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**L2 ENGLISH ADULT LEARNERS AND CLT: AN EMPIRICAL STUDY
ABOUT LEARNERS' ASSESSMENTS REGARDING THIS METHODOLOGY
AND THE AFFECTIVE FILTER.**

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ABSTRACT

This present dissertation provides empirical data on the implementation of the communicative language teaching (CLT) inside the English classroom. The analysis of empirical data carried out in this dissertation shows personal assessments from a specific group of adult learners who are native speakers of Spanish (L1) and non-native speakers of English (L2), about the development of this communicative method regarding its main features and its effect on participants' affective filter.

Key words: CLT approach, affective filter, adult learners, English, the communicative classroom.

RESUMEN

El presente trabajo aporta datos empíricos sobre la aplicación en el aula de un método comunicativo de la enseñanza del inglés. El análisis de los datos empíricos llevado a cabo en este trabajo muestra las evaluaciones personales de un grupo de adultos nativos españoles que tienen como segunda lengua el inglés, sobre el desarrollo de este método comunicativo en relación con sus principales características y con el efecto que tiene sobre el filtro afectivo de los participantes.

Palabras clave: método comunicativo de la enseñanza de lenguas, filtro afectivo, adultos discentes, inglés, la clase comunicativa.

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FOREWORD: CONTEXTUALIZATION OF THIS DISSERTATION

The present postgraduate dissertation is the final requirement to complete the Master's degree in Education at the Universidad of Valladolid. Along this Master, I have been able to learn new contents from different subjects that were covered throughout the whole academic year. The Master was divided into different modules; the general module and the specific module. Thus, this dissertation is related to contents from the following subjects undertaken in both modules:

- Methodology and assessment.
- Foreign language I and II.
- Didactics of foreign languages.
- Introduction to educational research in teaching English as a second language.
- Language teaching innovation.
- Oral and written academic expression in English I and II.

This dissertation is focused on the effect of performing the Communicative Language Teaching approach with a group of adult learners who have never been taught by language communicative methods. Specifically, this effect will be tested by eliciting data from learners who will assess this new approach regarding its main features and their affective filter. I decided to carry out a study about this issue because it would provide me with information in these three respects: (1) as a reflective teacher of English, carrying out an action research process on this area as it would help me to know the effect of this specific method on learners' emotions and feelings according to their personal assessments to reflect on learners' opinions with the aim of improving; (2) as a researcher, this study will help me to be more familiar with the procedure to carry it out analyzing previous studies and works, creating my own research questions, designing my own tests and finally collecting and interpreting data that were elicited from participants in order to reach some conclusions; (3) as a Future English teacher knowing how useful is the Communicative Language Teaching (CLT) approach for enhancing the affective variables of adult learners taking into account their personal

assessments and being aware of the difficulties they could find regarding the approach in order to improve and overcome them.

Elaborating this final dissertation I have been able to carry out an action research process on a specific educational issue that needed to be considered implementing an innovative methodology with a group of adults inside a language classroom. I considered necessary to do research on my own teaching practice as I appreciated that this group of adult learners were very familiar with the traditional method of teaching and learning a second language (L2) and unfortunately they were not involve in the language classroom. Especially, when dealing with any type of activities, they did not feel interested or motivated and they showed a lack of self-confidence. Besides, they did not dare to externalize their emotions and sometimes they felt inhibited. The only way of releasing themselves seemed to be through the coursebook which they used as the major reference and as an essential tool in the English classroom. This real situation awakened my interest in changing the way of teaching in order to motivate adult learners and engage them to participate and interact avoiding any condition that would not enable them to have their own attitude in the language classroom. Therefore, I began to explore this issue in more depth in order to point out how the teaching of English as a L2 could be benefited from the analysis of data elicited from learners' personal assessments on a specific teaching approach.

Since the Master on education is principally addressed to professional fields related to teaching and research, in this dissertation I have connected both in order to guide my future career. The competences acquired along this master are also integrated and applied in this dissertation. Especially, through the elaboration of this dissertation I used the following specific and general competences described below as while working on it I had to do previous bibliographical search using available resources both off-line and on-line from the university library. This helped me to develop some specific and general competences like the following according to the Spanish Law *La Ley Orgánica de Educación 2/2006 en la Resolución del 17 de Diciembre de 2007*:

- To know theoretical and practical developments of teaching and learning processes in the correspondent subjects.

- To foster an environment that facilitates learning and values students' contributions.
- To analyze critically the teaching performance, good teaching practices and the guidance using quality indicators.
- To identify problems related to language teaching and learning and propose alternatives and solutions.
- To know and apply methodologies, basic research and assessment techniques and to be able to design and develop research, innovation and assessment projects.

Working on this dissertation, I have been able to carry out my own research project by obtained some real data from participants. The analysis of these data, including the description, the classification and the interpretation are presented in this work. Therefore, this way of working reflects my own development on general competences like the next: (1) to be creative, critical and to have a constructive character; (2) to develop and demonstrate self-learning skills; (3) to be able to find solutions for specific problems.

1. INTRODUCTION

Globalization is a matter of relevance in all current societies and countries are becoming more integrated into this process, thus the English language, considered as the first most spoken language worldwide, is increasingly becoming essential in people's lives. It is widely known that a high percentage of today's world people are either bilingual or multilingual as the process of globalization is a reality and people become to identify themselves as citizens of a worldwide society. As this process involves international integration and besides the interchange of ideas, cultural aspects, products and world views, people notice the necessity of communicating in other languages. Due to this fact, in our contemporary Spanish society the knowledge of languages is no longer seen as a norm or rule but as a necessity.

New job opportunities have appeared as working abroad is becoming a way of improving people's professional careers and new technologies are an essential part of people's daily lives. Also, in education some progress has been done in terms of new methodological and pedagogical approaches that have needed to be included by teachers in their language lessons with the aim of transforming the way of teaching into a functional practice based on communication using the target language as the main goal in order to train learners to face this demanding world. In Spain, referring to education, new models of bilingual schools and high schools commenced to appear eight years ago including English in their curricula as the major language of communication inside the classroom for some specific subjects like science, mathematics, physical education, etc. But this expansion of the English language in our society has not become only relevant among young people inside the formal educational environments, also among adults, the learning of English is being highly demanded concerning the establishment of new requirements to apply for job positions.

However, the acquisition of a second language is a difficult task for non-native speakers because it involves the development of several skills and competences. The ability of managing a second language requires the command of a wide range of linguistic and extra linguistic elements that form the complexity of a language. The knowledge of these linguistic elements, especially the good command of these elements is what allows the user to be able to communicate accurately and fluently in a second

language. The process of acquiring a second language involves two different questions; how will this process be developed and what is the main aim of acquiring an L2? In response to the first question, it is necessary to remark that the basis of language processes of acquisition lies on the importance of choosing a communicative methodology inside the classroom in order to foster the use of the target language as a mean for achieving a goal. Regarding the second question, it is also important to consider each individual purpose when acquiring a second language, this means the reason why people aim to learn a second language. The knowledge of each individual purpose allows teachers to know better their students and what is more relevant to know how to encourage them fulfilling their needs.

Concerning this current situation in our country and specifically in our language classrooms, this present dissertation has focused on the particular aspect of implementing an innovative methodology with a group of adults in order to provide with a solution to the situation presented in the contextualization of this work. Therefore, this dissertation is based on an empirical study about how Spanish speakers who are learning English as their second language (L2) in a non-formal educational institution assess a specific teaching approach, the Communicative Language Teaching regarding some features of this approach and also their affective filter which means, what is the effect of the development a CLT approach on learners' affective variables. The analysis of the data carried out in this dissertation will help to know the impact of implementing an innovative language teaching approach into a classroom where students are familiar with traditional ways of teaching and learning. Besides, the conclusions reached in this dissertation will help to improve language teaching practices with adult learners changing the way it has been doing in the majority of non-formal environments lately.

This dissertation is divided into the following sections: firstly, this section 1 is dealing with the introduction; secondly, section 2 describes an historical overview of the most relevant teaching language methods; section 2.2 presents in detail the Communicative Language teaching approach and other dimensions that must be tackled when dealing with this approach inside the language classroom; section 2.3 gives information about how the teaching English practices for adults have been throughout the history and how they are nowadays; thirdly, section 3 outlines the objectives of the

study; fourthly, in section 4 the study is presented and section 4.1 focuses on the methodology carried out in the study which involves: the description of participants, data collection instruments, data collection procedure, and data classification procedure; the description of data appears in section 4.2; the analysis of data is presented in 4.3; fifthly, the conclusions reached in this study are presented in section 5; and finally sections 6 and 7 deal with contributions of the study and bibliography respectively.

2. THEORETICAL FRAMEWORK

2.1. AN HISTORICAL OVERVIEW OF TEACHING LANGUAGE METHODS

Historically, languages have been taught from very traditional perspectives in which theoretical approaches of a foreign language were the basis for the teaching process. In the XVIII century, the only procedures that were followed when teaching were the same that were used for teaching classical languages (Latin and Greek). These procedures were mainly focused on the teaching of grammar rules, translations and lists of vocabulary. Clearly, the goal was not language communication and the oral competence was limited to the learning of repetitive uses of the language with the absence of language functionality. This method of teaching was called the traditional method and its goal was mainly as Stern states:

“(...) to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. The first language is maintained as the reference system in the acquisition of the second language”. (455).

In the mid-nineteenth century experts started to wonder whether this traditional approach was appropriate to teach a foreign language or not due to the birth of several factors that contributed to the questionable effectiveness of it. Some European authors like Gouin (cited in Richards and Rodgers 9) introduced new teaching innovations into the language classroom establishing that language teaching should be focused on meaning instead of on form and grammar. Therefore, he emphasized on the use of language in a specific context in order to understand meaning as well as highlighted teaching as a process of observing how children learn a language. Along with these European authors, other linguistic experts such as Sweet (cited in Richards and Rodgers 8, 14) introduced new improvements in the way of teaching modern languages and determined the need of giving a high importance to the speech processes of a language,

to the sounds and phonetics rather than the written word. This new perspective about language teaching generated a whole new conception of what had been understood about the process of learning a second language up to that time and as a result a new method emerged.

An approach focused on naturalistic principles of language learning that was called either the natural or direct method. Gouin (cited in Richards and Rodgers 9) was one of the pioneers in realizing that a new approach for teaching language was being needed and as a consequence became a reformer of that reality. Therefore, the direct method dealt with the use of the target language avoiding the use of the native language when teaching and its major aim was to build a direct relation between language and experience, emphasizing the use of vocabulary, communicative situations, dialogues and oral interaction (Richards and Rodgers 9). Language is taught throughout real experiences so students experience a kinesthetic way of learning from authentic materials such as real objects, mimics, visuals... Besides, grammar is put aside on a second level and it is taught in an inductive way allowing learners to infer general rules from examples in the target language.

In the mid XX century with the World War II there was an important necessity of communicating in other languages especially in the United States as the government was needed to be supplied by people who knew other languages such as German, Italian, French, Chinese to work as interpreters, translators... Therefore, following a new current called linguistic structuralism a new approach focused on descriptive and inductive procedures of teaching languages emerged in America.¹ First, it emerged as a fast and efficient method to train and teach soldiers and military personnel with the aim of acquiring a new language by the learning of its own structural theories according to

¹ Linguistic structuralism generated two different approaches applied to the study of languages that were developed in different geographical places. One of them was developed in Europe by Saussure (1965) who established a new concept of language as a system of signs that makes possible the production and comprehension. For him, linguistics need to be focused on the study of language in itself not in syntax as to learn a language is not necessary the knowledge of how signs work together in speech but how they are used in relation with other structures and elements of a language. The other was developed in America by Bloomfield who provided with a new vision of language, according to behaviorist theories, as the mean of behaving in different situations or contexts. This theory bases on what encourages a learner to speak and how adequate is the response according to the situation or what the effect is (21-57).

Bloomfield's linguistic structuralism theories. It was developed and used during the World War II with the purpose of learning a language quickly and effectively but it was not until the linguistic contributions from some linguistic experts like Fries that this method became practical (21-57). Fries (as cited in Richards and Rodgers 21) was one of the linguist experts who first established the process of acquiring a language by students as the learning of language structural theories reciting basic grammar and sentence patterns. Later, these linguistic claims were projected towards a more psychological vision of the acquisition of a language and were joined with Skinner's behaviorist psychology theories about learning which mainly explain that language as any other type of behavior is learnt through positive stimuli observing, repeating (repetitive patterns and oral drills), describing language patterns and inducing generalizations for these occurrences (32, 33).² Simultaneously, in Europe a new approach based on the linguistic structuralism arose. It was called the situational language teaching or the oral approach, it emerged in England and its major aim was the learning of structures (drills) in a situation or in a context.

Several critiques arose as a consequence of these traditional methods. Martín Sánchez affirms in his study that "the result of all these significant methodological contributions was not successful due to the fact that they did not achieve the goal of bilingualism in non-native speakers" (64). These methods did not take into account the diversity in the learning styles of learners and so these were not able to communicate fluently and authentically. Up to the 60s, language was understood as a set of rules that language learners needed to internalize with the aim of approaching the norms of the target language to have a good command of it. It was a focus on the master of the language form without considering meaning as the basis of language understanding.

² Skinner (10-51) was one of the founders of behaviorist psychology. He made several and relevant contributions to psychology among one of his conceptions about the behaviorist approach was as Bravo and Navarro state that "human behavior depends on consequences" (21). This way, human behavior will respond as a consequence of a specific stimulus. These stimuli will sometimes produce the effect of increasing a determined behavior or vice versa. He was very innovative incorporating this psychology approach and insisting on his believes that teachers should be the figures who encourage learners in order to achieve a positive response. His contributions to education were also well-known for their controversy as he aimed to replace teachers for what he called "teaching machines". The origin of technology devices that nowadays allows learners to have a personalized learning.

During the 70s, as a response to the lacks and gaps of previous methods and to the questionable effect they had on meeting the goal of bilingualism in the right way, there was a change in the historical perspective and this period began to be known as Martín Sánchez states in his study, “the cognitive revolution” (65). Thus, he affirms that a new conceptualization of language commenced to arise as it was started to be analyzed like a system that expresses meaning rather than a system of rules (65). This new perspective came up as an opposition to the previous conception of knowledge and learning with the aim of proposing new methods that would be able to solve the problem of meaning when teaching and learning a language. Therefore, the next significant methods were established as a response to this problem: the silent method, the community language learning, the total physical response approach, the suggestopedia method, the natural approach and finally the communicative learning approach.

Stevik mentioned in his article that the silent method was originated by Gattegno and as its denomination indicates, it is completely focused on the use of silent as a teaching technique (1, 2). Teacher adopts the role of a facilitator of not the information but the materials used in the learning process that need to be as real, interactive and motivational as possible for learners. Teacher should be in silent during a lesson and learners who should adopt an independent and autonomy role are the responsible of developing their own learning through the use of real and authentic objects as well as through the use of activities related to problem-solving always using the target language. In 1976, the community language learning approach created by Curran arose focusing on the process of learning as an interaction and social process among learners and between the teacher and the learner (90). Curran highlighted the importance of the affective filter of learners when learning a new language which he emphasized as “the main focus of acquisition” (90).

The following method was the total physical response approach that was originated by Asher (2003), an expert on foreign language methodologies. This method is based on the constructivist theory from Piaget and it relies on psychological theories related to the concept of memory as an essential element in the process of learning.³

³ According to Piaget’s constructivist theory (cited in Bravo and Navarro 9), he contributed to the understanding of the cognitive process and to the way learners construct knowledge. Thus, he conceived

Memory will increase if it is stimulated through associations of motor activities that decrease learners' anxiety. This method prioritizes oral comprehension and meaning still giving a high relevance to grammar which is taught in an inductive way. The suggestopedia method was developed by Lozanov in the 80s who also emphasized on the affective filter indicating that the problems with teaching languages came from difficulties and anxieties presented by learners (cited in Bancroft 55-87). Then, for Lozanov (cited in Bancroft 55-87) relaxation and concentration techniques and the creation of a comfortable environment were essential in the teaching practice in order to achieve the successful condition of bilingualism when learning a language. This method was focused on the practical use of the target language not on the form of a language, therefore active teaching strategies such as games, songs, dialogues and music using the target language would be helpful to engage learners and to relieve anxieties with the aim of creating a comfortable learning environment. The basic idea of this approach was to engage and encourage learners making the learning process enjoyable and avoiding the traditional view of learning both as a theoretical and mechanical process.

As well as methodologies have been progressing historically, so have been doing the roles of teachers. These figures started being the major characters in all approved educational centres leaving aside the relevance of the learner in the process of being educated. But as time has been evolving, teachers have become more dynamic, active, communicative and have been adapting new roles inside the language classroom as facilitators and communicators.

2.2. THE COMMUNICATIVE LANGUAGE TEACHING (CLT)

This section deals with the communicative language teaching as the best approach to teach a second language. But, there are several factors that need to be addressed when implementing this approach inside the educational environment. Factors that play an

intellectual development as a continuous process of organization and reorganization of information stored in periods and subperiods. He divided the cognitive development into different different and symbolic periods and subperiods to explain how human beings since a very early age are actively constructing knowledge. And, as the child grows up, his/her mental structures are constantly organizing and reorganizing according to these periods and subperiods.

essential role in CLT and that mainly focused on knowing why learners attending a communicative practice are more involved and encouraged in learning a second language.

2.2.1. ORIGINS OF CLT

The Communicative Language Teaching approach has its origins in various impetus for finding effective methodologies to language teaching. Up to late 60s and 70s, methodologies focused on linguistic theories such as linguistic structuralism as well as theoretical approaches centered on the form and the structure of a language were dominated the foreign language teaching field (see section 2.1). But several applied linguistics began to question whether these past assumptions about learning languages were adequate for foreign teaching or not. One of the first applied linguistics in criticizing structuralism methods was Chomsky who in his book *Syntactic Structures* stated that structural theories were not able to describe every single element or characteristic of a language. This means, their incapability to explain some specific characteristics and exceptions which make a sentence unique (13-34). Scholars such as Candlin or Widdowson contributed to the opposition of structuralism presenting their view of language as a linguistic system that cannot be analyzed by its remote elements but by the context, thus meaning is understood by the whole sentence, paragraph or discourse not by the particular elements (cited in Richards and Rodgers 64,). They made critics when noticing the need of projecting the vision of teaching a language regarding language functionality as a tool of communication instead of language form. These contributions helped to awaken new attitudes towards the need of researching on the issue and consequently the British linguist Wilkins (cited in Richards and Rodgers 65) proposed conceptions on how learners should understand a language and how it should be taught focusing on the development of syllabuses. But, Hurst criticizes the following in his study about Wilkins' conceptions on syllabuses from his book *Notional Syllabuses*:

“(...) But the strongest criticism is that grammatical syllabuses take no account of language use, only focusing on grammatical and lexical meaning. There is no recognition of the need to develop communicative competence, to view language in terms of utterance rather than sentence.

Wilkins observes a need for a planned approach to the explicit learning/teaching of communicative conventions, to include elements like situational relevance, interpersonal appropriacy and distributional information about structure in relation to use. He seeks to include such pragmatic elements in notional syllabuses where they have been absent in grammatical syllabuses.” (490).

The work of all these applied linguistics on their unconditional involvement in the searching for convenient communicative and functional approaches that fulfill the needs of both language learners and teachers was rapidly well-recognized by language teaching specialists. It rapidly became expanded as a very innovative movement whose aims were as Richards and Rodgers stated, “(a) to make communicative competence the goal of language teaching and (b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (66). Therefore, the term communicative approach was first coined and used by Robert Lungs and later on it was applied to the educational context as a method for learning languages. Richards who was, together with Langs, another pioneer in founding this concept, proposed his own understanding to what is the Communicative Language Teaching (CLT):

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. (2).

Regarding the communicative language teaching as an approach whose focus is on language as the tool of communication, learners need to develop several skills that allow them to acquire a communicative competence. This concept was first introduced by Hymes (cited in Richards and Rodgers 69) in 1972 as a critical reaction to Chomsky’s model of competence against performance. He stated that Chomsky’s model could not be used as a component of real-life communication since it is centered on the form of a language which is absolutely not related to functionality (cited in Richards 70). What is necessary though according to Hymes would be to focus on the whole understanding of a language including these language aspects: psycholinguistic, context and situation, and performance to be able to communicate effectively whether the communicative process is psycholinguistically feasible, contextually appropriate and actually performed (cited in Richards and Roberts 70). Thus, in contrast to Chomsky’s, Hymes (as cited in Lansen-Freeman 121) demonstrated that the process of learning a

language requires more than the understanding of its form which is the development of a communicative competence that provides the learner with the ability to communicate in a foreign language taking into account not only linguistic elements but also and, in many cases more important extra-linguistic elements to understand and master a language pragmatically. In the process of communication, (as cited in Larsen-Freeman 121-137) every speaker needs to adjust to a series of factors such as the communicative situation, the purpose the speaker aims to achieve with the speech and the listener. Certain ways of speaking can be conveyed as impolite or rude, others can be understood as polite, some meanings can be misunderstood during the communicative process, sometimes the speaker needs to adjust to the listener whether he/she is an intimate person or non-intimate...All of these factors influence on the way the speaker will communicate in order to avoid problematic situations and misunderstandings. For this reason, foreign learners need to develop this communicative competence rather than achieving a formal linguistic correctness.

2.2.2. CLT AND ACQUISITION

Every human being has the ability of communicating in at least one language or the language acquired innately. However, the problem arises when dealing with the acquisition of a second language. Nowadays, as globalization is an issue in our societies as explained in the introduction people (children, teenagers and adults) aim to learn another language. But, this matter is not as simple as it seems and although they have an urge for learning another language quickly and like a native speaker, they must realize about their internal characteristics as language learners as well as the external factors which mainly are adverse conditions that influence on learners' progress. Here, a question could be raised regarding the degree of learning in each learner which is the distinction between acquiring a language or learning a language. Actually, do people acquire a second language or learn a second language? This is a very controversial topic that emerged as a consequence of the cognitive revolution period when some linguists commenced to think about the possibility of becoming bilingual developing skills focused on understanding meaning as the basis of a second language learning. Thus, when learning a language under the communicative approach, it is important to remark

the difference established by Krashen between learning and acquisition which are two different concepts to take into account in the process of second language teaching.⁴

Krashen's first hypothesis deals with the acquisition-learning distinction and he basically states that there are two different ways to develop competence in a second language: "(1) through acquisition which is the same process as children develop when actually they acquire their native language subconsciously using the language only for a communicative purpose and (2) through learning as a process that involves conscious knowledge of a second language hence to know the grammar rules of a language and being able to know how to use them" (10). When dealing with adults learning language, Krashen's theory about acquisition also claimed that adults are able to acquire a second language through the same natural language acquisition technique that children opposing to some second language theorists who believed in the non-capability of adults to acquire a second language like children as they have left far behind their critical period (11).

Then, considering the next three assumptions: (1) language acquisition as one of the key elements for an effective language learning according to Krashen; (2) the communicative approach as a functional method focused on language comprehension with its basis on language meaning; and (3) the communicative competence as the major skill proposed by Hymes to be developed during this language learning process, the combination of these three elements and their subsequent implementation inside the educational environment would constitute the major objective when developing a communicative language lesson. As Larsen-Freeman states in her book *Techniques and Principles in Language Teaching*:

"Communicative Language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" (121)

⁴ Krashen is an applied linguistics specialist in language acquisition. His theory about second language acquisition has been widely known by all linguistic experts as he highly contributed with his work to the better understanding about the acquisition of a second language. Krashen's theory is based on five major hypotheses: (1) the acquisition-learning distinction, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis and (5) the affective filter hypothesis (10-30).

Diane Larsen-Freeman mentions the communicative competence as the goal of the communicative language teaching regarding the existing correlation between language and communication inside the language classroom as both depend on each other. CLT then will be a teaching practice focuses on developing learners' communicative competence while fostering natural brain processes of acquisition using communication as the tool of these practices (121).

2.2.3. CLT AND EMOTIONAL INTELLIGENCE

Among so many factors contribute to both communicative language teaching and learning success including interest and attitude, motivation and personal characteristics such as self-confidence and self-esteem. And also another important factor that seems to be considered in language acquisition is each individual's degree of intelligence. Intelligence varies from one individual to another and at the beginning of the XX century, IQ (intelligence quotient) tests were designed to measure intelligence. At that time, society established as a general assumption that those individuals with higher scores in IQ tests that only tested academic intelligence, were more likely to be successful in their professional lives. Traditionally, intelligence was seen as a one-dimensional concept measured by tests that only tested problem-solving and memory abilities. Nevertheless, later on, Gardner was the pioneer of a new theory about the concept of intelligence. He rejected the idea of the academic intelligence as a traditional concept and introduced a new perspective into the psychology field establishing that each individual possesses multiple intelligences specifically eight different types of intelligence including musical, intrapersonal, interpersonal, spatial, logical-mathematical, linguistic, naturalistic and kinesthetic (1983). Thus, he proposed his theory of "multiple intelligences" remarking that interpersonal (social) and intrapersonal (emotional) intelligences must also be considered as intelligences that notably affect on the acquisition of knowledge and influence on the success in life (Gardner 1983). Bar-On (as cited in Pishghadam 32) like Gardner argued that academic intelligence only involved theoretical knowledge and was not the best predictor of succeeding in life. Then, he remarked emotional and social intelligences as the best indicators of being successful and therefore coined the term emotional quotient (EQ) in contrast to the IQ

as the measurement of social and emotional abilities to cope with daily issues (as cited in Pishghadam 32). Salovey and Mayer also introduced their contributions of emotional intelligence, but they understood this concept as the ability that an individual possess to control his/her own feelings and others’ emotions or feelings with the aim of giving response to these emotions (cited in Pishghadam 33). For them, an individual possess aptitudes (knowledge) that allows him/her to identify and know how to monitor emotions with the aim of being beneficial for him/her and for others. In 1995, David Goleman in his book *Emotional Intelligence* (cited in Understanding Emotional Intelligence 9) deals with five components of Emotional Intelligence and indeed they belong to different domains depending on whether they refer to personal competence or social competence (figure 2 shows these five components in their correspondent domain). For D. Goleman, personal and social competences such as empathy, motivation, self-control, management of relationship and emotions are the key elements to overcome life issues.

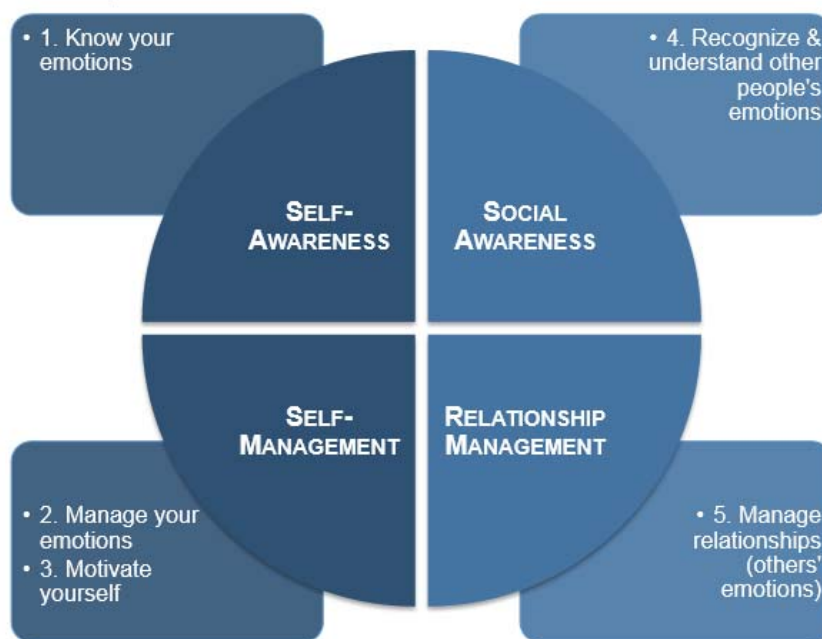


Figure 1: Daniel Goleman’s EQ model.

Source: *Understanding Emotional Intelligence*. People Skills. Team FME, 2014. 9. Web.

All of these previously mentioned contributions to psychology were very relevant and they caused an interest in the educational field. Professional experts commenced to be interested in improving the language teaching practices and searched for new ways to

implement the conception of both multiple intelligences and emotional intelligence theories into the language classroom. To understand the role of emotional factors inside the second language classroom, empirical studies are necessary and unfortunately there are not many works on this topic. In 2009, Pishghadam researched on the issue with the aim of eliciting data that describes how EQ influences on second language achievements and also to propose appropriate and efficient methodologies that covered the issue of EQ in language classrooms. And indeed this study results affirm that learners' success at acquiring a second language is highly connected with several components of emotional intelligence such as anxieties, fears, stress, motivation, empathy, interest. Throughout history, excluding suggestopedia, and the communicative approach there has not been any other methodology focused on the development of emotional intelligence inside the language classroom which has been demonstrated as a basis of learners' second language acquisition.⁵ For this reason the focus of this paper is to do further research on the communicative language teaching as a practice that takes into account the forgotten world of feelings and emotions inside the language classroom.

2.2.3.1. THE AFFECTIVE FILTER IN CLT

Concerning the communicative language teaching there are two necessary conditions according to Krashen that influence learners' acquisition processes. These are: "(1) comprehensible input or comprehended input and (2) a low learners' affective filter to allow this input" (31). Besides, Krashen states that "other possible conditions or variables (age and residence) can also affect second language success but there is only direct correlation between the acquisition of language input and the affective filter level" (31). The following figure 1 shows this direct correlation:

⁵ The suggestopedia approach as it has been previously mentioned in section 2.1 is focused on the learners' motivation using music, games and other ludic strategies with the aim of lowering the affective filter and therefore fostering language acquisition.

The communicative approach as it has been explained in section 2.2.1 focuses on communication as the major tool to developing the communicative competence and therefore language acquisition. Thus, the effectiveness of this approach will involve the interaction among learners which can be encouraged by establishing a comfortable environment where learners are willing to participate (low affective filter).

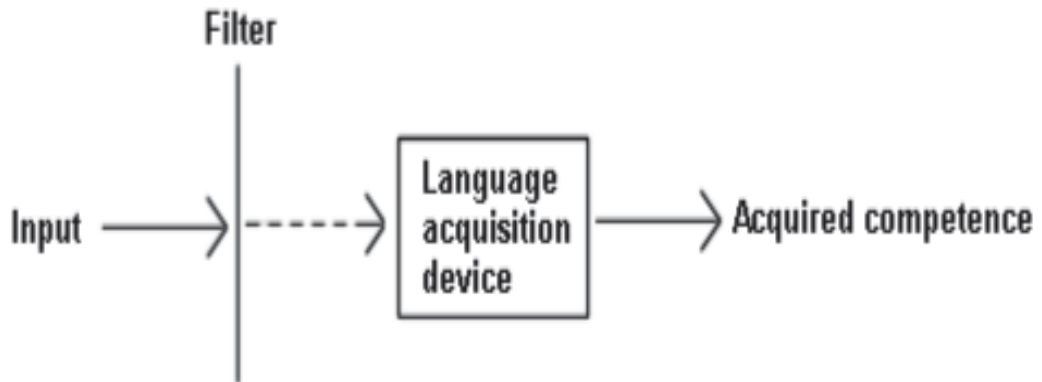


Figure 2: Operation of the “affective filter”. (extracted from Krashen, 1982 32)
 Source: Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. California: Pergman Press, 1982. Internet Edition. 32.

Therefore, as Figure 1 shows, the affective filter needs to be low in order to allow the input becomes comprehended and henceforth processed and acquired as knowledge. However, apart from this direct correlation existing between both conditions showed if the affective filter is not taken into account inside the language classroom, during the process of acquiring the comprehended input the affective filter can act as a barrier impeding acquisition and henceforth the development of the acquired competence which in the case of dealing with a language classroom would be the communicative competence. The key point inside the communicative language classroom then is to create a comfortable environment where teacher has a specific role, activities are adjusted to the communicative approach and learners are engaged in the process of acquisition being their affective filter low (no fears, no anxiety, high motivation and high interest) to achieve the aim of communication while using the target language. This will allow them to acquire the input and to process this input with the aim of acquiring effectively the communicative competence.

2.2.4. CLT IN PRACTICE: TYPES OF CLT ACTIVITIES

As stated in section 2.2.1, according to Richards (4, 5) the principles about the goals of language teaching are: firstly, how learners learn a language (see sections 2.2.2 and 2.2.3) and what is going to be presented in this section: the kinds of classroom

activities that best facilitate learning, the roles of teachers and finally the roles of learners in the communicative classroom.

In every lesson, whether it is a science lesson, a mathematics lesson or an English one, they all concur on the necessary key elements to manage them which are clearly the activities. The activities developed in a second language classroom are essential to foster the specific method the teacher aims to use; consequently activities also need to be specific and adjusted to the classroom method. Inside the communicative language classroom activities are characterized by their major and single shared aim which is to be truly communicative using the L2 (English) in order to achieve a goal. This fundamentally means the use of the target language (English) as a tool of communication inside the classroom to represent real situations learners may encounter in their daily lives simulating those in an English-speaking country. Therefore, according to Johnson and Morrow (as cited in Nunan 9-17) an activity to be truly communicative needs to develop these three basic tenets:

- Information gap: when performing the activity there is some missing information the listener did not catch and the speaker helps him/her to fill it.
- Choice: avoiding repetitive patterns and controlled activities, the speaker feels free to communicate spontaneously and naturally in accordance with the teacher and activity instructions.
- Feedback: the speaker receives information from the listener that provides him/her with feedback whether this person has understood or not the message.

Activities that promote these three tenets when are being performed by learners reached the major aim of being communicative. Also, there are other remarkable aspects considering activities to be communicative that deal with:

- Authenticity and topics of interest: the use of authentic and real materials that approach learners to real situations while using the L2 in order for learners to detect the usefulness of the second language and therefore engage in the acquisition process. The more similar to reality is the activity, the materials used, and the content of the activities, the more learners will engage in its performance. Likewise, the more interesting are the topics for learners, the more

learners will motivate when developing the task (i.e. role-playing, problem-solving situations, giving instructions or directions...).

- Collaboration: tasks must be carried out whether in pairs or small groups to foster collaborative work and learning. When activities promote collaboration and cooperation, the purpose of communication is achieved successfully as learners interact with each other and henceforth use their L2 in order to overcome a task. They also perform tasks negotiating meaning which is one of the principles of the communicative approach (i.e. debates, interviews, games...).

2.2.5. CLT IN PRACTICE: THE ROLE OF THE TEACHER

The role of the teacher has improved notably along years. It has evolved from a very authoritarian figure in the language classroom to the currently role which is as the main character of the lesson along with learners. Teachers in CLT have to be approachable to their students to keep an interactive and reciprocal, student-teacher relationship while developing the English lesson. In this manner, learners will feel more confident, comfortable, and indeed they will be more communicative in the lesson engaging in the process of language acquisition. Communicative language teaching is not a teacher-centered method where the teacher stays in front of a group of learners and gives a speech about a topic. It is, however, a method where the teacher takes the role of different but interrelated characters to develop a communicative lesson with the aim of using L2 as a tool of communication. Then, which are the main roles of a communicative teacher?

- This teacher needs to be involved in the lesson being *active* and *dynamic* and transmitting his/her interest in teaching.
- His/her role as a communicator establishing situations to foster communication among learners and engaging communication processes using L2. Also encouraging them to interact among each other and to negotiate meaning when performing the tasks.

- He/she also needs to be a facilitator of information as a person who provides learners with the necessary input learners need to acquire with the aim of developing the communicative competence.
- A teacher is an adviser considering not only his/her didactic knowledge but his/her pedagogical knowledge and therefore taking the role of an educator who supports learners concerns with the aim of obtaining the best results of each learner.
- His/her role as a monitor who manages learner's performances when developing tasks inside the communicative classroom and who involves learners to participate, interact and to do collaborative work.

It is also important to mention the classroom environment where the language practice will be developed as mainly the teacher is the responsible for creating it. The context that best fosters an effective communicative process would be that where learners do not feel under pressure but feel comfortable and relaxed to do their best performance on classroom activities using their L2.

2.2.6. CLT IN PRACTICE: THE ROLE OF THE LEARNER

The role of learners as well as the role of teachers has improved notably throughout history because in the past learners used to present a very passive character inside the language classroom. However, nowadays, while teachers are adapting new roles learners are doing exactly the same and are becoming more active when dealing with the process of acquisition a second language. In CLT, learners are seen as communicators who are able to negotiate meaning when needing to understand their classmates with their knowledge about the target language. Besides they have to take the role of managers of their own learning which provides them with responsibility and autonomy to develop their own learning.

2.3. TEFL FOR ADULTS

Learning a second language is not only a matter of concern for parents that aim for the best in their children's education but for adults who also are interested in learning a second language or are required to possess a certain command of a second language. Regarding this current fact in our society, adults are increasingly becoming another profile in second language classrooms and for this reason, these profiles characteristics need to be known in order to develop language practices that fulfill these learners' profiles and cover all their necessities inside the educational environment.

2.3.1. CHARACTERISTICS OF ADULTS AS L2 ENGLISH LEARNERS

Adult learners highly differ from children, teenager and college learners since they deal with the disadvantage of an important biological change, the age. Several adults' psychology research studies affirm that over time, age becomes a potential factor that decreases learners' mental agility and also their ability to acquire concepts, to make long-term memories and to think flexibly. Besides, age especially affects memory reducing learner's capacity to link concepts that have been already acquired and stored in long-term memory with those recently acquired and stored in short-term memory. These studies also demonstrate that certain brain operations such as connections and the ones previously mentioned (mental ability, memory, brain flexibility...) become harder to develop due to the shrinking or atrophy that neurons (nerve cells) suffer from as an individual grows older. It is remarkable to mention that age throughout history has been also another indicator of second language mastery. Krashen, however, reject this conception and affirm that adults' language proficiency like children's depends on their exposure to external conditions (time and residence) and to their perseverance and constancy (10). He states that "younger learners are only better at language acquisition in the long run and when they have been acquiring a second language from a natural exposure during their childhood" (10).

However, differences between adult learners and younger learners do not only deal with intrinsic psychological aspects. It is important to remark also differences related to the characteristics of the life stage throughout adults' learning processes are being developed (external conditions). Adults unlike younger learners have to face responsibilities (e.g. Jobs, family...) and difficult situations (e.g. their need to earn an income, family care, household duties, multitask...) which, although could be considered as external factors that do not affect the learning process, in fact they do. Besides, nowadays adult learners need to face new challenges in their lives as society is constantly evolving and the past can be no longer used as a guide to live their current lives. Therefore, all of these external factors are straightaway related to the learning process as they interfere to the motivation adults present for learning. All of them are external factors that enhance motivation but actually the most important motivators for adults are intrinsic, it means those that truly satisfy them such as their aim to achieve a better job and in turn a better income, their self-esteem, their desire to improve their life quality, etc... (i.e. a worker will be rewarded with a higher position in his/her company if he/she knows how to speak fluently in English. Actually this worker has extrinsic motivation to engage in the process of learning English as he/she will be rewarded with a better job position. But, at the same time this motivation can be considered as intrinsic due to the fact that this worker aspires to achieve a better job in order to feel satisfied with him/herself as he/she realizes his/her job has been recognized).

Adults possess several characteristics that help them in the learning process in comparison with younger learners due to their mature personality and intelligence, their years of educational training, their determined character about their goals in life and clear aims, but above all their strong motivation to achieve what they aim with a rapid progress. Besides another characteristic that is highly remarkable is learners' independency to learn. As they are grownups they do not depend on their parents and they are responsible and autonomous of their own learning, thus the teaching practice will be mainly influenced by factors happening inside the classroom environment. Another aspect to take into account when regarding adults' learning is their way of learning which is not only related to the difference among learners' styles but to the teaching methodology developed in a lesson. Doubtlessly, the major problem with adult learners is their difficulty to acquire a second language, however, this also what

happens to any other group of individuals who begin learning a second language without any knowledge. Here, classroom management plays an important role involving the teacher, learners and the teaching method that is being applied: (1) the teacher as the responsible of facing this difficulty detecting problems in the learners' language acquisition and finding solutions to these problems (2) learners as second language acquirers who engage in the process of acquisition and are constant and (3) the teaching method as the way of introducing new input adapted to learners' learning styles. Therefore, the teacher needs to know their students with the aim of approaching his/her teaching strategies to their different learning styles and finding the best well-adapted methodology possible. The teacher's challenge with these adult learners is his/her ability to engage them in a communicative approach for learning English as the best method for reaching, covering and fulfill each individual learning necessity. But the development of a communicative lesson with adults in our Spanish settings is not an easy task regarding their learning habits since their schooling years as traditional learners who have only been familiarized with traditional ways of teaching. Therefore, the teacher's challenge will be even harder to overcome.

2.3.2. THEORIES OF ADULTS L2 LEARNING

Traditionally, when dealing with the issue of adults learning, many scholars have tackled the problem by simply modifying theories about child learning and adapting them to the differences in degree of the learning process complexity among adult learners. Fortunately, later on, other scholars such as McClusky (cited in Knowles 34) began to point out the difference between adults' psychological potential and child psychological potential in the process of learning. Thus, he established some central concepts that for him were considered as essential concepts to take into account regarding this difference: margin, commitment, time perception, critical periods, and self-concept. Other studies, however, focused on what was called as experiential learning (term established by Rogers as a type of learning) analyzing empirical data from a sample of adult learners for a better and more complete understanding of their

learning process.⁶ This study was carried out by Cyril O. Houle (1961) whose primary aim was to discover why adults engage in continuing learning and to understand their learning process. He obtained three different types of learners according to their purposes and values for continuing learning:

- The goal-oriented learners or those learners who aimed of continuing education due to their sudden identification of an interest. These type of learners go through episodes in their lives whether this interest or need of learning something new appears they enroll in a new course.
- The activity-oriented learners or those learners who continue education not for improving their knowledge but for circumstances that sometimes have no connections with the learning process in itself. These learners engage in continuing education to solve pressure or stress in their lives.
- The learning-oriented learners those whose aim is to learn and seek for knowledge as their intrinsic motivation.

Although Houle's aims (cited in Knowles 35-37) were: "(1) to discover the reason why adults engaged in learning and (2) to understand their learning processes". His results were only helpful to answer the first objective because he did not obtained any data about how learning processes happen in adults.

Also during this time, other scholars such as Tough did further research on motivation and interest focusing on adults' performance on projects and especially on their engagement when developing them (cited in Knowles 37-39). As a result of this data compilation from all these studies, the term *andragogy* which was first coined by a German pedagogue in 1833 was recovered by Knowles as stated in Crawford (1) to apply it to the field of adults learning as an opposition to what is widely known by pedagogy and as the theory not to teach adults but to help adults learn. This term which is the basis of Knowles theory, is related to the competences that a man should have in order to be his own leader in life which indirectly involves how adults are able to learn

⁶ Rogers in his work *Freedom to learn* (1969) differentiated between two types of learning: cognitive and experiential. His theory of experiential learning was based on learning new concepts through real practices, the so-called learning-by-doing process. For him, learners learn through their direct interaction with nature as they can learn from applied knowledge.

and how can be helped in their learning processes (cited in Crawford 1). The major assumptions established by Knowles were the following:

- From self-concept to self-direction: as individuals grow up, they move from the self-concept they are forming to their self-directedness conception when they truly become adults. At this point, individuals feel the need of being considered as adults who depend on themselves and on their own directed ways of developing tasks thus they take the initiative and develop their own autonomous learning. As cited in M. Knowles' book *The adult learner: a neglected species*:

“It is my own observation that those students who have entered a professional school or a job have made a big step toward seeing themselves as essentially self-directing. They have largely resolved their identity-formation issues; they are identified with an adult role. Any experience that they perceive as putting them in the position of being treated as children bound to interfere with their learning” (45).

- Experience as a major role: this assumption causes the adult learner to possess a very rich resource for learning new concepts as this individual has a wider base to which to relate this new input. This also allows adult learners to analyze new input making brain connections with their stored knowledge in order to facilitate acquisition. Another implicit reason for remarking experience is due to the obvious fact that experience defines who an individual is, which means that adult as opposed to young learners are their own definers. Young learners have external definers (parents, sisters, brothers...) who actually identify and know them, nevertheless adults define themselves as they are identified by their life experience.
- Their preparedness to learn: this assumption deals with adults' readiness to learn in their mature lives. Adult learners are ready to learn provided that they are approaching in a life phase as their need to learn new things becomes essential because of a job or marriage request, a personal decision...
- Their learning orientation: this assumption tackles the issue of orientation comparing young and adult learners as a response to the difference in the learning future perspective of both groups. Young learners' time perspective is conducted toward a postponed application of their learning because they have

achieved some learning aims when finishing school in order to attend high school and in order to attend college again they have needed to accomplish specific learning objectives. Their learning perspective then is completely focused on being applied to the real world in a future while adults' perspective is immediate, they need to learn as they are required as soon as possible to apply their learning to their reality.

But as every theory, Knowles' theory of andragogy did not escape from criticism and Brookfield dealt in his book with some critics both positive and negative about andragogy since this theory had proposed concepts as self-directed learning which was very innovative in the sense of adult learners as responsible for their own learning process and progress. Nevertheless, it lacked when dealing with cultural aspects and especially when dealing with the role of the teacher who is not valued as the major source of knowledge and direction.

Later on, more modern models on adults learning evolved to give a response to the issue. The *self-directed* learning (SDL) first proposed Knowles as one of his assumptions in andragogy (45), was emerged as a comfortable way for adults to learn through an informal process that can be perfectly adjusted to their daily and busy routines. In essence, it takes place outside any formal learning environment and allows adult learners to set their goals and develop a plan to achieve these goals for later on self-assessing their outcomes. Another model is transformational learning (TL) which mainly is defined as a metamorphic way of learning through which adult learners change their conception about themselves and the world (Adult Learning Theories 1-2). This TL causes a big impact on learners as it involves a big change in their perception and consciousness, as King states:

“Regarding a practice where learners are in a second language classroom, they always affirm they change their own view and their view of an English-speaking country culture as feeling more confident using their L2 in a particular communicative situation” (69-89).

2.3.3. CURRENT SITUATION ABOUT L2 ADULTS LEARNING AND CLT PRACTICES

Learning a second language by trying methods focused on fostering acquisition instead of learning is not an easy task, besides this task increases in difficulty taking into account that learners are adults. As stated in section 2.3.2, there has been several theories on adults learning mainly focused on affective factors such as motivation and interest which establish them as a potential significance being the main basis of adults learning. Also, as stated in section 2.3.2, modern models like transformational learning focus on giving a different perspective to the way in which adults learn towards a more metamorphic experience and thus they become the main characters to realize about new conceptions of the world and themselves. Therefore, if several theories and models emerged in the past already dealt with the necessity of a change and with the importance of performing a teaching practice involving learners and motivating them, why in our Spanish society methods that focus on learners L2 linguistic correctness rather than on the acquisition of the communicative competence mentioned in Hymes' have always been used throughout history and more important are still being used nowadays? The reason why adult learners are obsessed with learning from books or papers is not because they feel more secure of themselves in front of a real clue as many teaching experts have established but because they were taught by traditional methods at school and henceforth this did not allow them to know different ways of learning. Due to this real fact, it is important to change this current situation improving language teaching practices with adults.

Some improvement need to be done considering that adult learners do not achieve the goal of acquiring a language effectively which means that language practices are not likely to fulfill learners' needs and to be correctly focused. Other type of practices should be developed in order to achieve the purpose of a second language classroom being the major focus of these practices to encourage adult learners making them aware of their capacity to learn a second language and allowing learners' emotions into the language classroom. This way, another methodology should be carried out, a methodology that breaks away from traditional strategies and techniques, a pragmatic methodology that focuses on acquisition and on learner's feelings and therefore that uses the language with a functional purpose. Also, and especially this methodology

needs to be effective at lowering adult learners' affective filter to turn their in many times misconceptions into appreciations during the process of acquiring their L2 and let them know that making mistakes is the only way to learn. This lead to the development of CLT practices with adult learners that help as it will be shown later with this study to keep a balance between their affective variables and their learning processes. Therefore, due to the lack of previous research on this issue, this dissertation aimed to study this matter in depth.

3. OBJECTIVES OF THE STUDY

Concerning the issue of language teaching with adult learners it has been done some research finding that Der Jager (2004) in his study deals with current communicative approaches to develop with adults who are learning English as a second language and Alexander (2011) focuses her study on the communicative teaching for adult language learners but there are gaps on these studies on how to include the affective aspects inside the language practices with adults. Therefore, Pishghadan in 2009 studies the relationship between emotional intelligence and foreign language learning carrying out a quantitative analysis with adult learners but there is still lack of further research on the issue of demonstrating that the development of a CLT approach is an effective way to enhances adult learners' feelings and emotions inside the language classroom.

Then, it has been decided that the major aim of this study is to examine a particular teaching practice developed throughout the last term of the academic year of 2015-2016 with the analysis of adult learners' personal assessments regarding the main features of the CLT approach (communicative activities, the role of the teacher, classroom atmosphere and interaction with classmates) and adult learners' affective filter, in particular the following variables: motivation, interest, self-confidence, anxieties and fears. Also, according to the results obtained, my purpose is to contribute to the improvement of language teaching practices addressing to adult learners since the relationship between the learners' affective filter and the development of communicative practices in L2 within a non-formal educational environment.

In the formulation of the research questions, it has been considered on the one hand, adult learners' assessment on the effect that the CLT approach has over their affective variables (motivation interest, self-confidence, anxieties or fears) as these variables have always been dismissed when dealing with L2 English practices for adult learners. On the other hand, adult learners' personal assessments on some of the main features of the CLT approach as they are not familiarized with communicative lessons to learn a L2. The research questions deals with the following aspects:

The effect of CLT approach on affective variables: do adult learners feel interested in learning English and motivate when attending the English

classroom? Do they feel confident when dealing with communicative activities in which they need to use the target language all the time? Do adult learners show fears or anxieties when using the target language inside the communicative classroom? Does the CLT approach help adult learners to externalize their emotions and feelings inside the language classroom?

The CLT approach: do adult learners engage to interact among each other inside the language classroom using the target language? Does the teacher encourage adult learners and play the role of a facilitator and communicator? Do they engage learning from doing communicative activities rather than from the coursebook? Does the class atmosphere foster communicative processes and indeed acquisition processes? Do they feel comfortable learning from the CLT approach?

With the aim of reaching some conclusions about this matter, an empirical study has been carried out. It has been based on the analysis of empirical data elicited from a group of participants whose L1 is Spanish and are L2 English speakers. The whole study appearing in section 4 has been divided in the following parts; the methodology is presented in section 4.1; the data description and analysis are developed in sections 4.2 and 4.3 respectively where several hypothesis corresponding to the previous research questions will be provided; and the conclusions are presented in section 5.

4. THE STUDY

This section will be dealing with the empirical study which involves the whole process conducted to elaborate this dissertation. It is a cross-sectional and descriptive study as it involves the analysis of descriptive data that has been collected from a sample of participants at one specific point in time. In particular, the CLT approach has been applied to a language classroom over the last term (April – middle of June) of this academic year 2015-2016 and the sample of participants have been tested using two different data collection instruments in order to analyze data elicited from them about their assessments on the CLT approach concerning its main features (communicative

activities, the role of the teacher, classroom atmosphere and interaction with classmates) and some of their affective variables (motivation, interest, self-confidence, anxieties and fears). Particularly, this would be essentially a descriptive study based on a mixed-method procedure as according to J. W. Creswell this study would have adopted a mixed-method approach since it is based on the collection and the analysis of both qualitative and quantitative data (15, 16).

4.1. METHODOLOGY

The methodology involves the different parts in which the study is divided: a description of the participants and the setting where the teaching practice is carried out is presented in section 4.1.1; the type of instruments created to elicit the data is presented in section 4.1.2; sections 4.1.3 and 4.1.4 respectively deal with how the data were first elicited and then classified.

4.1.1. STAGE 1: PARTICIPANTS

This study was carried out with a group of 24 L1 Spanish speakers aged between 25-40 years old. These adults are currently studying English as a L2 in a non-formal educational context and as they have been studying English for 3-4 years their level of proficiency in English is an Elementary level which is the equivalent of a B1-B2 according to the acquired competences that are described and presented in the Common European Framework of Reference. This current academic year has been for some of them their fourth year taking English lessons and for others their fifth year.

They attend twice a week *The English Project* building located in *El Parque Tecnológico de Boecillo (Valladolid)*.⁷ The director of this company was aware of my interest in carrying out this study and the following protocol was established in order to

⁷ The educational context is *The English Project*. This company is a non-formal educational institution located in “El Parque Tecnológico de Boecillo” (Valladolid) that provides with different and a wide range of linguistic services (language courses, translations, simultaneous interpretations...) to clients.

inform the participants: the first step was to inform the participants about the interest in conducting a study based on data elicited from their assessments and to ask them for their consent to do this; the second and last step was to distribute a document stating participants' consent to the conduction of this study and also the data confidentiality.⁸ All the participants signed this document and I could move forward to the next step of my research.

This group of participants is a convenient sample for me as I am currently working for *The English Project* company and I have been the teacher of these adult learners for the whole academic year since last September. When I began teaching this group of adults, I realized that all of them were familiarized with traditional methods of teaching and learning as they felt more confident when dealing with grammar rules and linguistic patterns inside the language classroom. Therefore, I decided to innovate with my own teaching practice changing the method to start using a CLT approach during the last term of the academic year in order to observe how their adaptation to a whole new approach and to obtain data that would help me to know learners' appreciations towards this new approach.

4.1.2. STAGE 2: DATA COLLECTION INSTRUMENTS

The data elicitation instruments have been designed with the aim of knowing adult learners' assessments by obtaining their personal responses using these instruments. They have been designed in English taking into account the participants' level and clarifying them any question about vocabulary if necessary. In particular, the elicitation process involves the next two instruments: the first instrument is a closed questionnaire that has been designed to elicit quantitative data and the second instrument is an opened survey to elicit qualitative data. Both of them are described in detail in the next sections.

⁸ See a sample of the document "consent form" attached in appendix I.

4.1.2.1. CLOSED QUESTIONNAIRE

The first instrument is a closed questionnaire designed with the aim of obtaining empirical data from learners' personal assessments. It measures how the CLT approach has influenced adult learners' different affective variables and their personal assessments concerning the main features of the CLT approach. This questionnaire has been designed according to the Likert scale and consists of 20 different items rated on a scale from 1 to 5 by participants who mark whether they are strongly disagree (1), disagree (2), neither agree nor disagree (3), disagree (4) and strongly agree (5). Likewise, the 20 items were classified into groups of 4 items belonging to a specific category that were established according to whether the measurement of the affective filter or the measurement of the main features of CLT. Thus, each group of 4 items shows one of the categories presented below:

- First category: motivation and interest from items 1 to 4 as shown in figure 3.
- Second category: self-confidence from items 5 to 8 as shown in figure 3.
- Third category: anxieties or fears from items 9 to 12 as shown in figure 3.
- Fourth category: CLT approach from items 13 to 16 as shown in figure 3.
- Fifth category: the role of the teacher from items 17 to 20 as shown in figure 3.

Here below, it is presented the closed questionnaire distributed in paper format with the 20 items that were rated by participants according to their assessment.⁹

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| 1. I like English lessons. | | | | | |
| 2. I feel motivated when attending English lessons | | | | | |
| 3. I am interested in learning English | | | | | |
| 4. I am very motivated to learn English | | | | | |

⁹ See Figure 3 attached in the appendix II.

| | | | | | |
|--|--|--|--|--|--|
| 5. I feel relaxed when interacting with my classmates because the classroom atmosphere is comfortable and it engages the learning process. | | | | | |
| 6. I feel empathy with my classmates when participating in the English lessons. | | | | | |
| 7. I want my classmates feel empathy with me when I participate in the English lessons. | | | | | |
| 8. I feel confident when dealing with English inside the classroom. | | | | | |
| 9. I feel frustrated easily and frequently in the English lessons. | | | | | |
| 10. I feel frustrated when committing mistakes because I know I can do it better. | | | | | |
| 11. I feel embarrassment when participating in the English lessons. | | | | | |
| 12. I feel fear of participating in the English lessons. | | | | | |
| 13. I like to participate in the English lessons because I feel involved. | | | | | |
| 14. I like to work with the coursebook instead of doing other dynamic activities. | | | | | |
| 15. I like the English lessons because the activities are very active, dynamic and authentic. | | | | | |
| 16. I like the English lessons because the class atmosphere is very comfortable. | | | | | |
| 17. The teacher is very active and dynamic. | | | | | |
| 18. The teacher acts as a communicator and facilitator of information. | | | | | |
| 19. The teacher encourages self-learning and helps us to construct our own knowledge. | | | | | |
| 20. The teacher encourages communication processes inside the classroom using English all the time. | | | | | |

Figure 3: closed questionnaire.

4.1.2.2. OPENED SURVEY

The second instrument is an opened survey design with the aim of elicited data from adult learners' opened responses. It is focused on measuring participants' personal assessments about the new approach and also their affective variables. This instrument

will help to know the effect either positive or negative that this approach had over the participants' responses. It consists of 4 questions related to participants' personal assessments towards the practice of the CLT approach and the vocabulary to create these questions was carefully chosen according to participants' level of English. The questions that were asked in paper form to the participants were the following¹⁰:

1. Have you noticed any changes in the way of teaching since the beginning of this last term?
2. Have you felt involved in the English lessons?
3. Have you attended these communicative lessons motivated?
4. Give your personal opinion about these communicative lessons and possible improvements that you consider as necessary.

4.1.3. STAGE 3: DATA COLLECTION PROCEDURE

At the end of the last term, I did a testing session to the participants to discuss positive and negative aspects of the CLT approach carried out during this period of time and in this session the questionnaire and the survey explained in section 4.1.2 were included. Tests in written form were distributed to my class who is formed by a sample of 24 adults. Every participant had to complete his/her own test individually in 30-40 minutes and once these tests were completed, data were collected in order to be subsequently classified.

4.1.4. STAGE 4: DATA CLASSIFICATION PROCEDURE

Data information extracted from the questionnaire and the survey were classified and organized with the purpose of obtaining results and answers to the research questions proposed in section 3. Responses elicited from participants were classified and codified in an excel document formed by two different sheets; one sheet was elaborated for the questionnaire and the other for the survey. This excel document can be found attached to this dissertation as an electronic version to complement this work.

¹⁰ The survey is attached in Appendix III.

In the case of the questionnaire, the 5 groups of 4 items each were codified with a different category and thus responses were classified in groups of 4 as they belonged to each 4 items. Participants rated each item individually according to their assessment using a rating scale from strongly agree, agree, neither agree nor disagree, disagree to strongly disagree. In order to classify these responses, the items were grouped in 4 according to the categories previously mentioned in section 4.1.2 and therefore frequencies in participants' tendency to choose one of the five different possible responses for each item were obtained. A global computation of participants' responses to the 5 categories of 4 items each was made in order to extract percentages that show participants' assessment on the items. (i.e. the global computation of each four items is 96 responses and in particular responses belonging to the 4 items of the motivation and interest category are divided as followed: 35 strongly agree responses; 49 agree responses; 8 neither agree nor disagree responses: 3 disagree responses and 1 strongly disagree).

Participants' responses elicited from the opened survey differed from each other and were very diverse. Therefore, the classification procedure carried out was focused on codifying responses into the following 3 categories in order to classify them: (1) methodology, (2) affective filter and (3) teacher's role. But as this classification was not enough because it was very general and did not cover specific responses, the methodology and the affective filter categories in turn needed to be divided in more specific subcategories which are the following: communicative activities, classroom atmosphere and interaction with classmates corresponding to the methodology category; motivation and self-confidence corresponding to the affective filter category while the teacher's role category remained undivided since participants' responses limited to refer to this general category. Once responses were classified into these categories and subcategories, percentages of participants' responses were obtained in order to be analyzed later on.

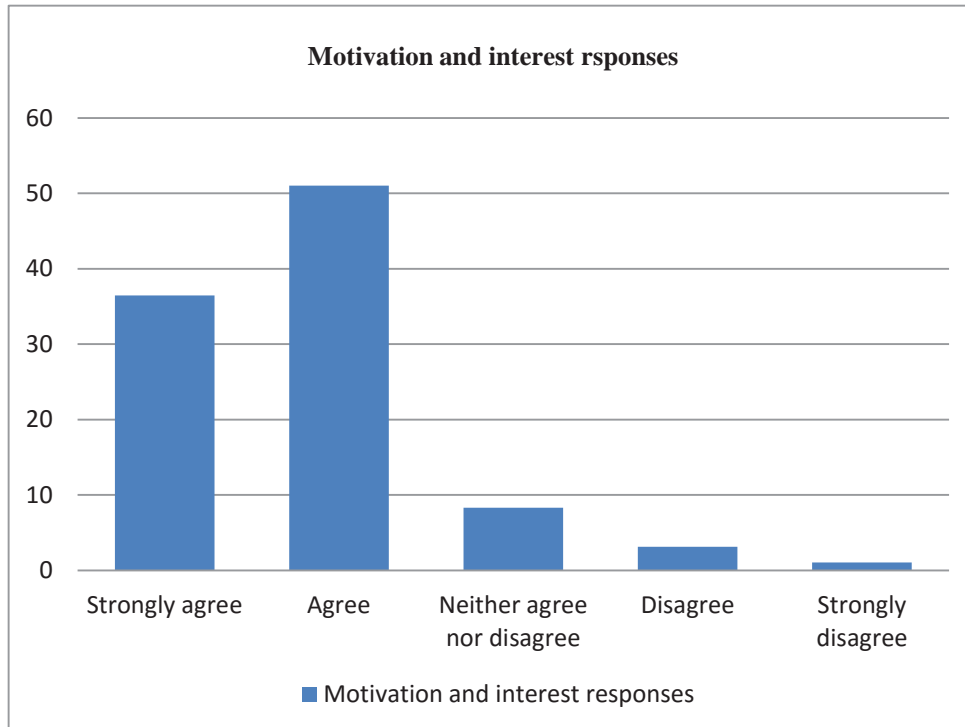
4.2. DATA DESCRIPTION

This section will be dealing with the description in detail of the empirical data obtained from both instruments used for collecting these data. Firstly, I will describe the data elicited from the questionnaire in section 4.2.1 and in section 4.2.2 the data obtained from the survey will also be described.

4.2.1. QUESTIONNAIRE DATA DESCRIPTION

The questionnaire consists of 20 individual items that are further divided into 5 different categories of 4 items each. These 5 categories have been previously stated in section 4.1.2.1. Participants had to answer to each item according to their assessment of each one choosing one of these levels of response: *strongly agree*, *agree*, *neither agree nor disagree*, *disagree* and *strongly disagree*.

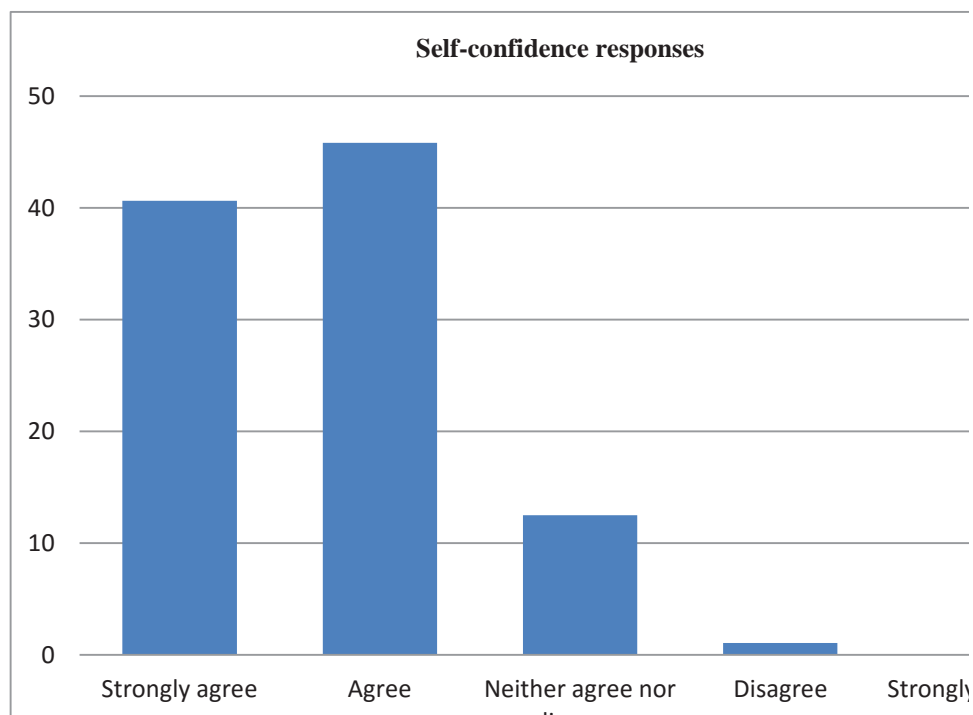
Here below, graph 1 shows percentages of participants' responses corresponding to the 4 items belonging to the first category which is motivation and interest.



Graph 1: motivation and interest items.

36% of participants rated the 4 items belonging to the motivation and interest category with a strongly agree response, 51% of participants answered with an agree response to these 4 statements while 8% of participants were not sure about their responses to these 4 items and chose neither agree nor disagree response. Finally, only the 3% of participants were disagree and the 1% were strongly disagree.

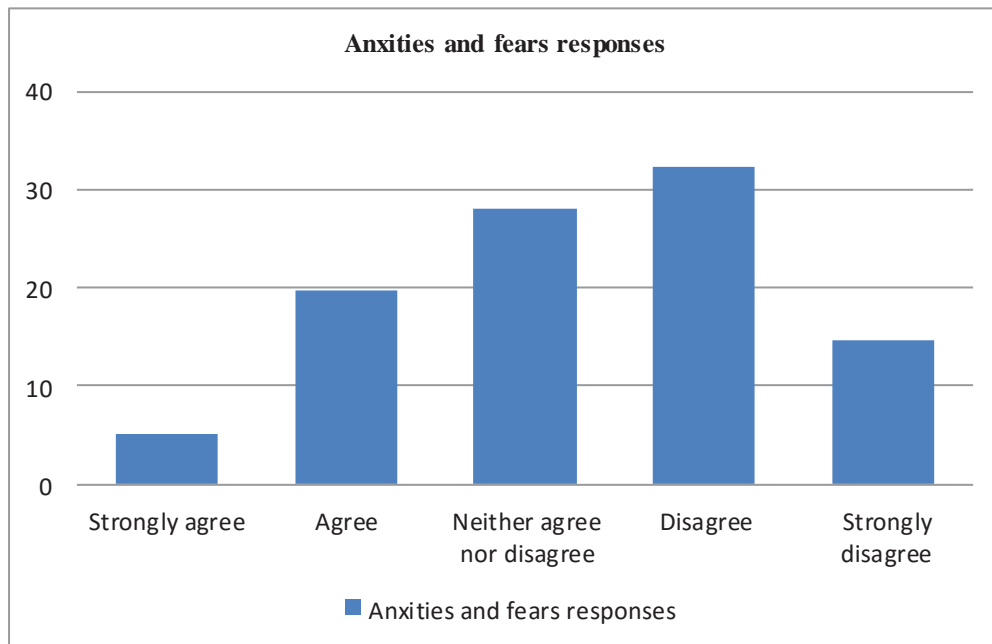
Graph 2 presents percentages of participants' responses corresponding to the 4 next items belonging to the second category which is self-confidence.



Graph 2: self-confidence responses.

41% of participants responses were strongly disagree with the 4 items referring to self-confidence an empathy category. 45% of responses were agree with these items while 12% of responses were neither agree nor disagree, 1% were disagree and finally there were no participants who answered strongly disagree.

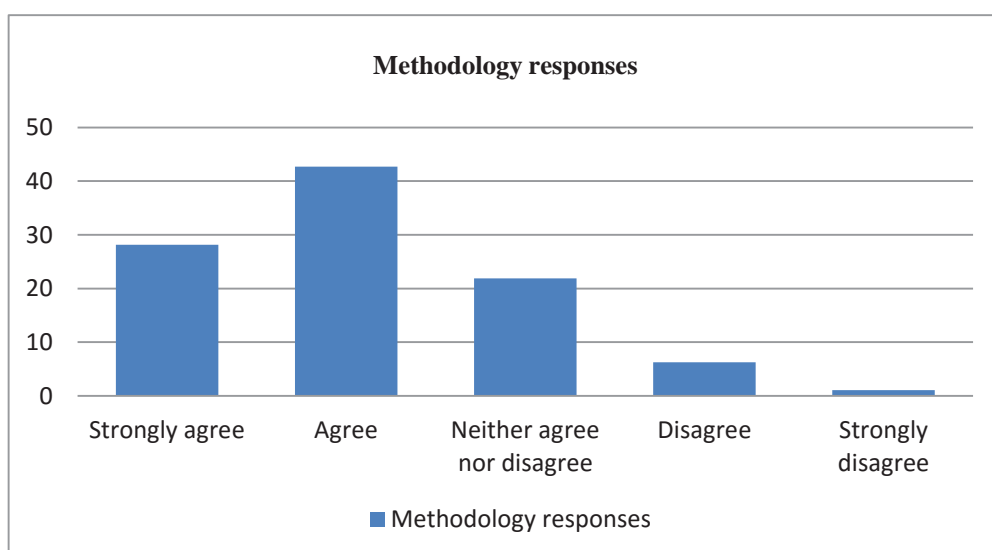
The following graph 3 represents percentages of participants' responses to the 4 items corresponding to the anxieties or fears category.



Graph 3: anxieties and fears responses.

5% of participants' responses were strongly agree with the 4 items corresponding to anxieties and fears category, 20% of responses were agree with the 4 items and 28% of participants were neither agree nor disagree with the 4 items. However, 32% of participants' answered they were disagree with the 4 items and 14% of them were strongly disagree with the items.

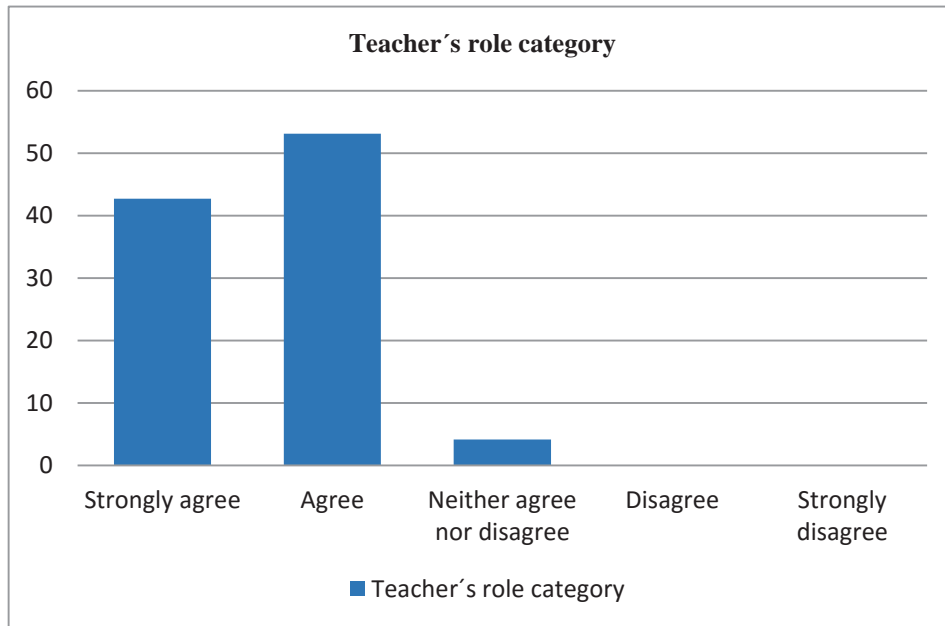
In graph 4, percentages of responses to the 4 items corresponding to the methodology category are represented.



Graph 4: methodology responses.

28% of participants' responses were strongly agree with the 4 items referring to methodology, 42% of their answers were agree with these items while 21% of their answers were neither agree nor disagree with the 4 items. 6% of responses were disagree with the items and only the 1% were strongly disagree with the 4 items.

Graph 5 represents percentages of participants' responses to the 4 items corresponding to the teacher's role category.



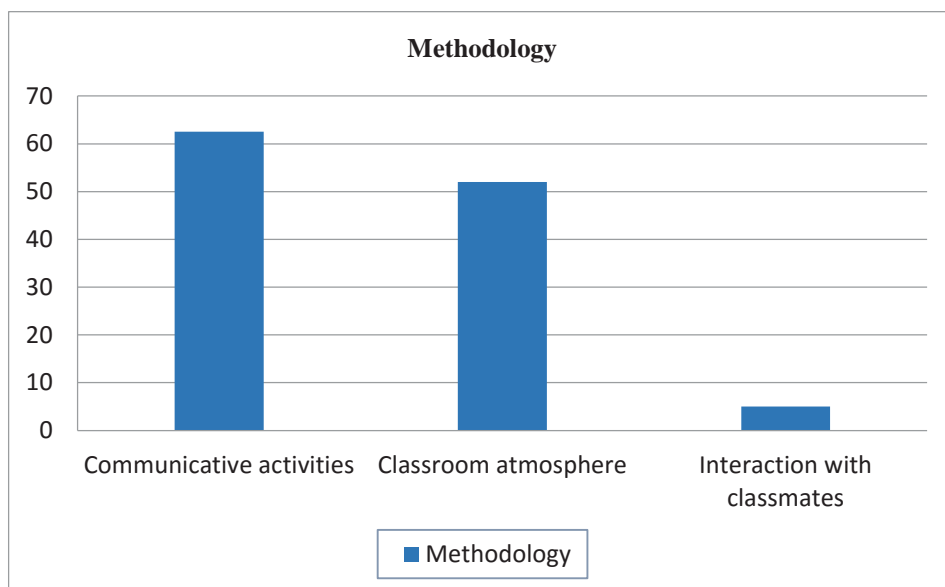
Graph 5: teacher's role methodology.

42% of participants' responses were strongly agree with the 4 items referring to the teacher's role, 53% of participants' responses were agree with the 4 items and only the 4% of them were neither agree nor disagree with the 4 items. There were no disagree or strongly disagree participants' responses.

4.2.2. SURVEY DATA DESCRIPTION

The survey deals with 4 different questions to analyze participants' responses about the CLT approach involving affective variables. Participants answered freely to these questions and for this reason, answers had to be codified into categories and subcategories in order to be classified.

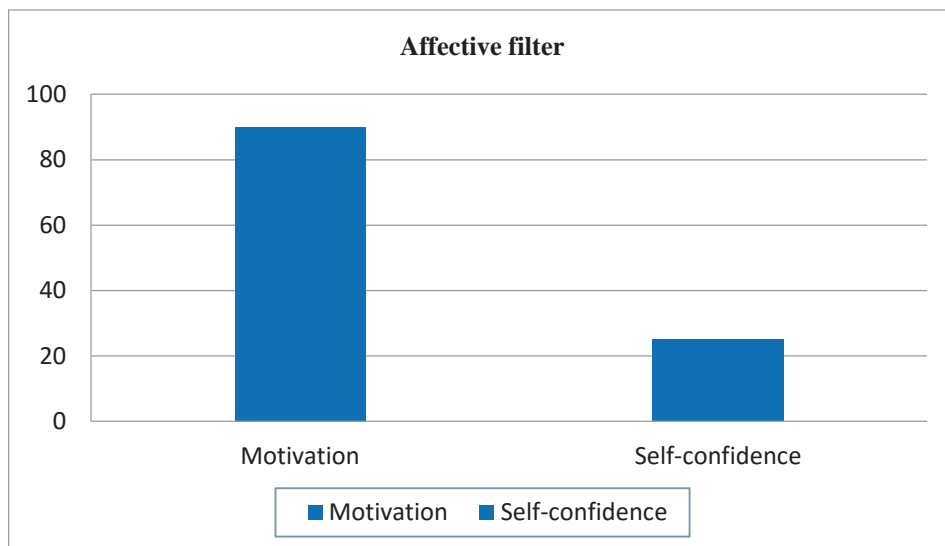
The next graph 6 shows percentages of participants who answered the 4 questions with information related to the 3 subcategories corresponding to the methodology general category. The total sum of the percentages is more than 100% since some participants answered the questions with information belonging to two or three different subcategories.



Graph 6: methodology category

62% of participants answered the 4 questions providing with information related to communicative activities used in the English lessons, 52% of participants responded with something related to the classroom atmosphere and 5% of the sample answered with information about the interaction with classmates.

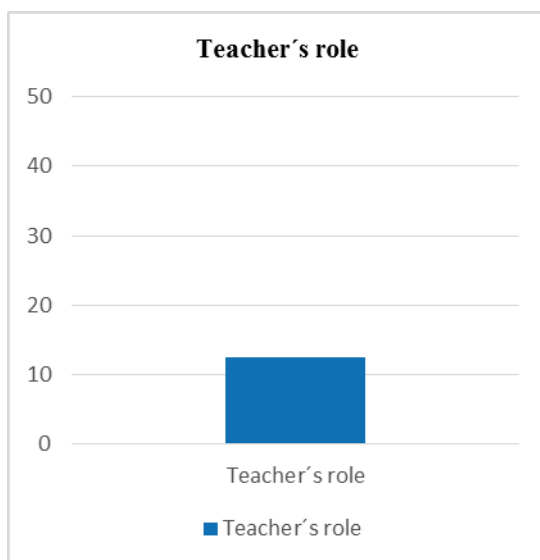
Here below, graph 7 represents the percentage of participants who answered the 4 questions with information referring to the 2 subcategories of the affective filter general category. More than the 100% of the sample answered with information related to the affective filter category since some participants answered the questions mentioning information about the two different subcategories.



Graph 7: affective filter category

90% of participants answered with information related to the motivation subcategory and the 25% of participants mentioned something related to the self-confidence subcategory.

Graph 8 shows the percentage of participants who answered with some information related to the category of the teacher's role. As it is presented in graph 8, only the 12% of participants referred to the teacher's role category in their responses.



Graph 8: teacher's role category.

4.3. DATA ANALYSIS

Once data has been presented in section 4.2 above, this section focuses on the data analysis of each test: the questionnaire and the survey data analysis is presented in section 4.3.1. Also, it will focus on the discussion of the results elicited from both tests regarding the research questions presented in section 3. In the analysis, data from both tests will be also discussed in order to reach some conclusions as the final step of this study.

4.3.1. QUESTIONNAIRE AND SURVEY DATA ANALYSIS

The questionnaire allowed participants to assess individually 20 different items with a rating scale. This way, data elicited from this test were representing participants' assessments on these 20 items. In this section, I will make a detailed analysis on the results obtained from the questionnaire data presenting and discussing the different hypothesis that could be determined by the research questions presented in section 3.¹¹ Hypothesis are the following:

- 1- Adult learners are interested and motivated when attending the communicative English lessons.

This hypothesis is confirmed. Graph 1 shows that 36% and 51% of the sample rated the strongly agree and an agree response respectively. This indicates that 87% of the sample rated positively to the items while 8% rated with a neither agree nor disagree response and only 4% of the sample rated negatively to the items. The majority of the sample feel interested in English and motivated when attending these communicative lessons as results indicate.

Results from the survey are also relevant as 90% of the sample according to graph 7 answered positively the opened questions referring to the motivation subcategory. For

¹¹ This section deals with the analysis of real data from participants, thus responses may contain grammatical mistakes.

example one of the participants answered with this information: *“I attend English classes very motivated because activities are funny and new”*. Another participant affirmed the following: *“I attend to English classes very motivated because now we speak more and do more activities and I can learn more than when I study alone”*. Another one said this: *“of course I’m motivated. English classes are very good lessons”*. Another participant mentioned the following: *“I feel more motivated than ever trying to learn as much English as possible”*. However, the rest 10% of the sample answered negatively giving this information: *“I feel motivated sometimes because I feel bored usually”*. Another participant affirmed the following: *“I sometimes feel motivated depend on the day and my mood”*.

2- Adult learners are self-confident when using English during the communicative lessons.

This hypothesis is confirmed. Results indicate according to graph 2 that 86% of the sample are either strongly agree or agree with the items referring to self-confidence and empathy which means that adult learners feel confident using English in this type of communicative lessons. The 13% of the sample were not sure about their responses to the statements which indicates participants were in favor of the items and the insignificant 1% of the sample responded disagree about feeling confident.

The survey also deals with the self-confidence as a subcategory but results are not relevant because only the 25% of the sample, as graph 7 shows, mentioned information about this subcategory while the rest 75% of the sample did not make reference to the self-confidence in their responses. One of the participants affirmed the next: *“I have improved my English a lot and I feel more confident now”*. Another participant mentioned the following: *“I feel good and confident in English classes, so everything is fine”*. Another one said the next information: *“I feel confident with English, now I don’t feel fear for speaking or making any mistakes”*.

3- Adult learners do not feel embarrassed and frustrated using English in the communicative lessons and therefore do not have any anxieties or fears.

This hypothesis has been confirmed. Although graph 3 shows a higher percentage of the sample that chose disagree and strongly disagree responses, these responses confirm

the hypothesis as items were dealing with statements about feeling fear, embarrassment or any other kind of anxieties inside the communicative classroom. Therefore, 46% of the sample indicate they are either strongly disagree or disagree with the statements. 28% of the sample indicate they feel neither agree nor disagree which is interpreted as they are not in favor of the statements. 26% of participants chose strongly agree and disagree with the statements which indicate they feel fears or anxieties when dealing with English.

Data obtained from the survey do not indicate significant data to confirm or reject this hypothesis.

4- Adult learners engage more performing communicative activities inside the communicative lesson.

Results showed in graph 4 indicate that this hypothesis can be confirmed as the majority of the sample, the 71% answered with a strongly agree or agree response to the 4 items corresponding to methodology. The 22% of the participants' responses were neither agree nor disagree with the items and finally only the 7% of participants were strongly disagree or disagree. However, these items are very general and do not measure specifically participants' rate on communicative activities, therefore this hypothesis will be confirmed by the results obtained from the survey.

Results obtained from the survey support the confirmation of this hypothesis as graph 6 shows. Around the 63% of the sample refers to the communicative activities in their answers, for example one participant says "*activities are very dynamic and funny, this can be because now we don't use the book so much*". Another participant affirms this: "*I prefer the type of lessons we're doing now without the book because activities are funny and we're speaking a lot*". Another one states the following: "*activities are dynamic and more important, they're focused on my needs*". These results point out a participants' positive attitude towards the development of communicative activities as this causes a positive effect on learners. The other 37% of the sample did not make reference to the communicative activities subcategory.

5- The classroom atmosphere is comfortable and fosters communication processes.

According to graph 4, participants' responses show a higher percentage of strongly agree and agree responses therefore this hypothesis can be confirmed but results obtained from the survey show more specifically the participant's responses that supports the confirmation of this hypothesis. Graph 6 indicates that 52% of the sample responded the questions with information related to the classroom atmosphere subcategory. Slightly more than the half of the sample mentioned some information about the classroom atmosphere in their answers for example this participant: *"the classroom atmosphere is very comfortable and I feel motivated"*. Another participant mentioned the following: *"the classroom atmosphere is quite comfortable and my classmates are nice"*. Another one stated this: *"classroom is very comfortable and more fluent and we interact more"*. Whereas, the other 48% percentage of participants did not mention anything related to the classroom atmosphere in their responses.

6- Adult learners interact with their classmates using the target language in the communicative lessons.

This hypothesis can be confirmed as graph 4 shows a higher percentage of strongly agree and agree responses but the 4 items belonging to the methodology category in the questionnaire are not divided in subcategories therefore this hypothesis could not be neither confirmed or rejected. Besides, the survey does not show relevant results related to the interaction with classmates subcategory. Only the as graph 6 show, the 5% of the sample mentioned information referring to this subcategory, for instance this participant: *"we interact more with our classmates because we do more speaking activities"*.

7- The teacher is active, encourages the learner and has the role of a communicator and facilitator of information.

Graph 5 shows that results referring to the role of the teacher in the communicative lesson are very high, thus participants assessed the statements very positively and this hypothesis can be confirmed. 96% of the sample rated the 4 items with strongly agree and agree responses. The rest 4% of participants rated the items with a neither agree nor disagree response which indicates that participants assessed the new role of the teacher successfully.

Results obtained from the survey referring to the teacher's role category are not relevant as this category was only mentioned in the responses of a 12% of the sample and this percentage does not represent to the majority of the sample.

- 8- The CLT approach helps adult learners to be more engaged in language lessons and it encourages them to learn a L2.

This hypothesis can be confirmed since it encompasses hypothesis 4, 5 and 7 which have already been confirmed, excluding hypothesis 6 as there were not enough data to confirm it or reject it. Henceforth, it could be said that actually as demonstrated with this study carried out with a specific group of adult learners, the CLT approach helps adult learners to engage more in language lessons and to be more motivated using English for a communicative purpose.

- 9- The CLT approach helps adult learners to externalize their emotions and feelings inside the language classroom.

This hypothesis can also be confirmed since it encompasses hypothesis 1, 2 and 3 which have already been confirmed above. As demonstrated in this study, the CLT approach helps adult learners to not feel inhibited as they dare to participate using the target language and they feel self-confident with English. The majority of participants affirm not to present anxieties and fears when using English with different communicative activities which explains the effectivity of this method on avoiding to inhibit adult learners.

5. CONCLUSIONS

Clearly, language teaching practices with this group of adults needed to be improved as they showed a lack of interest and an inhibit behavior towards the English lessons. Therefore, this dissertation has offered a descriptive study of the implementation of a new approach developed with this specific group of adults to analyze the effect of the CLT approach on adult learners regarding its features and their affective filter.

The results obtained in this study have shown the effectivity of the CLT approach when dealing with adults as learners of a L2. In particular, this effectivity is demonstrated with data that have been elicited from adult learners' personal assessments on two different aspects: (1) on the features of the CLT approach and (2) on how this approach influences over their affective filter.

Adult learners assessed the CLT approach by its main features and the results of their assessment were positive and favorable. This indicates that the CLT approach is a feasible method to implement in non-formal educational institutions when dealing with adults as language learners. They rated positively the kind of activities performed in the communicative lesson, the role of the teacher and the atmosphere created as a way of enhancing not only communication processes inside the language classroom but also their attitudes towards the language. Besides and most significant point, adult learners did not show difficulties to adapt to this innovative approach, they were able to adapt easily to a complete innovative method of teaching and learning for them.

Adult learners also assessed how the CLT approach influenced on their motivation, interest, self-confidence, anxieties and fears as with the previous method they showed inhibited and non-motivated and they did not participate or interact inside the language classroom. This manner, the implementation of this approach helped adult learners to externalize their emotions and feelings. Especially, these teaching lessons using this approach contributed to encourage adult learners and to awaken their interest in learning English since they appreciated they felt comfortable with the classroom atmosphere, with their teacher and with their classmates. Adult learners demonstrated their positive attitudes towards the new methodology, taking into account their self-confidence when

using English for communicative purposes, their involvement in the communicative lessons and their lack of fears and anxieties.

Therefore, the use of the CLT method with adult learners help them to engage and involve in the English classroom, to encourage in the process of communication using the target language and to externalize their emotions and feelings not inhibiting them to interact and participate. Besides, adult learners are able to feel self-confidence and to eliminate other emotions that do not allow them to develop the communicative competence such as anxieties or fears. As Pishghadam also demonstrates in his study, “the emotional intelligence is instrumental in learning different skills, specifically productive ones” (33). In this way, language teaching practices with adults should be oriented into a communicative language teaching approach in which all of the features of a communicative lesson are highly considered and as Pishghadam affirms “exhibit the effects of emotional intelligences” (33).

6. CONTRIBUTIONS OF THE STUDY

It can be considered that there are some limitations to this study than can be improved with the aim of doing further research on the issue: (1) the small and non-representative sample used to carry out the study as it was only formed by 24 participants; (2) it should have been compared to a controlled group in order to analyze different results and to obtain significant data; (3) it could have been a longitudinal study focused not only on a term but on the whole academic year 2015-2016 to test participants throughout different stages in the process of using the new methodology.

However, this study demonstrates with empirical data the effect of developing a communicative approach inside the language classroom to enhance adult learners’ feelings and emotions within the non-formal educational context according to adult learners’ personal assessments. Thus, results obtained from this study contribute to the following points:

- To improve my own language teaching practices and any language teaching practices with adult learners who as results in this study showed require

communicative language practices in order to develop their communicative skills and feel able to show their emotions and feelings when using English.

- To do further research based on this study and comparing it to other studies carried out with a traditional method of teaching languages. In this way, both methods would be analyzed regarding the affective filter of adult learners and concerning the differences that may appear.
- To demonstrate that the communicative language teaching is an effective method to use with adults as English learners regarding the main features of this method and some of their affective variables.

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Universidad de Valladolid. According to the Spanish Law on Education, in the next pdf document can be found the description about the competences and the

objectives required for the overcoming of this Master:
http://www.uva.es/export/sites/uva/2.docencia/2.02.mastersoficiales/2.02.02.normativa/_documentos/COMPETENCIAS-MASTER-EN-PROFESOR-DE-EDUCACION-SECUNDARIA.pdf

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AFTERWORD: OBJECTIVES REACHED

This study has reached the objectives presented in section 3: (1) the analysis of learners' personal assessments regarding the main features of the CLT approach and adult learners' affective variables; (2) to contribute to the improvement of language teaching practices addressing to adults according to the results obtained concerning these two aspects, the main features of the CLT approach and the learners' affective variables. Also, I believe that with this study I have been able to reach the following objectives established by *El Marco Español de Cualificaciones para la Educación Superior, MECES*:

- Being able as professional teachers to continue doing independently self-directed learning and training.
- Being able to apply as professional teachers acquired knowledge and to solve problems in unfamiliar environments within multidisciplinary contexts in relation to the field of study.
- Being able to communicate both orally and written conclusions, reflections and knowledge that nourish us as professional teachers.
- Being able as professional teachers to make judgements from limited information with the aim of reflecting over ethic and social responsibilities concerning these judgements.

With this dissertation, I have been able to reach these objectives outlined above, to combine them and to relate them to the main professional field of this master which is teaching. But teaching also requires the field of research, thus a teacher needs to be a researcher of his/her own practice in order to reflect and improve on the teaching practice. For this reason, I was engaged in this action research study with the aim of finding an effective solution to the issue that was concerning my own language teaching practice.

APPENDIX

APPENDIX I

CONSENTIMIENTO INFORMADO (CONSENT FORM)

Dña. Brenda Herrería Gil con DNI: con el fin de realizar el Proyecto de fin de Máster de la Universidad de Valladolid cuyo título es: L2 English adult learners and CLT: an empirical study about learners' assessments regarding this methodology and the affective filter quiere realizar una investigación que se llevará a cabo en The English Project (TEP) provincia Valladolid.

Solicita la colaboración de D/ Dña:para poder aplicar dos escalas de valoración sobre: las evaluaciones de los estudiantes sobre la práctica comunicativa de la enseñanza del inglés con relación al efecto de ésta en su filtro afectivo y para poder utilizar los datos extraídos a partir de estas escalas de valoración y posteriormente realizar el estudio descriptivo.

DOY

NO DOY

Mi consentimiento para la utilización de mis datos en el estudio propuesto.

Fecha:

Firma del participante:

Hago constar que he explicado las características y el objetivo del estudio descriptivo y sus riesgos y beneficios potenciales a la persona cuyo nombre aparece escrito más arriba. Esta persona otorga el consentimiento de usar estos datos por medio de su firma fechada en este documento.

Fecha:

Firma del investigador:

APPENDIX II

QUESTIONNAIRE

1. I like English lessons:
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

2. I feel motivated when attending English lessons:
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

3. I am interested in learning English :
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

4. I am very motivated to learn English:
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

5. I feel relaxed when interacting with my classmates because the classroom atmosphere is quite comfortable and it engages the learning process:
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

6. I feel empathy with my classmates when participating in the English lessons:
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

7. I want my classmates feel empathy with me when I participate in the English lessons:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
8. I feel confident when dealing with English inside the classroom:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
9. I feel frustrated easily and frequently in the English lessons:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
10. I feel frustrated when committing mistakes because I know I can do it better:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
11. I feel embarrassment when participating in the English lessons:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
12. I feel fear of participating in the English lessons:
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
13. I like to participate in the English lessons because I feel involved:
- Strongly agree
 - Agree
 - Neither agree nor disagree

- d) Disagree
 - e) Strongly disagree
14. I like to work with the coursebook instead of doing other dynamic activities:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
15. I like the English lessons because the activities are very active, dynamic and authentic:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
16. I like the English lessons because the classroom atmosphere is very comfortable:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
17. The teacher is very active and dynamic:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
18. The teacher acts as a communicator and facilitator of information:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
19. The teacher encourages self-learning and helps us to construct our own knowledge:
- a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree
20. The teacher encourages communication processes inside the classroom using English all the time:

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

APPENDIX III

SURVEY

1. Have you noticed any changes in the way of teaching since the beginning of this last term?

2. Have you felt involved in the English lessons?

3. Have you attended these communicative lessons motivated?

4. Give your personal opinion about these communicative lessons and possible improvements that you consider as necessary.