Jersey.

Littlewood, W. (1981). Communicative language teaching. Cambridge: Cambridge university press.

Michael, O. (2010). Emerging perspectives on learning, teaching and technology. Foundations, Switzerland.

Gardner, C., (2010). Motivation and Second Language Acquisition: The Socio-educational Model. Peter Lang publishing, Inc., New York.

Robinson, P., & Nick, C. (2008). Handbook of cognitive linguistics and second language acquisition. Routledge, Taylor and Franscis group, New York, London.

Bhawani, M. (2012). Higher order thinking in education, Academic voices a multidisciplinary journal, Vol.2, No.1, Birgunj, Nepal.

Gardner R. C., Lalonde' R. N. (1990). Moorcroft University of Western Otifario and F. T. Evers University of Grielpk.

Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. Curr Res Soc Sci, Agri, Turkey.

Hyland, F. & Hyland, K. (2003). Feedback on second language students' writing. State of the art article, UK.

Krashen, S. D., & Terrell, T. D. (1983). The natural approach: Language acquisition in the classroom. New York: Pergamon Press.

Lyu, Y. (2006). Simulations and Second / Foreign Language Learning: Improving communication skills through simulations. Master thesis, the University of Toledo.

Mun, K., & Jafre, M. (2014). The use of public speaking in motivating ESL learners to overcome speech anxiety. International journal on studies in English language and literature (IJSELL) Vol. 2, Issue 11. Penang, Malaysia.

Munsakorn, N. (2012). Mental imagery: Is it worth the endeavor?   Mediterranean journal of social sciences, volume-11. Bangkok, Thailand.

Rebecca L. Oxford, (1989). Language Learning Strategies, the Communicative Approach, and their Classroom Implications. The Pennsylvania State University, Roberta Z. Lavine The University of Maryland, David Crookall The Pennsylvania State University.

Walid, K. (2015). The impact of students' native language use on their foreign language speaking skill. Master's thesis submitted to Biskara University, Algeria.

Yougen Lou, Ping Chen, Liyou Chen, (2016). Effects of a Task-Based Approach to Non-English-Majored Graduates' Oral English Performance, Creative Education, Vol.7 No.4.

Young Choristers, 650-1700, (2008). edited by Susan Boynton, Eric Rice, Eric N. Rice, The Boydell Press, Woodbridge.

Weblinks:

1. https://www.researchgate.net/publication/230532188_Working_memory_and_second_language_learning

2. https://www.teachingenglish.org.uk/article/error-correction

3. https://www.oecd-ilibrary.org/education/synergies-for-better-learning/student-assessment-putting-the-learner-at-the-centre_9789264190658-7-en;jsessionid=l_xHrml7J20lMxxAgNbG3BnK.ip-10-240-5-157

4. https://www.researchgate.net/publication/265107186_Language-Learning_Simulations_A_Practical_Guide

5. https://sites.google.com/site/thecorruptedconeoflearning/home/retention-data-timeline/2002---oakland-unified-school-district