THE ACQUISITION THEORY ADAPTED ON THE ENGLISH LESSONS OF

EIGHTH GRADE OF SAN CARLOS SCHOOL

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A Monograph

Presented to the Program

Bachelor's Degree in English as a Foreign Language

Escuela Ciencias de la Educación

Universidad Nacional Abierta y a Distancia

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In Partial Fulfillment

of the Requirements for the Degree of

Bachelor's Degree in English as a Foreign Language

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by

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December, 2020

SPECIALIZED ANALYTICAL SUMMARY

Title	The Acquisition Theory Adapted on the English Lessons of Eighth Grade of San Carlos School
Author(s)	Natalia Eugenia Castro Londoño
Editorial	Universidad Nacional Abierta y a Distancia
Date	Oral Defense Date (December 10th, 2020)
Keywords	Oral skills, Acquisition of language, Learning of a foreign language, Natural approach, Information and Communication Technology (ICT).
Description	Monograph
Sources	33 Books, 5 Magazine Reports, 9 Investigative Articles, 2 essays, 1 Coursebook, 1 Video, 1 Dictionary, 1 Guideline
Contents	Este análisis se realiza con el objetivo de indagar y descubrir un enfoque que pueda mejorar las habilidades orales y de escucha de los estudiantes de octavo grado del colegio San Carlos en Sevilla Valle, donde se ha notado la ausencia de estas competencias en los estudiantes. Estas habilidades son esenciales para alcanzar un nivel avanzado en el idioma con el desarrollo de estas competencias estudiantes podrán comunicarse y emplear el idioma de una forma exitosa. Este es un estudio cualitativo realizado a través de un análisis bibliográfico, para esto fueron consultadas bibliotecas virtuales, artículos y revistas científicas donde fue posible

	extraer información relevante para el estudio. Inicialmente se definen los conceptos de adquisición de un segundo idioma y aprendizaje de un segundo idioma donde se evidenció como la adquisición si bien, no es posible reproducirla en un salón de clase si puede ser adaptada simulando un entorno natural en a las lecciones de inglés por medio de herramientas tecnológicas. Además, fueron analizadas algunas metodologías y teorías como el constructivismo, el enfoque comunicativo, la teoría de las inteligencias múltiples, la metodología de aula invertida y el aprendizaje basado en tareas.
Research Line	Pedagogy, didactics and curriculum line (Transversal)
Conclusions	According to the theories studied on this paper it is highlighted that persons acquire the language when the message is understood, and this process takes place in an environment where the person listens a large amount of the target language. While learning of a foreign language could be defined as the process of learning a second language in formal lessons and the knowledge of forms, rules, and functions of target language. It was possible to discover that the process of acquisition of language is a given by environments where the target language is spoken by the inhabitants and the learner is

	constantly listening the new language, it was possible to infer that the classrooms in Colombia do not have a wide range of time, proper methodology or exposition to the foreign language that allow to create or simulating a natural environment in the classroom. The materials and technology tools were explored and it is probable that these adaptations can be applied through Web 2.0 using the internet access to the San Carlos School, implementing didactic activities that including ICT resources as audiobooks, voice recorders, pronunciation monitors, podcast, and videos about people using the language in natural contexts and in common situations. To conclude, the lesson template was an important outcome of this paper, as a compilation of Natural approach ideas, taking this methodology as a guide and strategy to give a new vision to teachers, They could take these ideas and methodologies like a guide and strategy of lesson that can be adapted in the San Carlos School to promote and improving the oral and listening abilities in the students.
Advisor	Juana Valentina Rozo Suarez

ABSTRACT

Student, Natalia C., *The acquisition Theory Adapted on the English Lessons of eighth grade of San Carlos School*. Licenciatura en inglés como Lengua Extranjera, Dic, 2020, Universidad Nacional Abierta y a Distancia.

The development of speaking and listening skills in the learning of English as a foreign language (EFL) is essential to the students can progress integrally in the learning of a foreign language. The lack of listening and speaking abilities in students of eighth grade of San Carlos School has affected the performance of students in this area. This paper studies the acquisition theory and how this concept could be adapted in the English lessons of San Carlos School. Likewise, it analyzes different alternative approaches that could be used by teachers with the purpose to change the way teachers design their lessons. This might benefit the development of these abilities when teachers adapt them in the classroom through technological resources. The main purpose of this study is to promote the acquisition through communication and to encourage students to acquire and improve these skills. This document presents a bibliographical study of different theories related to teaching EFL, and through of a qualitative research that extracted from virtual libraries, research of articles and scientific magazines relevant information to answer the question about how can be improved the performance and level of all abilities of students. Initially, the study tries to clarify the concept of acquisition and learning of EFL and how the acquisition theory can be adjusted in the process of teaching a foreign language. On the other hand, different methodologies were analyzed like the Natural Approach, Constructivism, Multiple Intelligences, Task Based Language Teaching,

Flipped Classroom and resources of ICT that could help to this purpose. With this study it was possible to determine that the acquisition of language is possible through natural environment where the learner can listen to a wide amount of the target language. To reproduce a natural environment is not possible to teachers, but some technological resources can be used to give some features that permit somehow simulate natural settings. Finally, with the information collected was created a guide template to instruct the planning lessons in San Carlos School, according to the Natural approach taking into account the basic principles of this theory.

KEY WORDS: Oral skills, Acquisition of language, Learning of a foreign language, Natural approach, Information and Communication Technology (ICT)

ACKNOWLEDGEMENTS

I would like to express my deep gratitude to my mother who worked hard so this study could be possible and for giving me the economic and emotional support to continue with my studies after my divorce. Also, I am greatly thankful to my students for the last four years who taught me the most worthy knowledge and love than I have never experimented, the laughs and experiences with them are memories that I will save permanently in my heart, these experiences were the motivation to start this document. To my dear daughter thanks for sacrifice the time with mom, waiting and accompanied me patiently through this process.

Also, I express thanks to my sister who helped me with her knowledge in many ways on this document, and to my advisor thanks for giving me the opportunity to develop this investigation, and giving me enough time to explore and discover all findings in this paper. In addition, for the empathy, generosity, and kindness, her vision, honesty and motivation were crucial to my work.

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CHAPTER I

Introduction

The development of the abilities of the language, speaking, listening, writing, and reading are the competences of language that every person should learn in any language. The students of English as a foreign language should also develop them, this is a process that implies the development of these skills integrally. One of the major difficulties in the learning of English in Colombia is that the skills as speaking and listening are not commonly practiced in some institutions of the country. According to an analysis developed by Gutierrez (2005) in a district school in Bogota, it was found that students had low motivation and poor performance in oral skills, this could be caused for several reasons as the excessive teaching of grammar, and lack of learning resources (p. 84).

Grammar and writing are the main concepts that are practiced in numerous schools in Colombia. Usually, the schools focus their curriculum on these contents, leaving apart the oral skills. "Despite the grammar-translation approach disappeared almost officially… Nowadays practically didactic books about modern European languages are no produced, but the grammar-translation method is found and shows strongly rooted in the minds of many teachers and students from countless countries" (Ming, 2012, p. 108).

The San Carlos School is a private high school located in Sevilla in the north of Valle del Cauca, in Colombia, there the development of speaking and listening abilities in students of a foreign language is a concern that has been present during the teaching practice. In the teaching practice, it has been observed that students are not able to use the language to express themselves or simply receive instructions.

In addition, the students struggle with high levels of anxiety when the teacher asks questions or gives them some instructions in English. The school does not include in its curriculum an extensive practice of speaking and listening in its English lessons. Therefore, this absence reveals a poor performance in speaking and listening skills of San Carlos School learners.

This paper explores through bibliographical review the analysis of the acquisition of a foreign language in natural environments, based on Krashen and Terrel approach created in 1983. Moreover, it inquires in some methodologies and theories that follow a similar line and focus its principles on the teaching using new pedagogies, receding in the traditional methodologies. Those traditional methodologies use techniques as translation and learning about grammar rules. Consequently, new approaches could be applied in the curriculum, changing, and improving the teaching process in the San Carlos School.

Additionally, the research seeks to define learning and acquisition, these two notions are important concepts in the teaching of English as a foreign language and might represent a considerable difference at the moment of learning a foreign language. Therefore, it is necessary to identify how the acquisition can be adapted to the classroom and improve the oral and listening abilities of students.

Furthermore, the technology was explored and it was developed a brief analysis of ICT in order to use technological materials to adapt in the classroom, improving the environment where the students can receive comprehensible input and practice with a large amount of resources that are available in the different platforms on the Internet. One of the objects is to present a template proposal for planning activities that will give to

teachers a guide to design theirs lessons focused on a natural approach that allows the students to practice, advance and develop oral skills.

The processes that experiment the foreign language students in order to collect the language and the way how the teachers might ease this process is studied here. Therefore, it is important, to give a new view to teachers with the purpose that they can use new methodologies to motivate their students to use the language, learn new expressions and develop the listening ability at the same time developed other skills like writing and reading.

Finally, this study intents to enhance the teaching practice to a personal level, implementing better practices and methodologies in the San Carlos School, and offering quality education to all students that arrive in the classroom. Also leaving on students a positive mark in their lives with the knowledge of a new language, that will connect them with the world in a personal, and academic level.

Significance of the Study

In Colombia English is considered as a foreign language. Likewise, a relevant element of education with academic, business, travel, and tourism purposes. This study pretends to evince the opportunities to use the English language in the classroom and to afford a suitable environment where the students can be able to speak and listen English in a successful form, allowing them to develop their abilities in an integral way. According to Chomsky (cited by Kenneally, 2007).

A human language is a system of remarkable complexity. To come to know a human language would be an extraordinary achievement for a creature not specifically designed to accomplish this task. A normal child acquires this

knowledge on relatively slight exposure and without specific training. They can then quite effortlessly make use of an intricate structure of specific rules and guiding principles to convey his thoughts and feelings to others, arousing in them novel ideas and subtle perceptions and judgments. (p. 36).

Bearing in mind this aspect, it is expected that a child with a wide exposition to a new language can generate a linguistic system and develop complex structures without many efforts because the brain is designed for this. Bilingualism further can be recognized as a psychologist and social process more than a linguistic and in order to acquire a language is quite important the social environment, how, when and where the person collects the language. "Who has access to more than one linguistic code as a means of social communication; the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural, and linguistic" (Hamers, 1981, p.71).

Among the four abilities of the language (Speaking, listening, reading, and writing) the speaking and listening abilities in the learning of English are crucial components of communication. Therefore, this study could provide to students a spontaneous environment in the classroom, adding practice activities, and listening resources in the classroom. As well, it is relevant, improving the English level, handle the foreign language naturally, raising the motivation of students, and that learners might appreciate the learning process. With the outcome of these objectives, this research can impact the teaching of English in San Carlos School and the way as the students perceive the English as a foreign language (EFL) experience.

This research foresees to enhance the meaningful learning of students of the eighth grade and progressively to establish these dynamics with other grades in a future, this is important to students and in general for the town. Because Sevilla is located in the coffee region and the inhabitants expect that tourism becomes the first economic activity in the future, and this will include international tourism too. For this reason, if people can manage the foreign language, they could develop interactions that provide much prosperity in the population.

Statement of the Problem

According to the Ministry of National Education (MEN), (2016) The Colombian government has made efforts to improve the bilingualism in the country. Founding the program Colombia Bilingual 2014 - 2018. The main target is advancing in the foreign language in the country (p. 7). In a recent study, Mayora and Gutierrez (2019) highlighted that in major of public institutions there is not enough time to implement these strategies of government, the students only receive one or two hours per week in the majority of those institutions, this reduces the exposition time and makes the teaching of English as a foreign language a hard work with poor results (p. 699). Notwithstanding, all efforts of government, the educational system in Colombia has poor resources to reproduce natural settings in the classroom in order to acquire the foreign language. Among the reasons might be the lack of technological resources and the evaluation system of the foreign language in Colombia that is only focused on reading comprehension and writing. For this reason, the institutions put all efforts in the training of these abilities.

The San Carlos School is a private high school in Sevilla Valle that in its curriculum imparts three hours per week in grades 6 to 9 and four hours in grades 10 and 11. Notwithstanding of this schedule, the students do not achieve oral and listening skills in the foreign language. Hence, it has been observed during the teaching process in the eighth grade in the San Carlos School that students have not developed pronunciation and speaking abilities. Likewise, it is evident that the school has not implemented an appropriate methodology in order to develop all language skills integrally.

The eighth grade of this institution has 12 students of ages between 12 to 14 years old with A2 English level. These teenager students do not have a high interest in the English lessons, but in some activities, it could be observed that they have been interested in topics like music, movies, and social media applications like Instagram, Facebook, or Tic Tok. They have contact with the language through these systems.

The speaking and listening do not seem to have a strong practice in the school, this could be because of the focal point of the San Carlos School is the development of the reading comprehension, writing and learning grammar rules in the foreign language leaving apart the oral and listening skills. Also, for the development of English lessons the institution uses a textbook that includes a section dedicated to English grammar and some sociolinguistic aspect of language.

The institution has an audio-visual room that works as s laboratory at the same time, with a capacity for 15 people approximately, this room has a television and DVD player, a laptop, and video beam device. But, one of the difficulties of this place is that this room does not have Internet access because the server modem is far from the room. in 2019 the institution installed a wireless router near the room, but the connection is not

enough so when the teachers want to use multimedia material, they must take the material previously saved in a USB flash drive.

It is essential to implement didactic strategies, a proper methodology and suitable resources, in order to reproduce in some features of natural settings. There the students could listen and speak the foreign language, not only writing and reading, further the student should be able to communicate their ideas and produce complex structures in the foreign language. Additionally, it is relevant in the acquisition process to develop listening skills because the learners should be able to comprehend the input message and producing a proper response.

In this aspect, the lack of acquisition in major public or private institutions that do not have many resources could affect the learning and the essential experiences. The nonexistence of natural environment and the focus only in grammar affect the institutions like San Carlos School in Sevilla Valle, because the students do not have contact with primary aspects of foreign language, If the institution does not implement didactic strategies the problem will persist because the students will not have the opportunity to practice and developing the speaking and listening abilities in the foreign language.

Objectives

General Objective

To analyze strategies that promote the acquisition of English as a foreign language in eighth grade English classroom of San Carlos School in Sevilla Valle in order to acquire and improve speaking and listening skills.

Specific Objectives

To study the differences between acquisition and learning of a foreign language.

To inquire about English teaching methodologies that can improve the English level of students simulating a natural environment in the English classroom.

To propose a template for activities focused in listening and speaking abilities through ICT that promotes natural environments for the acquisition of English as a foreign language.

CHAPTER II

The aim of this chapter is to synthesize a set of fundamental ideas, methods, theories and technologies related to the learning of English as a foreign language (EFL) with new methodologies and how this aspect can be adapted in the San Carlos School, improving the listening and speaking skills in learners of EFL.

Literature Review

The language is an adaptive complex system, that allows humans to communicate with an incalculable number of messages using linguistic codes. "The language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements… each natural language has a finite number of phonemes" (Chomsky, 2002, p. 30). The learning of a foreign language is a long process where students must develop many communicative skills. In words of Webster 1983. The system of communication is not only information or a message that others receive, it is such an exchange that is not complete without a response or reaction from the listener of that message (p. 3).

Among the components of language is grammar. "The grammar can be used to refer to the rules or principles by which a language works, that is, its system or structure" (Richards & Rodgers, 2001, p. 7). The environment and genetic seem to have an influence on the way like the communities interact and share messages. In a study of Christiansen & Chater 2008 It is assumed that the environment of each community constructs the language through the language-genes, this intensifies the changes in the diverse linguistic environments, it is expected that the people should have a specific predisposition to process the language according to their genetic genealogy (p. 492). But, in the case of grammar the language follows a common pattern. According to Chomsky

(cited by Cook & Newson 1996) All humans share a universal grammar (UG), this can be taken as a system of principles, conditions, and rules that are elements or properties of all human languages (p.10). According to these ideas is probable that people do not develop an accurate grammar knowledge in a conscious way in their life, unless-they get studies relating to language. In words of Christiansen & Chater (2008)

> UG is a complicated set of grammatical rules, but not the ones we learned in school. We were never taught them, we are not aware them, we cannot put them into words, and we would not recognize them if they were explicitly told to us by a professional grammarian. Yet we all "know" the rules of UG "implicitly," because they are the rules that make us able to produce all and only the sentences that are grammatically well formed, according to UG. (p. 525).

Therefore, it is precise to analyze the role that grammar plays in the current process of learning of EFL.-Foreign language teaching started with the learning of Latin in the 17th century, this was the first foreign language teaching. Even, in early 19th century, the Latin was the first foreign language taught in schools of North America, even though the English has taken force in European schools. Kelly & Howatt (cited by Richards & Rodgers, 2001).

> In the sixteenth, seventeenth, and eighteenth centuries in England were given a rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue (p. 4).

Nowadays these types of methodologies are still taught, the teaching of a foreign language is focused on grammar lessons with textbooks dedicated to the study of rules, writing, examples, translation, conjugations and memorizing verses, these rules and structures are a central point in the teaching of some institutions and countries.

In the last decades, the authors have been concerned with the fact that the teaching of a foreign language has been focused on this aspect leaving apart the listening and speaking practice. In words of Rivers (1968) The contents of antiques course-books are still used in new textbooks imitated the exercises and obsolete structure and vocabulary and phases continue to be taught to successive generations of students (p.29).

Latest years, many studies have directed at the role that grammar plays ~~grammar~~ in the teaching of EFL, and the fact that in many countries the methods like the study of grammar and translation techniques are common practices nowadays. "Nothing could be more enslaving and therefore less worthy of the human mind than to have it chained to the mechanics of the patterns of the language rather than free to dwell on the message conveyed through the language" (Lado & Fries, cited by Widdowson, 1990, p. 7).

The grammar is a type of knowledge that the student does not have clear in the mother tongue, even if can deal perfectly when communicating the ideas, the acquisition of grammar is an abstract knowledge that the child acquires without much effort naturally. According to this, teaching explicit grammar patterns in the learning of a foreign language seem to confuse the students and difficult the process of acquisition.

When students of EFL start the learning with these methodologies, they begin to be aware of grammar and how this can structure sentences, the words' functions and how the verbs must be conjugate. At this point, the students experiment in words of Helbig

(Cited by Dominguez et al. 2004) *grammatik im kopf* that means grammar in the head, He affirms that when a student has a grammar in the head, this allows him, or she speaks grammatically correctly (p.40).

But, when the teaching of explicit grammar is focused on the first stages of acquisition this alternatively can affect the fluency and natural expressions, because the student is constantly thinking about the grammar and how can say correctly a sentence. This practice is not natural in the language and it can infer in the collection of language because this is not the way how people speak in their mother language. According to a study by Aquilina (1988).

> The results suggest that when students have more contact with the second language outside of the classroom, they may benefit more from classes that are more form focused. And when they have little contact outside the class (other than through books, or more formal work), they seem to benefit less from more form-focused activities (p.33).

Differences between Acquisition and Learning in EFL

The first language is acquired in a natural form in childhood when the children find themselves immersed in an environment where they hear a language, then they start to imitate the sounds and use some words to express their needs, this is because humans have an inner capacity for language, this was named by Chomsky as a language acquisition device. "As children analyze what they hear, they rely on strategies for segmenting the stream of speech into phrases, words and morphemes… These systems represent a universal first grammar, the general starting point for language acquisition" (Clark, 2009, p. 422).

At this point is indispensable to define the meaning of second language acquisition and foreign language learning. Littlewood (1984) declared that a second language is a term given when the non-mother language is widely used in a country and has communicative functions inside a society where learners live. While a foreign language means that the language has not established in a country and therefore this does not have main use in the community (p. 54). Politzer (1965) Affirms that the language is composed for sounds that learners can reproduce in their native language, when a learner hears other different sounds about a foreign language these seem to be arduous to reproduce and recognizing these phonemes. (p. 4).

On the learning of language is crucial that the study of a foreign language brings to the student consciousness about the structures of language, the learner must memorize words, build sentences and apply rules, while in the native language the child learns a system and develops a manner of expressing without having an awareness of these rules. According to Krashen & Terrel (1983) the deductive teaching is the action of giving language rules to the students and after practice and evaluating them while the action by encouraging learners to discover the rules on their own and use the language was named inductive teaching (p.48).

Further, Krashen affirms (1982) The acquisition of a language is comparable to the acquisition of the mother language, in naturalistic settings the children employ the transmission, but they are not aware how the language is collected, this is not different in foreign language acquisition (p. 5). Littlewood (1984) claimed.

The second language learner has normally former his basic concept about the world, so that there cannot be the same link between language and cognitive

development…since the second language will something require the learner develop awareness for new concepts and distinctions. (p.14).

The acquisition of a new language could take years and when the individuals start this process at an early age there are many benefits. According to Sterian & Mocanu, 2014 The development of the human memory system is affected by the process of learning a second language, this process modifies the system as the superior cognitive mental that allows to imprint, fixing and updating the information (p. 122).

According to Krashen and Terrel (1983) the exposition plays a relevant role in the acquisition; low exposition brings many obstacles to persons that learn a second language in a country where this language is not an official second language. If a student is not immersed in an environment where he or she can make wide use of language target this will represent less practice and low opportunities to hear and exchange the language with native speakers (p. 78).

Thus, the students experiment low motivation and fear to speak in an environment that does not give them suitable resources. One environment with a great amount of exposition where the person picks up the target language easily without many efforts is where the acquisition takes place while the learning of a foreign language is possible through the study and practice of the rules and the awareness of the target language.

Methodologies for Teaching English Using New Approaches

The methodology is a crucial part of the teaching process. Teachers, psychologists and theorists have developed a wide variety of approaches in different periods of history to advance in the education field. The following approaches and theories are part of a set of models that have been studied in order to adapt some principles in teaching that can be

applied to the San Carlos School with the purpose to adopt a real and spontaneous communication by simulating a natural environment in classroom improving the oral and listening skills.

Natural Approach

The Natural Methodology is a different way to see the linguistic process. This theory developed by Krashen and Terrell make part of a set of theories that have changed the process as traditional methodologies are used to teaching foreign languages, leaving apart the teaching of direct grammar and understanding that the acquisition is a psychological mechanism that takes time, needs immersion, low anxiety, emotional environment and real communication, where the person picks up the language in a different time and is different for each student.

This Approach is a theory developed in 1983 by Stephen Krashen and Tracy Terrell with the purpose of changing the focus of traditional approaches in second language teaching. Taken this in context the Natural Approach has certain correlation with many approaches which have been developed based on the premise that the teaching of grammar and translating text is not the best technique of learning foreign languages in the first stage.

Richards & Rodgers (2010) affirm that this approach emphasizes that communication is the basis of the acquisition, where the perception and production is considered of primary importance in this approach (p. 180). According to the Natural approach the acquisition is given to the humans in the same way to all persons and compares this process with the different biological process of human systems as digestion or vision. "We acquire language in one way and only one way. When we understand

messages" (Mark Rounds, 2010, the 20s). Therefore, all people have the same cognitive abilities in order to acquire a language and when a low anxiety environment relates to a comprehensive input the people have a successful process with the language.

This theory affirms that is necessary to understand that the speech is given gradually, and the students of a second language could experiment a silent period. The silent period could be explained like the time in which the child or student of another language uses to listen and picking out a comprehensive input. As reported by Drury (2013) The children need time to adapt to their new language conditions, this is given during the 'silent' or 'non-verbal' period, where they begin to 'tune in' the environmental sounds and start to know what can expect of it (p.384). Then they could take a certain period of silence before to develop the speech. According to Krashen (1989)

> Talking is not practicing…Your speaking ability would emerge gradually. Now, we have a lot of evidence that this is true, and the evidence is in the professional literature, in books and journal papers etc.… Now a silent period for a child in a situation like this is not pathological, it is normal. It is what you would expect. (Mark Rounds, 2010, 8m42s).

The Natural Approach developed five Hypotheses like an effective model to promote the acquisition.

The Acquisition/Learning Hypothesis. This hypothesis is focused on the inner capacity of people to acquire languages, regardless of age, and the teaching and correction of forms of language is a mistake. The acquisition/learning hypothesis claims that there are two independent ways to collect the second language and makes a clear distinction between learning and acquisition, where the conscious learning of grammar rules is not essential,

rather the interaction, communication, and affective activities. "Research in child language acquisition suggests quite strongly that teaching does not facilitate the acquisition. Error correction in particular does not seem to help" (Krashen & Terrel, 1983, p.26).

Therefore, it is important to highlight that this approach establishes that talking is not exactly learned, rather it is a consequence of the acquisition, the speaking ability appears naturally, while it is developed the reading and listening.

The Natural Order Hypothesis. According to this hypothesis, the grammar structures come to learners in a certain order and possibly some of these structures are acquired in groups where certain complex structures come later than others. This could be applying such to mother and second language acquisition. This hypothesis was based on theories of Brown and Dulay & Burt who did studies about the order that appear certain morphemes in children. "Brown discovered that children tend to acquire certain grammatical morphemes of function words, relatively early and certain other relatively late" (Krashen & Terrell, 1983, p. 28).

The Natural Order Hypothesis claims that the order in the learning of grammar structures is not the same in the mother language acquisition compared with the order in the second language, but both seem to have certain connections like the appearance of plurals, progressive tense and to be verb in early stages of acquisition, this for all ages.

The Monitor Hypothesis. This theory affirms that when a learner starts to produce utterances, it is activated a system in order to work like a monitor or editor that correct these utterances. The Monitor Hypothesis needs three conditions to be possible, these are: enough time to exposition, the awareness of form of language, and the knowledge of rules. This inner monitor is possible in acquisition and learning of second and mother languages

"Our formal knowledge of a second language, the rules we learned in class and from texts, is not responsible for fluency, but only has the function of checking and making repairs on the output of the acquired system" (Krashen & Terrell, 1983, p. 30).

The Input Hypothesis. According to Krashen & Terrell (1983) they defined that the acquisition takes place when a person recognizes a message and can express an idea with a higher present level of the target language (p.19). This was named input hypothesis and was symbolized with the formula i+1 where "I" is the actual level of target language and "1" is the next acquisition level. This Hypothesis refers that It is necessary to recognize the more complex structures of the target language in order to progress toward the next stage in the language acquisition.

The Affective Filter Hypothesis. This hypothesis affirms that there are some affective variables that allows the successful acquisition in the target language. This hypothesis seeks increase the motivation, confidence, and create situations in the classroom that promote a lower filter and low the anxiety. "The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter, which prevents acquisition from taking place" (Richards & Rodgers, 2010, p.183).

The activities used in this approach include games, report reading, music films, television reports, podcasts, and discussions. Also, the Natural approach conforms small groups in the classroom, to improve the production, to this purpose the natural approach manages six grouping techniques for acquisition activities

1) Restructuring: this technique requires the interaction of students while they move in the classroom

2) One Centered: this technique asks the participation of one single student with activities related to travel or life experiences that involve whole group.

3) Unified Group: this technique seeks that all members of the group participate in an activity like telling stories.

4) Dyads: This technique conforms groups in pairs and is the most common activity in the natural approach. The idea is interacting in an interpersonal way these activities are part of intermediate and advanced level.

5) Small Groups: this technique employs problem-solving activities, these use images and information meeting.

6) Large Groups: this technique sets up 7 to 15 students and uses activities with a large amount of possibilities describing objects and creating argumentation.

Agree with Krashen & Terrel (1983) The teacher in the natural approach must understand that the comprehensible input is the most important element in language acquisition… Teachers must afford a large amount of input without forcing the students to give immediate responses in the target language, this can benefit from healing predictable speech with confidence and without they feel ashamed (p. 124–180).

Finally, another important aspect of the Natural theory is the idea that the practice of talking do not assurance the acquisition. "The ability to speak is a result of language acquisition, not a cause, speaking can help language acquisition indirectly, however, first it can result in conversation, and conversation is an excellent source of comprehensible input" (Krashen, 1992, p. 7).

Communicative Approach

Around the same period some authors developed the communicative approach. This model considers all language skills even the concept of grammar in an integral form. It is important to highlight that on this approach the communication depends on sharing in community with activities that involve real communication, and meaningful experiences.

This approach was a methodology developed after World War II. It was focused on the communicative needs of learners rather than traditional concepts, structures, and teaching. Qinghong (2009) highlighted the job of authors from 1975 to 1983 as Jupp, Hodlin, Candlin, Wilkins, Widdowson, Brumfit & Allen, and Prabhu that worked on development of syllabus as its central point, designing different models through seventy and eighty years (p. 47). They were seeking to improve the learning of a foreign language in Europe. This approach becomes the communicative competence in the goal of teaching. Canale & Swain (1980) affirmed

> The "interaction" between grammatical competence, knowledge of the rules of grammar, socio-linguistic competence and knowledge of the rules of language use… Communicative competence is to be distinguished from communicative performance which is the realization of these competences and their interaction in the production and comprehension (p. 27).

One of the most important components of the Communicative Approach is the study of the program named the Functional/Notional Syllabus. The purpose of this concept was developed to connect the European countries, with this the authors wanted to facilitate the use of language in each country of Europe.

Jan Van EK (cited by Brumfit, 1979) developed a Syllabus that could provide a minimal grammar and a basic language that allows to be able to survive when a learner visits a foreign country, this system was named "The Threshold Level" this method developed a list of basic functions: 1) Imparting and seeking factual information. 2) Expressing and finding out intellectual attitudes. 3) Expressing and finding out emotional attitudes. 4) Expressing and finding out moral attitudes. 5) Getting things done. 6) Socializing. (p.113).

This created different situations on the interaction with people and the syllabus gave a solution for each one with phrases and examples. Wilkins (1972) highlighted the importance to leave the traditional literature and focused on the teaching of language and syllabus introducing more vocabulary and recognizing the language needs (p. 35).

This model sees the teacher as a guide and spectator of acquisition. Here the teacher acts as a facilitator where the students are possessor of their own learning process. The teacher addresses proper activities that allow social interaction and activities that include real conversations, discussions, sessions of dialogues and role-plays. "The teacher sets up the exercise and gives direction to the class. But because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor" (Qinghong, 2009, p. 49).

Constructivism Theory

In the same decade it was developed a learning theory named constructivism. With this approach according to Abarbanel & Schcolnik (2006) The constructivism is a learning theory used by many authors as Glasersfeld, Vygotsky, and Piaget, among others in the eighty and ninety years. Like an adaptive methodology where the students build

their own knowledge through social interaction and experiences (p. 12). "Constructivism is a scientific theory that explains how children and the human species acquire knowledge, without addressing teaching" (Kamii, Manning & Manning, 1991, p. 14).

The authors of this model resolved to reconsider the concept of knowledge and how a person can appropriate it. They defined it as an interpretation of the world that one person can perceive, the experiences that experiment, and how such awareness and experiences are possible thanks to social interaction. Moreover, with this approach the teacher took another position in the classroom and the authority was redefined. The teacher is not now the possessor of knowledge rather a guidance where the students have an attendance in the program. In words of Steffe & Gale (1995)

> The trainer focuses only on the trainee's performance, the teacher must be concerned with what goes on in the students' head. The teacher must listen to the student, interpret what the student does and says, and try to build up a "model" of the student conceptual structures (p.14).

According to the Constructivism Theory the knowledge is constructed through experience and observation of the environment. Gestwicki (2013) claimed that Piaget sets up three types of knowledge, physical, mathematical and social knowledge all of these are developed when the children start to involve in the world, observing differences in the environment and objects and getting information from the people around (p.38).

Vygotsky as the father of constructivism developed his theory of the *Zone of Proximal Development* (ZPD) this means the activities that a child cannot do in an independent way, but if can do with guidance. According to Pass (2004) Vygotsky at Shanaivsky University conceived the idea that thanks to the "social other" the society can

create an evolutionary spiral of knowledge (p. 82). The concept of "Social other" to Vygotsky can be explained as the person that could help and guide in the learning process. Likewise, Vygotsky thought that the intellect of children come through stages of development. "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Constructivism is an important methodology to take into account in the teaching of EFL, this approach permits to the students develop multiple activities by themselves in company of the teacher, who offers a guidance and at once design a suitable environment where the student can feel confidence and autonomous to create new connections acquiring the target language.

Theory of Multiple Intelligences

Contrasting Piaget's theory which affirms that a person has three types of knowledge, mathematic, physical, and social, arrives Howard Gardner and extend this concept with his theory of Multiple Intelligences which has a wide educational contribution, that could bring considerable benefits in EFL teaching, here the teacher identifies the capacity in each student. Here, the teacher can employ diverse strategies to potentiate abilities in them. Therefore, it is essential that learners will be able to develop their language in the practice, in real contexts, using technology, music, mathematics, literature, and so on. They might train their language abilities with an enriching experience.

The multiple Intelligences theory was created in 1983 when Howard Gardner wondered himself what the intelligence is. Gardner questioned the limited vision that had some authors about intelligence, he believed that some authors had reduced the intelligence only to linguistic and mathematical knowledge. According to Gardner (1993) his team studied persons with different types of conditions like prodigies, autistic children, children with cognitive disabilities among others. Initially, they could observe factors or intelligences that were classified on a list of seven intelligences (p.8). Later was added the Naturalistic Intelligence.

Table 1

Types of Intelligence according Garner

Intelligence	Ability	Population
Linguistic	Writing	Writer
	Speaking	Journalist
	Reading	Teachers
	Speech	
Logical-Mathematical	Logical	Scientist
	mathematical	Mathematician
	Scientific	Engineer
		Accountant
Spatial	Mental Model of spatial world	Sailors
	Handle and operate spatial model	Sculptors
		Surgeons
		Engineers

Musical	Rhythm	Musicians
	Music	
Interpersonal	Understand other people	Salespeople
		Politicians
Interpersonal	Understand other people	Psychologist
		Religious leaders
		Clinicians
Intrapersonal	Turned inward	Writers
	Inner aware	Philosophers
	Emotional	Theorist
	Self-reflection	Scientist
Naturalistic	Exploring environment	Biologist
	Learning Nature	Conservationist
		Farmer
Bodily-kinesthetic	Solve problems using the body	Dancers
	Motor control	Athletes
	Physical Movements	Actors
		Craftspeople

This table classifies the different abilities and professions in Multiple intelligence, Own elaboration, 2020.

This theory remarks that the intelligence is not something that can be measured like most of the schools pretend. Many of these institutions do not consider the diversity in children. This theory declares that each child has different skills and active

intelligences. For example, the creativity is an important part of learning and appears in the childhood where all this potential occurs with naturalness without boundaries in different fields for each child. With this model the school could identify children strengths, develop them, and reinforce the lower active intelligences. "In my view, the purpose of school should be developed intelligences and to help people reach vocational and avocational goals and appropriate to their particular spectrum of intelligences" (Gardner, 1993, p. 9).

Task-Based Language Teaching

At the end of the eighties and from the theories above mentioned Jane Willis explored different methodologies and established the Task-Based Language Teaching that cluster the practice of all language skills in a same lesson though meaningful task using the target language with real communication and situations. Task Based Language Teaching (TBLT) is an approach that Jane Willis created in the early eighties after many explorations in some methodologies like The Presentation, Practice, Production (PPP) model, Communicative Approach, and Natural Approach. She was disappointed with models based on grammar learning and form-focused learning. "We were encouraged by the success of Prabhu's Communicational Teaching Project in primary and secondary schools in Bangalore (Prabhu 1987), where the focus throughout was almost entirely on meaning rather than grammatical forms" (Willis, 1996, p. 52).

The structure of TBLT is focused on communication tasks. Willys in 1996 took the activities oriented to a language goal where the students used the language to accomplish a real outcome, the students had to solve problems through a puzzle, play a game, or share and compare experiences (p. 53). The goal of this model is the output and

input in a real context of messages through tasks that include writing, reading, listening and speaking with grammar in background. Richards & Rodgers (2012) affirm that In TBLT the teacher has the role of evaluating needs, interests, styles, design meaningful task with a sequence, and selecting suitable materials that encourage students to improve their language levels. (p. 236). Willis (1993) Resumes the framework in

(a). Pre-task with introduction of topic.

(b). Task cycle with task, planning and report, and finally.

(c). Focus and form with analysis and practice.

She developed a syllabus, taking into account real-world tasks this means the use of real situations, increase the motivation, language form, pedagogical task that promote the second language acquisition (p. 52). "Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place" (Richards & Rodgers, 2012, p. 223).

Flipped Classroom Technology approach

Later in the two thousand's the technology started to have leadership in the learning and the way how the teachers deal with their labor this is the case of Flipped Classroom Technology approach, This method could provide a wide range of practice in EFL learning because, it can change the traditional dynamics in the classroom and the homework.

Flipped Classroom is a methodology developed by Aron Sams and Jonathan Bergmann in 2007 At the school where they were teaching chemistry, they noticed that the absences of students affected the learning process, those absences were given for

different situations like illness, sport commitments, or displacements in the rural area. Also, they observed that some students did not understand the explanations to the teachers for different reasons. The idea emerged when Aron Sams discovered a new technological tool where a PowerPoint presentation could be recorded with voice and it can be uploaded to the Internet like a video. This resource gave entrance to Flipped Classroom.

The model of Sams and Bergmann uses the new technologies as a methodology where the students can use these resources to receive the explanations in the house in a distraction free environment, and then they go to the school to clarify their ideas about the theory, practice, discuss and clarify problems. Flipped Classroom uses the electronic learning (e-learning) that is the use of technology to teaching and learning outside a traditional classroom, using new technology tools to close to students, creating autonomy and research competencies. "direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment" (Bergmann & Sams, 2012, p. 6).

The flipped classroom changes the traditional dynamics in the classroom and the homework, this allows the student receive personalized teaching and the teacher can observe the student progress because, teachers can answer specific questions over the practice, the students take an active role in the learning process and being autonomous. In a recent study of Kawinkoonlasate in 2019 he said that in this approach the lesson start with the discussion of a problem, there the students spend time solving the activities or participating in other activities where they have an active learning, and the teacher brings the support to actualize and assimilate the new knowledge (p. 12).

ICT in Teaching of foreign languages

Information and Communication Technologies (ICT) are a set of technological tools that have been created to manage information and like a social phenomenon. These technological tools have allowed people to share information, communicating in an interactive way, and synchronous environments. Moreover, the technology has meant a great opportunity to the education field where many actors of the academic community can build knowledge through the ICT.

Among the education field some of these technological tools are named Web 2.0, these technological gadgets are used especially in electronic learning, (e-learning). "E-learning or 'electronic' learning is simply the delivery of education or the acquisition of knowledge using computers or computer-based materials" (Attwell et al., 2009, p. 9). In this case of learning a foreign language the web 2.0 has turned into a means in order to teach, researching, sharing materials and close the gap between teachers and students. According to Chandra (2003).

> ICT in education encompasses a great range of rapidly evolving technologies such as desktop, notebook, and handheld computers; digital cameras; local area networking; the Internet and the World Wide Web; CD-ROMs and DVDs; and applications such as word processors, spreadsheets, tutorials, simulations, electronic mail (email), digital libraries, computer-mediated conferencing, videoconferencing, and virtual reality (p. 186).

Having these concepts into account the ICT plays a relevant role in the teaching of EFL, the use of technology was implemented in the sixties and seventies years, simulating a language laboratory in some institutions, this first oncoming was designed

with tools like cassettes, microphones, and headphones. Located in a cabin where the interaction was observed by the teacher, there the student could mainly train oral and listening skills.

These laboratories were a technological advance in education of ELF, but according to Singhal (1997) the students found it boring and routine because did not exist a meaningful interaction between students and teachers (p.108). With the progress of computers and Internet most practices were implemented in learning of languages. "While the computer is now used in some form or another in most language classrooms, and is considered standard equipment, the Internet is also gradually being introduced in the second language classroom as teachers become more familiar with it" (Singhal, 1997, p. 109).

One of the main difficulties of learning a foreign language in non-second language countries is the lack of interaction in the target language, further when the institutions want to have progress in remote regions without many resources. In that case the technology could give a meaningful occasion to bring contacts and resources to practice and learn English. All these canals permit that students and teachers to create environments and virtual communities where they can meet via Internet or simply using several technological applications and exchange information and knowledge. Moreover, it is important to remark that e-learning can provide education to a wider range of population at a low cost. For instance, "Access to the Internet will soon be universal, and this can provide unrestricted low-cost access to information as well as highly interactive distance learning and other benefits. (CGIAR cited by Golinowsky and Raab, 1999. P.81)

A group of theories has emerged in the last three decades named Computed-assisted Language Learning (CALL), this approach manages diverse pedagogies, technologies, and environments using computers and applications in learning of language. Hubbard affirms (cited by Stockwell, 2012).

> Theories that appeared at least three times over this period included activity theory, cognitive theory of learning, education theory, government and binding theory, Jung's theory, lexical functional grammar theory, sociocultural theory, sociolinguistic theory, generative theory of multimedia, pedagogical theory, phonological theory, item response theory, schema theory, learning theory, and second language acquisition theory (p. 6).

CALL has an important advantage in EFL the technology brings opportunities to learners in the practice of language skills. The practices through technology bring to the classroom real communication and real-life examples, interaction, and flexibility, in the learning of a foreign language. Also, with CALL the learners can live meaningful experiences, it is important take into account that this generation is deeply linked with technology, in this age the contact with real communication generates them positive emotions improving the language skills. "Computers, video, and other technologies engage children with the immediacy they are used to in their everyday lives, and bends it to a new pedagogical purpose (Strommen & Lincoln, 1992, p. 469).

The implementation of technology in EFL classrooms is a challenge to the teachers and students because this new goal changing the traditional dynamics and the way how education is conceived. As well as, the students must commit with their own

knowledge and develop their autonomy. "This approach also requires schools and teachers to make very hard choices about curriculum" (Sheingold, et al., 1990, p. 15).

According to the communication model of Shannon and Weaver (cited by Rivers, 1968).

Figure 1

Communication Model
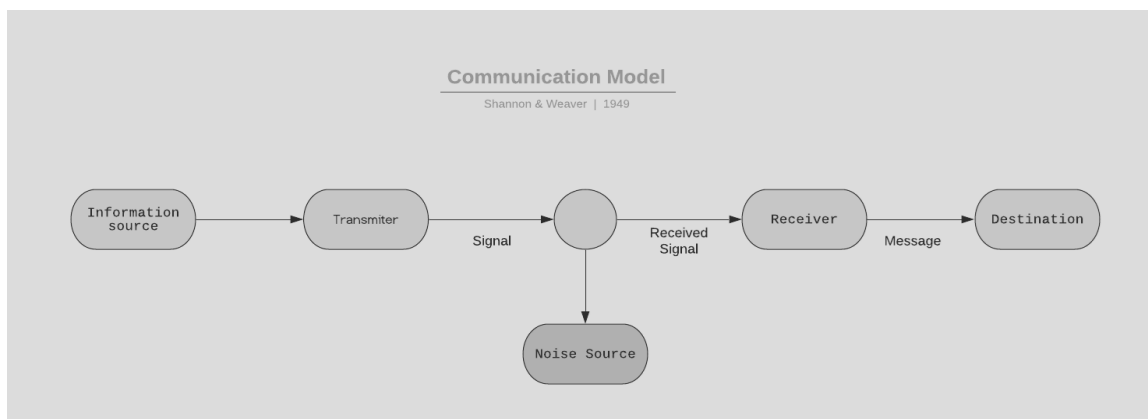
Note: Weaver and Shannon Communication Model retrieved from A mathematical theory of communication (p. 2). By Shannon, C. E. 2001. ACM SIGMOBILE mobile computing and communications review

"in this model, an information source emits a message which is encoded for transmission as a signal. This signal passes through a channel to a receiver which decodes the message for use at its destination" (Rivers, 1968, p. 158). On this view, the language skills can be classified on input (listening and reading) and output (speaking and writing) where the production in both categories can be developed with technology tools.

Between the four abilities of language are speaking, listening, reading and writing. These abilities, in learning of EFL are not generally developed in an integrated way and is common that students have a high-level reading and writing while oral skills are disregard. Rivers (1968) affirmed that teaching of foreign languages has focused on

certain aspects of language as writing and reading, but oral skills do not provide an

adequate practice and the students are not able to use the language or express their

intentions (p. 159)

The use of ICT can simulate a natural environment and provide a lot of topics and

resources that students do not have in the traditional didactic with physical resources in

the classroom. "Technology also allows for the repurposing of pre-existing educational

materials across media formats: print, static illustrations, still and digital photographs,

digital audio, still and motion video, still and motion film, animations, computer

graphics, and hypermedia" (Strommen & Lincoln, 1992, p. 470)

Instruction Materials

When the instructional materials are discussing the people can imagine tasks,

course books, dictionaries, notebooks, and some instruments to write down or drawing;

but these elements are a minimum of materials that each teacher must use in their labor.

The teachers found themselves designing, producing, and adapting materials every day.

Frequently, a coursebook is not enough in the learning process and does not encompass

all students' needs.

The virtual environments provide a lot of resources where the teachers can create,

design and producing different materials taking advantage large amount of information

available on Internet. "There are many online communication tools that support e-

education and provide synchronous and asynchronous opportunities to interact… chat

rooms, forums, e-mail, tv- and video-conferencing, streaming video, Webpages, text-

based multi-user domains (MUDs/MOOs) and online tests" (Carvajal, 2012, p.17)

In the case of English, it is necessary the use of materials that allow students to have real contact with the language and culture of English-spoken regions. According to Collings (1991)

> "Successful tasks are likely to have the following properties: they are complex enough to engage students in real thinking and performances; they exemplify "authentic" work in the disciplines; they are open-ended enough to encourage different approaches, but sufficiently constrained to permit reliable scoring; and appropriate records of student abilities can be readily collected and compiled for assessment purposes" (p.8).

The technology brings a wide place to research materials in the case of San Carlos School, where there is not enough material in English lessons. According to Strommen & Lincoln, 1992 With the technology the instant exchange of information is possible in the classroom and to the students by themselves, these technologies allow instant access to wide sort of platforms as databases, libraries, and information webs with interactive resources as audio and video (p. 469). At the following table are materials that could offer real communication in classroom.

Table 2

Materials to develop listening and speaking skills

Type	Material	Functions
Podcast	Soundcloud	These platforms offer the development of audio files and allow to design materials like tutorials, music recordings, conversations and so on.
Video	YouTube Screencast o matic	Exists many platforms in the web that allows to the teacher to create videos or simply as repository where the teacher can seek and share videos with the students with vocabulary, real conversations, personal experiences, audiobooks, or daily situations.
Text to Speech Application	Text to Speech (TTS) Natural Reader Oddcast	This consist in the production of native voice through computer program where the students can introduce a text and reproduce it in a native voice with several context this could bring beneficial support to students and improve the listening.
Mp3 Player	Windows Media Player Spotify	These platforms permit reproduce and listen to music and mp3 content. these technologies give the opportunity to students listen native speakers and practice with music and other kind of audios.
Voice recorders	Vocaroo	This web tool allows the recording, save and download voice messages. The students can use this tool to practices their pronunciation, or answer questions.
Pronunciation monitors	Tophonetics	In the web the teacher can find a set of web pages. where the student can listen the language in several accents and practice and develop the listen and speaking abilities.

Note: Types of technological resources and materials. Own elaboration (2020)

The acquisition of a foreign language is a slow process that requires patience and abundance of practice, to this outcome is essential that teachers can adapt materials and resources after an assessment of needs and learning styles of the students. According to Carvajal (2012)

> As commercial materials on the market, especially those produced for a global EFL market, are not designed taking into account the particular needs of specific in certain cultures, modern course-books are full of functions and dialogues based on situations that most foreign language students will never understand. (p. 38)

Most of these materials might provide a natural environment to the student in a remote and virtual way, improving the experience and encouraging them to use the language. One of the difficulties to design and adapt materials is the time that will require teachers on this practice, the materials that the teacher will implement in the San Carlos School could inspire to the students to searching more and more information open their minds and giving them additional contact to the English fomenting the autonomous learning.

CHAPTER III

Methodology

This study is a qualitative research with an exploratory and analysis nature that pretends to establish a frame of reference to the acquisition in a natural environment of English as a Foreign Language (EFL) to adapt some features in the eighth-grade classroom of San Carlos School in Sevilla Valle. This research is made by a data collection through research of virtual libraries, literature review, magazines, articles among others. Also, it intends to define the concept of natural acquisition and explores a set of methodologies, concepts, and theories about the EFL

Initially, it was studied the use of traditional methodologies and the role that plays the grammar as the main point of currently teaching process of ELF. This investigation defines the differences between learning and acquisition through exploration of academic bibliography and theories, in the search for fundamental knowledge that must be taken into account in order to understand the process of learning a language, in the interest of creating a spontaneous environment for the students where the target language can be picked up as a natural process.

Besides, it was analyzed through the study of different authors from the last decades of the XIX century until the first decade of actual one. The information collected about the methodologies. These were The Natural Approach, the Constructivism theory, Multiple Intelligence theory, Task-Based Language, and Flipped methodology, these were explored and describe the benefits and importance in the research that want to focus on the development of spontaneous acquisition of EFL, where finally these

methodologies will be a path for design a series of activities adapted to improve the oral and listening skills of students.

Finally, it was compiled certain information about what the Information and Communication Technologies (ICT) is, as well as, the importance that plays the technology in the current educational context in the teaching of EFL, and the contribution that could give this tool improving the acquisition and provide an unconstrained environment. Likewise, the technological materials that could be used for this purpose.

CHAPTER IV

Results and Discussion

The academic programs of several institutions in Colombia seem to focus their

teaching on strict learning of grammar rules and the development of comprehensible

reading. In an analysis of Macias (2011) It was expected that the teaching of English in

Colombia establishes less emphasis on lessons focused on the grammar forms and gives

more attention to communication and the meaning of language and achieving the

communication in a second language, nonetheless, this tendency the students still

continue with low performance and limited knowledge of linguistic forms. (p.129)

MEN (2006) has developed a set of guides to the teaching of English that

established the study of the four abilities that were set down as Communicative

Competence (p. 15). Despite efforts and proposals from the government, the practice of

teaching English in the institutions of the country is different. The speaks and listening

are not practiced in classrooms for several reasons such as low knowledge of language or

lack of resources. The references and theory studied in this document show that new

methodologies do not practice the strict teaching of grammar rules and consider that this

knowledge is not necessary in the first stages of learning of a second language, and the

absence of contact with the spoken language does not allow that learners progress and

develop oral competences.

The consciousness and knowledge of what is the acquisition and how this process

is given could be useful to teachers in the formal programs of EFL, this would be an

important change in English lessons at institutions as San Carlos School. There the

students have been benefited about using this methodology, the lessons have included

activities with audio mp3 like audiobooks, short stories and news, videos, and pronunciation practice. The results of this practice have been more confidence, lower anxiety and a better understanding of the contents. According to Krashen theory (2003) the lessons play a relevant role in the acquisition.

> The goal of the language classes is to bring the beginner to the point where he or she can go to the country and obtain a comprehensive input… When foreign-language students reach this level, they can go to the country and continue to improve on their own; they can have conversations and read at least some authentic texts (p. 7).

Furthermore, this academic paper allowed to recognize that the EFL programs can be benefited of these theories and methodologies of acquisition of languages as Natural approach, considering the Acquisition/Learning Hypothesis, also with methodologies as Task Based Language Teaching, or the Constructivism with activities that could bring situations of communication to students in classroom, these could play an important role at the moment when the target language is acquired by students, becoming it in an accessible process.

Consequently, it is appropriate to recommend a lesson plan template as a strategy to guide and implement in the teaching process in the English lessons of San Carlos School. This template will give key instructions to propitiate a spontaneous and realistic environment in the classroom, promoting a natural acquisition of EFL. These activities should be complemented with the theory of acquisition in a natural environment. As a result, teachers can use this template for designing activities that allow students to have close contact with environments where they can interact spontaneously, listening to

native speakers, and knowing their daily and common expressions, involving the culture and daily life experiences of the Anglo-Saxon countries.

Table 3

Lesson Planning Template

Lesson Planning Template		
Materials:	*Write here all the supplies you will need to develop this activity. Please be as specific as possible.*	
Aim:	*Describe here clearly a suitable learning outcome that means that you want to students to learn*	
Methodology	*Write here the methodology that you will implement on your lesson according to the needs of students, characteristics and kind of lesson*	
Topic	*Name the theme of your lesson*	
Stage	**Procedure** **Teacher and student activity**	**Time**
Warm-up	*Greet the students and Introduce the topic of your lesson*	
Pre-Knowledge	*Start the lesson taking into account previous lessons or pre-knowledges asking to students* - *Do you remember the last lesson?* - *What did they learn in the previous lesson?*	

	You can relate the new topic with questions about common aspects of the students' life	
	Note: try to use the comprehensive input and communicate the ideas in the target language	
WHILE -	*Register the activity here. Now you can explain the new activity*	
	You can use activities like:	
	Listening: music, films, audiobooks, news clips, new podcast, guest lecturers	
	Reading: use appropriate complex level texts like short stories, menus, charts, letters, printed text, also, familiar and common histories.	
	Speaking: use groups activities with conversations, games, objects and images descriptions, questions and responses talks and activities where the students can resolve problems.	
	Writing: According to the Natural approach the output skill is a secondary outcome, but it can use on the develop of oral goals like vocabulary, letters, dialogues, and key words.	
	On this part you must examine if your students are understanding, participating and using the language	

POST-	*Here you can assess what your learners have learned also reinforce the topic and finally give references of next lessons*	

In addition, it was possible to study different technological resources that could be used to create activities in the San Carlos School that gives the students the possibility to hear and interact with the language in virtual contexts and knowing the opportunities that can bring the technology to practice the target language. According to a study made by Nomass (2013) who studies the impact of technology on the learning of English.

Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the ELL student should be familiar with using computers and internet, and capable of interacting with these techniques (p. 111).

The Colombian government has implemented web 2.0 since 2010, but these technologies have low coverage in the territory. The lack of access to internet in remote regions is something that difficult the progress in this field in order to develop projects that include ICT as a teaching methodology. Instead, the San Carlos School has Internet access and certain type of elements that will permit the use of some web 2.0 in the classroom and with this, design activities that allow a spontaneous environment to practice in classroom.

This study could determine that there are different points of view in the EFL teaching field. These notions help to create didactic activities where students have close contact with the language not only based on grammar and reading comprehension,

indeed, they will have casual environments where they hear the language from a real and updated contact to the language.

Language teachers of the San Carlos School can apply notions such as the methodologies before discussed as a model in EFL classroom doing part of process abreast to the learners, designing activities that permit to the students construct their own knowledge and discover the language through meaningful experiences composed by teacher in classroom. Besides, encouraging students to confront a higher level of acquisition with the guidance of the teacher.

CHAPTER V

Conclusions and Recommendations

The practice of learning of EFL has taken major importance in the country in the last years, more people are now interested in acquiring and improving their English level, to speak English at an advanced level can represent access to education, information, and business. "The learning a foreign language is an invaluable opportunity for students in their social, cultural and cognitive development" (MEN, 2006, p. 8). To the achievement of this purpose is fundamental that institutions and teachers adopt new and better practices in the teaching of English.

Currently, most of the schools in Colombia do not have an appropriate methodology that allows a deep practice in speaking and listening of foreign language. In addition, students do not have a wide range of exposition and the time of lessons is reduced. In a recent study done by Mayora (2019).

> For the English area, an average of between one and three hours was observed in most institutions. In elementary school, most often there is one hour per week for the English class, for grades 6 to 9 the intensity increases to three hours and finally for grades 10 and 11 the number of hours is reduced two a week (p. 699).

In a part of this study, it was paramount to be clear in the definitions about the learning of a foreign language and acquisition of a second language. And how these two concepts could change the way how the teachers face the labor of teaching a foreign language. According to the theories studied in this paper is highlighted that persons acquire the language when the message is understood, and this process takes place in an environment where a wide amount of target language is collected by them. While

learning a foreign language could be defined as the process of learning a second language in formal lessons and the knowledge of forms, rules, and functions of the target language.

At that point, it was possible to discover that acquisition is not a common concept in the learning of EFL in formal courses or in the teaching of this area in public or private institutions in Colombia. The process of acquisition of a language is given in environments where the target language is spoken by the inhabitants and the learner is constantly listening the new language. Consequently, it was possible to infer that the acquisition is not given in classrooms in Colombia because the students do not have access to a wide range of time, proper methodology and exposition to the foreign language that lack of resources and time do not permit to create or simulate a natural environment in the classroom.

It is important to considering that the acquisition likely will not be possible in the process of teaching English as a foreign language in Colombia, and specifically in San Carlos School. It is impossible to reproduce or produce a natural environment where the students will have a schedule that provides enough time, and where they can listen to English language as in a natural setting, but there the teachers can implement some adaptations with the purpose of reproduce what can be considered somehow a natural environment.

These adaptations can be applied through Web 2.0 using the internet access to the San Carlos School, implementing didactic activities that including ICT resources as audiobooks, voice recorders, pronunciation monitors, podcast, and videos about people using the language in natural contexts and in common situations. Additionally, it is important that the role that teacher adopts can be in accordance with the methodologies

that permit to be a guide and focus the teaching on communicative and meaningful experiences rather of grammar and form and functions of language. The teacher can propitiate the use of these methodologies to design activities that permit to the students learn through own experiences and practice with activities that encourage to speak and bring suitable situations where the target language is listened by them.

At this stage it is clear that the acquisition could play an important role in EFL, and the use of suitable methodology must be adapted in the curriculum to promote the collection of target language in a spontaneous and more realistic environment where the institutions provide a wider schedule where the learners can practice and use the language. The goal should not be only the use of the target language to read and write, the listening and speaking abilities ought to be the first objective of any institution in Colombia to give the opportunity to students to communicate successfully.

To conclude this document, the lesson template was an important outcome of this paper, as a compilation of Natural approach ideas, taking this methodology as a guide and strategy to give a new vision to teachers. They could take these ideas and methodologies as a guide and strategy of lesson that can be adapted in the San Carlos School to promote and improving the oral and listening abilities in the students. These additions to the curriculum could have a positive effect on oral production in students that do not have high proficiency.

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APPENDIX

Lesson Example

Activity 1		
Materials:	Video, Laptop, colors, Cardboard, Internet access	
Aim:	Recognize, memorize, write and pronounce vocabulary about birthday parties through written activities and construction of images related to birthday celebrations to expand the lexical knowledge of the language	
Methodology	Task-based Language Learning	
Topic	Vocabulary for birthday celebration	Two sessions 90 minutes
Stage	**Procedure** **Teacher and student activity**	**TIME**
Warm-up	The teacher explains the purpose of the lesson motivating to students to hear an audio-story where vocabulary of birthday celebration is the central point **What was your last birthday celebration?** **How do you like the birthday parties?**	5 Minutes
Pre-Knowledge	Ask to students watch the next video Now the students are going to listen carefully the story https://youtu.be/op9Bc7GWCuw	15 Minutes

WHILE -	After listening the story, the students and teacher talk about the story and what they understood about it	30 Minutes
	Then the students receive a copy with the story	
	The Hula Hooping Queen	
	By: Thelma Lynne Godin	
	illustrated by Vanessa Brantley-Newton	
	Today is the day I am going to beat Jamara Johnson at hooping then I'll be the Hula Hooping Queen of 139th Street! Jamara says she's going to be the queen forever but, ,last week I almost beat her I sort through to my hoops and I picked out my favorite. and then I feel it coming on.The itch The Hula hooping itch My fingers start tapping and my feet start tapping. my hips start swinging and I'm just reaching for Hoop	
	when my Mama says: girl don't you even think about it ▬ you know today is Miss adelyn's birthday	

then heat washes up over me and I stamp my foot. Don't get me wrong

I love Miss Adeline she lives right next door since Adeline took care of Mama when she was little and then she took care of me too she's like my very own Grandmama But "Mama" I burst out "I can't help with Miss Adeline's party I'm supposed to meet Jamara today's the day

Mama stands as still as water in a puddle, she gives me her look. then, she hands me a broom I sigh loudly and start sweeping. But, when Mama's not watching I push my favorite hoop a little closer to the door with my toe.

Mama and I dust every room and scrub down the floors, we polish each window still we can see clear to New Jersey. After that I peel potatoes while mama starts mixing up her special double-fudge chocolate cake

"Kameeka, set the oven to 350 degrees" Mama says and she empties the last of the sugar into The Mixing Bowl ▬ and add sugar to the grocery list▬ I push the button on the oven and I look out the window. It's already getting late I bet Jamara's telling everybody I'm too scared to hoop her. While the cake bakes, we

make up plates of fancy sandwiches then Mama slices strawberries and shows me how to make whipped cream.

When the timer rings, Mama opens ▬ Kameeka! ▬ Mama yells as she checks the oven temperature ▬ you only set it to 250 degrees! ▬ Miss Adeline's birthday cake looks like someone sat on it. mama says ▬ we'll have to start over ▬ Mama sends me to the store to buy more sugar.

On my way out the door, I grab a hoop like I usually do, but when I get outside, I remember that I'm on a mission. Miss Adeline's party will be starting in a couple of hours, Mama has to finish the potato salad and we still have to make another cake. i don't even twirl my hoop as hurry down the street I don't stop to blow kisses to Miss Evelyn or wave to Mr. John in the bakery. I'm coming out at the store. I see Jamara and Portia hooping on the corner of 139th and Broadway

We thought you weren't coming Kameeka ▬ says Jamara with a smirk. I need to get sugar back to Mama, but Jamara sounds so smug. I can't stand it ▬ Well you thought wrong▬ I tell her ▬ you ready? ▬ she asks ▬ I was born ready ▬ and then I feel it coming on. The itch. the hula-hooping itch ▬ Whoever hoops the longest is the winner▬ Portia says.

As soon as she shouts ▬ Go ▬ my fingers start snapping and my feet start tapping, my hips start swinging and I just know I'm going to beat Jamara today Neighborhood kids crowd around as Jamara and I hoop. Cars honk and slow down trucks roar past Throwing up heat and dust from the pavement. Swish, swiggle, swish.

Jamara frowns. ▬ You've been practicing some▬ she says. ▬That's right girl▬ a grin greater that the Brooklyn Bridge stretches across my face. The sun moves between the buildings and the sidewalk start cooling down, but Jamara and me keep on hooping.

I've got donuts for Miss Adeline's party▬ say Mr. John calls out as he closes up the bakery

MISS ADELINE'S CAKE! ▬ I shout

My hoop clatters to the sidewalk. I grab it and the sugar and race up the block. I can hear Jamara laughing behind me. by the time I reach our apartment, mama is madder than a hornet. ▬ Kameeka Hayes! ▬ She scolds.

I'm sorry Mam, I saw Jamara and... ▬ Girl, I don't want to hear that Hula-hooping nonsense … It's too late now. Miss Adeline's already here▬ You take yourself on into the living room and

explain to Miss Adeline why she won't have a cake for her birthday━ Miss Adeline brought her own music and she's got it turned up loud she's sitting and listening to a jazz blues tune, nodding her head like a spring Robin looking for a worm ━ Hi Miss Adeline━ I say━ Happy birthday━ She says━ Kameeka, come here baby give me a kiss━ So I come in close and I kiss miss adaline soft cheek .

Then I whisper in her ear ━ You don't really like cake so much do you? ━She said━ baby girl you know I sure do love cake. chocolate cake with strawberries and real whipped cream on top━ She pats my arms ━ Oh yes that is my favourite cake ━ Miss Adeline smiles, I try smile back, but my heart is racing as fast as the roller coaster at Coney Island.

I can't tell her about the cake just yet. Pretty soon the neighbours start arriving Miss Evelyn wearing her Sunday church hat, and Mr. John's all spruced up in a pinstripe suit

Jamara and Portia sashay in with their parents. They're still carrying their hoops from earlier today ━ girls I don't want to see any hoops━ says mama firmly to Jamara and Portia ━ Okay Mrs. Hayes━ says Jamara She flashes her big, smirking smile at me. ━ kameeka, you're about done with hooping after today, aren't you? ━ I smile right back at her. ━ Don't you bet on it Jamara━ Most

of the presents are still unopened when Miss Adeline says ━ well I do believe it's time for birthday cake━ I swallow hard

Miss Adeline━ I say slowly. ━ we made a cake, but it didn't turn out right... then we needed more sugar to make another one, but I didn't get the sugar back to Mom in time, because I was hoping━ I was trying to beat Jamara so I could be the Hula-hooping queen of 139th Street... my fault there isn't any cake.

No Cake ━says miss Adeline raising her eyebrows.

O look over at Jamara. She is spinning one of Mr John's donuts round and round on her finger like it's a Hula-hoop. Suddenly that gives me an idea━ I'll be right back━ I yell as I raised from the room in the kitchen, I set a chocolate donut on a pretty plate I add whipped cream and strawberries. Mama comes in to help. I put a candle on top and she lights it.

as I carry the donut cake to Miss adaline Mama starts singing happy birthday and everyone joins in. The candle glows as bright as the smile on Miss Adeline's face ━ Why, this is just about perfect━ Miss Adeline says, taking a bite of her donut birthday cake close is pride as a smile on this adaline this is just about perfect birthday cake. ━Now Kammeeka, did you say were

hooping? When I was a girl, I was the best hula-hooper on this block.

Adeline, don't you start that nonsense ━ Miss Evelyn says as she marches on over to us ━ You know very well I was the best━ Miss Adeline looks at me ━ baby girl why don't you bring some hoops on in here and left me show this old girl what she forgot ━ My eyes find Mama's. She shakes her head, but Miss Adeline's already pushing back chairs to make room. then she slips a hoop over her head.

And right then I know Miss Adeline just like me she's got the itch. the Hula-Hooping itch. her fingers start snapping and her feet start tapping, her hips start swinging and before we know it that Hoop is swishing right around Miss Adeline's waist.

Then she's got it swinging around her neck, I glanced over at Mama and see a smile pulling at her lips in spite of herself. Miss Adeline shimmies the hoop down past her knees, she spins it around her ankle, as she hops on one foot then the other, with the hoop still seshing round and round Miss Adeline heads for the door.

Miss Evelyn grabs one of my hopes and mr. John grabs another. Even Mama's hips are swinging as the whole party spills out on the street. Everybody's got the itch, The Hula-hooping itch

pretty soon hoops are swishing and swinging all the way down the block. ━ Kameeka, this is the best birthday party I have ever had! ━ Miss Adeline hollers. Jamara hoops on over to me ━ Kameeka ━ she says ━ I know the real Hula-Hooping Queen of 139th street is ━

I do too━ I say, Jamara settles her hoop around her waist. ━ you ready Kameeka?━

I was born ready━ I say. the sidewalk is Cooler than spring rain and streetlights shine like stars

the end

Then the students read the story and highlight the unknown words and put in a table with meanings

Vocabulary

	Word	Meaning	Word	Meaning	Word	Meaning	
POST-	Teacher explains the next activity where the students are going to draw a pictogram telling the story with short phrases in each session of the Pictogram						40 Minutes