

European Journal of Foreign Language Teaching

ISSN 2537-1754

Volume 4 Issue 4, 2019



Open Access Publishing Group



EUROPEAN JOURNAL FOREIGN LANGUAGE TEA

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ##EDITORIAL BOARD##
##INDEXING AND ABSTRACTING## ##AUTHOR'S GUIDELINES## ##COVERED RESEARCH
AREAS## ##ANNOUNCEMENTS## ##RELATED JOURNALS## ##MANUSCRIPT
SUBMISSION##

Home > About the Journal > Editorial Team

Editorial Team

Editor in Chief

[Violeta Januševa](#), Faculty of Education, University "Sv. Kliment Ohridski", Bitola, Republic of Macedonia

Editorial Board

[Alan Reed Libert](#), Lecturer in Linguistics, University of Newcastle, Australia
[Shkelqim Millaku](#), Associate Professor, Faculty of Education and Philology, University of Prizren, Kosova
[M. Elena Gómez Parra](#), PhD. Lecturer of English, Department of English and German Philology at the University of Córdoba, Córdoba, Spain
[Beatrice Ekanjume-Ilongo](#), Associate Professor of Linguistics, Dean Faculty of Humanities, National University of Lesotho, Leshoto
[Mustafa Zülküf Altan](#), Department of Foreign Languages Education, Erciyes University, Turkey
[Çağla Atmaca](#), Assist. Prof. Dr., Department of English Language Teaching, Faculty of Education, Pamukkale University, Turkey
[Murat Polat](#), Asst. Prof. Dr. & Head of the testing unit at Anadolu University Language School, Turkey
[Orjinta Aloysius Ikechukwu](#), Senior Lecturer, Foreign Languages and Literary Studies University of Nigeria, Nsukka, Nigeria
[Fateme Soltanpour](#), Lecturer, Kar Institute of Higher Education, Qazvin, Iran
[Michael Edung](#), Senior Lecturer, Department of Foreign Languages, University of Uyo, Akwa Ibom State, Nigeria
[Srabani Mallik](#), Assistant Professor of English, Institute of Modern Languages, University of Chittagong, Bangladesh
[Mohammadreza Valizadeh](#), Faculty of Education, English Language Department, Gazi University, Ankara, Turkey
[Justine Bakuuro](#), Department Of English, University Of Ghana, Legon, Ghana
[Ömer Gökhan Ulum](#), Dr. Adana Science and Technology University, Turkey
[Rong Zhang](#), Design Faculty, Nishinippon Institute of Technology, Muromachi, Kokura-kita, Kitakyushu, Fukuoka, Japan
[Massoud Moslehpour](#), Assistant Professor, Department of Business Administration, Asia University (亞洲大學), Taichung, Taiwan
[Violeta Januševa](#), Faculty of Education, University "Sv. Kliment Ohridski", Bitola, Republic of Macedonia
[Rainer Zawadzki](#), Media Department, Governors State University, University Park, Will County, Illinois, United States of America
[Sevdy Ali Ostovar-Namaghi](#), Associate Professor of TEFL, Shahrood University of Technology, Iran
[Xianfa Hua](#), Professor of English, Deputy Chief Editor of Foreign Language and Literature Research, School of Foreign Languages, Central China Normal University, Wuhan, Hubei, China
[Yasin Aslan](#), Assistant Professor, Head of Department of Foreign Languages, Sinop University, Faculty of Education, Sinop, Turkey
[Yusuf Sahin](#), Associate professor, Head of the Department, School of Foreign Languages, Giresun University, Giresun, Turkey, Turkey

Copyright © 2015. **European Journal of Foreign Language Teaching** (ISSN 2537-1754) is a registered trademark of **Open Access Publishing Group**. All rights reserved.

This journal is a serial publication uniquely identified by an International Standard Serial Number (ISSN) serial number certificate issued by Romanian National Library ([Biblioteca Nationala a Romaniei](#)). All the research works are uniquely identified by a [CrossRef DOI](#) digital object identifier supplied by indexing and repository platforms.

All the research works published on this journal are meeting the [Open Access Publishing](#) requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).



ISSN 2537 - 1754
ISSN-L 2537 - 1754

Education Journals

[European Journal of Education Studies](#)

[European Journal Of Physical Education and Sport Science](#)

[European Journal of English Language Teaching](#)

[European Journal of Special Education Research](#)

[European Journal of Alternative Education Studies](#)

[European Journal of Open Education and E-learning Studies](#)

Public Health Journals

[European Journal of Public Health Studies](#)

[European Journal of Fitness, Nutrition and Sport Medicine Studies](#)

[European Journal of Physiotherapy and Rehabilitation Studies](#)

Social Sciences Journals

[European Journal of Social Sciences Studies](#)

[European Journal of Economic and Financial Research](#)

[European Journal of Management and Marketing Studies](#)

[European Journal of Human Resource Management Studies](#)

[European Journal of Political Science Studies](#)

Literature, Language and Linguistics Journals

[European Journal of Literature, Language and Linguistics Studies](#)

[European Journal of Literary Studies](#)

[European Journal of Applied Linguistics Studies](#)

[European Journal of Multilingualism and Translation Studies](#)



Article template

Ma

Co

Questions?

Click here to contact us.

Disallow cookies

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

Allow cookies

Leave a message



EUROPEAN JOURNAL FOREIGN LANGUAGE TEACHING

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ##EDITORIAL BOARD##
##INDEXING AND ABSTRACTING## ##AUTHOR'S GUIDELINES## ##COVERED RESEARCH
AREAS## ##ANNOUNCEMENTS## ##RELATED JOURNALS## ##MANUSCRIPT
SUBMISSION##

Home > Indexing and Abstracting

Indexing and Abstracting

1. International Academic Databases and Academic Social Networks



Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Google Scholar index includes most peer-reviewed online journals of Europe and America's largest scholarly publishers, plus scholarly books and other non-peer reviewed journals. It contains roughly 160 million documents as of May 2014 and approximately 80-90% coverage of all articles published in English. Usually, a period of time, approximately 3-5 weeks, is required between the publication of the research and its indexation. Our indexed articles could be accessed [here](#).



Academia.edu is a social networking website for academics. The platform can be used to share papers, monitor their impact, and follow the research in a particular field. It was launched in September 2008, with 31 million registered users as of January 2016 and over 8 million uploaded texts. Academia.edu allows following the evolution of a shared research, offering statistics about referring sources, views of the abstract and downloads of the indexed article. Our profile could be accessed [here](#).



ERIC (Education Resource Information Center) is an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. The Education Resource Information Center (ERIC) provides access to educational literature and resources. This database provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index. The submission/accessing procedure are not conditioned by the existence of an account. THE INDEXING IS A COMPLEX PROCEDURE, THE ARTICLES ARE REVIEWED BY ERIC, INDEXED AND CLASSIFIED BASED ON THEIR EDUCATIONAL CONTENT, UNDER THEIR OWN KEYWORDS, ETC.. USUALLY THE INDEXING TAKES BETWEEN 4 AND 6 WEEKS. [ERIC INDEXED ARTICLES](#)



Mendeley is an academic platform aimed to allow sharing research papers, discovering research data and collaborating online. It offers the possibility of search by abstract, keyword and author, and allows to organize and share data in public and closed groups. Mendeley permits to follow the evolution in terms of the number of readers that accessed/saved the metadata of the shared research articles. Our profile could be accessed [here](#).



Zotero is free and open-source reference management software to manage bibliographic data and related research materials. Notable features include web browser integration, online syncing, generation of in-text citations, footnotes, and bibliographies, as well as integration with the word processors Microsoft Word, LibreOffice, OpenOffice.org Writer and NeoOffice. It is produced by the Center for History and New Media of George Mason University, United States of America. Our profile could be accessed [here](#).



Zenodo is an online digital repository where researchers can preserve and share their research outputs, including figures, datasets, images, and videos. It is free to upload content and free to access, in adherence to the principle of open data. It was created by [OpenAIRE](#) and [CERN](#) to provide a place for researchers to deposit datasets.



Calaméo is a free document publishing platform that creates interactive web publications in real time. It allows following the evolution of the shared document by counting the readers. Our profile could be accessed [here](#).



CiteULike is a web service which allows users to save and share citations to academic papers. Based on the principle of social bookmarking, the site works to promote and to develop the sharing of scientific references amongst researchers. When browsing issues of research journals, small scripts stored in bookmarks (bookmarklets) allow one to import articles from repositories like PubMed, and CiteULike supports many more. Then the system attempts to determine the article metadata (title, authors, journal name, etc.) automatically. Users can organize their libraries with freely chosen tags and this produces a folksonomy of academic interests. Our profile could be accessed [here](#).

ISSN 2537 - 1754
ISSN-L 2537 - 1754

Education Journals

[European Journal of Education Studies](#)

[European Journal Of Physical Education and Sport Science](#)

[European Journal of English Language Teaching](#)

[European Journal of Special Education Research](#)

[European Journal of Alternative Education Studies](#)

[European Journal of Open Education and E-learning Studies](#)

Public Health Journals

[European Journal of Public Health Studies](#)

[European Journal of Fitness, Nutrition and Sport Medicine Studies](#)

[European Journal of Physiotherapy and Rehabilitation Studies](#)

Social Sciences Journals

[European Journal of Social Sciences Studies](#)

[European Journal of Economic and Financial Research](#)

[European Journal of Management and Marketing Studies](#)

[European Journal of Human Resource Management Studies](#)

[European Journal of Political Science Studies](#)

Literature, Language and Linguistics Journals

[European Journal of Literature, Language and Linguistics Studies](#)

[European Journal of Literary Studies](#)

[European Journal of Applied Linguistics Studies](#)

[European Journal of Multilingualism and Translation Studies](#)



Article template

Ma

Co

Questions?

Click here to contact us.

Disallow cookies

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

Allow cookies

Leave a message

BibSonomy is a social bookmarking and publication-sharing system. It aims to integrate the features of bookmarking systems as well as team-oriented publication management. BibSonomy offers users the ability to store and organize their bookmarks and publication entries and supports the integration of different communities and people by offering a social platform for literature exchange. Both bookmarks and publication entries can be tagged to help structure and re-find information. As the descriptive terms can be freely chosen, the assignment of tags from different users creates a spontaneous, uncontrolled vocabulary: a folksonomy. It is developed and operated by the KDE group of the University of Kassel, the DMIR group of the University of Würzburg, Germany. Some samples of our submitted research could be found here: [1,2,3,4,5,6,7,8,9,10](#).



The **Open Archives Initiative** (OAI) develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content. OAI has its roots in the open access and institutional repository movements. Continued support of this work remains a cornerstone of the Open Archives program. Over time, however, the work of OAI has expanded to promote broad access to digital resources for eScholarship, eLearning, and eScience. The Open Archive Initiative project is developed by Cornell University, USA. The profiles of our journals could be accessed here: [EJES](#), [EJPRESS](#), [EJFLT](#), [EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#).



Journal Index (ScopeMed JournalIndex.net) is a directory database service offered by ScopeMed that stores journals data and allows searching by various criteria: name, research area, country, language. It contains more than 9900 journals (March 31, 2016). The profiles of our journals could be accessed here: [EJES](#), [EJPRESS](#), [EJFLT](#), [EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#).



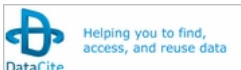
AcademicKeys is the premier source for academic employment. Our 18 discipline-focused sites offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher ed jobs with AcademicKeys.com. Our profiles could be accessed on the social sciences section (searching by publisher, ISSN or name of the journal) [here](#).



The **Electronic Journals Library** (EZB) is a service to facilitate the use of scholarly journals on the internet. It offers a fast, structured and unified interface to access full-text articles online. It comprises 85027 titles from all areas of research, 16697 of which are available online only. In addition, 88009 journals, which are provided by aggregators, are listed. The EZB contains 52639 journals which are accessible free of charge to anyone. Furthermore, the participating libraries provide their users access to the journals they subscribe to. The journals are presented in lists sorted by research area. An updated list is generated by the database according to the member library's specifications each time it is accessed. The availability of full-text access is indicated by traffic-light symbols according to the license situation of each member library. The Electronic Journals Library project is developed by Regensburg University, Germany.



BASE (Bielefeld Academic Search Engine) is one of the world's most voluminous search engines, especially for academic open access web resources. BASE is operated by Bielefeld University Library, Germany. It facilitates effective and targeted searches and retrieves high quality, academically relevant results. The articles metadata is harvested periodically, a period of around 2-4 weeks could occur between the publication and indexing. Samples of our submitted research could be found here: [1,2,3,4,5,6,7,8,9,10](#), or with a [verbatim search](#).



DataCite is an international not-for-profit organization which aims to improve data citation in order to establish easier access to research data on the Internet, increase acceptance of research data as legitimate, citable contributions to the scholarly record and support data archiving that will permit results to be verified and re-purposed for future study. DataCite was subsequently founded in London on 1 December 2009 by organisations from 6 countries: the British Library; the Technical Information Center of Denmark (DTIC); the TU Delft Library from the Netherlands; the National Research Council's Canada Institute for Scientific and Technical Information (NRC-CISTI); the California Digital Library (University of California Curation Center); Purdue University (USA) and the German National Library of Science and Technology (TIB). Samples of our submitted research could be found here: [1,2,3,4,5,6,7,8,9,10](#).



Genamics JournalSeek is an online database covering academic journals. The JournalSeek database contains 104166 journals from 6434 different publishers (February 2016). The database includes journal descriptions and links to the journals' homepages. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category, and ISSN. Searching this information allows the rapid identification of potential journals to publish your research in, as well as allow you to find new journals of interest to your field. Our profiles could be accessed here: [EJES](#), [EJPE](#), [EJSER](#).

2. Impact Factor



CiteFactor is a service that provides access to quality controlled Open Access Journals. The Directory indexing of journal aims to be comprehensive and cover all open access scientific and scholarly journals that use an appropriate quality control system, and it will not be limited to particular languages or subject areas. The aim of the Directory is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact. (**Impact Factor under evaluation**)



Impact factor: 3.088 (2016)

ResearchBib (Research Bible) is open access with high standard indexing database for researchers and publishers. The Journal Database contains 420,000+ journals from different publishers, which includes the title, abbreviation,

USER

Username

Password

☐ Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

LANGUAGE

Select Language

English

JOURNAL CONTENT

Search

Search Scope

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

Questions?

[Click here to contact us.](#)

[Disallow cookies](#)

[Leave a message](#)

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

[Allow cookies](#)

[EJPRESS](#), [EJFLT](#), [EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#). A ResearchBib free account is required in order to access the profiles.



OAJI (Open Academic Journals Index) is a full-text database of open-access scientific journals founded by International Network Center for Fundamental and Applied Research, Russian Federation. It stores more than 78.000 articles from 2100 journals from 90 countries. A Journal Impact Factor is calculated yearly based on previous activity: accessing, citation, indexing in databases, author provenience, website design, etc.. (**Impact Factor under evaluation**)

Section under Construction (pending subscriptions)



JournalTOCs is a Current Awareness Service (CAS) where you can discover the newest papers coming directly from the publishers as soon as they have been published online. It is one of the biggest searchable collections of scholarly journal Tables of Contents (TOCs). It contains articles' metadata of TOCs for over 27,299 journals directly collected from over 2824 publishers (February 2016). It is a project of School of Mathematical and Computer Sciences, Heriot-Watt University, Edinburgh, United Kingdom.



ROAD is an international directory of Open Access scholarly resources. ROAD has been developed with the support of the Communication and Information Sector of UNESCO, it provides a free access to a subset of the ISSN Register. This subset comprises bibliographic records which describe scholarly resources in Open Access identified by an ISSN: journals, monographic series, conference proceedings and academic repositories. ROAD records are enriched by metadata about the coverage of the resources by indexing and abstracting databases, registries and journals indicators.



SHERPA/RoMEO is a database service run by SHERPA (Joint Information Systems Committee, United Kingdom, University of Nottingham, United Kingdom and University of Lund, Sweden) aimed to show the copyright and open access self-archiving policies of academic journals. The database uses a color-coding scheme to classify publishers according to their self-archiving policy. This shows authors whether the journal allows pre-print or post-print archiving in their copyright transfer agreements. It currently holds records for over 22,000 journals (February 2016).

Further Indexation and Abstracting are in process.

Copyright © 2015. **European Journal of Foreign Language Teaching** (ISSN 2537-1754) is a registered trademark of **Open Access Publishing Group**. All rights reserved.

This journal is a serial publication uniquely identified by an International Standard Serial Number ([ISSN](#)) serial number certificate issued by Romanian National Library ([Biblioteca Nationala a Romaniei](#)). All the research works are uniquely identified by a [CrossRef DOI](#) digital object identifier supplied by indexing and repository platforms.

All the research works published on this journal are meeting the [Open Access Publishing](#) requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).



Questions?

[Click here to contact us.](#)

[Disallow cookies](#)

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

[Allow cookies](#)

[Leave a message](#)



EUROPEAN JOURNAL FOREIGN LANGUAGE TEACHING

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ##EDITORIAL BOARD##
##INDEXING AND ABSTRACTING## ##AUTHOR'S GUIDELINES## ##COVERED RESEARCH
AREAS## ##ANNOUNCEMENTS## ##RELATED JOURNALS## ##MANUSCRIPT
SUBMISSION##

Home > About the Journal > **Journal Contact**

Journal Contact

Mailing Address

Open Access Publishing Group
Moinești Street, Nr. 40
061231, Bucharest, Romania

Nita Constantin Trifon Emil I.I.
RO29354723
Str. Rosiori de Vede, Nr. 1, Ap 58,
Bucharest, 061203
Romania

Phone: 0040724511635
Email: contact@oapub.org

Principal Contact

Constantin Emil
Executive managing editor
Phone: 0040724511635
Email: editor@oapub.org

Support Contact

Constantin Emil
Email: editor@oapub.org

Copyright © 2015. **European Journal of Foreign Language Teaching** (ISSN 2537-1754) is a registered trademark of **Open Access Publishing Group**. All rights reserved.

This journal is a serial publication uniquely identified by an International Standard Serial Number (ISSN) serial number certificate issued by Romanian National Library ([Biblioteca Nationala a Romaniei](#)). All the research works are uniquely identified by a [CrossRef DOI](#) digital object identifier supplied by indexing and repository platforms.

All the research works published on this journal are meeting the [Open Access Publishing](#) requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).



ISSN 2537 - 1754
ISSN-L 2537 - 1754

Education Journals

[European Journal of Education Studies](#)

[European Journal Of Physical Education and Sport Science](#)

[European Journal of English Language Teaching](#)

[European Journal of Special Education Research](#)

[European Journal of Alternative Education Studies](#)

[European Journal of Open Education and E-learning Studies](#)

Public Health Journals

[European Journal of Public Health Studies](#)

[European Journal of Fitness, Nutrition and Sport Medicine Studies](#)

[European Journal of Physiotherapy and Rehabilitation Studies](#)

Social Sciences Journals

[European Journal of Social Sciences Studies](#)

[European Journal of Economic and Financial Research](#)

[European Journal of Management and Marketing Studies](#)

[European Journal of Human Resource Management Studies](#)

[European Journal of Political Science Studies](#)

Literature, Language and Linguistics Journals

[European Journal of Literature, Language and Linguistics Studies](#)

[European Journal of Literary Studies](#)

[European Journal of Applied Linguistics Studies](#)

[European Journal of Multilingualism and Translation Studies](#)



Article
template

Ma

Co

Questions?

Click here to contact us.

Disallow cookies

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

Allow cookies

Leave a message



EUROPEAN JOURNAL FOREIGN LANGUAGE TEACHING

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ##EDITORIAL BOARD##
##INDEXING AND ABSTRACTING## ##AUTHOR'S GUIDELINES## ##COVERED RESEARCH
AREAS## ##ANNOUNCEMENTS## ##RELATED JOURNALS## ##MANUSCRIPT
SUBMISSION##

Home > Archives > Volume 4, Issue 4, 2020

Volume 4, Issue 4, 2020

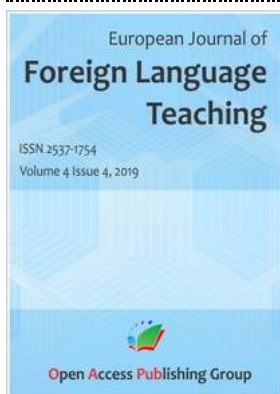


Table of Contents

Articles

[LEARNERS AND TEACHERS' ATTITUDES TOWARD USING L1 IN ARABIC CLASSES: DOES CONTEXT MATTER?](#)
El-Hussein A. Y. Aly

[PDF](#)

[NEEDS ANALYSIS AND ASSESSMENT OF GRAMMAR STRUCTURES NEEDED BY GERMAN TEACHER CANDIDATES IN LANGUAGE USE PROCESS](#)
Fatma Karaman

[PDF](#)

[MOODLE QUIZ TO SUPPORT VOCABULARY RETENTION IN EFL TEACHING AND LEARNING](#)
Nguyen Quoc Bao, Nguyen Van Loi

[PDF](#)

[WHAT FACTORS DO LEARNERS ATTRIBUTE TO THEIR SPEAKING ACHIEVEMENT?](#)
Saliha Toscu

[PDF](#)

[DETERMINATION OF METAPHORIC PERCEPTIONS OF GERMAN TEACHER CANDIDATES IN THE TURKEY TOWARDS GERMAN READING AND WRITING SKILLS](#)
Fatma Karaman

[PDF](#)

[EXPLORING LEARNING OPPORTUNITIES DURING MIXED-AGE PEER INTERACTIONS IN MIXED-AGE SECONDARY SCHOOL EFL CLASSROOMS IN GERMANY](#)
Tomas Kos

[PDF](#)

[A STUDY ON THE WRITING ERRORS AMONG THE BEGINNER LEVEL CHINESE LANGUAGE LEARNERS IN SECONDARY SCHOOLS IN SRI LANKA](#)
Sammanie Upadya Kandambi

[PDF](#)

[A STUDY ON THE APPLICATION OF "MOBILE MICRO-WRITING + AUTOMATIC CORRECTION + ENGLISH WECHAT" MODEL IN THE INSTRUCTION OF COLLEGE ENGLISH WRITING IN CHINA](#)
Yang Feng

[PDF](#)

[A STUDY ON TEACHING CHINESE CULTURE IN HIGHER EDUCATION INSTITUTES IN SRI LANKA](#)
Sammanie Upadya Kandambi

[PDF](#)

[PROMOTING ENGLISH SPEAKING SKILLS: LESSONS LEARNT FROM THE EFL CLASSROOMS CONTEXT](#)
A. Abid

[PDF](#)

Copyright © 2015. **European Journal of Foreign Language Teaching** (ISSN 2537-1754) is a registered trademark of **Open Access Publishing Group**. All rights reserved.

This journal is a serial publication uniquely identified by an International Standard Serial Number (ISSN) serial number certificate issued by Romanian National Library ([Biblioteca Nationala a Romaniei](#)). All the research works are uniquely identified by a [CrossRef DOI](#) digital object identifier supplied by indexing and repository platforms.

All the research works published on this journal are meeting the [Open Access Publishing](#) requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).



Article
template

Ma

Co

Questions?

Click here to contact us.

Disallow cookies

Leave a message

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

Allow cookies



EUROPEAN JOURNAL FOREIGN LANGUAGE TEACHING

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ##EDITORIAL BOARD##
##INDEXING AND ABSTRACTING## ##AUTHOR'S GUIDELINES## ##COVERED RESEARCH
AREAS## ##ANNOUNCEMENTS## ##RELATED JOURNALS## ##MANUSCRIPT
SUBMISSION##

Home > Volume 4, Issue 4, 2020 > **Abid**

PROMOTING ENGLISH SPEAKING SKILLS: LESSONS LEARNT FROM THE EFL CLASSROOMS CONTEXT

A. Abid

Abstract

As they are candidate of school English teachers in Indonesian schools, graduates of English education programs in Indonesia are expected to demonstrate adequate understanding of English pedagogical knowledge and uses. Yet, it is widely acknowledged that during their language and teaching training, many of these teacher candidates often experience various challenges, particularly in the domain of English-speaking skills. This paper, therefore, sought to explore how teacher educators (TEs) attempted to deal with such challenges in their teaching praxis. Drawing on a qualitative research approach, data were collected from TEs working in a university in the north part of Indonesia who were selected purposively, and classroom observation field-notes. Findings revealed two major themes, designing classroom tasks and promoting group work, which highlights the need to create a fun and stimulating classroom atmosphere for the TEs to foster improvement in English speaking skills.

Article visualizations:

0 1 1 6 0

DOI 10.5281/zenodo.3710529

Keywords

games, group work, teacher educator, English speaking skills

Full Text:

[PDF](#)

References

- Abid (2016). Oral communication strategies instruction: Voices from Indonesian English language lecturers (Unpublished doctoral thesis, Doctor of Education). Curtin University, Perth.
- Anwar, K. (2016). Panel discussion and the development of students' self-confidence. *English Language Teaching*, 9(4), 224. doi: 10.5539/elt.v9n4p224
- Avinash, M. R. (2016). Use of puzzle solving games to teach English. *Indian Journal of Science and Technology*, 9(15). doi: 10.17485/ijst/2016/v9i15/86940
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Crookall, D. (1990). *Simulation, gaming, and language learning*. Newbury House.
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39-54. doi: 10.14221/ajte.2016v41n3.3
- Griffiths, C. (2015). What have we learnt from 'good language learners'? *ELT Journal*, 69(4), 425-433. doi: 10.1093/elt/ccv040
- Huong, L. P. H. (2007). The more knowledgeable peer, target language use, and group participation. *The Canadian Modern Language Review*, 64(2), 333-354. Retrieved from www.muse-jhu-edu.dbgw.lis.curtin.edu.au
- Johnson, D., & Johnson, F. (2009). *Joining together: Group theory and group skills* (10th ed.). Upper Saddle River, N.J.: Pearson Education.
- Kayi-Aydar, H. (2013). Scaffolding language learning in an academic ESL classroom. *ELT Journal*, 67(3), 324-335. doi: 10.1093/elt/cct016
- Lengeling, M. M., & Malarcher, C. (1997). Index cards: A natural resource for teachers. *Forum*, 35(4), 42.
- Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers and Education*, 55, 630-643. doi: 10.1016/j.compedu.2010.02.023
- Mercieca, P. D. (2014). Changing perspectives of literacy, identity and motivation: Implications for language education. In K. Dunworth & G. Zhang (Eds.), *Critical perspective on language education: Australia and the Asia Pacific* (pp. 29-48). Cham: Springer.
- Nur, M. R., & Madkur, A. (2014). Teachers' voices on the 2013 curriculum for English instructional activities. *Indonesian Journal of English Education*, 1(2), 119-134.
- Panggabean, H. (2015). Problematic Approach to English Learning and Teaching: A Case in Indonesia. *English language teaching*, 8(3), 35-45. doi:10.5539/elt.v8n3p35
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum*, 36(1), 20-27, 1998.

ABOUT THE AUTHOR

A. Abid
Universitas Negeri
Gorontalo, Indonesia

ARTICLE TOOLS

- [Print this article](#)
 [Indexing metadata](#)
 [How to cite item](#)

ISSN 2537 - 1754
ISSN-L 2537 - 1754

Education Journals

- [European Journal of Education Studies](#)
[European Journal Of Physical Education and Sport Science](#)
[European Journal of English Language Teaching](#)
[European Journal of Special Education Research](#)
[European Journal of Alternative Education Studies](#)
[European Journal of Open Education and E-learning Studies](#)

Public Health Journals

- [European Journal of Public Health Studies](#)
[European Journal of Fitness, Nutrition and Sport Medicine Studies](#)
[European Journal of Physiotherapy and Rehabilitation Studies](#)

Social Sciences Journals

- [European Journal of Social Sciences Studies](#)
[European Journal of Economic and Financial Research](#)
[European Journal of Management and Marketing Studies](#)
[European Journal of Human Resource Management Studies](#)
[European Journal of Political Science Studies](#)

Literature, Language and Linguistics Journals

- [European Journal of Literature, Language and Linguistics Studies](#)
[European Journal of Literary Studies](#)
[European Journal of Linguistics](#)
[European Journal of Multilingual Translation Studies](#)

Questions?

[Click here to contact us.](#)

[Disallow cookies](#)

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

[Allow cookies](#)

[Leave a message](#)

DOI: <http://dx.doi.org/10.46827/ejfl.v0i0.3054>

Refbacks

- There are currently no refbacks.

Copyright © 2015. **European Journal of Foreign Language Teaching** (ISSN 2537-1754) is a registered trademark of **Open Access Publishing Group**. All rights reserved.

This journal is a serial publication uniquely identified by an International Standard Serial Number ([ISSN](#)) serial number certificate issued by Romanian National Library ([Biblioteca Nationala a Romaniei](#)). All the research works are uniquely identified by a [CrossRef DOI](#) digital object identifier supplied by indexing and repository platforms.

All the research works published on this journal are meeting the [Open Access Publishing](#) requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).



Manuscript submission

Contact us

FONT SIZE

USER

Username
Password
☐ Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

LANGUAGE

Select Language
English

JOURNAL CONTENT

Search
Search Scope
All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

Questions?

[Click here to contact us.](#)

[Disallow cookies](#)

This website makes use of cookies to enhance browsing experience and provide additional functionality. [Details](#)

[Allow cookies](#)

[Leave a message](#)



PROMOTING ENGLISH SPEAKING SKILLS: LESSONS LEARNT FROM THE EFL CLASSROOMS CONTEXT

Abidⁱ

Universitas Negeri Gorontalo,
Indonesia

Abstract:

As they are candidate of school English teachers in Indonesian schools, graduates of English education programs in Indonesia are expected to demonstrate adequate understanding of English pedagogical knowledge and uses. Yet, it is widely acknowledged that during their language and teaching training, many of these teacher candidates often experience various challenges, particularly in the domain of English-speaking skills. This paper, therefore, sought to explore how teacher educators (TEs) attempted to deal with such challenges in their teaching praxis. Drawing on a qualitative research approach, data were collected from TEs working in a university in the north part of Indonesia who were selected purposively, and classroom observation field-notes. Findings revealed two major themes, designing classroom tasks and promoting group work, which highlights the need to create a fun and stimulating classroom atmosphere for the TEs to foster improvement in English speaking skills.

Keywords: games, group work, teacher educator, English speaking skills

1. Introduction

Despite the fact that English is yet a second language in Indonesia, a language status which renders a politically and socio-culturally use of another language in wider aspects of life, many Indonesian learners put so much effort to master the language. A commonly held belief for this endeavour is that being proficient in English opens worldwide access, such as pursuing higher education overseas and securing position in today's competitive job market. Other reason is that teaching this language has been mandated for years in the country's educational curriculum. That is why, learning this language as a subject matter begins earlier in primary education (Panggabean, 2015), and continues until higher education in pursue of improved English proficiency level for internationally related gains. Unfortunately, research in English language teaching arena have shown

ⁱ Correspondence: email abid@ung.ac.id, abidhalim2018@gmail.com

unsatisfactory results for learning this foreign language (Abid, 2016; Nur & Madkur, 2014).

It is claimed that, in many parts of Indonesia, high school students, in particular, are not fully able to perform as competent users of the language they have been learning for years in many given contexts. Prolonged engagement in the language tuition, apparently, does not always lead to successful language learning and uses. Consequently, as they continue studying in universities, these high school graduates encounter more demanding tasks related to English learning (Zein, 2014), which is partly due to their insufficiently prepared English classes during schools. For some university students these might not be a real problem, but for English majors are.

In Indonesia, the context of the present study, students majoring in English Education will be at the frontline to many schools in the country in a way that these students are qualified candidates of the school English teachers upon graduation. As such, expectation overqualified English teacher candidates undoubtedly persists, and there is no reason for the graduates for not being able to perform acceptable standard of teaching and using the language. To respond to this need, a myriad of efforts has been enacted, particularly in the classroom settings, by both the government, educational practitioners and classroom teachers.

Nevertheless, relatively little is understood about how Indonesian English TEs deal with multifaceted issues arising out of their classroom praxis, such as having a large number of learners, limited teaching hours allocated for English tuition, lack of stimulating pedagogical resources as well as teachers varied English proficiency level. Therefore, this present study aims at exploring how TEs at the university level, regardless of these issues, enact their English teaching practices in response to the need to foster English communicative skills amidst their linguistically and socio-culturally different students. By listening to their teaching experiences, particularly how they overcome their perceived teaching challenges, teacher education institutions may reflect on current teaching phenomena and develop strategic plan for ensuring qualified and competent school English teachers can be facilitated.

2. Literature Review

2.1 Context to the study

English in Indonesia, to some extent, is taught as a foreign language subject across classrooms. This language tuition begins from primary school to the higher education level. To meet the need of English teachers at this school level, candidates for schoolteacher position are usually recruited from teacher education institutions, or university graduates who can satisfy the required criteria for teaching practices. One of these teacher education institutions is the institution where the present study was conducted. This institution, located in the north part of Indonesia, is a government-run university, aiming to educate qualified and competent school teachers in Indonesia. The courses offered, among others, are science, economics, businesses, engineering, primary

education, and English education. The programs include bachelor, master's and doctoral degree.

English education course in this institution is administered by Faculty of Letters and Culture. This program seeks to educate high school graduates who want to pursue career in the teaching English sector across primary and secondary schools in Indonesia. The normal duration for completing this course is within four years, comprising eight semesters. This is a full study program, with writing bachelor thesis included into the main component for graduation assessed by a board of examiners assigned by the faculty. With regards to teaching staff, this English education course has staff graduating from Indonesian and overseas universities, with some holding doctoral degree and professor qualifications. The students, henceforth refer to English majors (EMs), are high school graduates from Gorontalo and the surrounding regions. Upon acceptance into this program, these EMs are assigned to enroll into an Intensive Course unit where they learn all skills of the English language, weighing 12 credits.

2.2 Using games and group work in EFL classrooms

Games and group work are seen as useful activities, particularly in language classrooms. As with games, according to Uberman (1998), teacher can adopt games to complement their primary classrooms activities, either in the beginning or at the end of a lesson. One of the reasons for integrating games into the classroom is that games can reinforce learning of a particular aspect of language while fostering whole class participation. Lengeling and Malarcher (1997) asserts that by using games, teachers can facilitate improvements in learners' cognitive aspects, such as encouraging learners to practice using the language being learnt in the classroom situation. In addition, when teacher can effectively integrate games in their teaching praxis, learners can find ways to reduce their anxiety level whilst attempting to build on positive feelings in their learning (Crookal, 1990).

Studies about the use of games in language classroom has been extensively done, especially in pursue of anticipating challenges in the speaking domain. Wu, Chen, and Huang (2014), for example, examined how digital board games uses were related to communication skills and intrinsic motivation in the context of Taiwan. The study showed that many of the students engaged in the digital board games classroom reported that they felt comfortable in speaking English. These findings were supported by Vardanjani (2014), who measured the impact and results of adopting language games into vocabulary learning class in Iran. Vardanjani found that students in the experimental group showed improvement related to vocabulary learning, and the games uses provide the students with an interesting and stimulating learning vibrance.

Other similar findings were from Liu and Chu (2010). These researchers sought to examine how particular ubiquitous games impacted on Taiwanese English learners' learning motivation and achievement. The study found that the use of games in the English language classroom assisted the students in obtaining better learning outcomes and increasing their motivation to learn English. It was also reported in the study that

students said that they felt satisfied with the ubiquitous games as the games encouraged them to interact orally in English in everyday life context.

With regard to group work, the literature show that other ELT teachers prefer group work to using games to deal with particular problems in their classrooms. For example, Huong (2007) investigated the function of pair and how drills in the context of ELT can vary according to a peer's level of ability in Vietnam English classrooms. The study revealed that the assisted group outweighed the unassisted in terms of language performance. The group, which was scaffolded by a more proficient peer, encouraged all the members of the group to equally participate in speaking in the target language, minimising L1 uses, which was more noticeable in the discussion within the group of unassisted members. In a similar vein, a study by Kayi-Aydar (2013) found that group work would work effectively during students-teacher interaction in various classroom activities, as in small group power struggles amongst students often interfere. Drawing on a study conducted in an English as a second language (ESL), Kayi-Aydar (2013) suggested that what is crucial is how teachers encourage students to seek support from peers and to learn from 'scaffolded talk' for their oral English proficiency progress.

These studies have described how teachers and learners communicate in English during classroom activities. Using games and group work assisted language learners in learning English in a fun and stimulating learning environment. Yet, to what extent these two teaching strategies are enacted in teacher education program remains under-explored. Given this, this present study sought to fill this void.

3. Research Methods

The study reported in this article, which is part of a larger study conducted in a teacher education institution in Indonesia by Abid (2016), was informed by a qualitative research approach. This approach suggests collecting research data by listening to how research participants make meaning of their lived experience in a natural setting (Creswell, 2012). Such lived experience resembles the voices of EFL teacher educators in adopting particular strategies for an engaging and stimulating English classroom. Given this, eleven EFL teacher educators who were teaching English at a teacher education institution in a province in Indonesia agreed to share their pedagogical experience. They were asked to fill in informed consents and were told that their participation in this present study was voluntarily, which means they could withdraw from the research at any time.

A semi structured interview technique was carried out with the TEs in a language (the Indonesian language or English) that they most preferred. Prior to conducting the interview, a pilot study was carried out to examine whether or not the interview questions addressed the purpose of the study. Furthermore, revision was done to improve the quality and relevance of the interview question to the research purpose, as well as the interview procedures. Following this, the interview transcriptions were transcribed verbatim, and analysed using a thematic analysis method. To ensure trustworthiness of the study, all participants were asked to double check the interview

transcripts to see if these were what they actually meant during the interview. In addition, secondary data were used, which were observation fieldnotes on some of the TEs classrooms.

The key question, therefore, addressed in this present study was: *How do teacher educators deal with EMs' English-speaking challenges in English language classroom?*

4. Results and Discussion

Findings revealed that there were two main themes which best described how teacher educators (TEs) dealt with English majors (EMs) English speaking challenges. These were designing classroom tasks and promoting group work.

4.1 Designing classroom tasks

TEs saw Games and Show and Tell activity as beneficial in handling particular difficulties related to students' involvement in classroom activities. TE1, for instance, to encourage her EMs to speak English, she would ask her EMs to play games, either in groups or pairs. In addition, she adopted games to observe the progress of her EMs' English-speaking skills and to stimulate less proficient EMs to speak English. To do this, this TE drew on group or pair work, where EMs could assist their low proficient peers to deal with particular English-speaking problems they might face:

"So, I have so many ways how to attract the lower students to be involved in activities. So I have just like making groups, do in pairs. We do a lot of games. So sometimes we have method in teaching but then while doing that we should see their progress by giving them activities and the activities one of them is gaming".(TE1: 68)

Similarly, TE9 looked at games as a suitable option to encourage EMs to participate actively in classroom English speaking. She believed that Talking Stick could stimulate EMs to speak up and communicate with their peers:

"In order to help students, become interested or to make them interact effectively in the classroom, I use Talking Stick. So, students take turns in speaking before their peers". (Researcher's translation, TE9: 63)

Other TEs, meanwhile, looked at the Show and Tell activity as an option to a game. As TE2 put it:

"So, they will bring a thing that they thought that it is favorable or adorable or something like that, but they don't have to show to their friends before the class started. So, when they perform the class, they will show it surprisingly then they will explain why they took this thing". (TE2: 31)

In this activity, the EMs were asked to talk about items that they liked. They were guided to hone skills in delivering oral presentation. The following section describe other theme, namely, promoting group work.

4.2 Promoting group work

Group work, for the purpose of the present study, refer to classroom tasks that entails two or more students working collaboratively in and out of the classroom. In the present study, some TEs detailed that they utilised group work to stimulate the EMs to speak in English. For instance, TE4 said that working with peers opened up opportunity to develop confidence level when speaking English. This TE perceived that for English beginner level learners to speak English, speaking with peers could create a more secured and enjoyable speaking atmosphere than with TEs:

“So, for example if they choose the theme best friend, two of them will work together. ... So this is, you know, in my understanding that we can accommodate their worry about to how to speak English in, you know, in the first time by themselves in their beginning level like that”. (TE4: 3)

TE2 maintained that when engaging in group work, EMs help to share classroom activities based on what interested them and what level of proficiency they were. She said that her EMs would take on different parts of the group activity on the basis of their current English proficiency level:

“Not really but because they work in groups so other students will fill it. So, they usually share tasks, ‘Oh I will do the opening’ but this does not mean that he or she does not know the content”(TE2: 33)

Likewise, TE8 who was a listening teacher educator, contended that working in group assisted the EMs in the listening classes, which further facilitated their English-speaking skills improvement. This TE perceived that when engaging in group work, EMs had a chance to recognise which aspect of their learning that should be improved:

“Usually they found difficulties. But if they do it in groups, they can ask each other. So, they will know what is his or her ... what is it? Lack or maybe what is? Weaknesses from the audio so they can collect their group’s opinion and then write down the answer”. (TE8: 43)

Furthermore, observations in some of the TEs’ speaking and listening classes were conducted to corroborate findings from the interviews. The field-notes below, which were obtained from TE8 and TE3’s classes show the organization of working in groups for promoting dialogue in English.

"There were about 22 students attending today's class. They were seating in the computer laboratory. The lecturer asked them to match story in the diary with the story they heard from the recording. In groups, the students completed the task. Initially, they looked for the answers individually, then they shared and compared the answers with their group members". (TE8's class, 12M14)

"The topic for today's lesson was giving direction. After explaining some useful expressions about giving direction, the lecturer put the students in groups. The students were asked to play a game. They must help one member of their group to get to a particular place by giving direction". (TE3's class, 12M14)

These participating TEs reported that to stimulate low English proficient EMs to speak English when interacting orally during classroom activities, they would need to make use of a variety of classroom tasks, such as games and Show and Tell activities. By using games, for instance, the TEs expected the EMs to talk in English. According to Avinash (2016), adopting language games facilitates the learning language and stimulate learners to find ways to learn. Likewise, Liu and Chu (2010) who found that using a ubiquitous game, such as HELLO (the Handheld English Language Learning Organization), offered opportunities for Taiwanese students learning English to take part in meaningful and stimulating classroom activities that helped them in speaking and listening. However, the procedures enacted and how they operate in these two classroom settings are not the same. For example, HELLO is a modern game that entails different learning strategies to encourage learners to speak up (Liu & Chu, 2010). Talking Stick, on the other hand, has relatively simple procedure where EMs talk about topic of their interest in turn.

What is different between the games adopted in the two classroom settings above is their interactivity level. Whilst HELLO allows learners to practise speaking in a real context (Liu & Chu, 2010), the Talking Stick or the Show and Tell, on the other hand, emphasises on individual speaking skills, where interactive speaking activities that reflect communication in real life has minor part. In addition, in the Talking Stick activity, EMs with adequate level of speaking ability might see speaking before their peers as less anxious, but EMs who are low proficient speakers may not. For these EMs, involving in the Talking Stick activity might cause them anxious because of their lack of linguistic competence. On the contrary, the HELLO game enables the participating students to take part in different classroom activities where genuine communication is present. In fact, through playing this game, students gain confidence when talking in English with a virtual learning instructor and obtain useful feedback (Liu & Chu, 2010). However, all these do not imply that the EMs and the TEs lack the ability to deal with 'sophistication' in adopting classroom technology.

Another kind of strategy that the TEs adopted in the classroom for handling the communication challenges is promoting group work, seeking to stimulate EMs to be confident and to talk in English. According to Anwar (2016, p. 228), group work enables learners to be familiar with *"the habit of sharing, arguing and presenting ideas in pairs or to*

other limited members". Yet, there are claims pointing out that group work in language classroom can be ineffective because learners became less responsive to their peers due to some reasons (Kayi-Aydar, 2013), such as the effects of power distance among the group members. This, of course, does not demote the advantages of group work as there might be cultural or contextual issues interference. What this suggests though is TEs need to be thoughtful about how group work operate in order to bring about effective outcomes for the learners (Anwar, 2016).

5. Recommendations

Given that the EMs will eventually be English language teachers, it is crucial that they continuously upgrade their knowledge about different types of classroom activities, such as how to use digital games to facilitate English speaking skills improvement. This consideration emphasises on the fact that the EMs must be treated as a participant in the game and the facilitator of the game for their future English language classes. With regard to promoting group work, Mercieca (2014) asserts, TEs need to make sure that when engaging in group work students remain socially and culturally connected. This, in particular, helps learners with low English proficiency level gain confidence when speaking as they feel secured and comfortable working with their peers who are socially and culturally related. Given this, the role of TEs play a significant part here. If this is addressed effectively, language learners may have the chances to make the most of using L2 and to hone skills that they can utilise to anticipate particular drawbacks arising out of working in groups, for example, *"disagreement among group members"* (Gillies, 2016; Johnson & Johnson, 2009).

6. Conclusion

Overall, the findings of the present study, suggested that the TE's consider designing classroom activities by, for instance, adopting games, and promoting group work as useful options that help EMs find ways to improve their English-speaking skills. These TEs are aware of the fact their EMs demonstrate different level of English proficiency and that speaking in English for some EMs might increase anxiety level, thus, compromise effective L2 learning. Given this, the TEs need to ensure that their teaching practices entail creating a stress-free classroom activities which facilitate L2 learning and improvement in the domain of English speaking skills. This will also create chances for the EMs to manage their own learning and to choose the most appropriate actions for their learning (Griffiths, 2015). The present study, however, lack information about how EMs respond to TEs' strategies in handling with their perceived English-speaking challenges as well as adequate data from the observation field notes. Future studies on this potential area of investigation might add useful insights into how English-speaking skills are facilitated across language classrooms in the context of teacher education programs.

References

- Abid (2016). Oral communication strategies instruction: Voices from Indonesian English language lecturers (Unpublished doctoral thesis, Doctor of Education). Curtin University, Perth.
- Anwar, K. (2016). Panel discussion and the development of students' self-confidence. *English Language Teaching*, 9(4), 224. doi: 10.5539/elt.v9n4p224
- Avinash, M. R. (2016). Use of puzzle solving games to teach English. *Indian Journal of Science and Technology*, 9(15). doi: 10.17485/ijst/2016/v9i15/86940
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Crookal, D. (1990). Simulation, gaming, and language learning. Newbury House.
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39-54. doi: 10.14221/ajte.2016v41n3.3
- Griffiths, C. (2015). What have we learnt from 'good language learners'? *ELT Journal*, 69(4), 425-433. doi: 10.1093/elt/ccv040
- Huong, L. P. H. (2007). The more knowledgeable peer, target language use, and group participation. *The Canadian Modern Language Review*, 64(2), 333-354. Retrieved from www.muse-jhu-edu.dbgw.lis.curtin.edu.au
- Johnson, D., & Johnson, F. (2009). *Joining together: Group theory and group skills* (10th ed.). Upper Saddle River, N.J: Pearson Education.
- Kayi-Aydar, H. (2013). Scaffolding language learning in an academic ESL classroom. *ELT Journal*, 67(3), 324-335. doi: 10.1093/elt/cct016
- Lengeling, M. M., & Malarcher, C. (1997). Index cards: A natural resource for teachers. *Forum*, 35(4), 42.
- Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers and Education*, 55, 630-643. doi: 10.1016/j.compedu.2010.02.023
- Mercieca, P. D. (2014). Changing perspectives of literacy, identity and motivation: Implications for language education. In K. Dunworth & G. Zhang (Eds.), *Critical perspective on language education: Australia and the Asia Pacific* (pp. 29-48). Cham: Springer.
- Nur, M. R., & Madkur, A. (2014). Teachers' voices on the 2013 curriculum for English instructional activities. *Indonesian Journal of English Education*, 1(2), 119-134.
- Panggabean, H. (2015). Problematic Approach to English Learning and Teaching: A Case in Indonesia. *English language teaching*, 8(3), 35-45. doi:10.5539/elt.v8n3p35
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum*, 36(1), 20-27, 1998.
- Vardanjani, A. M. (2014). Applying language games in EFL classroom context. *Asian Journal of Research in Social Sciences and Humanities*, 4(3), 427-437.
- Wu, C. J., Chen, G. D., & Huang, C. W. (2014). Using digital board games for genuine communication in EFL classrooms. *Educational Technology Research and Development*, 62(2), 209-226.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Foreign Language Teaching shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).