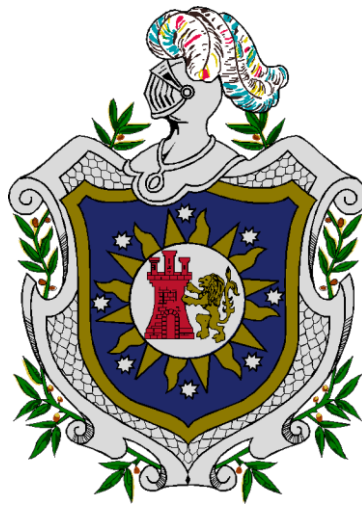


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**GRADUATION SEMINAR**

Communicative and Action-Oriented Approaches to Foster Speaking Skills.

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## **Abstract**

For many years, speaking skills have been considered the most difficult English language skills to foster as it involves the combination of knowledge of all the other language skills. This problem is present among Nicaragua public schools including Fernando Gordillo Cervantes School where the students have difficulties fostering their English language speaking skills. Therefore, the purpose of this research is to analyze the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills to draw conclusions and provide a solution to the problem in context.

This research is quasi-experimental with a non-equivalent, pretest-posttest design following a mixed-method approach to get in-depth information about the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills. The population under study was composed of 58 students in 9th grade at Fernando Gordillo Cervantes School during the second semester of 2021, Managua, Nicaragua. Two groups were under study a comparison group (A) and treatment group (B), where the second one received a treatment (2 weeks period) while the other (A) continued with the same strategies and methods employed before this study was executed, both researchers were in charge of the groups, each of them correspondently; taking the place of the teacher to gather as much data as possible during the experimental phase. At the end of this quasi-experimental study, the results from the group (A) and (B) were compared to draw to conclusions.

The results found on the development of this study provide evidence that students in the treatment group (B) had a significant improvement based on the pretest-posttest statistical analysis in contrast to the comparison group (A) where no therapy was implemented so the students from that group did not have any improvement. That evidence provides an answer to the aim of this study.

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## I. Research Scope

### 1.1. Introduction

Acquiring a language is a process that requires the interference of a lot of elements with the finality to master the four main language skills which are listening, speaking, reading, and writing. The process of language-learning acquisition requires a lot of effort. It demands the implementation of different strategies, methods, resources, and time to get to master those language skills. Hence throughout the years, it has been observed that English learners have been struggling with fostering the language skills just mentioned. Due to the complexity that involves that learning process the achievement of the objectives for this subject have not been the expected ones from English learners and teachers, therefore, different types of approaches have been proposed to help students to foster those skills.

English language students from secondary Schools in Nicaragua had been affected by that setback as well. Most students at Nicaraguan public schools have difficulties in developing the English language speaking skills; they struggle to communicate in the target language, they are afraid to participate in class and they are not able to answer simple questions that the teacher asks to them, they cannot reproduce even simple oral sentences cohesively and coherently neither establish a simple conversation by using the target language. Despite the efforts that teachers and students make to master the language there are weaknesses in developing those speaking skills. Nevertheless, this situation can be improved by selecting and applying methodologies and strategies based on communicative and action-oriented approaches to foster speaking skills.

This study had the purpose of analyzing the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills in 9th-grade students at Fernando Gordillo Cervantes School. This is a quasi-experimental research in which two groups (A, B) were studied; the group (B, treatment group) was intervened with the application of methods and strategies based on communicative and action-oriented approaches. Meanwhile, the group (A, comparison group) remained without any therapy.

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## 1.2. State of The Art/ Background

Developing English speaking skills demands the application of different approaches, methods, and strategies to achieve the desired level of speaking proficiency. Throughout decades lots of English language learners' students have been struggling with fostering those skills because of all the implications that it takes to develop them. Therefore, a lot of experts in this language teaching field have been doing researches where they propose approaches to make the goal of mastering speaking Skills achievable for English learners. One of those approaches is the communicative approach which "...aims to give learners more control and autonomy of their learning via student-centered group work activities and the chance to control the content of the classroom instruction" (Akkas & Coker, 2016, p.82). This approach suggests strategies to help students to develop speaking skills by motivating them to play an active role and participate in collaborative activities where they can use the target language to communicate with others learners. Moreover, recently another approach has been proposed which is the action-oriented approach, which consists of assigning real-life tasks in which students can exercise language skills. The Council of Europe (2001) states that this approach sees students as social agents and the purpose of it is to assign activities simulating real-life situations along with language activities. By being exposed to real-life situations the students learn effectively and more interactively.

There is a variety of researches related to the Communicative language teaching approach whereas there are not many researchers regarding the action-oriented approach. Although all the information collected around those two approaches is useful to continue with similar studies. Likewise, a research carried out by Ahmad & Rao (2013) about Applying Communicative Approach in Teaching English as a Foreign Language at College in Pakistan. He compared the usefulness of the Grammar Translation Method to the Communicative Language Teaching (CLT) approach. A sample of 40 (12th grade) students at a Punjab college in Pakistan was taken. He divided the students into two groups with twenty students each, one was the Control Group (CG), those students continued being taught with the Grammar Translation Method and the other group was the Experimental Group (EG), those students were taught with the communicative approach. For data collection were used as instruments, the pre-test applied before the implementation of the communicative approach and a



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post-test after the implementation of it finding that the (EG) group got better results in the post-test with a significant statistical difference of 0.002. According to this investigation, it was proven that the CLT approach is more suitable for teaching English as a foreign language than the GTM.

Another research developed by Mangaleswaran, & Aziz (2019) at Kebangsaan University of Malaysia about The Impact of the Implementation of CLT On Students' Speaking Skills in Malaysia. This research aimed to analyze the impacts of Communicative Language Teaching in enhancing students' speaking skills. The population under study was 865 students were a sample of 56 students was taken all Form 2 students of SMK Jengka 2 in the academic year 2018. The form 2 students of SMK Jengka 2 were divided into 7 groups. The sample of this research was 56 of those students. Pre-test and post-test were applied to the students to collect data, the findings showed an enhancing effect in the students overall speaking skills after implementing CLT.

Another research developed by Hayat (2017) about improving students' speaking skills through communicative language teaching at the tenth grade of sman 3 pole wall (pre-experimental research) With a population of 160 students divided into 8 Classes of 10th Grade Students of SMAN 3 Polewali. One of the groups, X IPA 2 class, with 20 students implemented the CLT approach while the others continued with the usual teaching approaches. Pre and post-test were applied finding that students with CLT improved their speaking skills by 13.75% reflecting the effectiveness of this approach against others.

In another hand, Daloglu & Yeni (2016) carried out a research to explore the outcomes of English language teachers' implementation of a innovated curriculum with an action-oriented approach in primary schools in Sakarya, Turkey. In this study, 4 teachers participated they were working at different public primary schools. The researchers made use of observation, interviews, and document analysis to collect data. However, this study had limitations because the teachers' understudy did not properly apply the action-oriented approach. On the other hand, there are no researches yet about the outcomes of combining Communicative and Action-Oriented Approaches to Foster Speaking Skills in English language teaching.

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### 1.3. Objectives

#### **General Objective:**

To analyze the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills.

#### **Specific objectives:**

1. To describe the students' English speaking skills before applying communicative and action-oriented approaches based on the Pre-test results.
2. To discuss the communicative and action-oriented approaches applied in the development of English speaking skills.
3. To apply Language Teaching methods and strategies based on communicative and action-oriented approaches to foster speaking skills.
4. To indicate the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills.
5. To explain how the students' English speaking skills changed after applying communicative and action-oriented approaches based on the Post-test results.

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### **1.4. Research Questions:**

1. What are the students' English speaking skills before applying communicative and action-oriented approaches based on the Pre-test results?
2. Which methods and strategies based on communicative and action-oriented approaches can foster students' English speaking skills?
3. How can the implementation of methods and strategies based on communicative and action-oriented approaches foster English speaking skills?
4. What are the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills?
5. How the students' English speaking skills changed after applying communicative and action-oriented approaches based on the Post-test results?

## COMMUNICATIVE AND ACTION-ORIENTED APPROACHES TO FOSTER SPEAKING SKILLS.

### **1.5. Rationale**

The English language learning-teaching process involves the implementation of strategies and methods that allow students to develop the four language skills so they can effectively communicate by using the target language. However, for years in secondary public schools, it has been implemented many approaches to teach English that do not provide the expected outcomes such as the grammar-translation method which consists of acquiring vocabulary and grammar by translating sentences which has limited students to develop speaking skills due to the lack of interaction that it requires. Unfortunately, that method is still being used by many teachers in public schools to help students to improve their English-speaking proficiency; teachers must innovate the way they teach English by applying different methods and strategies in the classroom. Therefore, this research analyzes the outcomes of applying methods and strategies based on communicative and action-oriented approaches which can be beneficial for teachers that are planning to implement those approaches in their teaching methodology to help learners to foster their speaking skills.

On the other hand, this research was viable because there was accessibility to the school where the study was carried out which facilitating the data collection and the experimental phase. It was counted with the teacher's support and students' participation in the research, along with the principal support of that school. The researchers explained to the participants the process of gathering information the aims of the study and the purpose of applying the instruments. All the information was used wisely and ethically, without exposing unauthorized sensitive information about the participants.

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### **1.6. Problem statement**

English Language acquisition demands a significant amount of work, and the application of different approaches, methods, strategies, and resources to develop the target language skills. Thus, speaking skills are complex to foster; many English learners are not able to master those skills. That setback affects many students including the ones from Nicaraguan secondary public schools and that situation is reflected at Fernando Gordillo Cervantes School in Managua, Nicaragua, 2021; where English as a second language is part of the Secondary Education curriculum.

The overall issue is that 9th-grade students at Fernando Gordillo Cervantes School have difficulties developing their English language speaking skills; they struggle with establishing a simple conversation in English. They are unable to express themselves by employing the target language by not being capable to produce even simple sentences orally. This problem affects both the teacher and the students, the teacher's job is not producing the anticipated outcomes, and the pupils are not learning and improving their speaking skills so they are not in line with the level they ought to be.

For that reason, this study aims to analyze the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills, to provide a solution to this problem the following question must be answered: -What are the students' English speaking skills proficiency levels before the treatment phase? -Which methods and strategies based on communicative and action-oriented approaches can foster students' English speaking skills? -How can the implementation of methods and strategies based on communicative and action-oriented approaches foster English speaking skills? -What are the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills? -What are the students' English speaking skills proficiency levels after the treatment phase? -Which are the differences encountered in both group's results on pre-test-posttest?

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## **1.7. Hypothesis**

Students who receive as a treatment, the application of methods and strategies based on communicative and action-oriented approaches, foster their English speaking skills significantly in contrast to the ones who do not.

## **II. Theoretical Framework**

This section contains an explanation of the most essential terms regarding the variables under study based on existing theories. The most relevant authors, experts in the subject were cited on this segment along with the researchers (in charge of this study) interpretations of those terms.

### **1. English Speaking skills**

#### **1.1. Definition of speaking**

English language learning consists of mastering language skills like writing, reading, listening, and speaking to communicate verbal and non-verbal to other human beings in that language. When it comes to speaking skills, it is classified as verbal communication where the speaker transmits sentences with a meaning through oral production. Nunan (2003) states that "It consists of producing systematic verbal utterances to convey meaning" (p. 48). Therefore, speaking skills allow people to express in a verbal way ideas to others and such process involves the participation of a lot of elements to produce a meaningful message.

#### **1.2. Speaking skills components**

##### ***1.2.1. Fluency***

Fluency is one of the speaking skills components or abilities that English language students must master in order to communicate ideas effectively. When it is employed in oral communication, it makes the message that is being communicated understandable because the ideas are expressed fluidly. According to Jones (2020) Fluency is defined as the capacity to generate a succession of words in a thorough and fluid manner that allows the recipient of the message to comprehend the communication's meaning (Para. 4). When a second language student is fluent in speaking, he can express his ideas better than someone that has not yet mastered fluency, thus the communication process will not be as effective as it might be expected to be.

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### ***1.2.2. Vocabulary***

In oral communication is necessary the implication of vocabulary to be able to build the message that is intended to be delivered by the sender in a way that the ones receiving it can interpret it. Clouston & Farrell (2013) define it as all of the words or phrases of a language that transmit meaning (p. 2). English language speakers must use the appropriate vocabulary that can better transmit the thoughts that they want their audience to receive and that it can be decoded in a way that maintains the essence of the message that has been sent. Therefore, English language students must acquire a wide range of vocabulary to be able to communicate effectively in the target language by employing accurate word choice.

### ***1.2.3. Grammar***

It is necessary to respect grammatical rules when speaking a language so that way the recipient can have a better understanding of what the sender is trying to say and can produce an effective communication process. Nunan (2003) mentions that "Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level" (p. 154). English language students must take time to work on learning the way that native speakers construct sentences, which structures they use for it to ensure that the ideas that they want to transmit can be understood. Hence it is important to apply strategies that can facilitate this process of learning about the grammatical guidelines existing in the English language.

### ***1.2.4. Pronunciation***

Oral communication implies pronouncing words and sentences; it requires the speakers to produce certain sounds that are features of the language in which the communication is being established. Pennington & Rogerson (2019) explain that pronunciation occurs when people learn how the words must be articulated and they can distinguish how vowels and consonant must be sounded in a specific language system. (p. 4). For English language students is crucial to know how to differentiate the characteristics of the target language's sounds. However, most learners struggle with producing the right pronunciation due to the differences that might exist between English and their mother tongue hence it is indispensable that teachers apply methods and strategies that can help students to achieve their goals regarding pronunciation.



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### ***1.2.5. Comprehension***

Part of a good communication process is to comprehend the message that has been delivered and also the message received by both participants must be clear in a way that can be understood by them. Nevertheless, to ensure that comprehension occurs a lot of factors must be considered. (Van, 2016) The comprehension process involves the integration of different elements that provide information such as pronunciation: sounds of the letters, grammar: spelling and the meaning of the words, and context knowledge along with cognitive abilities to be able to organize the information and create meaning from it (para. 1). For English language students to communicate effectively, they must express ideas clearly and understandably that the people or audience that they are communicating with can understand the ideas they are expressing also how to interact within a conversation in a given context.

### ***1.2.6. Accuracy***

Accuracy is a vital skill of speaking so English language students must work on achieving it to communicate ideas effectively. According to Robinson (2011) accuracy occurs when the second language learner made use of the target language just like a native speaker would, by considering all the forms and usages of it; regarding grammar, pronunciation, and vocabulary (p. 61). Experts in the English language teaching fields have proposed different methods that are helpful to facilitate students to improve accuracy, therefore teachers must apply those in the English language teaching classroom.

## **2. Teaching English Speaking Skills**

### **2.1. Definition of Approach**

It is common to read or hear the word approach in the English teaching field, this term is used to refer to the path to follow when teaching. Richards and Rodgers (2014) redefine approach as the conception of theories or philosophies regarding the language's nature and how this can be learned which is useful to suggest certain procedures in the teaching language field (p. 22). Language teaching experts have proposed different types of approaches and methods that teacher applies to the English classroom to

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facilitate their process of second language acquisition. In this manner, the communicative language teaching approach and the action-oriented have been used to help students enhance their language English skills so they can communicate effectively with others by using the target language.

### **2.2. Definition of Method**

The term method in teaching refers to the general procedures of how to execute the existing theories about how to get the students to learn, a general description of what to do according to a specific teaching approach. The method follows the approach; it is the way how the theories and principles that have been developed can be executed by the teachers in the English classroom. Richards and Rodgers (2014) refer to the term method as a collection of organized teaching strategies based on a certain ideas of language and language learning (p. 3). Due to the complexity that it takes to teach and learn a language, several methods conceived from different approaches have been proposed, for instance, the approach to be applied is the action-oriented approach which sees the learners as participants of a society therefore that individual must exercise language and life skills in a scenario that simulates real-life situation, to apply that the teacher must follow some procedures and principles to ensure that the approach is applied in the classroom.

### **2.3. Definition of teaching Strategy**

Strategies are the way that teachers implement methods according to the resources and students' characteristics so the lesson plan is based on how the methods will be executed in the classroom to guide learners to achieve their goals regarding English language learning. Tripathi (2019) defines teaching strategy as the set of planned steps to follow to accomplish the objectives in education; the planning is made based on certain methods, tactics, and techniques (p. 33). For instance, if the teacher relies on certain methods, he will assign to the students' tasks related to it; For example, if the teacher applies the action oriented-approach and communicative language teaching methods and he has to teach students about food vocabulary, he can set a scenario where the students will improvise a role-play where they will order food in a restaurant also, he

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can bring into the classroom different type of food pictures and even design a menu so the students can improvise role-plays by ordering food. Thus the teacher must reflect that planned activity on the lesson plan in a detailed way, how those activities will be executed to apply the methods mentioned before.

### **2.4. Differences between Approach and Method**

It is usually mistaken the difference in definition and functions between approach, method, and strategy. However, it is crucial in teaching to identify each of them to implement them effectively in the classroom. For instance, if the teacher implements the communicative language teaching approach he has to apply all the principles and take them to action. It includes his role and the student's role, the activities to be developed, the resources, etc.; he must employ all the steps that can make it possible to guide students on their learning process by following a certain type of theory that can work effectively for them. Hence Gill & Kusum (2017) explain the differences between them in this way: Approach is the Perspective about the way how things should be learned and taught. The method is the execution of the approach by following certain procedures (p. 6695). Teachers need to know the difference between those two concepts to be able to apply them efficiently by making use of the existing theories and research that have been developed to provide solutions to the English language teaching phenomenon such as speaking skills setback for second language learners

### **2.5. Teaching Methodology definition.**

Teachers must select the best methodology that suits the objectives and content of the lesson along with the students learning styles, interests, and level but what does the term methodology mean in teaching English according to Taralunga (2006) refers to the act of answering the following questions what to teach? What are the aims of teaching? and How to teach? To select the approaches, methods, and strategies needed to obtain the goals (p. 169). Therefore, teachers must ask themselves which techniques and strategies work best for the students to achieve the objectives of the lesson and develop the English language skills.

### **3. Assessing Speaking Skills**

#### **3.1. Type of speaking assessment tasks**

##### ***3.1.1. Imitative***

There are different types of assessment tasks that have been divided into five categories each of them are grouped according to the emphasis make in assessing specific speaking sub-skills of those types of assessment is imitative According to Brown (2004) the ability to just repeat back a word, phrase, or a sentence is at one extreme of a continuum of speaking performance kinds. While this is a primarily phonetically oral output, the criterion may incorporate several prosodic, lexical, and grammatical features of the language. Here the focus is on pronunciation; there are no assumptions are about the test capacity of comprehension or interaction (p. 141). Therefore those assessment tasks on the way that the speaker delivers the message in terms of pronunciation rather than other features although the rubric can include other criteria to such as grammar to complement the assessment. This type of assessment is useful to know if the students' pronunciation is accurate.

##### ***3.1.2. Intensive***

A type of assessment task is the one that requires the test taker to produce short sentences where they employ grammatical features such as meaning and use along with some pronunciation features. Brown (2004) explains that the production of short lengths of oral language aimed to demonstrate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological links is a second sort of speaking that is widely used in assessment contexts (such as prosodic elements-intonation, stress, rhythm, juncture). To answer, the test taker must be aware of semantic aspects, although the interaction between the test taker and him barely occurs. Intense assessment tasks include directed response activities, reading aloud, completing conversations, restricted picture-cued tasks, and simple Sentence level translation (p. 141). Hence those tasks focus on assessing the way that the test takers respond by employing grammar, how grammar is produced while speaking in terms of meaning and use without requiring extensive speeches from the student that being assessing also there is not much interaction in those type of tasks.

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### **3.1.3. Responsive**

The responsive type tasks require the test taker to interact more with the test administrator, interaction is more present in comparison with the imitative and intensive type of assessment tasks. Brown (2004) states that:

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine-fifteen.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going? Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go (p. 141).

Those types of tasks focus on asking the participant some questions which lead him to produce some sentences while responding to what that interviewer is asking so interaction is present to some degree but it is not as strong as in interactive and extensive tasks therefore those types of tasks can be useful to assess different micro and macro speaking skills.

### **3.3.4. Interactive**

This type of assessment requires from the test-taker more oral production output and interaction with the interlocutor, if it is in a form of an interview the questions that the test administrator must be asking should be open-ending in a way that the student can express himself and employ a wide range of grammatical structures and vocabulary. According to Brown (2004) interactive tasks refer to the duration and complexity of the engagement, which can encompass many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which is used to transmit information, and interpersonal interactions, which are used to sustain social relationships, represents two different types of interaction (p. 142). Although there are a lot of activities that can be grouped here it is important to consider that the

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finality is to let the student produce more oral output, expresses himself therefore more interaction will occur.

### **3.3.5. Extensive**

Extensive assessment tasks consist of letting the students perform lengthy speeches to produce more output although this can require prior preparation from the learners about a specific topic; it can be useful to assess a variety of micro and macro speaking skills. Brown (2004) mentions that extensive speaking tasks refer to activities that need a lot of oral output such as Speeches, oral presentations, and re-telling stories where the option for an oral response from listeners is extremely limited or has been completely ruled out. More deliberate language is usually used (therefore preparation is required) and formal for lengthy work, however, certain informal monologues such as casually given about personal experiences like a specific vacation trip speech or a food recipe or a movie, book plot (p. 142). For example, the test-taker can ask the student (with anticipation) to read a specific book then talk about it in the next session, providing aspects like plot, setting, characters, etc. or the test-administrator might ask the student to talk about that a previous book that the student has read (this might not require prior preparation).

### **3.2. Designing assessment tasks**

Designing speaking assessment tanks requires a lot of effort and expertise by the teacher to be valid, reliable, practical, etc. But also requires taking into account which is the macro and micro-speaking skills and some other aspects that can contribute to the design of a good speaking assessment instrument. Brown (2004) states that it is necessary to consider the following elements to design effective tasks:

1. There is no way to isolate the single skill of oral production in any speaking assignment. It is normally essential to engage in further aural understanding and potentially reading performance at the same time.
2. Citing the precise criterion you've assigned to a task might be difficult since, beyond the word level, spoken language provides test-takers with a variety of useful possibilities. Ascertain that your elicitation prompt meets its objectives as precisely as feasible.

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3. Because of the two aspects of oral production assessment mentioned above, it's critical to properly establish scoring techniques for a response so that you may get the highest possible dependability index (pp.143-144). Therefore, the teacher must consider those elements before selecting the most appropriate tasks for their students, the ones that can be more effective to measure according to what is intended to measure and the student's level. A speaking assessment instrument that lacks the elements listed before will not provide the expected results; it will not be reliable and valid. For example, imitative assessment tasks can be applied if it is intended to assess grammatical features and interaction from the students as long as the lexical that the test-taker has.

### ***3.2.1. Micro and macro-skills***

The speaking skills are divided into micro and macro skills such division represent the competencies that the student must fulfill when he is producing oral output therefore, teachers must consider those skills before designing a speaking assessment task, he must select which micro and macro skills will be assessed. Brown (2004) explains that “The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on die-larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options” (p.142). Consequently, without considering those micro and macro skills in the selection and designing of assessment tasks the purpose and dimensions of the assessment will be obscure and will affect the reliability and validity of it hence the information collected from it will not show accurate information to make decisions from it.

## **4. The Communicative Approach in English Speaking Skills Teaching**

### **4.1. Definition of the Communicative language teaching approach**

. In language teaching, it is necessary to choose the best approach that leads students to accomplish the learning objectives. Taking into account that the term approach refers to the philosophy of how to teach a language and how learning occurs hence the communicative approach derives from that concept. Richards (2006) states that the purposes of the communicative teaching language approach focus on how to guide students to develop the communicative competence (p. 2). For instance, in the

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communicative approach, the philosophy of teaching and learning is allowing students to foster speaking skills by interacting with each other while using the target language when performing collaborative tasks.

### **4.2. Principles of Communicative Approach**

Since the communicative language teaching approach is a theory or theory about how the student can learn a language, as part of its method it proposed the application of a set of principles that can help students improve their English language speaking skills. Richards (2006) provides a set of those principles to follow while applying the communicative language teaching approach:

1. Interacting with others by using the target language.
2. Creating meaning by using the target language in collaborative activities.
3. Using the target language to communicate with others in a meaningful and purposeful interaction through language.
4. Discuss the meaning of the language by getting to an understanding setup.
5. Learning through getting feedback.
6. Acquiring new vocabulary by listening to others speak in order to develop the communicative competence.
7. Practicing different ways to say things (P. 4).

By applying those principles to the English language classroom there are more opportunities for communicative language teaching to fulfill its goal. When a teacher takes into account and applies all the principles of the communicative approach he is ensuring that the expected results are optimal in terms of accomplishing the learning outcomes.

### **4.3. The role of the teacher**

In communicative language teaching, the teacher not longer is the center of attention, the only sole source of knowledge, information, and ideas; instead, he assumes a different role. In this approach the teacher must allow students to be more active and let students interact with each other while using the target language while he is just observing and providing feedback from it. Richards (2006) explains that communicative language teachers must be facilitators and monitors at the same time. They had to



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embrace a new viewpoint on students' faults and her/his role in assisting language learning, rather than only being considered as role models for prescribing the proper way to speak and write and ensuring that students construct a high number of precise sentences. (p. 5). In other words the teacher must let students interact with each other by using target language taking into account it does not matter if they make mistakes in grammar, pronunciation, or vocabulary because that is part of the students' learning process, to learn by doing. He can just guide them and provide feedback to them to make the learning process effective.

### **4.4. The role of the student**

In an English classroom when the teacher implements the communicative approach, the students must have an active role where they are participating and constantly interacting with their classmates in collaborative learning activities where they use the target language to execute the tasks that have been assigned to them by the teacher. Richards (2006) states that the role of the learner in the communicative language teaching model is to participate in collaborative learning activities by interacting with other students hence, students working by their own must be avoided when executing this approach (p. 5). Thus students play an important role in the communicative language teaching classroom because they have the opportunity to work on their speaking skills by getting the opportunity to be exposed to more uncontrolled practice activities where they can freely interact with each other by employing the target language. For example, if they are performing a task like Information-transfer in teams the students must communicate orally with each other to complete that activity and then present it to the teacher.

### **4.5. The syllabus of the communicative approach**

The syllabus is an important part of teaching because it contains the contents that must be taught, also from it the teacher is going to take the contents that he will include on the lesson plans. Richards (2006) explains that first communicative language teaching syllabus proposed in 1980 by Van Ek and Alexander which was under the Threshold Level term, contained the following features: "It described the level of proficiency learners needed to attain to cross the threshold and begin real communication. The threshold syllabus hence specifies topics, functions, notions, situations, as well as grammar and vocabulary" (p. 11).

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Despite not having a syllabus assigned based on communicative language teaching by the School administration, teachers still can apply methods based on this approach and plan strategies that are following the principles that the communicative language teaching suggest but including the contents and performance indicators that are part of the current curriculum that has been provided to them by the institution they are working for.

### **4.6. Implementation of the communicative approach in the English language teaching classroom**

#### ***4.6.1. Communicative language teaching methodology***

There are specific guidelines to follow in the communicative language teaching method implementation to assure the students get the most benefits from this communicative approach. Those are parameters are provided by Richards (2006):

1. Make the goal of language learning be a genuine conversation.
2. Allow students to experiment and put what they've learned into practice.
3. Allow learners to make mistakes since they signify that the learner is improving his or her expressive skills.
4. Give students opportunities to improve their accuracy and fluency.
5. Because this is how abilities like speaking, reading, and listening are used in the actual world, link them together.
6. Allow kids to find or invent grammar rules (p. 13).

If in the application of the communicative language teaching approach the teacher fails to ensure the accomplishment of those rules the students will not get the expected results of applying that approach. For that reason, teachers must be careful to leave one of those principles aside when applying the communicative language teaching approach.

#### ***4.6.2. Learning Strategies/Activities of the communicative approach***

In the application of the communicative language approach, the teachers must assign activities that best suit their students' interests, learning styles, age, level, etc. but they must apply the communicative language teaching approach principles and guidelines for designing those tasks. On account of teachers must keep in mind that (Richards, 2006)

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classroom activities in the communicative language teaching approach must be designed in a way that allows students to use the language correctly by putting into practice fluency and accuracy (p.14). Thus teachers must strategically select the tasks that fulfill that purpose of the communicative language teaching approach in the English classroom to accomplish the objective of getting the students to enhance their English speaking skills.

### ***4.6.2. 1. Suggested classroom activities***

Several activities can be developed in the English classroom to help students to foster their speaking skills by allowing them to interact with each other while participating in collaborative learning activities. To apply the communicative language teaching approach the teachers must be aware that the tasks that they are going to assign are in alignment with the principles and guidelines that this approach conceived. Some suggested activities by Richards (2006) are:

**Information-Gap Activities:** The teacher asks the students to form two groups and provides to each group similar pictures but with slight differences that allow students to ask questions to each other to find the differences.

**Jigsaw activities:** It consists of asking students to form groups and the teacher provides a piece of information to each of the groups so the students must communicate by using the target language with their classmates to assemble the pieces and complete the information.

**Task-completion activities:** It refers to the activities that require the use of the target language to complete; those activities can be map reading, puzzles, etc.

**Information-gathering activities:** these tasks require that students collect information by communicating in the target language to conduct interviews, questionnaires, etc.

**Opinion-sharing activities:** It consists of sharing ideas based on personal values and conceptions and comparing with each other by using the target language.

**Information-transfer activities:** The students must transfer information that has been presented in some format y present it in another.

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Reasoning-gap activities: these entail using inference, practical reasoning, and other methods to derive new knowledge from existing data.

Role plays: This activity consists of portraying an improvised dialog or establishing a conversation with classmates based on information provided by the teacher (pp. 18-20).

Consequently, teachers need to take into account the content and objective of the lesson and students characteristics to select the most suitable activities to be developed in the classroom, they also must design the most appropriate teaching materials that can allow the development of those activities along with providing clear instructions to the students for them to perform the tasks effectively when they are writing the lesson plan.

Examples:

### ***-Task-completion activity***

1. Carlos \_\_\_\_\_ soccer yesterday. (play)
2. Karen \_\_\_\_\_ her aun next Saturday. (visit)
3. Marcos \_\_\_\_\_ his homework last night (do)
4. I'm hungry! let me see the menu, I \_\_\_\_\_ a hamburguer. (eat)
5. I \_\_\_\_\_ to the park yesterday. (go)
6. She \_\_\_\_\_ in granada last year. (live)
7. I \_\_\_\_\_ soccer every Saturday (play)
8. Max \_\_\_\_\_ t.v every day. (watch)

### ***-Information Gathering activity***

Questionnaire	
<b>1- Where do you live?</b>	
I live in _____	
<b>2- Is your house far from school?</b>	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
<b>3- How old are you?</b>	
I'm _____ years old.	

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### **4-How many brothers have you got?**

I have \_\_\_\_\_ brothers

### **5-What is your favorite sport?**

My favorite sport is \_\_\_\_\_

### ***-Role-play***

**-Doctor:** How can I help you?

**-Patient:** I have pain on my left arm, it is swollen. I fell on the street yesterday.

**-Doctor:** Let me see it, does it hurt when I press here?

**-Patient:** Yes, it does

**-Doctor:** your arm may be broken, I will send you to X-rays, and then you come back here.

**-Patient:** Alright

### ***4.6.3. Teaching Materials***

Selecting and designing the most appropriate teaching materials is an important act of the teaching-learning process because they are the tools that teachers need to be able to develop the learning strategies from the lesson plan English in the classroom. When it comes to the implementation of the communicative language teaching approach is necessary to get accurate teaching materials according to the tasks or activities are intended for the students to perform. Richards (2006) mentions that in communicative language approach the language classroom is meant to prepare students to know how to survive in the real world, and genuine communication is a fundamental feature of this approach, there has been a debate about the relationship between classroom activities and real-life therefore some experts suggest that classroom activities should reflect real-world situations as closely as feasible, and that classroom learning should be based on real-world or genuine sources (P. 20). When teachers do not prepare the proper teaching materials to develop the lesson plan, all the activities and ideas that they wrote down would not be able to be developed efficiently therefore the purpose of those activities

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and their contribution to reaching the objectives or performance indicators of the lesson would not be effective hence they will not provide the expected results.

### **4.7. Importance of applying the communicative approach to foster English**

The importance of applying the communicative language teaching approach is that it helps students to foster English Speaking skills through the practice of the language by the performance of interactive collaborative tasks. The communicative language teaching approach suggests a theory of teaching that is learners centered and is not focused on the teacher applying a lesson plan that is teaching just grammar instead of is focused on guiding students to master English language skills by performing communicative and collaborative classroom activities where the teaching methodology has to change into one where the students are the protagonist of their learning process and the teacher is just a monitor who provides the right tools, guidance, and feedback to ensure students master the language speaking skills. According to Richards (2006) in previous decades, English language instruction focused solely on teaching grammar, and learning English was based solely on mechanical formation. Without the opportunity to make mistakes, the learner must write and generate a smooth grammatical structure. The teaching style used to be teacher-centered, with only controlled activities generated in the classroom. However, that paradigm has recently shifted. Now, language instruction is centered on collaborative activities that allow students to participate and use the language by creating dialogs, receiving feedback from one another, and constructing meaningful communication processes (p. 4). Furthermore, this approach proposed a new way to see teaching and the way that students learn a language so from it a set of principles and guidelines have been developed in order to apply the theories that this approach suggests into the classroom. Therefore it is expected that students develop their speaking skills by teachers correctly employing the methods proposed from this approach.

## **5. The Action-Oriented Approach in English Speaking Skills Teaching**

### **5.1. Definition of Action-Oriented Approach**

The action-oriented approach is a theory of teaching languages presented by the Common European Framework of Reference (CEFR) that claims to teach students by assigning tasks that focus on socialization, interacting with classmates, and developing skills derived from daily basis interactions and circumstances that individuals might face on their lifetime. Piccardo and North (2019) state that this approach introduced by the CEFR implies exposing students to real-life situations in a social context and being able to produce something from them (p. 4). Therefore the teachers that implement this approach in the English language teaching classroom must create tasks and scenarios that can represent real-life experiences that can help students to foster speaking skills and reinforce other competencies related to personal growth and the ability to socialize in a globalized and demanding world.

### **5.2. Principles of Action-Oriented Approach**

As with any other approach proposed in the teaching English language field, the action-oriented approach has established a set of principles to take into account when implementing this approach to get the most benefits from it and contribute to an effective teaching-learning process where students can obtain significant learning. When students are exposed to real-world settings by accomplishing those principles they learn to use the target language effectively in their social experiences by not only fostering speaking skills but exercising other competencies that will help them to survive in real-life situations. According to Piccardo and North (2019) those principles are:

1. The student participates in society, whether in class or outside of it so they are linked to each other.
2. Learning is characterized by action, just as it is characterized by our daily lives in society.
3. The class is a genuine social environment in which diverse people interact.

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4. When they are working on a project, they are increasingly acting collaboratively. Project work is essential in the action-oriented since assignments towards doing projects.
5. Learners' documents and tools must be authentic, to serve a purpose.
6. Project tasks are a work in progress so rules and principles are a necessity as it is the cooperative intelligence, the ability to co-act and co-construct so this type of learning process which involves those elements is significant (pp. 245-246).

By applying those principles ensures that the action-oriented approach facilitates the achievement of the purpose for which it was proposed; hence teachers must make sure to include them in the designing and developing of their lesson, to get the most benefits from it.

### **5.3. The role of the teacher**

In the action-oriented approach, teachers aid in the development of language skills and provide effective feedback during the learning process. They provide the necessary guidance and tools for the students to get the expected goals in fostering English language skills. (Pichardo and north 2019) in the learning process, teachers are moderators; they are there to guide students to take decisions (p. 178). For instance, if the teacher assigns a project for the students to work on he must guide them through the process but also he must let them work independently and exercise their language skills along with other competence while developing that project.

### **5.4. The role of the student**

In the action-oriented approach, students are individuals that have to face a competitive world that requires not only being able to communicate effectively but also have developed other skills which can help them to be productive citizens that get involved in social interactions and activities that efficiently contribute to the country's economic growth. That is the reason that the action-oriented approach is clear about the student role in the classroom. Piccardo (2014) explains that the students must be conscious about the objectives of the tasks which involve activities that are language and non-language-related ones. Therefore they must know which are their strengths and weakness are regarding those tasks, what they know, and what they need to learn to take



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full advantage of them (p. 18). In consequence, all the activities assigned by the teacher must be aligned in this direction to allow students to be aware of their weaker and stronger areas of the language and to work on it to improve so they are in charge of their learning process.

In addition, the action-oriented approach also proposes that the teachers must encourage students to use the language not only inside the English classroom but outside of it as well, in the real world. Students must practice their language skills everywhere they are, they must take time to communicate orally by using the target language in this way they will effectively master it. According to Piccardo (2014), the learners are responsible for their learning process in and outside school. (p. 178). Therefore, where they are in the classroom they must perform tasks that require them to exercise language and non-language skills so they can employ the combination of life and language skills when they are in the classroom but in the same way they can reproduce that in the real world.

### **5.5. The syllabus of the action-oriented approach**

The contents and performance indicators must be formulated in a way that allows students and teachers to simulate real-world situations where learners can put into practice their English language and exercise other life skills along with it. Kaliska (2016) states that from hypotheses the action-oriented approach assumes that learning takes place primarily in a social setting that is the reason that must include tasks that imply meaningful communication such as interactions between learners or other speakers in different scenarios (p. 33). Even if the syllabus that the school has assigned to the English language teachers hadn't been designed based on the action-oriented approach, they can still apply methods and strategies derived from this approach by planning activities following the principles of the action-oriented but including the contents and performance indicators that are part of the current curriculum that has been provided to them by the institution they are working for.

## **5.6. Implementation of communicative approach in the English language teaching classroom**

### ***5.6.1. Communicative language teaching methodology***

To effectively apply the action-oriented approach in the English language classroom it is necessary to take into account certain guidelines that ensure getting the most benefits from it. There are several guidelines Kaliska (2016) mentions the following:

1. That learners, learners and their teacher, learners and along with other speakers interacts with each other.
2. Involvement and an active attitude from learners.
3. Collaborative learners.
4. Thinking critically.
5. Organizing and integrating new elements with previously learned ones is a deep cognitive process.
6. Regular revision (p. 37).

Those guidelines proposed by Kalisha are the techniques and procedures that teachers must take into account to guide their students in their learning process for them to obtain the expecting result in terms of developing the English language skills especially the speaking competencies.

### ***5.6.2. Learning Strategies/Activities of the action-oriented approach***

In the action-oriented approach classroom, the teacher must be creative and associate content and performance indicators to the real-life situation to conceive ideas where the final product are well-designed tasks that challenge students to put into practice speaking skills along with other types of competencies that can be used in a near future in the real world. Piccardo (2014) explains that in this approach students learn by taking actions that not only implies using the target language to practice certain language skills and achieve certain goals related to it furthermore the student complete tasks similar to real-life situations where the main goal there is not using a target language other types of objectives (p. 18). For example, a job interview simulation requires the students to not only communicate with the interviewer by using the target language but also all the preparation that takes getting prepared for an interview such as designing a resume and learning job interview manners and etiquette.

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### *5.6.2.1. Suggested classroom activities*

To simulate real-life situations and get the students to not only use the target language by communicating orally and interacting with their classmates while performing the English classroom activities, it is necessary to create scenarios that allow them to experience the most realistic circumstances so they get prepared to face the real world by mastering their speaking skills and exercising other types of competence that are useful in the daily basis hence it requires from the teacher to prepare the conditions for the students to experience real-life situations inside the classroom and that can be possible only by working with Scenarios. According to Piccardo (2015) (as cited on piccardo and north 2019):

It is for the teacher to create learning situations by proposing, and encouraging project work, which is at the basis of real-life, action-oriented tasks, and to embrace the complexity that this type of work entails. If we conceive of language learning as a form of social action, we need to create the conditions for this to happen, so the social agent is engaged in a real project in an authentic environment, which is the class (p. 251).

For example, the teacher can simulate a job interview for the students to experience the process of applying for a job, so he must prepare the setting, provide a script and give clear instructions to his students to do the role-play, where they can act out the job interview. He also can assign the students to bring a resume for the interview. The teacher can include those types of activities into the lesson to help students to enhance their English speaking skills along with exercising other types of competencies.

In another hand an example for a project activity can be a product presentation, where the students get in groups and they are assigned to innovate or think about a product that can be sold to costumers. They can answer the following questions: -What are you going to sell?-What is going to be the price of the product?-Who are going to be your clients? - Where are you going to sell it?

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When the teachers assign projects the students get the opportunity to practice and discover other competencies along with employing the English speaking skills to communicate with others, and get encouraged to be independent and construct their learning process. Therefore the projects tasks proposed in this approach are categorized as project-oriented thinking activities. Piccardo and north (2019) explain that learners are working on projects that are based on reality, which gives the project the three-dimensional nature that all real-life projects have. This signifies that the dimension of the project determines the success of it therefore it is necessary to take into account and apply the following guidelines interactively: establishing goals and outcomes; working on a plan based on restrictions and conditions; Putting what has been planned into action and reflecting it on the results; assessing at various stages of the project using specific criteria for this assessment (p. 253).

When students participate in developing and designing projects they employ and develop a set of skills that are not specifically the English language skills but they are essential for life. The presentation of the projects requires the students to make use of the target language which help students to develop their English speaking skills by performing those assignments.

### ***5.6.3. Teaching Materials***

Students' learning is aided by didactic materials in the classroom for the process to be effective and meaningful; these materials must be used for a certain purpose and in specific circumstances. Piccardo (2014) emphasizes that "Priority is given to authentic materials; supports are purposefully selected from real-life sources (newspaper articles, radio programs, advertising, excerpts from books, video clips, and so forth), above all to reflect the meaning and themes being covered" (p. 12). Hence without the proper teaching materials, the purpose of the tasks would not be fulfilled and the objectives of the application of the action-oriented approach would not be the ones that have been expected.

### **5.7. Importance of applying the action-oriented approach to foster English-speaking Skills**

The Action-oriented approach encourages students to make use of the target language in social life settings simulating real-world situations where the students not only interact with their classmates but also acquire the implementation of another type of competencies that can be put into practice a near future in the real world situations outside the classroom. The CEFR explains that oral communication takes place by performing the activities student also have the opportunity to interact in a social context where they also apply strategically other skills to finish the task and accomplish the goals contained in it resulting in meaningful activities. (2001, p. 9). Therefore, by applying this approach learners can foster their English speaking skills along with other skills and life competencies useful for thriving in the real world.

## **6. Combining Approaches to foster English speaking skills**

English language learning is a complex process that requires a lot of effort; teachers must be wise in applying the methods and strategies that best suit their students' needs and characteristics. Due to all the implications that take to acquire language linguistics and experts in the English language teaching field have proposed several types of approaches that suggest theories on how the learners learn and how the teacher must teach to facilitate the language learning process such as the communicative language teaching and the action-oriented approach.

Many types of researches study the outcomes of applying one approach at a time which has been beneficial to contribute to adding proven information about the theories proposed on each approach. However, it is important to take into account that in the teaching classroom teachers encounter different type of students with different characteristics and face a lot of circumstances that interfere in the teaching-learning process. Therefore take into account the implications of learning a language and adding the struggles that teachers and students face in the English language classroom it has been proposed the combination of several approaches into the teaching that many might know as the Eclectic Approach.

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One of the main skills which students constantly struggle with is speaking skills, it takes a lot of practice to master them. Regarding this aspect and the fact that the teaching-learning process is complex, it might lead to the combination of approaches and the application of those in the classroom to foster speaking skills. Digumarti (2007) states that "Teaching English by a combination of different methods and approaches will help the teacher to teach English, effectively in one and all type of classroom situations. The outcomes of the eclectic approach will be good learning of English by the Students" (p. 66). Thus the importance of implementing different types of approaches in the classroom relies on the significant contribution that those providers and which helps to facilitate the English language learning process but takes into account that they can complement each other if teachers know how to apply them efficiently.

The communicative language teaching and the action-oriented approach claim to contribute to enhancing students' English speaking skills. Although both approaches seem to be similar they have remarkable differences from one another. The first one focuses on reinforcing communicative competence by guiding students to interact with each other by using the target language and participating in collaborative tasks. Richards (2006) states that the purposes of the communicative teaching language approach focus on how to guide students to develop the communicative competence (p. 2). Whereas the action-oriented approach encourages students to use the target language by not only communicating orally in a real-world simulated situation but by exercising the other language and life skills along with it. According to Piccardo (2014) the students must be conscious about the objectives of the tasks which involve activities that are language and non-language-related ones. Therefore they must know which are their strengths and weakness are regarding those tasks, what they know, and what they need to learn to take full advantage of them (p. 18).

The combination of those two approaches can be beneficial for students and teachers and contributes to fostering English speaking skills because they provide principles and suggest activities that could facilitate learners to reach the learning outcomes.

### **III. Methodological Design**

#### **3.1. Type of research**

This research regards the Quasi-experimental type, the participants selected to be understudy were not randomly assigned by the researchers because the groups were already defined by the school administration. In addition, this research followed a combination of the non-equivalent group along with the pre-test-posttest design. Hence, in this research two groups of (A) and (B) 9th-grade students were selected. A pre-test was applied to both of them which consisted of an English proficiency speaking skills test (interview) to diagnose the students speaking skills level. Then a treatment to the group (B) was applied for 2 weeks period, which consisted of applying English Language Teaching methodologies and strategies based on communicative and action-oriented approaches to foster that group (B) English speaking skills; this action was performed by one of the researchers. Whereas group (A) did not receive any treatment, instead another researcher (taking the place of the teacher as the researcher did in group (B)) followed the same methodology that has been previously applied to it before this research to teach those students. At the end of the treatment, a post-test was applied to both groups to compare each other's variations in terms of results of pretest and posttests. The pre-tests, treatment, and post-tests were applied by the researchers in charge of executing this study.

The reason why it was decided to carry out this type of research, Quasi-experimental non-equivalent with the pre-posttests design was because it provides high external validity to the study. When a research has high external validity it means that the findings from it can be applicable to other populations and settings. According to the American Psychological Association (2020) external validity refers to “the extent to which the results of research or testing can be generalized beyond the sample that generated them” (para.1).

#### **3.2. Research Approach**

The approach applied in this research was a mixed-method type. It has both types of instruments such as quantitative and qualitative instruments applied collect the data which was analyzed according to the features of each type. The qualitative instruments

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applied on this research were observations checklists, a questionnaire, and interview. As a quantitative instrument was employed an analytic rubric to tests students English speaking skills proficiency before and after the treatment on the experiment.

The reason why a mixed-method approach was chosen for this research was because it was necessary to apply both quantitative and qualitative instruments to evaluate the outcomes of methods and strategies based on communicative and action-oriented approaches. Both type of instruments complemented each other to collect and analyze the data in an effective way that provided reliable and useful information to draw to conclusions.

### 3.3. Population and Sample

#### 3.3.1. Population

The population understudy was composed of 58 students of the 9th-grade level at Fernando Gordillo Cervantes School during the second semester of 2021. The population was distributed in 28 students belonging to group (A) and 30 students were from the treatment group (B). The decision of working with students from this level was taken because they already started receiving English language lessons in 7th and 8th-grade so it is supposed they have the knowledge and had developed the main English language skills to some degree.

**Table 1**

*Population understudy*

POPULATION	Group type	Number of Females	Number of Males	Total Number of students
	Comparison Group (A)	12	16	28
	Treatment group (B)	14	16	30



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### 3.3.2. *Sampling Method and Sample Size*

#### 3.3.2.1. *Sampling Method*

Since this study is a quasi-experimental research with a mixed-method approach (qualitative-quantitative, with more qualitative tendency) the sample was not randomly selected by using probabilistic methods instead the non-probabilistic purposive sampling method (to avoid randomization) was employed to take the sample. Therefore the students selected to be part of this study were chosen according to the researchers' judgment, they took from the teacher's attendance record, the students that frequently attended school. This step was taken to ensure that the participants were entirely affected by the program in the case of the treatment group (B) and get in-depth information about the phenomenon understudy.

#### 3.3.2.2. *Sample Size*

The sample size for both groups was 14 for the comparison group (A) and 14 for the treatment group (B). It was decided this size to reach data saturation, therefore the number of participants on this study was sufficient to ensure that the collected information was reliable, accurate, and valid.

**Table 2**

*Sample size of the population understudy*

SAMPLE	Group type	Number of Females	Number of Males	Total Number of students
	Comparison Group (A)	7	7	14
	Treatment group (B)	8	6	14

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### 3.4. Data Collection techniques

Three different data collection techniques were applied to this research those are observations, questionnaires, and interviews (with an analytic rubric). Those techniques require the application of instruments to collect the necessary information to answer the research question of this study to analyze the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills.

Due to the approach of this study which is the Qualitative-Quantitative (mixed method) approach qualitative instruments were applied, the nature of this type of instrument is to obtain in-depth information about the phenomenon under study and the quantitative provide statistical information about the problem that is being analyzed. Both are useful to obtain truthful information and they complement each other.

**Observation checklist N°1:** To identify which methods and strategies the teacher applies to develop the students' speaking skills in the class and to observe the teacher performance and, which methodologies and strategies the teacher have been implementing to guide students through their English language learning path and the students' performance and interaction during one of the lessons. This instrument is classified as qualitative. The first observation was applied to the two groups (A) and (B).

**Observation checklist N°2:** To identify students' behaviors during a lesson while applying methods and strategies based on communicative and action-oriented approaches. This one was used to collect data about the effects do English Language Teaching methods and strategies based on communicative and action-oriented approaches have on the development of the students' English speaking skills once the therapy was implemented in the treatment group (B) by one of the researches, therefore, This instrument was not applied on the comparison group (A). This instrument is classified as qualitative.

**Oral proficiency interview (Pre-test):** It is applied to gather information regarding the speaking English level of proficiency students possess and to what extent they can communicate orally. This instrument is classified as qualitative.

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**Oral proficiency interview (Post-test):** to collect data about the effects do English Language Teaching methods and strategies based on communicative and action-oriented approaches have on the development of the students' English speaking skills. This instrument is classified as qualitative

**Student Questionnaire:** a student open-ending questionnaire to get students' opinions and feelings about the application of communicative and action-oriented approaches to foster speaking skills. This one was applied only to the treatment group (B), after the therapy. This instrument is classified as qualitative.

**Analytic Rubric:** An analytic rubric to objectively place students at a proficiency level according to The Common European Framework of Reference for Languages (CEFR), this rubric was designed according to the descriptors that CEFR established to assess the students in speaking language proficiency. This rubric was applied during the interviews pre and post-tests applied to both groups (A and B). This instrument is classified as quantitative because it includes scores to classify students.

### ***3.4.1. Procedures***

The first observation is guided by a checklist to evaluate the teacher's and students' performance and interaction during one of the lessons. This first observation was applied to the two groups (A) and (B). On a second visit to School, an oral proficiency interview (Pre-test) and analytic rubric consisting of a set of questions asked the students to diagnose to what extent they can orally communicate in English, this instrument was applied to both groups (A and B). The next step was therapy which started in group (B) when one of the researchers took the place of the teacher for 2 weeks periods where she applied methods and strategies based on communicative and action-oriented approaches to foster English speaking skills. To analyze the effects of applying, an observation checklist was applied during one of the lessons of the treatment period as well as a student's open-ending questionnaire was applied but at the final stages of the treatment, period to get the learners opinion and feelings about the application of those methodologies and strategies. On other hand during the treatment period the group (B), no therapy was implemented on the group (A). After the treatment phase, an oral proficiency interview (Post-test) and analytic rubric were applied to the participants.

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## 3.5. Validation of instruments

The jury of experts that validated the instruments applied to this research consisted of MSC. Yelsin Ramirez Cruz, Fanny Dalila López Martínez, and María Erminia Flores López; professors from the English Department at UNAN-MANAGUA university, the advice and observation made by the jury were used to improve the instruments applied on this research.

## 3.6. Data Analysis

### 3.6.1 Findings

This section presents the results or findings that the instrument application process shows.

#### 3.6.1.1. Observation checklist N°1

The first observation was applied to the two groups (A) and (B), before applying the pre-test to the student. We observed one of the teacher's lessons in both groups (A) and (B). The findings from applying this instrument were:

### Table 3

*Comparison Group (A)-Observation checklist n° 1 results*

Comparison Group (A)-Observation checklist n° 1 results
<b>a. Teaching methods &amp; Strategies</b>
During the classroom, observation was observed that: <ul style="list-style-type: none"><li>• The teacher assigned activities that focused only on exercising grammar and vocabulary, the activities lacked speaking, and the students did not have the opportunity to interact with each other by using the target language.</li><li>• She asked students questions about how to structure sentences while she was writing on the board.</li><li>• The tasks that teacher assigned involved grammar and new vocabulary acquisition. But the teacher did not assign tasks based on real-world situations to develop the content of the lesson. Tasks were not appropriate to students' age, learning styles, level, and interests.</li><li>• The teacher did not provide clear instructions for students to perform the tasks.</li></ul>

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- The teacher had command of the content that is being taught and tasks were designed according to the content and objectives of the lesson.
- The whole lesson tended to be teacher-centered and authentic teaching materials were not displayed during the observation.

### **b. Teacher's role**

- The teacher used the target language all the time but on occasions, the student seemed to be confused about what the teacher was saying.
- The teacher played an active role during the lesson. The teacher did asked students for participation; she made eye contact with them and smiling gestures.
- The teacher sometimes provided feedback related to pronunciation and grammar structure to the students during the lesson.
- The teacher managed to have a good learning environment in class keeping proper students' discipline.
- The teacher provided some kind of assistance for the students to do the tasks.

### **c. Students' role**

- Some Students (the ones that participated) made use of the target language to communicate ideas during the lesson but this was not frequent.
- Not all of the students were interested to participate on the tasks assigned by the teacher. Students did not play an active role during the lesson. Not all the students showed interest and pay attention to the teacher, some students seemed to be bored during the lesson.

### **To summarize**

- The teacher employed a grammar translation method, she played an active role-teacher centered approach and the tasks were focused on practicing grammar through writing and reading, she did not assigned tasks that could allow students to interact with each other and practice speaking by using the target language. The only opportunity of interaction that the students had was when the teacher asked them to help her write sentences on the board.
- The students' participation was not frequent and most of them did not show interest on the lesson.

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- The students played a passive role during the lesson.

The same checklist observation was applied to the treatment group (B). In this table is presented the results from applying that observation:

**Table 4**

*Treatment Group (B)-Observation checklist n° 1 results*

<b>Treatment Group (B) -Observation checklist n° 1 results</b>
<b>a. Teaching methods &amp; Strategies</b>
<p>During the classroom, observation was observed that:</p> <ul style="list-style-type: none"> <li>• For the lesson that the teacher performed on treatment group (B), she made use of the same methods and strategies for teaching she did in the comparison group (A) with the exception that student participation was less apparent on this group they showed less willingness to participate in contrast with a group (A).</li> <li>• The teacher assigned activities that focused only on exercising grammar and vocabulary, the activities lacked speaking, and the students did not have the opportunity to interact with each other by using the target language.</li> <li>• She asked students questions about how to structure sentences while she was writing on the board.</li> <li>• The tasks that teacher assigned involved grammar and new vocabulary acquisition. But the teacher did not assign tasks based on real-world situations to develop the content of the lesson. Tasks were not appropriate to students' age, learning styles, level, and interests.</li> <li>• The teacher did not provide clear instructions for students to perform the tasks.</li> <li>• The teacher had command of the content that is being taught and tasks were designed according to the content and objectives of the lesson.</li> <li>• The whole lesson tended to be teacher-centered and authentic teaching materials were not displayed during the observation.</li> </ul>
<b>b. Teacher's role</b>
<ul style="list-style-type: none"> <li>• The teacher used the target language all the time but on occasions, the student seemed to be confused about what the teacher was saying.</li> <li>• The teacher played an active role during the lesson.</li> </ul>

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- The teacher did ask students for participation and sometimes she did smiling gestures.
- The teacher sometimes provided feedback related to pronunciation and grammar structure to the students during the lesson. The teacher managed to have a good learning environment in class keeping proper students' discipline. The teacher provided some kind of assistance for the students to do the tasks.

### **c. Students' role**

- Only two students participated during the lesson and tried to made use of the target language to communicate ideas during the lesson.
- Most of the students were not interested to participate in the tasks assigned by the teacher. Students did not play an active role during the lesson. Not all the students showed interest and paid attention to the teacher. Most of the students seemed to be bored during the lesson.

### **To summarize**

- The teacher employed a grammar translation method, she played an active role-teacher centered approach and the tasks were focused on practicing grammar through writing and reading, she did not assigned tasks that could allow students to interact with each other and practice speaking by using the target language. The only opportunity of interaction that the students had was when the teacher asked them to help her write sentences on the board.
- The students' participation was not frequent and the majority of them did not show interest on the lesson.
- The students played a passive role during the lesson.

### ***3.6.1.2. Oral proficiency interview (Pre-test) and analytic rubric***

An Oral proficiency test interview (pretest) was applied to each participant from the sample (14 students chosen by the purposive method in the group (A) and 14 students were chosen on the group (B)) to diagnose the English proficiency level of the students. The two researchers worked together on this process in both groups. The results were

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the following, according to the analytic rubric and students' performance during the interviews.

**Table 5**

*Categories According To the Rubric*

CATEGORIES ACCORDING TO THE RUBRIC					
1= Range	2=Accuracy	3=Fluency	4=Interaction	5=Coherence	Task 6= Task Completion
<b>Minimum Required Scores Per Level (CEFR)</b>					
A1=100		A2=120		B1=140	

The following table represents the scores that the student (Comparison group A) got during the oral proficiency pre-test interview; scores were obtained by using the analytic rubric. The real names of the participants are not showed on this research paper, because those were under legal age; instead codes were employed to present the data.

**Table 6**

*Pre-Test Results Comparison Group (A)*

PRE-TEST RESULTS COMPARISON GROUP (A)								
Males								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PMA1	5	5	5	5	5	5	30
	PMA2	18	18	18	18	11	18	101
	PMA3	5	5	5	5	5	5	30
	PMA4	5	5	5	5	5	5	30
	PMA5	5	5	5	5	5	5	30
	PMA6	5	5	5	5	5	5	30
	PMA7	5	5	5	5	5	5	30
Females								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFA1	5	5	5	5	5	5	30
	PFA2	5	5	5	5	5	5	30
	PFA3	5	5	5	5	5	5	30
	PFA4	5	5	5	5	5	5	30
	PFA5	5	5	5	5	5	5	30
	PFA6	5	5	5	5	5	5	30
	PFA7	18	18	18	11	11	11	87



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Most of the students were placed below A1 according to the Cefr levels scales of proficiency level, the skills and descriptors measured were according to the parameters that this frame of reference suggest for assessing the speaking skills.

The following table represents the scores that the student (Treatment group B) got during the oral proficiency pre-test interview; scores were obtained by using the analytic rubric.

**Table 7**

*Pre-Test Results Treatment Group (B)*

PRE-TEST RESULTS TREATMENT GROUP (B)								
Males								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PMB1	5	5	5	5	5	5	30
	PMB2	5	5	5	5	5	5	30
	PMB3	11	11	5	11	5	11	54
	PMB4	5	5	5	5	5	5	30
	PMB5	5	5	5	5	5	5	30
	PMB6	11	11	11	11	5	11	60
Females								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFB1	5	5	5	5	5	5	30
	PFB2	5	5	5	5	5	5	30
	PFB3	5	5	5	5	5	5	30
	PFB4	5	5	5	5	5	5	30
	PFB5	5	5	5	5	5	5	30
	PFB6	5	5	5	5	5	5	30
	PFB7	5	5	5	5	5	5	30
	PFB8	5	5	5	5	5	5	30

Most of the students were placed below A1 according to the Cefr levels scales of proficiency level, the skills and descriptors measured were according to the parameters that this frame of reference suggest for assessing the speaking skills.

**3.6.1.3. Observation checklist N°2**

This observation was applied only to the treatment group (B) during one of the lesson that the teacher developed (one of the researchers in charge of that group) on the treatment phase.

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The following table shows the results found on the second observation checklist observation N°2 to the treatment group to analyze the effects do English Language Teaching methods and strategies based on communicative and action-oriented approaches have on the development of the students' English speaking skills on the treatment group (B).

**Table 8**

*Treatment Group (B)-Observation Checklist N°2 Results*

<b>Treatment Group (B)-Observation Checklist N°2 Results</b>
During the class observation applied to treatment group (B) it was observed that: <ul style="list-style-type: none"><li>• Students showed enthusiasm by performing the tasks that teacher assigned to them, students showed interest in participating in the collaborative learning activities.</li><li>• Students understood and followed the instructions from the teacher.</li><li>• Students played an active role during the lesson. Most of the students felt comfortable in performing role-plays based on real-life situations, students made use of the target language to interact with each other, students made use of grammar rules and vocabulary by performing tasks assigned by the teacher, and most of the time students used the target language to communicate orally in an accurate way.</li></ul>
<b><u>To summarize</u></b>
<ul style="list-style-type: none"><li>• The students actively participated on the tasks based on communicative and action-oriented approaches to foster speaking skills, they showed interest in performing the assigned activities, and hence they played an active role during the lesson.</li></ul>

### ***3.6.1.4 Student Questionnaire***

The information collected from the students' questionnaires was encoded in order to facilitate data analysis and to be processed in a statistical way to interpret it and draw to conclusions from it. The questionnaires were applied to the selected sample, the students answered them in Spanish but those were encoded into the English language

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based on the learners' answers. The tables represent the students answer types encode, and the graphs presents the same data but in percentages.

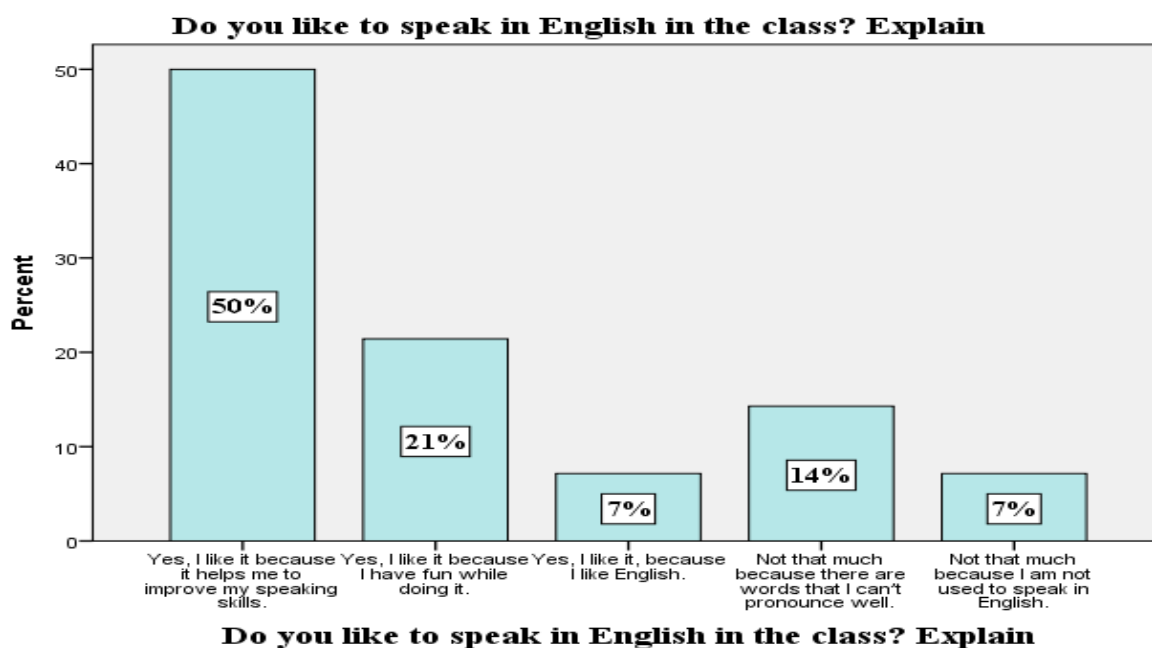
**Table 9**

*Question n°1 from student Questionnaire (Treatment Group B)*

<b>Question N°1</b>	1. Do you like to speak in English in the class? Explain / ¿Te gusta hablar en inglés en la clase? Explica.				
<b>Answers type</b>	Yes, I like it because it helps me to improve my speaking skills.	Yes, I like it because I have fun while doing it.	Yes, I like it, because I like English.	Not that much because there are words that I can't pronounce well.	Not that much because I am not used to speak in English.
<b>Responders for each answer</b>	7	3	1	2	1

**Figure 1**

*Answers type, Question n°1 from Student Questionnaire*



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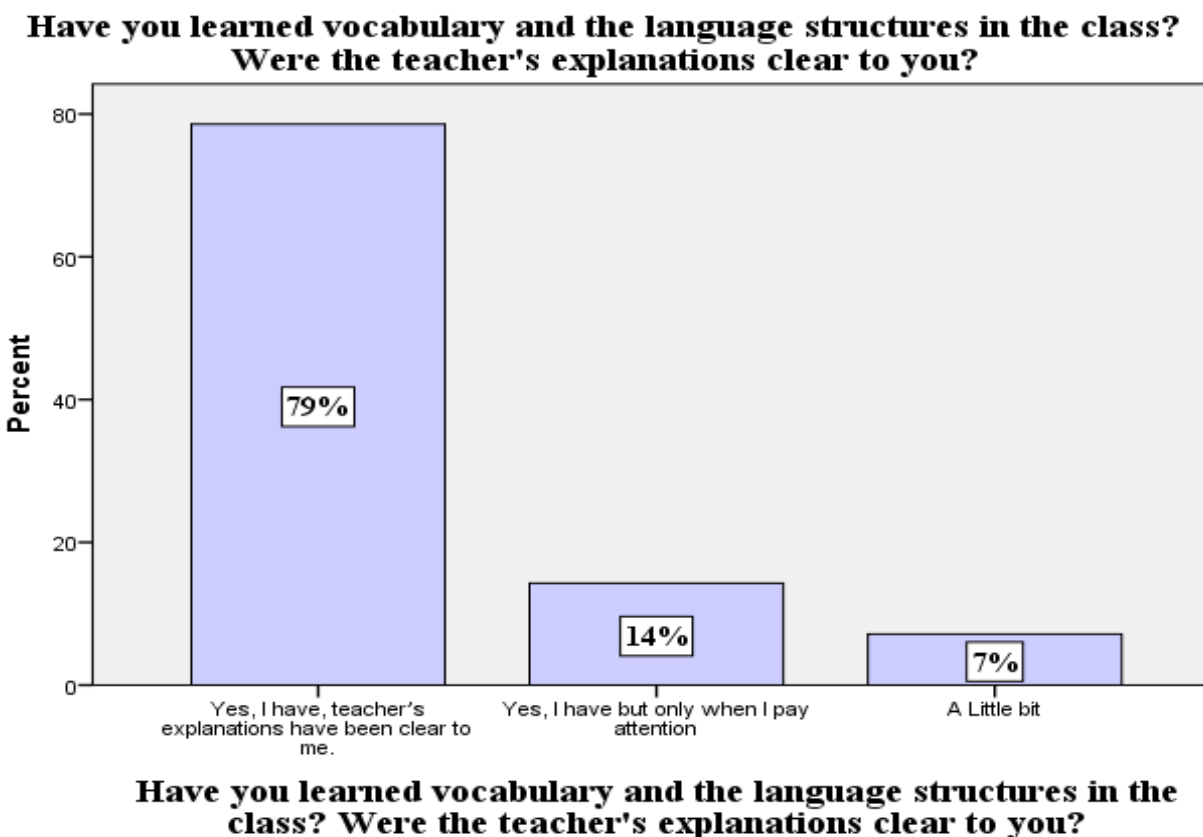
**Table 10**

*Question n°2 from student Questionnaire (Treatment Group B)*

<b>Question N°2</b>	2. Have you learned vocabulary and the language structures in the class? Were the teacher's explanations clear to you? / ¿Has aprendido el vocabulario y las estructuras lingüísticas en la clase? ¿Te han quedado claras las explicaciones del profesor?		
<b>Answers type</b>	Yes, I have, teacher's explanations have been clear to me.	Yes, I have but only when I pay attention	A Little bit
<b>Responders for each answer</b>	11	2	1

**Figure 2**

*Answers type, Question n°2 from Student Questionnaire*



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**Table 11**

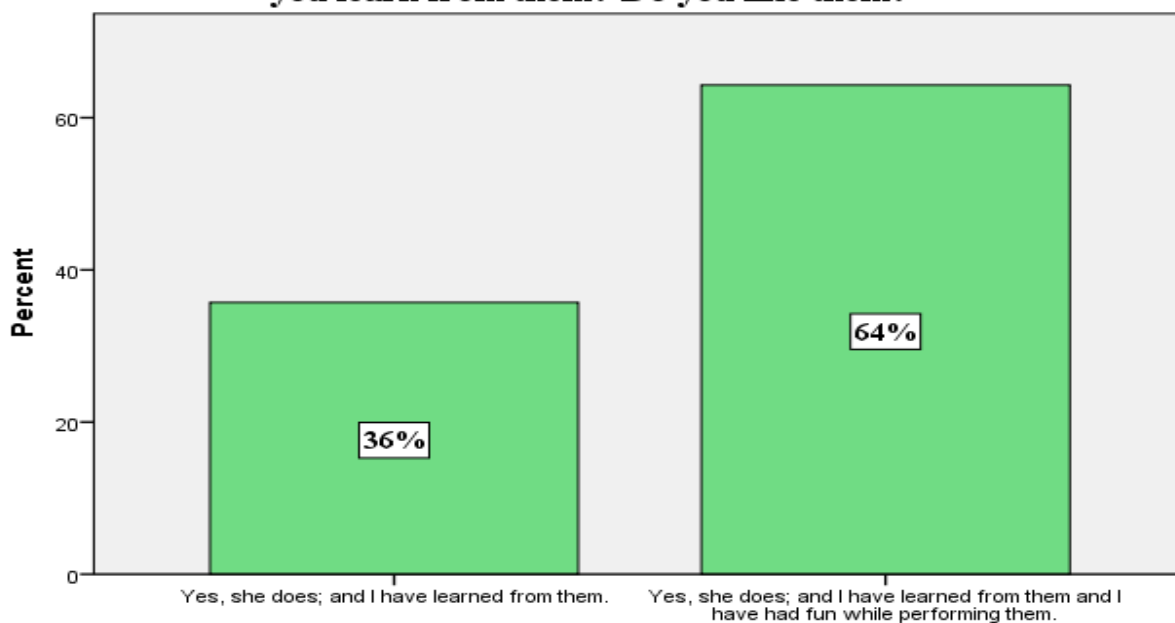
*Question n°3 from student Questionnaire (Treatment Group B)*

<b>Question N°3</b>	3. Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them? / ¿Utiliza el profesor actividades para practicar y aprender inglés? ¿Crees que se aprende con ellas? ¿Te gustan?	
<b>Answers type</b>	Yes, she does; and I have learned from them.	Yes, she does; and I have learned from them and I have had fun while performing them.
<b>Responders for each answer</b>	5	9

**Figure 3**

*Answers type, Question n°3 from Student Questionnaire*

**Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them?**



**Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them?**

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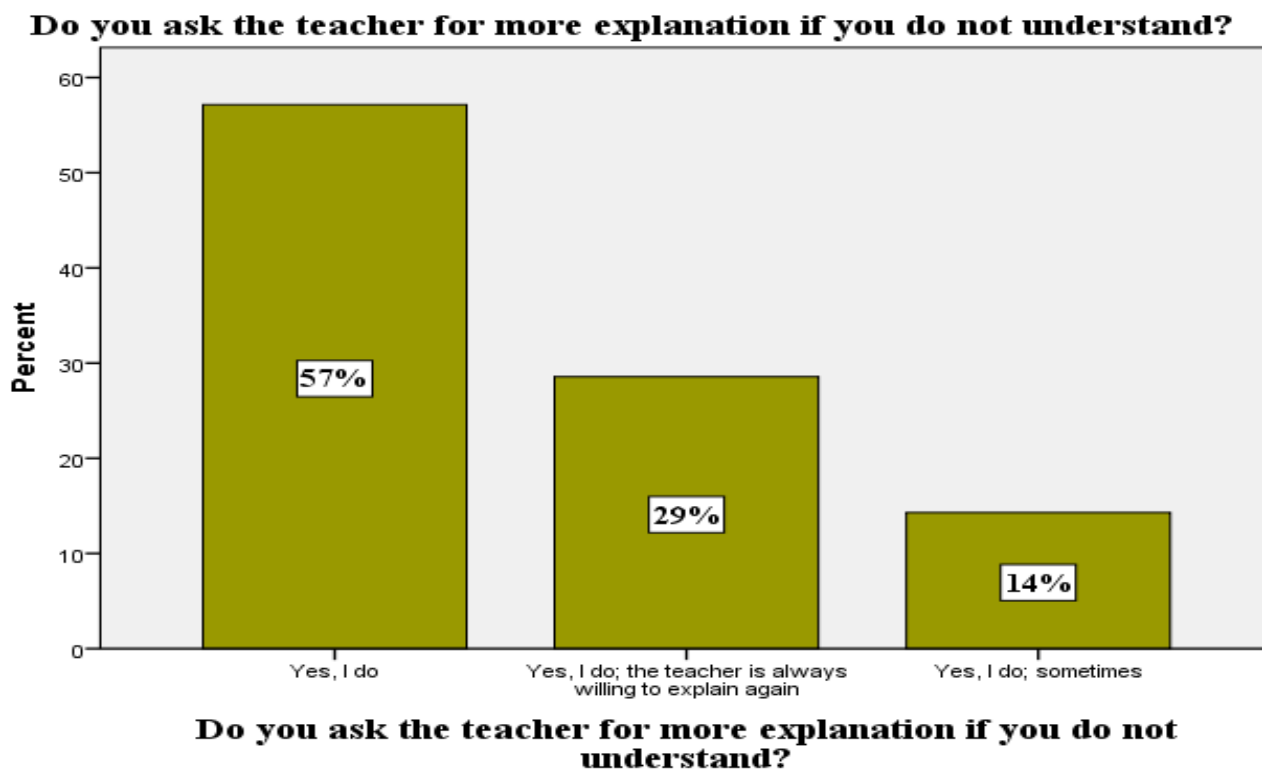
**Table 12**

*Question n°4 from student Questionnaire (Treatment Group B)*

<b>Question N°4</b>	4. Do you ask the teacher for more explanation if you do not understand? / ¿Pides al profesor más explicaciones si no lo entiendes?		
<b>Answers type</b>	Yes, I do	Yes, I do; the teacher is always willing to explain again	Yes, I do; sometimes
<b>Responders for each answer</b>	8	4	2

**Figure 4**

*Answers type, Question n°4 from Student Questionnaire*



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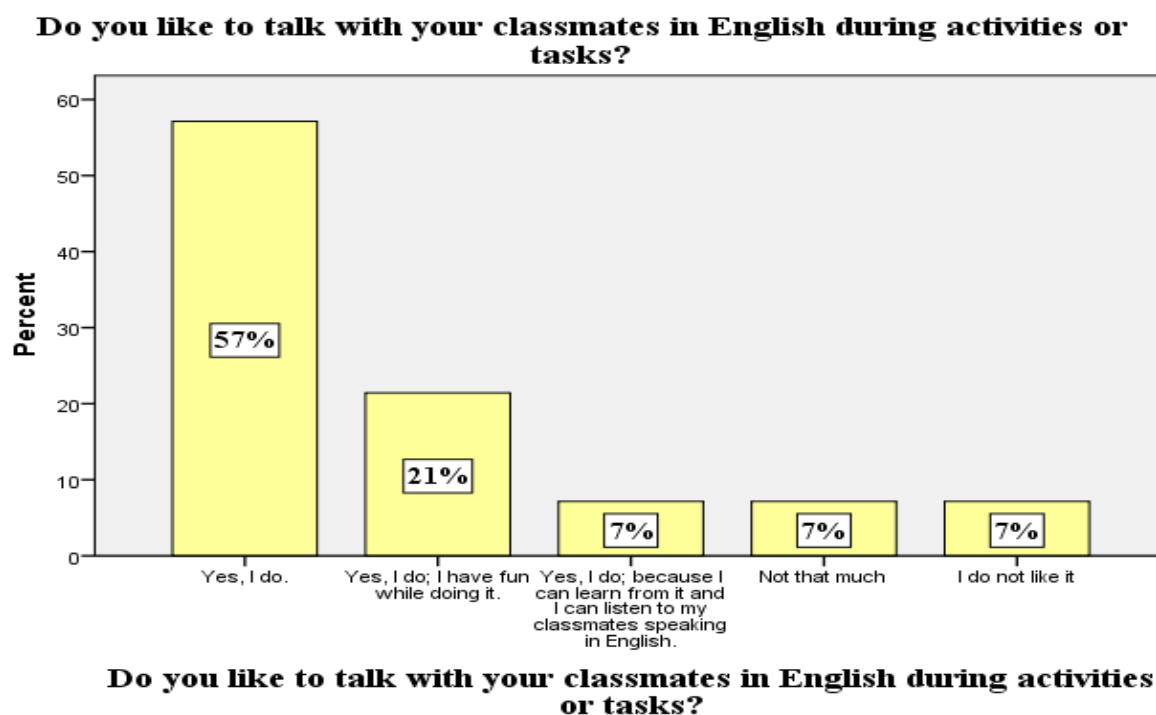
**Table 13**

*Question n°5 from student Questionnaire (Treatment Group B)*

<b>Question N°5</b>	5. Do you like to talk with your classmates in English during activities or tasks? / ¿Te gusta hablar con tus compañeros de clase en inglés durante las actividades o tareas?				
<b>Answers type</b>	Yes, I do.	Yes, I do; I have fun while doing it.	Yes, I do; because I can learn from it and I can listen to my classmates speaking in English.	Not that much	I do not like it
<b>Responders for each answer</b>	8	3	1	1	1

**Figure 5**

*Answers type, Question n°5 from Student Questionnaire*



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**3.6.1.5. Oral proficiency interview (Post-test) and analytic rubric**

An Oral proficiency test interview (posttest) was applied to each participant from the sample (14 students chosen by purposive method in group (A) and (B)) to the English proficiency level of the students in order to compare both group results after the treatment applied to the group (b) and find the answer to the research question what effects do English Language Teaching methods and strategies based on communicative and action-oriented approaches have on the development of the students' English speaking skills?. The two researchers worked on this process. The results were the following, according to the analytic rubric and students' performance during the interviews.

**Table 14**

*Categories According To The Rubric*

CATEGORIES ACCORDING TO THE RUBRIC					
1= Range	2=Accuracy	3=Fluency	4=Interaction	5=Coherence	Task 6= Task Completion
Minimum Required Scores Per Level (CEFR)					
A1=100    A2=120    B1=140					

The following table represents the scores that the student (Comparison group A) got during the oral proficiency post-test interview; scores were obtained by using the analytic rubric. The real names of the participants are not showed on this research paper, because those were under legal age; instead, codes were employed to present the data.

**Table 14**

*Post-Test Results Comparison Group (A)*

POST-TEST RESULTS COMPARISON GROUP (A)								
Males								
PARTICIPANTS	CATEGORY	1	2	3	4	5	6	TOTAL
	PMA1	5	5	5	5	5	5	30
	PMA2	18	18	18	18	11	18	101
	PMA3	5	5	5	5	5	5	30
	PMA4	5	5	5	5	5	5	30
	PMA5	5	5	5	5	5	5	30
	PMA6	5	5	5	5	5	5	30
	PMA7	5	5	5	5	5	5	30



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Females								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFA1	5	5	5	5	5	5	30
	PFA2	5	5	5	5	5	5	30
	PFA3	5	5	5	5	5	5	30
	PFA4	5	5	5	5	5	5	30
	PFA5	5	5	5	5	5	5	30
	PFA6	5	5	5	5	5	5	30
	PFA7	18	18	18	11	11	11	87

The results show that the students from comparison group (A) did not improve their speaking skills after two weeks of treatment. The teacher in charge of this group (another researcher) implemented the same strategies and method based on grammar-translation that the previous teacher applied prior the treatment phase, which tasks lacked of speaking activities where the students could had the opportunity to interact with each other by using the target language (English). The evidence shows that the scores remain the same, not variations on means were encountered on the speaking skills interview (Posttest).

The following table represents the scores that the student (Treatment group B) got during the oral proficiency post-test interview; scores were obtained by using the analytic rubric.

**Table 15**

*Post-Test Results Treatment Group (B)*

POST-TEST RESULTS TREATMENT GROUP (B)								
Males								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PMB1	11	5	5	11	5	11	48
	PMB2	11	11	11	11	5	11	60
	PMB3	18	18	11	18	5	18	88
	PMB4	11	5	5	11	5	11	48
	PMB5	5	5	5	5	5	5	30
	PMB6	18	18	11	18	5	18	88

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		Females						
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFB1	11	11	5	11	5	11	54
	PFB2	5	5	5	5	5	5	30
	PFB3	11	11	5	11	5	11	54
	PFB4	11	11	5	11	5	11	54
	PFB5	5	5	5	5	5	5	30
	PFB6	11	11	5	11	5	11	54
	PFB7	18	11	11	18	5	11	74
	PFB8	11	5	5	11	5	11	48

The results show that the students from treatment group (B) improve their speaking skills after two weeks of the treatment: application of strategies and methods based on communicative language teaching and action-oriented approaches.

**3.6.1.6. Statistical analysis between groups (A, B) differences on pre-posttests means**

This research followed a mixed-method approach therefore quantitative and qualitative instruments were applied in the data collection process. To analyze the quantitative information, it was necessary to employ statics analysis, to facilitate this process was used the statistical software SPSS where different statistical tests were applied to the data through that computer program.

**3.6.1.6.1. Statistical analysis for differences on pre-posttests means for comparison group (A)**

A Wilcoxon Test was applied on the SPSS software to the pre-test and post-test data to compare the statistical difference between the means on the students' speaking performance results from both tests on the comparison group (A).

Before analyzing the data statistically through the Wilcoxon Test (to compare the means from pre-test and post-test on comparison group (A)) it was necessary to apply a normality test to be able to select the proper statistical test to process the data.

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Also, in statistic it is necessary to formulate hypothesis in order to analyze the variables under study.

**Table 16**

*Normality Test for Comparison Group (A) pre-posttest Results*

Normality Test for Comparison Group (A) pre-posttest Results						
<p><b>Hypothesis formulation for statistical analysis purpose only:</b>  <i>H0 (refers to null hypothesis); HA (refers to alternative hypothesis); P (refers to the probability value).</i>                      H0=the data analyzed follow a normal distribution.                      HA= the analyzed data do not follow a normal distribution.                      If <math>P \geq 0.05</math> we accept the null hypothesis (H0) and reject the alternative hypothesis (HA).                      If <math>P &lt; 0.05</math> we reject the null and accept the Alternative Hypothesis (HA).</p>						
<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,509	14	,000	,444	14	,000
Posttest	,509	14	,000	,444	14	,000
a. Lilliefors Significance Correction						
<p>In this case the group (A) does not follow a normal distribution then a non-parametric test was applied to analysis the difference between the two mean on pre-test and post-test.</p>						
<p><b>Statistical analysis:</b>  <math>P &lt; 0.05</math>; <math>P = 0.000</math></p> <p>The data analyzed did not follow a normal distribution, because the significance is less than 0.05. According to Shapiro-Wilk test therefore a non-parametric analysis was applied, the proper one was the Wilcoxon Test.</p>						

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Due to the non-normal distribution of the two means a Wilcoxon Test was applied to the data from comparison group (A), in order to analyze statistically the two means (pre-post) from that group (A) only.

**Table 17**

*The Wilcoxon Test for Comparison Group (A) pre-posttest Results*

<b>The Wilcoxon Test for Comparison Group (A) pre-posttest Results</b>				
<b>Hypothesis formulation for statistical analysis purpose only:</b>				
<i>H0 (refers to null hypothesis); HA (refers to alternative hypothesis); P (refers to the probability value); M (refers to the words mean/means).</i>				
H0= M1=M2				
HA= M1≠ M2				
If P>=0.05 we accept the null hypothesis (H0) and reject the alternate hypothesis (HA).				
If P<0.05 we reject the null (H0) and accept the Alternative Hypothesis (HA).				
<b>The Wilcoxon Test</b>				
<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between PretestA and PosttestA equals 0.	Related-Samples Wilcoxon Signed Rank Test	1,000	Retain the null hypothesis.
Asymptotic significances are displayed. The significance level is ,05.				
<b>Statistical analysis:</b>				

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$P > 0.05$ ;  $P = 1.000$  so there is not significance difference between the two means (pre and posttest). The means based on students results on Pre-test and post-test were equal.

**3.6.1.6.2. Statistical analysis for differences on pre-posttests means for treatment group (B)**

A statistical T-test was applied on the SPSS software to the pre-test and post-test data to compare the statistical difference between the means on the students' speaking performance results from both tests on the treatment group (B) after the treatment phase.

Before analyzing data statistically through the T-test (to compare means from pre-test and post-test on treatment group (B)) it was necessary to apply a normality test to be able to process the data with the proper statistic test. Also in statistic it is necessary to formulate hypothesis in order to analyze the variables under study.

**Table 18**

*Normality Test for Treatment Group (B) Pre-Posttest Results*

<b>Normality Test For Treatment Group (B) Pre-Posttest Results</b>						
<b>Hypothesis formulation for statistical analysis purpose only:</b>						
<i>H<sub>0</sub> (refers to null hypothesis); H<sub>A</sub> (refers to alternative hypothesis); P (refers to the probability value).</i>						
H <sub>0</sub> =the data analyzed follow a normal distribution.						
H <sub>A</sub> = the analyzed data do not follow a normal distribution.						
If $p \geq 0.05$ we accept the null hypothesis (H <sub>0</sub> ) and reject the alternate hypothesis.						
If $P < 0.05$ we reject the null (H <sub>0</sub> ) and accept the Alternative Hypothesis (H <sub>A</sub> )						
<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Differences	,212	14	,089	,906	14	,138
a. Lilliefors Significance Correction						
<b>Statistical analysis:</b>						

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According to the normality test the data is applicable for t-test because  $P > 0.05$ ;  $P = 0.138$ . The data analyzed follow a normal distribution, due to the significance greater than 0.05. According to Shapiro-Wilk test. Then a parametric test which is a t-test can be applied to the data.

Based on these results a T-test is the best option to analyze the variation between pretest-posttest means in treatment group (B).

Due to the normal distribution of the two means a t-test was applied to the data from treatment group (B), to analyze statistically the two means (pre-post) from that group only.

**Table 19**

*T-Test (Treatment Group (B) Pre-Posttest Results)*

<b>T-Test (Treatment Group (B) Pre-Posttest Results)</b>				
<b>Hypothesis formulation for statistical analysis purpose only:</b>				
<i>H<sub>0</sub> (refers to null hypothesis); H<sub>A</sub> (refers to alternative hypothesis); P (refers to the probability value); M (refers to the words mean/means).</i>				
H <sub>0</sub> = M <sub>1</sub> =M <sub>2</sub>				
H <sub>A</sub> = M <sub>1</sub> ≠ M <sub>2</sub>				
If $p \geq 0.05$ we accept the null hypothesis (H <sub>0</sub> ) and reject the alternative hypothesis (H <sub>A</sub> ).				
If $P < 0.05$ we reject the null (H <sub>0</sub> ) and accept the Alternative Hypothesis (H <sub>A</sub> ).				
<b>T-Test (treatment group B, pre-posttest)</b>				
<b>Paired Samples Statistics</b>				
Mean	N	Std. Deviation	Std. Error	Mean
Pair 1 Pretest	33,86	14	9,875	2,639
Posttest	54,29	14	18,776	5,018
<b>Paired Samples Correlations</b>				
	N	Correlation	Sig.	
Pair 1 Pretest & Posttest	14	,755	,002	

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	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-20,4	13,04	3,48	-28	-12,9	-6	13	0

P=0,002 so there is significance difference between the two means (pre and posttest).

**Statistical analysis:**

Based on these results from the T-test  $P < 0.05$ ;  $P = 0.002$  so there is significance difference between the two means (pre and posttest) results on treatment group (B).

**3.6.1.6.3. Statistical analysis for differences on pre-posttests means groups (A and B)**

In order to compare the statistical difference between the two independent variables which are comparison Group (A) and the treatment group (B) regarding the results that the students had on the speaking proficiency interviews (pre-post tests) and draw to conclusions based on statistical evidence, (as in any other statistical test) it was necessary to formulate hypothesis (a null and an alternate one) in order to take statistical decisions. Due to the characteristics of the two means in terms of statistical normality distribution, the best option was to apply the Mann-Whitney U Test to analyze the data.

**Table 20**

*The Mann-Whitney U Test for Comparison of means of group Group (A) Group (B) pre-posttest Results*

<b>The Mann-Whitney U Test for Comparison of means of group Group (A) Group (B) pre-posttest Results</b>
<p><b>Hypothesis formulation for statistical analysis purpose only:</b></p> <p><i>H<sub>0</sub> (refers to null hypothesis); H<sub>A</sub> (refers to alternative hypothesis); P (refers to the probability value); M (refers to the words mean/means).</i></p> <p>H<sub>0</sub>= M<sub>1</sub>=M<sub>2</sub></p> <p>H<sub>A</sub>= M<sub>1</sub>≠ M<sub>2</sub></p>

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If  $p \geq 0.05$  we accept the null hypothesis (H0) and reject the alternative hypothesis (HA).

If  $P < 0.05$  we reject the null (H0) and accept the Alternative Hypothesis (HA).

**The Mann-Whitney U Test**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of PRETEST2 is the same across categories of GROUP.	Independent-Samples Mann-Whitney U Test	,946 <sup>1</sup>	Retain the null hypothesis.
2	The distribution of POSTEST2 is the same across categories of GROUP.	Independent-Samples Mann-Whitney U Test	,012 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

<sup>1</sup>Exact significance is displayed for this test.

**Statistical analysis:**

The statistical evidence provided by Mann-Whitney U Test shows  $P < 0.05$ ;  $P = 0.012$  in the posttest means results comparison between group (A) and (B) results, therefore means in posttest were significantly different ( $H_A = M1 \neq M2$ ).

This whole statistical process was necessary to analyze the quantitative data from the two samples of students' scores on the pre-test and post-test in order to drawn conclusions. As in is shown there is a significant difference between the two groups means result on the post-test.

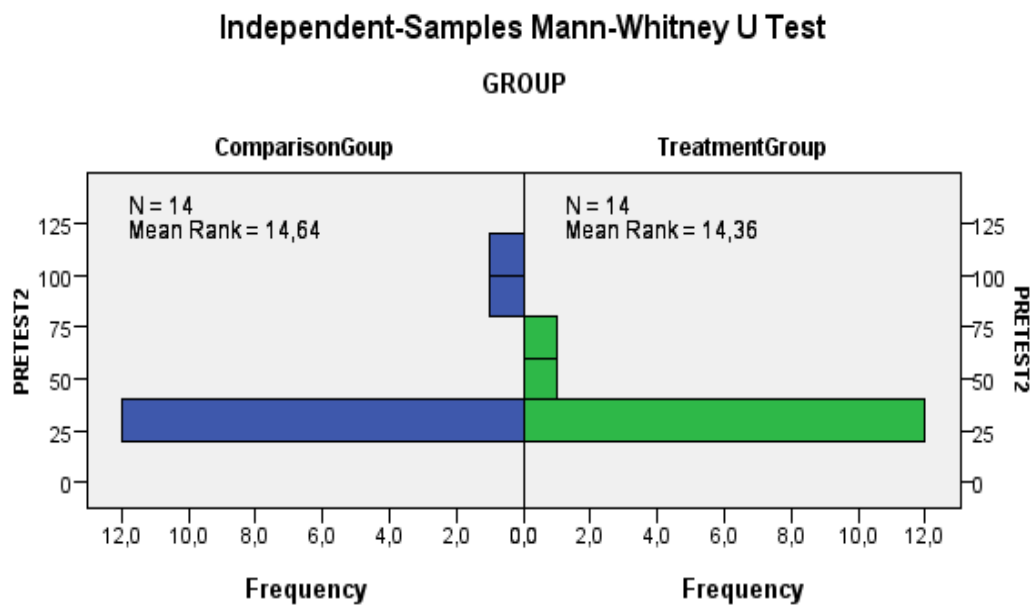


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The following graphs represent the frequency that comparison group (A) and treatment group (B) followed on the pretest.

**Figure 5**

*Students' Means Frequency According To Scores in Pretest for Group (A, B)*



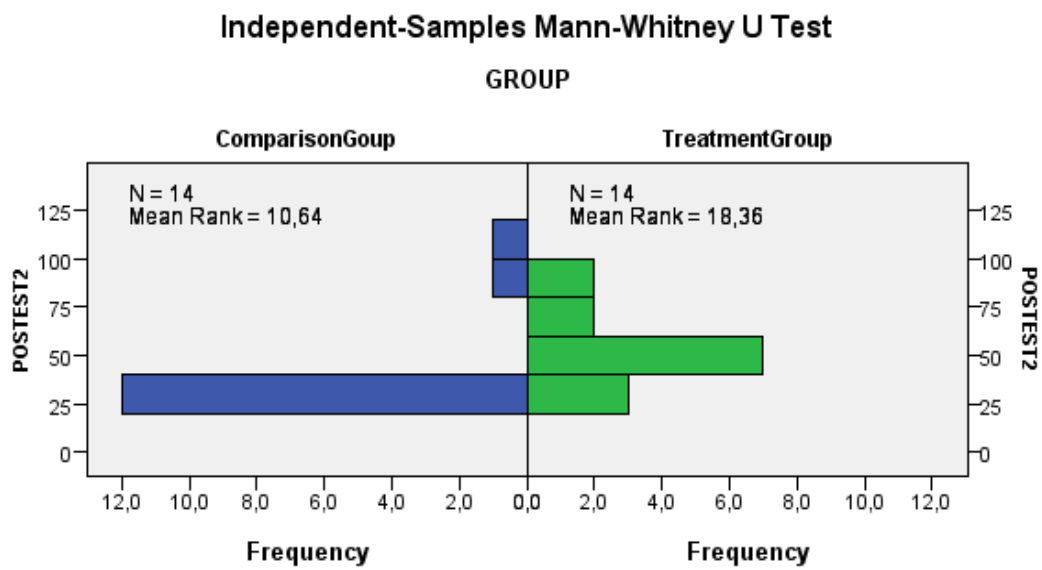
<b>Total N</b>	28
<b>Mann-Whitney U</b>	96,000
<b>Wilcoxon W</b>	201,000
<b>Test Statistic</b>	96,000
<b>Standard Error</b>	13,248
<b>Standardized Test Statistic</b>	-,151
<b>Asymptotic Sig. (2-sided test)</b>	,880
<b>Exact Sig. (2-sided test)</b>	,946

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The following graphs represent the frequency that comparison group (A) and treatment group (B) followed on the posttest.

**Figure 6**

*Students' Means Frequency According To Scores in Posttest for Group (A, B)*



<b>Total N</b>	28
<b>Mann-Whitney U</b>	152,000
<b>Wilcoxon W</b>	257,000
<b>Test Statistic</b>	152,000
<b>Standard Error</b>	19,978
<b>Standardized Test Statistic</b>	2,703
<b>Asymptotic Sig. (2-sided test)</b>	,007
<b>Exact Sig. (2-sided test)</b>	,012

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**3.6.2. Discussions**

An observation to both of the groups (A, B) to identify the methods and strategies that the teacher used to apply to her teaching methodology. Therefore based on the observation (checklist N°1), it can be reported that the teacher applied methods and strategies based on grammar-translation. Hence the role of the teacher was active during the lesson and she employed a teacher-centered approach. The tasks that she assigned to the students were focused on practicing grammar, reading and writing only. Hence she did not assigned tasks that could allow students to interact with each other and practice speaking by using the target language. Furthermore, according to the findings most of the students did not show interest on the lesson, they barely participate on the lesson consequently they played a passive role.

After executing the first observation to both of the groups (A, B) to identify the methods and strategies that the teacher applied to her teaching, an Oral proficiency interview (Pre-test) was applied to sample from comparison group (A) and treatment group (B) to diagnose the students' English speaking skills before applying methods and strategies based on communicative and action-oriented approaches. This instrument was applied in order to answer the research question: - What are the students' English speaking skills before applying communicative and action-oriented approaches based on the Pre-test results?

According to the results just one of the students from comparison group (A) got 101 point, so he had an A1 level (CEFR) the rest of the students from both groups (A, B) were below A1, they scored less than 100 points.

**Table 6**

*Pre-Test Results Comparison Group (A)*

PRE-TEST RESULTS COMPARISON GROUP (A)								
Males								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PMA1	5	5	5	5	5	5	30
	PMA2	18	18	18	18	11	18	101
	PMA3	5	5	5	5	5	5	30
	PMA4	5	5	5	5	5	5	30
	PMA5	5	5	5	5	5	5	30
	PMA6	5	5	5	5	5	5	30
	PMA7	5	5	5	5	5	5	30

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Females								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFA1	5	5	5	5	5	5	30
	PFA2	5	5	5	5	5	5	30
	PFA3	5	5	5	5	5	5	30
	PFA4	5	5	5	5	5	5	30
	PFA5	5	5	5	5	5	5	30
	PFA6	5	5	5	5	5	5	30
	PFA7	18	18	18	11	11	11	87

Table 7

*Pre-Test Results Treatment Group (B)*

PRE-TEST RESULTS TREATMENT GROUP (B)								
Males								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PMB1	5	5	5	5	5	5	30
	PMB2	5	5	5	5	5	5	30
	PMB3	11	11	5	11	5	11	54
	PMB4	5	5	5	5	5	5	30
	PMB5	5	5	5	5	5	5	30
	PMB6	11	11	11	11	5	11	60
Females								
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFB1	5	5	5	5	5	5	30
	PFB2	5	5	5	5	5	5	30
	PFB3	5	5	5	5	5	5	30
	PFB4	5	5	5	5	5	5	30
	PFB5	5	5	5	5	5	5	30
	PFB6	5	5	5	5	5	5	30
	PFB7	5	5	5	5	5	5	30
	PFB8	5	5	5	5	5	5	30

After the pre-test application to both groups a treatment was implemented to the group (B) while the group (A) continues with the same methodologies and strategies that the teacher applied prior the pre-test. The treatment consisted on applying Language Teaching methods and strategies based on communicative and action-oriented approaches to foster speaking skills to the treatment group (B). This treatment

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phase was implemented in order to answer the research question: -How can the implementation of methods and strategies based on communicative and action-oriented approaches foster English speaking skills?

During this treatment phase the Observation checklist N°2 was applied in order to answer the research question: - Which methods and strategies based on communicative and action-oriented approaches can foster students' English speaking skills?

The evidence shows that the students actively participated on the tasks based on communicative and action-oriented approaches to foster speaking skills, they showed interest in performing the assigned activities, and hence they played an active role during the lesson.

Another instrument that provides evidence to answer the research question:-What are the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills? Was the student questionnaire, it provided an overview about the students' perceptions on the treatment application.

The answers that the students wrote on the questionnaire were encoded to report those.

- ***In question N°1: Do you like to speak in English in the class?***

50% of the students answered: Yes, I like it because it helps me to improve my speaking skills.

21% of the students answered: Yes, I like it because I have fun while doing it

7% of the students answered: Yes, I like it, because I like English.

14% of the students answered: Not that much because there are words that I can't pronounce well.

7% of the students answered: Not that much because I am not used to speak in English.

- ***In question N°2: Have you learned vocabulary and the language structures in the class? Were the teacher's explanations clear to you?***

79% of the students answered: Yes, I have, teacher's explanations have been clear to me.

14% of the students answered: Yes, I have but only when I pay attention

7% of the students answered: A Little bit

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- ***In question N°3: Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them?***

36% of the students answered: Yes, she does; and I have learned from them.

64% of the students answered: Yes, she does; and I have learned from them and I have had fun while performing them.

- ***In question N°4: Do you ask the teacher for more explanation if you do not understand?***

57% of the students answered: Yes, I do

29% of the students answered: Yes, I do; the teacher is always willing to explain again

14% of the students answered: Yes, I do; sometimes

- ***In question N°5: you like to talk with your classmates in English during activities or tasks?***

57% of the students answered: Yes, I do.

21% of the students answered: Yes, I do; I have fun while doing it.

7% of the students answered: Yes, I do; because I can learn from it and I can listen to my classmates 7% speaking in English.

7% of the students answered: Not that much

7% of the students answered: I do not like it

This evidence shows that more than 70% of the students like to speak in English in the class. 79% have learned vocabulary and the language structures in the class and the teacher's explanations were clear to them 36% states that they have learned from the activities performed in class, 64% claimed that they have learned as well and had fun while performing the tasks.85% expressed that they like to talk

After the treatment an Oral proficiency interview (Post-test) was applied to the both group (A) and (B) to answer the research question: -How the students' English-speaking skills changed after applying communicative and action-oriented approaches based on the Post-test results?

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**Table 14**

*Post-Test Results Comparison Group (A)*

<b>POST-TEST RESULTS COMPARISON GROUP (A)</b>							
<b>Males</b>							
<b>CATEGORY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
<b>PARTICIPANTS</b>	PMA1	5	5	5	5	5	30
	PMA2	18	18	18	18	11	101
	PMA3	5	5	5	5	5	30
	PMA4	5	5	5	5	5	30
	PMA5	5	5	5	5	5	30
	PMA6	5	5	5	5	5	30
	PMA7	5	5	5	5	5	30
<b>Females</b>							
<b>CATEGORY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
<b>PARTICIPANTS</b>	PFA1	5	5	5	5	5	30
	PFA2	5	5	5	5	5	30
	PFA3	5	5	5	5	5	30
	PFA4	5	5	5	5	5	30
	PFA5	5	5	5	5	5	30
	PFA6	5	5	5	5	5	30
	PFA7	18	18	18	11	11	11

**Table 15**

*Post-Test Results Treatment Group (B)*

<b>POST-TEST RESULTS TREATMENT GROUP (B)</b>								
<b>Males</b>								
<b>CATEGORY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>	
<b>PARTICIPANTS</b>	PMB1	11	5	5	11	5	11	48
	PMB2	11	11	11	11	5	11	60
	PMB3	18	18	11	18	5	18	88
	PMB4	11	5	5	11	5	11	48
	PMB5	5	5	5	5	5	5	30
	PMB6	18	18	11	18	5	18	88

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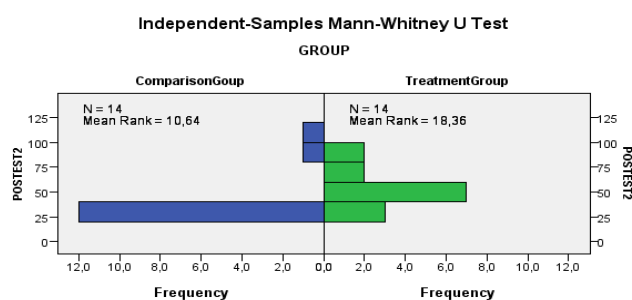
		Females						
CATEGORY		1	2	3	4	5	6	TOTAL
PARTICIPANTS	PFB1	11	11	5	11	5	11	54
	PFB2	5	5	5	5	5	5	30
	PFB3	11	11	5	11	5	11	54
	PFB4	11	11	5	11	5	11	54
	PFB5	5	5	5	5	5	5	30
	PFB6	11	11	5	11	5	11	54
	PFB7	18	11	11	18	5	11	74
	PFB8	11	5	5	11	5	11	48

It was necessary to compare the groups' improvement based on their speaking skills test results to answer the research question: Which are the differences encountered on both group's results on pre-test-posttest?

Comparison group (A) did not have any improvement level ton tr on speaking skills; in contrast, the treatment group (B) had a significant improvement on reflected on the posttest results. Although none of the students reached the A1 eatment group (B), the therapy had a positive effect on them by helping those to develop their speaking skills in a short two weeks period.

**Figure 6**

*Students' Means Frequency According To Scores in Posttest for Group (A, B)*



Total N	28
Mann-Whitney U	152,000
Wilcoxon W	257,000
Test Statistic	152,000
Standard Error	19,978
Standardized Test Statistic	2,703
Asymptotic Sig. (2-sided test)	,007
Exact Sig. (2-sided test)	,012



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The evidence from analyzing the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills suggest that this type of treatment can help students to enhance their speaking skills comparing this research with the literature review, it can be concluded that this study agreed with the statements that the theory and recent investigations claim about the effectiveness of the communicative language teaching and the action-oriented approach. However this is probably the first research that combines both approaches on a quasi-experimental non-equivalent group's pretest-posttest-design.

### ***3.6.2.1. Limitations***

As many researches which encounter obstacles on the way, this one was not the exception so one of those was the time frame. In educational settings there are certain protocols to follow in order to have access to carry out a study, along with the other research tasks must had to be executed prior the treatment phase were factors that conducted to a reduction on the time frame that the therapy had to be applied, therefore it was shortened to a 2 weeks period. Despite of the short time frame the improvement that the treatment group (B) had in comparison with group (A) was significant in terms of speaking skills performance (based on pre-test and post-test students' results), also the level of acceptance among (the students) that the strategies and method based on communicative and action-oriented approaches to foster speaking skills was positive. Therefore, for further research on similar topic like this one can be recommended to ensure a longer treatment period.

#### **IV. Conclusions**

This research aimed to analyze the outcomes of applying methods and strategies based on communicative and action-oriented approaches to foster English speaking skills. The evidence suggests that the application of those provides a significant improvement on the speaking skills of the students (treatment group B) that were treated with those strategies and methods in contrast with the students that did not receive the therapy (comparison group A).

The results showed that the students played an active role during the lesson where methods and strategies based on communicative and action-oriented approaches, they were interested in participating and employing the English language and interacting with their classmates while performing the tasks that the teacher assigned to them, 85% of them expressed that they liked to talk with the classmates in English while performing the tasks, which can be beneficial to help students exercise their English speaking skills.

This study response to the phenomenon understudy which consist on 9th-grade students at Fernando Gordillo Cervantes School (2021) who have difficulties in developing their English language speaking skills; they struggle with establishing a simple conversation in English and make simple sentences. Therefore this study suggests a set of English Language Teaching methods and strategies based on communicative and action-oriented approaches in English Language teaching to foster speaking skills, which can be beneficial not only to the population under study but with other students that intend to improve their speaking skills by applying methods and strategies based on communicative and action-oriented approaches.

This study can be a start point for future similar research however it is recommended to apply a longer treatment period to get more in-depth information and a highly significant variation on the results. Indeed, the big limitation in executing this research was time. The evidence taken from the data collected on this research suggests that in contrast with the existing theory and paramount research on this field, it agreed with their statements and hypothesis.

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# ***ANNEXES***

**CLASSROOM OBSERVATION CHECKLIST N°1**

The purpose of this observation is to identify which methods and strategies the teacher applies to develop the students' speaking skills in the class and to observe the teacher's performance.

Name of the Teacher: \_\_\_\_\_

Name of the Observer: \_\_\_\_\_

Subject: \_\_\_\_\_ Duration of the Lesson: \_\_\_\_\_

Topic: \_\_\_\_\_

**Legends:**

<b>1. Strong</b>	<b>2. Apparent</b>	<b>3. Not Displayed</b>
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<b>I. Teaching methods &amp; Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Teacher assigns learning activities that allow students to exercise the four English language skills.			
2. Teacher has command on the content that is being taught.			
3. The lesson is developed based on teacher-centered approach.			
4. The lesson is developed based on student-centered approach.			
5. Teacher assigns tasks based in real world situations to develop the content of the lesson.			
6. Tasks are designed according to the content and objectives of the lesson.			
7. Tasks involve grammar and new vocabulary acquisition.			
8. Tasks are appropriated to students' age, learning styles, level and interests.			
9. Teacher provides clear instructions for students to perform the tasks.			
10. Teacher assigns tasks or activity to get students to interact with each other by using the target language in pair or small groups.			
11. Students understand the tasks assigned by the teacher.			
12. Teacher asks students to translate texts.			

13. Teacher asks students to participate in activities.			
14. Authentic teaching materials.			
<b>II. Teacher's role</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Teacher uses the target language in a clear and understandable way.			
2. Teacher plays a passive role during the lesson.			
3. Teacher encourages students' participation.			
4. Teacher provides feedback related to pronunciation and grammar structure to the students during the lesson.			
5. Teacher motivates students to use the target language.			
6. Teacher uses interpersonal communication (eye contact, smiling, gestures) to make students feel comfortable in class and when participating.			
7. Teacher manages to have a good learning environment in class keeping proper students' discipline.			
8. Teacher provides enough assistance for the students to successfully do the tasks.			
<b>III. Students' role</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Students make use of the target language to communicate ideas during the lesson.			
2. Students make use of grammar rules and vocabulary by performing tasks assigned by the teacher.			
3. Students are interested to participate in the tasks assigned by the teacher.			
4. Students play an active role during the lesson.			
5. Students show interest and pay attention to the teacher.			

\*Fill with a check the appropriate field.



## Comments

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Although the “observation checklist N°1” was designed by the researchers that carried out this research, principles and thoughts were taken (as inspiration) from the existing theories regarding communicative language teaching and action-oriented approach to write the items.

### **References:**

Richards, J., & Theodore, R. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). Cambridge University Press.

Piccardo, E. (2014). From Communicative to Action-Oriented: A RESEARCH PATHWAY. Curriculum Services Canada. [https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED\\_DOCUMENT\\_CSC605\\_Research\\_Guide\\_English\\_01.pdf](https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf)

## CLASSROOM OBSERVATION CHECKLIST N°2

The purpose of this observation is to identify students' behaviors and performances during a lesson while applying methods and strategies based on communicative and action-oriented approaches.

Name of the Observer: \_\_\_\_\_

Subject: \_\_\_\_\_ Duration of the Lesson: \_\_\_\_\_

Topic: \_\_\_\_\_

**Legends:**

<b>1. Strong</b>	<b>2. Apparent</b>	<b>3. Not Displayed</b>
------------------	--------------------	-------------------------

<b>I. Students' behavior</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Students show enthusiasm by performing the tasks.			
2. Students show interest in participating in the collaborative learning activities.			
3. Students understand and follow the instructions.			
4. Students play an active role during the lesson.			
5. Students feel comfortable in performing role-plays based on real life situations.			
6. Students feel comfortable in using the target language to communicate with their peers.			
<b>II. Students' Performances</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Students make use of the target language to interact with each other.			
2. Students make use of grammar rules and vocabulary by performing tasks assigned by the teacher.			
3. Students use the target language to communicate orally in an accurate way.			

\*Fill with a check the appropriate field.

### Comments

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Although the “observation checklist N°2” was designed by the researchers that carried out this research, principles and thoughts were taken (as inspiration) from the existing theories regarding communicative language teaching and action-oriented approach to write the items.

### **References:**

- Piccardo, E. (2014). From Communicative to Action-Oriented: A RESEARCH PATHWAY. Curriculum Services Canada. [https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED\\_DOCUMENT\\_CSC605\\_Research\\_Guide\\_English\\_01.pdf](https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf)
- Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge University Press. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>

## STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to identify the students' perception of the English class based on communicative and action-oriented approaches to foster English speaking skills. El propósito de este cuestionario es identificar la percepción de los alumnos de la clase de inglés basada en enfoques comunicativos y orientados a la acción para fomentar la capacidad de hablar en inglés.

**Student's name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Do you like to speak in English in the class? Explain / ¿Te gusta hablar en inglés en la clase? Explica

2. Have you learned vocabulary and the language structures in the class? Were the teacher's explanations clear to you? / ¿Has aprendido el vocabulario y las estructuras lingüísticas en la clase? ¿Te han quedado claras las explicaciones del profesor?

3. Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them? / ¿Utiliza el profesor actividades para practicar y aprender inglés? ¿Crees que se aprende con ellas? ¿Te gustan?

4. Do you ask the teacher for more explanation if you do not understand? / ¿Pides al profesor más explicaciones si no lo entiendes?

5. Do you like to talk with your classmates in English during activities or tasks? / ¿Te gusta hablar con tus compañeros de clase en inglés durante las actividades o tareas?

## SPEAKING SKILLS PROFICIENCY (PRE & POST-TEST) INTERVIEW

**Estimado estudiante:** Usted ha sido seleccionado para participar de la siguiente entrevista como parte del proceso de recolección de información para la investigación Communicative and Action-Oriented Approaches to Foster Speaking Skills.

**El propósito de esta entrevista es:** Identificar el nivel de habilidades de habla inglesa de los estudiantes antes y después de aplicar métodos y estrategias basadas en Communicative y action-oriented approaches.

**Dear student:** You have been selected to participate in the following interview as part of the information gathering process for the research Communicative and Action-Oriented Approaches to Foster Speaking Skills.

**The purpose of this interview is:** To identify students' English-speaking skills level before and after applying methods and strategies based on communicative and action-oriented approaches.

**Student's name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Level:** 9th \_\_\_\_\_

<b>Pre-test</b>		<b>Post-test</b>	
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**Time allowed:** 10-20 mins

QUESTION	PROFICIENCY LEVELS (CEFR)		
	A1	A2	B1
<b>Personal Information</b>	Introduce yourself (name, birthday date, age, occupation)	What kind of food do you like?	What gift would you like to receive for your birthday?
	Do you like coming to school?	Who is your favorite cousin/ friend/ uncle/ aunt? How often do you see him/her?	Why is that cousin/ friend/ uncle/ aunt your favorite?
	How many people are there in your family? Who are they?	What do you like about school best?	Tell me about your school.

<p><b>My Environment</b></p>	<p>Where do you live? Is your house far from your school?</p>	<p>Tell me about your favorite room in the house.</p>	<p>Tell me about your house or neighborhood.</p>
	<p>How often do you watch TV?</p>	<p>What kind of TV programs do you prefer? (Comedy, entertainment, sports, news, musical, etc.)</p>	<p>What kind of activities do you prefer to do instead of watching TV and why?</p>
<p><b>Work and leisure</b></p>	<p>Look at the pictures below and answer: What are the boys and girls in photos 1 &amp; 4 doing?</p>	<p>Look at the pictures below and answer: Which of these sports do you like most and why?</p>	<p>Imagine your best friend is interested in practicing your favorite sport. Tell me why that sport is worth practicing.</p>

**SPORTS**



1



2



3



5



4



Although the “Speaking Skills Proficiency (Pre & Post-Test) Interview” was designed by the researchers that carried out this research, some questions were taken from existing tests to write the items of this interview.

### **References:**

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (1st ed.). Cambridge University Press. <https://rm.coe.int/16802fc1bf>

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## SPEAKING SKILLS RUBRIC FOR PROFICIENCY TEST INTERVIEW

Student's name: \_\_\_\_\_

<b>Pre-test</b>		<b>Post-test</b>	
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**Scales:**

- 1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR THE LEVEL)
- 2= Partly satisfactory (OUTPUT PARTLY SATISFACTORY FOR THE LEVEL)
- 3= Satisfactory (OUTPUT SATISFACTORY FOR THE LEVEL)
- 4= Fully satisfactory (OUTPUT FULLY SATISFACTORY FOR THE LEVEL)

<b>LEVEL: A1</b>				
<b>CRITERIA</b>	<b>1= Unsatisfactory (5)</b>	<b>2= Partly Satisfactory (11)</b>	<b>3=Satisfactory (18)</b>	<b>4= Fully Satisfactory (19)</b>
<b>RANGE</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.			
<b>ACCURACY</b>	Shows only limited control of few simple grammatical structures and sentence patterns in a memorized repertoire.			

<b>FLUENCY</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.				
<b>INTERACTION</b>	Can answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.				
<b>COHERENCE</b>	Can link words or groups of words with very basic linear connectors like “and” or “them”.				
<b>TASK COMPLETION</b>	<p>-Answer simple questions about him/herself.</p> <p>-Can describe simple aspects of his/her everyday life in simple sentences.</p> <p>-Use simple phrases and sentences to indicate where he/she lives and describe known people.</p> <p>-Answer simple questions in areas on very familiar topics.</p>				

<b>LEVEL: A2</b>					
<b>CRITERIA</b>		<b>1= Unsatisfactory (7)</b>	<b>2= Partly Satisfactory (14)</b>	<b>3=Satisfactory (21)</b>	<b>4= Fully Satisfactory (23)</b>
<b>RANGE</b>	Uses basic sentence patterns with memorized phrases, groups of words and formulate in order to communicate limited information in simple everyday situations.				
<b>ACCURACY</b>	Use some simple structures correctly, but still systematically makes basic mistakes.				
<b>FLUENCY</b>	Can make him/herself understood in very short utterances, even though pause, false starts and reformulation are very evident.				
<b>INTERACTION</b>	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.				
<b>COHERENCE</b>	Can link groups of words with simple connectors like “and”, “but” and “because”.				

<b>TASK COMPLETION</b>	<p>-Can communicate in tasks of simple and direct exchange of information on familiar topics.</p> <p>-Can use a series of phrases and sentences to describe in simple terms his/her family.</p> <p>-Can describe in simple terms aspects of his/her immediate environment and matters in areas of immediate need.</p> <p>-Can express his/her likes/dislikes by giving a simple description of them.</p>				
<b>LEVEL: B1</b>					
<b>CRITERIA</b>		<b>1= Unsatisfactory (8)</b>	<b>2= Partly Satisfactory (16)</b>	<b>3=Moderately Satisfactory (24)</b>	<b>4= Fully Satisfactory (26)</b>
<b>RANGE</b>	<p>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interest, work, travel, and current events.</p>				

<b>ACCURACY</b>	Use reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.				
<b>FLUENCY</b>	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.				
<b>INTERACTION</b>	Can initiate maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.				
<b>COHERENCE</b>	Can link a series of shorter discrete simple elements into connected, linear sequence of points.				
<b>TASK COMPLETION</b>	<p>-Can talk about topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, school, and current events.</p> <p>-Can describe experiences, events, dreams, and hopes and briefly give reasons and explanations for his/her opinions.</p>				

<b>LEVELS</b>		<b>TOTAL STUDENTS' INTERVIEW SCORES</b>	
<b>MINIMUM REQUIRE SCORES PER LEVEL</b>			
<b>A1</b>	<b>100</b>	<b>A1</b>	
<b>A2</b>	<b>120</b>	<b>A2</b>	
<b>B1</b>	<b>140</b>	<b>B1</b>	
<b>STUDENT'S PROFICIENCY LEVEL</b>			

Although the “Speaking Skills Rubric for Proficiency Test Interview” was designed by the researchers that carried out this research, assessment principles were taken (as inspiration) from Brown (2004) also the descriptors that Council of Europe (2001) suggested for assessing speaking skills were included on this rubric.

### **References:**

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (1st ed.). Cambridge University Press. <https://rm.coe.int/16802fc1bf>

Brown, D. H. (2004). *Language Assessment - Principles and Classroom Practice*. Pearson ESL.



**Figura 1**

*Classroom Observation N<sup>o</sup>1*



**Figura 2**

*Some of Students on Pre-Test-Treatment Group (B)*



**Figura 3**

*Role-Play Activities on Treatment Group (B)-Communicative Approach Assignment*



**Figura 4**

*Information-Transfer Activity on Treatment Group (B)-Communicative Approach Assignment*



**Figura 5**

*Information-Gathering Activity on Treatment Group (B)-Communicative Approach Assignment*



**Figura 6**

*Task-Completion Activity on Treatment Group (B)-Communicative Approach Assignment*





**Figura 7**

*Reasoning-Gap Activity on Treatment Group (B)-Communicative Approach Assignment*



**Figura 8**

*Project (Oral) Presentation Activity on Treatment Group (B)-Action-Oriented Approach Assignment*



**Figura 9**

*Job Interview Simulation Activity on Treatment Group (B)-Action-Oriented Approach Assignment*



**Figura 10**

*One of the researchers as the teacher of the treatment Group (B)*







**Figura 11**

Some of the Student's Resumes for Job Interview Simulation Activity on Treatment Group (B)-Action-Oriented Approach Assignment

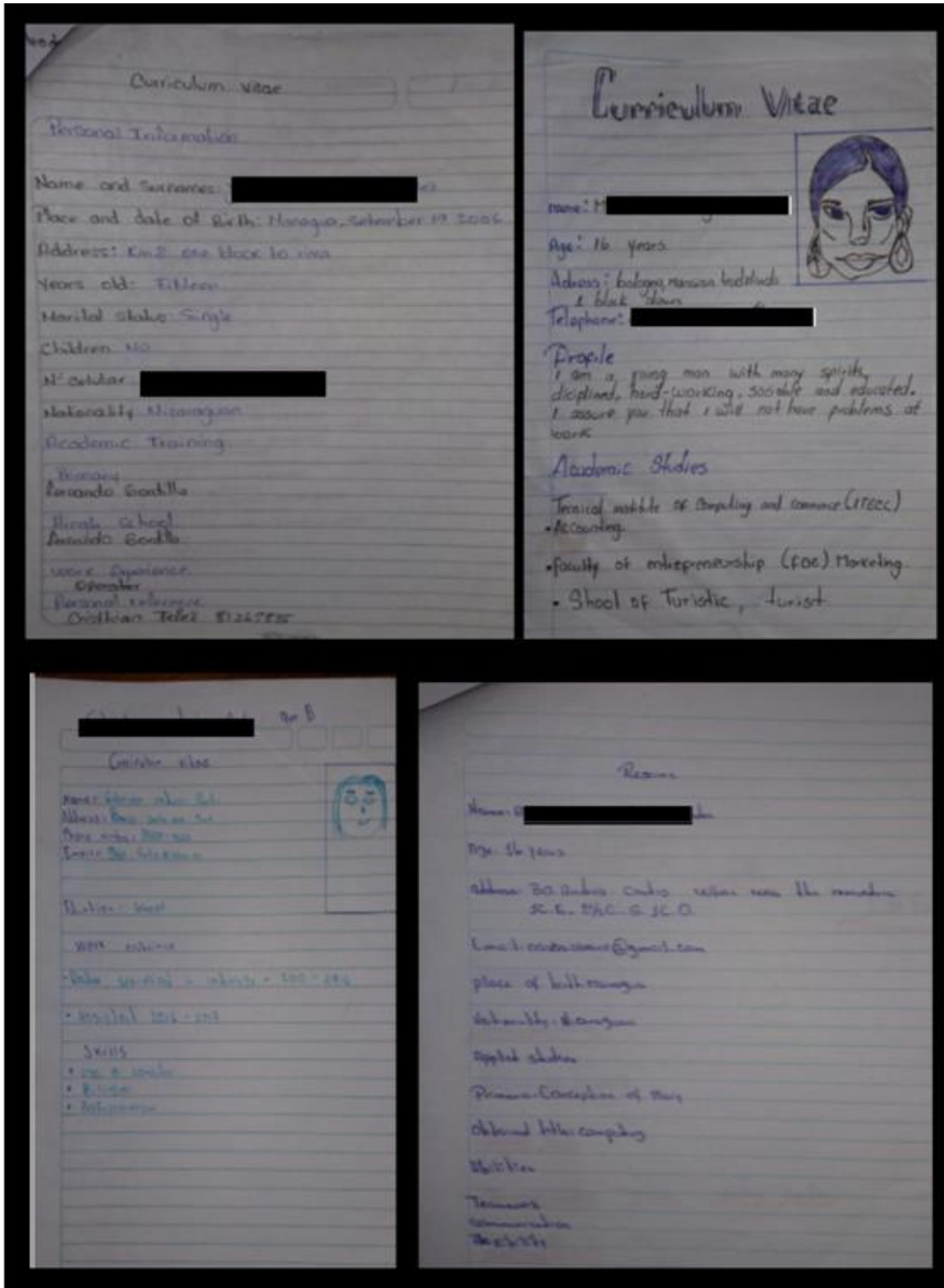
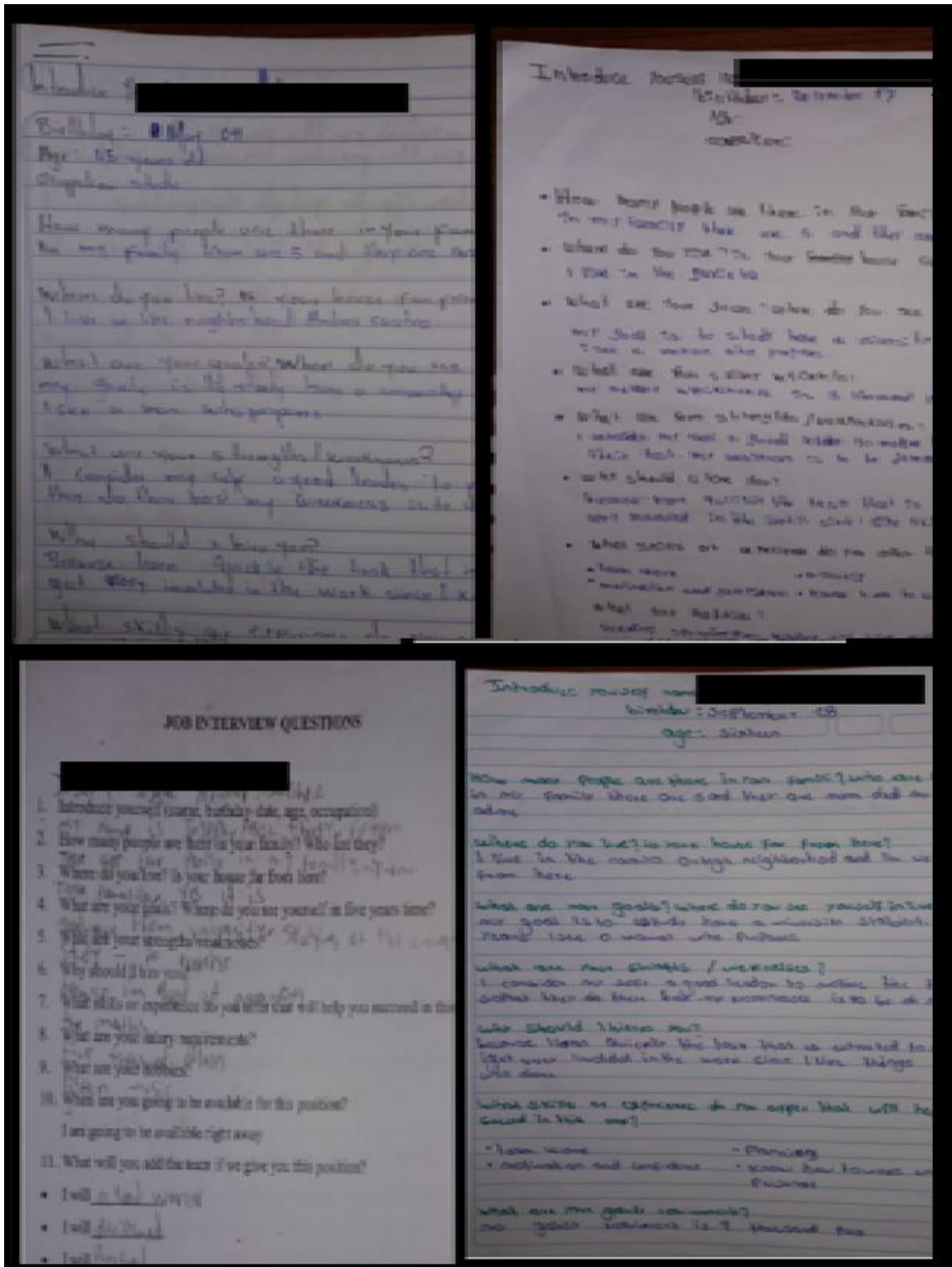


Figure 12

Some of the Student's Answers on the Questionnaire Used for Job Interview Simulation Activity on Treatment Group (B)-Action-Oriented Approach Assignment



**Figura 13**

*Students answering the student Questionnaire-treatment Group (B)*



**Figura 14**

*One of the students on the post-test Interview-Treatment Group (B)*



**Figura 15**

*One of the students on the pre-test interview-Comparison Group (A)*



**Figura 16**

*One of the students on the post-test interview-Comparison Group (A)*



**Figura 17**

*One of the Researchers as the Teacher of The Comparison Group (A)*




## Figura 18

*One of the student questionnaire administrated, answered by one of the participants part 1*

**STUDENT QUESTIONNAIRE**

The purpose of this questionnaire is to identify the students' perception of the English class based on communicative and action-oriented approaches to foster English speaking skills. El propósito de este cuestionario es identificar la percepción de los alumnos de la clase de inglés basada en enfoques comunicativos y orientados a la acción para fomentar la capacidad de hablar en inglés.

 Date: \_\_\_\_\_

1. Do you like to speak in English in the class? Explain / ¿Te gusta hablar en inglés en la clase? Explica

Si porque desarrollo mas el lenguaje  
Porque Aprendo mas.

2. Have you learned vocabulary and the language structures in the class? Were the teacher's explanations clear to you? / ¿Has aprendido el vocabulario y las estructuras lingüísticas en la clase? ¿Te han quedado claras las explicaciones del profesor?

Si.

### Figura 19

One of the student questionnaire administrated, answered by one of the participants part 2

3. Does the teacher use activities to practice and learn English? Do you think you learn from them? Do you like them? / ¿Utiliza el profesor actividades para practicar y aprender inglés? ¿Crees que se aprende con ellas? ¿Te gustan?

la profesora si nos deajo actividades para realizar en el aula de clase y si He He He He aprendido mucho con ella.

4. Do you ask the teacher for more explanation if you do not understand? / ¿Pides al profesor más explicaciones si no lo entiendes?

si algunas vez cuando no le entiendo a algo ella me puede explicar de nuevo.

5. Do you like to talk with your classmates in English during activities or tasks? / ¿Te gusta hablar con tus compañeros de clase en inglés durante las actividades o tareas?

Si me gusta hablar con ellos sobre los trabajos y tarea.



## Figura 20

One of the lesson plans developed in the two weeks treatment phase on group (B) page N<sup>o</sup>1

### COLEGIO FERNANDO GORDILLO

#### LESSON PLAN

##### GENERAL DATA:

**Area:** Cultural communicative      **Discipline:** Foreign Language

**Date:** \_11\_/\_17\_/\_2021\_\_

**Level:** 9<sup>th</sup> \_\_b\_\_

**Unit:** 6<sup>th</sup> making plans      *time: 45mins*

##### GRADE COMPETENCE:

- **Transversal Axis competence:** Muestra conductas positivas de liderazgo, comunicación efectiva y manejo de emociones.
- **Achievement indicator:** Recognize the type of questions by analyzing text in English of a simple way.
- **CONTENT:** *Question words*
- **METHODOLOGICAL STRATEGIES:**

##### INITIAL ACTIVITIES:

**Warm up:** Guess the number I am thinking about game and give a prize to the winner. (2mins)

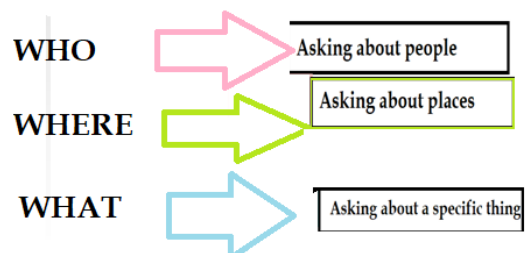
**Review:** Going to structure by asking questions to the students and writing on the board. (3mins)

Teacher asks for homework (2mins)

##### DEVELOPMENT ACTIVITIES:

1. Teacher explains students how to write questions using going to and simple present. And question words. (8 mins)

- Are you a student?
- Are you going to study next year?
- Where are you going to study next year?
- What is the name of your school?
- Who is your favorite teacher?



## **Figura 21**

*One of the lesson plans developed in the two weeks treatment phase on group (B) page N°2*

2. Teacher asks students to listen to her pronunciation first, then asks them to read aloud the role-play from the board and analyze together the questions from it. After that teacher ask the students to do the role-pay from the board in pairs. **(15 mins)**

### **Role-play**

**A:** Are you going to go to the party this Saturday?

**B:** I'm not sure yet. Are you going to go?

**A:** yes I am going to go.

**B:** Great? Who are you going to go with?

**A:** I am going to go with Marcos, you should go too.

**B:** I will think about it.

**ENDING ACTIVITY:** Teacher asks the students to get in groups 4-5 integrants and prepare a project presentation about a product by answering the following questions: **(15 mins)**

1. What are you going to sell?
2. What is going to be the price of the product?
3. Who are going to be your clients?
4. Where are you going to sell it?

**EVALUATION:** speaking activity (role-play), Team work

**HOMEWORK:** Work on Project presentation which is due to next lesson.

**Teacher's name:** Keren Romero