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CLT Activities and their Potential to Improve Oral Communication and Reduce Anxiety:

Teacher's and Students' Perceptions and Attitudes

A thesis submitted in partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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DEDICATION

I dedicate my thesis project to my family as a thank you for their endless support and trust they have put in me.

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ABSTRACT

Communicative language teaching activities have been proven to impact the EFL students'
abilities to perform better in English. An ample number of studies have been conducted to
identify the effects CLT activities on learners' oral communication skills. Meanwhile, only a
few studies have been conducted within the Armenian context. Additionally, very little is
known about how the students from the regions might benefit from the implementation of
CLT activities in their classrooms. As Armenia was part of the Soviet Union, most of the
teaching methods and approaches used nowadays, have the effect of the previously used
techniques. The use of such traditional methods, however, does not leave positive marks on
the learners' language development process. Morover, such methods make learners feel
anxious about speaking in L2. Therefore, the current study employed action research to
investigate the perceived potential of CLT activities to improve Armenian EFL learners'
speaking and reduce their oral communication anxiety. It also aspired to determine the
attitudes both the teacher and students had in relation to the method. The CLT activities were
implemented in the Shirak region with an EFL teacher and her 6th grade students. The data
were collected through observations, interviews, and surveys and analyzed using the
triangulation technique. The findings of the study revealed the positive and negative sides of
CLT implementation. The results also showed the teacher's and students positive attitudes
toward the method and activities.

CHAPTER ONE: INTRODUCTION

Among all the language skills, speaking ability is considered to be a priority for EFL students. Since students consequently rate their language proficiency based on the extent to which they can communicate, it is imperative for any language course to have speech-developing activities incorporated in the curriculum (Defrioka, 2016). As Harmer (1990) noted, language courses should be focused on training students for communication. Teaching methodology proposes a significant number of activities, such as Communicative Language Teaching activities (hereafter CLT), that enhance students speaking production and provide them with the stage to speak up during the lessons. With its open-ended and principle-based approach, CLT provides the teachers with a wide range of flexibility in choosing different activities, which, in turn, allows them to focus on learner goals and needs.

At the same time, the teaching and mastery of oral communication skills are affected by foreign language anxiety more than any other language skill (Brown & Yule, 1999). Foreign language anxiety - a situation-specific anxiety - particularly arises when learners have to speak in a foreign language, mostly due to a lack of vocabulary or unclear instructions (Akkakoson, 2016; Horwitz et al., 1986). As the learners' main goal is to have the ability to communicate freely in the foreign language, factors such as fear of failure, fear of communication apprehension might disable them from the desire to speak up in the classroom (Akkakoson, 2016; Horwitz et al., 1986). If the learners have a high anxiety level, they are usually less likely to take risks and speak coherently and interpretively. Consequently, as Spolsky (1989) and Suleimenova (2012) suggest, the learners with high anxiety level participate less and perform more flawed than their relaxed peers.

Statement of the Problem

The comprehensive implementation of the Grammar-translation Method in the Armenian public schools does not provide the EFL teachers with the opportunity to deepen the English speaking skill among the elementary level students because of the L1 interference (Larsen-Freeman, 1986; Wang, 2013; Zao, 2002). Since in Armenia the dominant language is Armenian, the students, particularly in the regional areas, cannot communicate with and hear other English-speaking individuals' discourse, which may result in poor communication skills and language anxiety. The purpose of this action research was to examine the effect which the communicative language teaching activities might have on reducing the Armenian public school elementary level EFL learners' communication anxiety and improving their speaking performance.

Research questions

This study aims at answering the following questions:

RQ1: What are the elementary level EFL students' and the teacher's attitudes toward CLT activities?

RQ2: What are the teacher's and students' perceptions of the potential of CLT activities to improve students' listening and speaking skills and reduce foreign language anxiety?

The Significance of the research

These action research findings can contribute to the future advancement of EFL teaching curriculum in Armenian public schools. The communicative language teaching activities planned during this action research can be used as guiding tools in the future. It can also contribute to further research with the same focus and the popularization of CLT activities in EFL teaching among the language teachers from public schools in Shirak region.

CHAPTER TWO: LITERATURE REVIEW

1.1   Oral communication skills and their importance in language teaching

The speaking and listening skills are assumed to be of great importance in the foreign language acquisition process and, particularly in the every-day communication (Goh, 2007; Nunan, 1998; Mendelsohn, 1994; Usmanov, 2020). Language is widely used in the oral communication process, including speaking and listening as the two primary skills. These two language skills are highly interrelated and are used in real-life interactions and discussions. The integration of in-depth teaching of oral communication skills in the EFL programs ensures the students' abilities to engage in conversations with different individuals skillfully. This makes the choice of teaching styles and materials more prominent. In communicative classes, activities such as role-plays, interviews, pair and group discussions, information gap activities, language games, language learning simulations, and others are used (Gao, 2008; Littlewood, 1981; Sukai, 2004; Tompkins, 1998). There are two types of communicative activities: functional and social. In the case of the first type, the stress is put on advancing individual language skills. However, in social-communicative activities, a significant number of conversation and discussion sessions are incorporated in order to enrich the learners' practical skills in every-day communication processes (Craig-Unkefer, 2003; Hwang, 2000; Littlewood,1981).

Speaking is the verbal production of a language, allowing the speakers to communicate with others by producing and conveying an oral meaning (Bailey, 2008; Fulcher, 2003). Cheng (2007) further states that speaking is "a closed-loop" where the conversation is happening between two or more people: the communicator and the recipient. An essential aspect of the speech is the development of communicative competence, which is defined by the following

four components (Canale & Swain, 1980; Celce-Murcia, 1995; Hymes, 1972; Light, 1989; Sarimsakova, 2019) (a) grammatical competence, (b) discourse competence, (c) sociolinguistic competence, and (d) strategic competence.

Grammatical competence includes the learners' abilities to use words and rules accurately and understandably. In the case of discourse competence, the focus is on speech coherence and cohesion (Moshchsanskaya, 2017; Van Leer, 1999; Villaume, 1988). Meanwhile, sociolinguistic competence and strategic competence are focused on the appropriate use of communicative strategies. Kiato (1996) points out that "the basic idea of communicative competence remains the ability to use language appropriately, both "receptively and productively, in real situations," (p. 1). Moreover, according to Richards (2006), communicative competence is about knowing how to use language for a wide range of purposes in different styles. At the same time, it is about holding a solid understanding of how to produce and comprehend formal and informal speech styles (in both written and spoken forms). Learners should be engaged in meaningful discussions so as to gain motivation towards language learning, consequently becoming efficient learners who can administer their knowledge in real life (Allwright 1984; Antón 1999; Englander 2002; Oxford 1997; Rao 1996; Zhang, 2006).

1.2 CLT and its importance in the development of communicative competence

In the modern EFL context, CLT is wildly used to develop oral communication skills. In these kinds of activities, "language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing" (Berns, 1990, p. 104). The concept of CLT activities came from the end of the 20th century by

the famous sociolinguist Hymes and was further advanced in Canale and Swain in coming years. CLT is designed in a way that when the learners are engaged in CLT activities, they learn the language by using it and testing their peers' understanding of the same topics. The exertion of this is evident since the activities are implemented in stress-free and non-authentic environments (Hendricksony 1991).

The CLT method proposes practical or performance-based teaching and learning methods. It aims to support real-life language speech development among EFL and ESL students. Moreover, CLT creates a playground for language learners to express themselves with the help of collaborative activities. The learning takes place "through the process of struggling to communicate" (Finocchiaro & Brumfitqtd, in Brown, 2007, p. 49). It mainly emphasizes learner-centeredness. The teacher acts as a facilitator, manager of the activities, or a co-communicator who is engaged in the communicative tasks with the students (Littlewood, 1981; Breen & Candin, 1980). In most cases, the teachers do not interact with the students. Their central role is that of an independent participant. This gives the students the opportunity to be in control of the process and responsible for their own learning.

The implementation of CLT-based tasks, such as opinion-gap, information-gap, role plays, is suggested to positively impact learners' oral communication abilities. This happens as a result of exposure to the foreign language through a more task-based input. Consequently, learners become better communicators through language input and language output (Namaziandost, 2019; Sartika, 2016).

1.3 **The history and significance of CLT activities in EFL/ESL teaching**

CLT is defined in a number of ways (Howatt, 1984; Littlewood, 1981; Savignon, 1991; Scarcella & Oxford, 1992; Lightbown & Spada, 1999). Richards (1992, p. 95) for instance

defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". Additionally, Littlewood (1981, p. 1) elucidates that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view". Moreover, CLT is viewed as turning point where "explicit direct elements are gaining significance in teaching communicative abilities and skills" (Celce-Murcia & Domyei, 1997, p. 141).

The CLT approach allows the educators to go further beyond teaching grammatical rules in the traditional way. As an alternate view, it is proposed that through using the target language in a meaningful way, learners will increase the chances of developing communicative competence. As explained by Wright (2000, p. 7), CLT is a "hybrid approach to language teaching, essentially 'progressive' rather than 'traditional'… ." This approach focuses on the language needs of every student. With the help of the real-life related materials and discussions, the students hold the opportunity to acquire the coveted skills in the most comprehensive and easy way Brookfield, 2012; Whiting, 2004).

The roots of CLT go back to the 1970s Great Britain and the USA, which are the primary English as Second Language centers. Savignon (1991), points out the possibility for the CLT to derive from a multidisciplinary perspective, including fields like linguistics, psychology, sociology, to name a few. The accurate information about the origin of the CLT method is still debatable. Some researchers, such as Richards and Rodgers (1986) highlight the importance of looking for the origins of CLT in the changes of situational language teaching approaches in the British language teaching tradition. On the contrary to this belief, Savignon (1991) proclaims the emergence of CLT from the European countries and the USA.

1.3.1   **Types of CLT activities**

The CLT is not only concerned with teaching face-to-face oral communication. It is also deeply rooted in the other two language skills: writing and reading (Celce-Murcia, 1991; Savignon 2002). CLT activities give the learners enough ground for interpretation, expression, and negotiation of meaning which results in somewhere equal engagement of all four language skills. In recent years, the teaching materials have been enriched with a large variety of CLT activities involving writing (Allen, 2018; Fatima, 2012; Thompson, 1996). Commonly, students are given a passage to read about a topic they would need to discuss or fill out a chart they would need to present to the rest of the class. This way, the communication happens not only in spoken form but also in written form with the engagement of more than two people. These types of CLT activities can be used in group or pair work where the students are required to complete problem-solving activities. In many cases, they would need to fill in different forms with the missing pieces of information by negotiating with others if the necessity arises (Celce-Murcia, 1991). These types of tasks also help practice group/pair work skills and techniques.

As Savignon (2002) and Thompson (1996) suggested, group/pair work gives the learners some degree of choice and control during the learning process. This, however, should be complemented by natural selection in order to raise learners' confidence through creating well-established ideas for effective and engaging communication. The learners hold the chance of practicing specific language skills and getting more knowledge which allows them to effectively do pair or group work in a safer environment before they implement it in real-life circumstances (Thomspon, 1996).

The activities can vary depending on the following three aspects: motivation, classroom interaction, and classroom setting. Some of the widely used CLT activities are as follows (Barkhuizen, 1998; Firiady, 2018; Richards & Rodgers, 2014):

- *information-gap activities:* students are asked to use their linguistic and communicative skills and knowledge to obtain information from their peers. During this type of assignments, students have enough room to enhance their vocabulary, grammar, and negotiation strategies.

- *jigsaw activities:* this usually includes group/pair work activities where each of the groups/pairs has a particular piece of information that they need to put together through meaningful negotiation in L2. Jigsaw activities hold certain similarities with the Information-gap activities.

- *task-completion activities:* this type includes activities such as puzzles, games, map-reading, and other tasks where the focus is on students' language resources as support in task completion.

- *information-gathering activities:* this type of CLT activity includes student-conducted surveys, searches, and interviews.

- *opinion-sharing activities:* this type includes activities where the students are expected to share their views and opinions in regards to certain information pieces or list them based on the level of importance.

- *information-transfer activities:* here, the students are usually given A and B worksheets and asked to represent the provided information to the rest of their peers. On the other hand, the students might be asked to draw a map on the board to show specific directions to their peers.

●*reasoning-gap activities:* with the help of skills such as inference and practical reasoning, learners are expected to gather new information from the given one. An example of reasoning-gap activities can be explaining the information presented on a timetable, a chart, and others.

According to a number of researchers (Ma, 2009; Nunan, 1991; Razmjoo, 2006), CLT has the following five principle features:

- presentation of authentic materials based on real-life situations,
- the provision of opportunities for learners to focus not only on language but also on the learning process itself,
- an emphasis on learning to communicate through interaction in the target language,
- an enhancement of the learner's personal experiences as meaningful contributing learning,
- an attempt to link classroom language learning with language activities outside the classroom.

CLT also holds much potential when it comes to making a beneficial change in teaching methodology. The approach as a whole includes a lot of sound ideas that can potentially be helpful in different educational contexts, although it is advised to adopt the CLT activities in a way that will accommodate both the teachers' and students' language needs and suit the learning context (Fadilah, 2016; Miller, 2000; Orafi, 2009; Talley, 2014; Yang, 2014). The unreasonable adoption of a single language teaching approach might negatively affect the curricula and classroom practices. Furthermore, students' needs should be considered a critical factor, and teachers should be aware of the factors affecting student learning. The teacher should be mindful of the factors affecting the students' learning outcomes and create a

less-threatening classroom environment to motivate and inspire the students (Fadilah, 2016; Paolini, 2015; McCombs 2007). Therefore, CLT, with its open-ended and principle-based approach, provides the teachers a wide range of flexibility in choosing different activities, which, in turn, allows them to focus on learner goals and needs. However, some studies present arguments about the consideration of the CLT in teaching. Some researchers (Campbell & Zhao, 1993; Li, 1998; Wu, 2010) highlight the need to consider the "socio-cultural milieu" of the education context when applying the CLT approach. It is suggested for the teachers to make more thought-off decisions based on the socio-cultural learning context. It is advisable that the students are familiar with the class's methodologies and show solidarity towards them (Wu, 2010).

If the teaching objectives are to help the students use the language as a medium of communication, then the CLT approach can be the right way of achieving the method (Adi, 2012; Koosha, 2013). On the contrary to this belief, CLT activities are associated with problems that might result in a not very successful and efficient learning outcome. One of such problems is the high level of learner and teacher anxiety. In comparison with other methods, CLT activities demand more preparation and implementation time and create more student-oriented learning, which, in some learning environments might create difficulties for the teachers. Since a number of materials and equipments should be used in order to implement the activities, it can place a more significant burden on both teachers and students (Koosha, 2013; Li, 1998; Savignon, 1991).

Nowadays, CLT is advocated and practiced as a potentially practical approach to teaching any foreign language to develop learners' ability to communicate (Brown, 2014; Burns, 2010; Harmer, 2007; Littlewood, 2011, 2014; Nunan, 2003; Wang, 2007). During the last years,

thanks to the capacity to engage learners in communication, its popularity and importance have grown significantly in other parts of the world. As it draws a significant focus on developing learners' abilities to use language appropriately in context, CLT contrasts sharply with the traditions emphasizing learners' familiarity with standard features of everyday speech style (Savignon, 2007).

1.3 The benefits and drawbacks of the CLT activities

1.3.1 Benefits of CLT

CLT activities are more student-focused, task-oriented, and speech-driven. Unlike the traditional methods, CLT provides the students with more opportunities to use their language knowledge in practice, participate in group works, engage in meaningful discussions, and debates (Hiep, 2007; Ortaçtepe, 2015). According to Belchamber (2007), the latter is possible as a result of constant emphasize of the ability to use language based on the students' needs.

Since CLT focuses on learners' communicative competence, it also enables the use of the language in communicative situations. This provides them with enough practical skills to engage in real-life communication (Richards, 2006). CLT also encourages the learners' to use improvised language in order to use their language fluency in authentic ways (Belchamber, 2007).

CLT boosts the learners' confidence and motivation in foreign language interaction. As the activities are thoughtfully designed, the learners have enough stage to improve their language skills, in particular language fluency (Brown, 2001; Gatbonton, 2005).

Moreover, the lessons are structured in a way that the students' are the center of the process. Additionally, the teaching philosophy is aimed at developing their communicative

competence (Belchamber, 2007; Byram, 2013). This, in its turn, supports the learners in enhancing their personal experiences as an important classroom element.

The lessons become more learner-centered and give the learners enough time to exchange ideas in English, consequently achieving communicative competence (Brown, 2001).

1.3.2 Drawbacks of CLT

Although CLT has been proven by the research (Bagaric & Djigunovic, 2007; Sandeep & Verma, 2011; Vongxay, 2013; Whong, 2012) to be an advantageous teaching method, the approach has its shortcomings as well. The disadvantages of the CLT activities have been noticed by researchers throughout the years, such as:

● Less time is allocated to correcting the learners' grammatical and lexical errors. According to Hughes (1983), CLT might result in fluent but inaccurate English speech.

● CLT-based activities can be challenging for lower-level EFL / ESL learners since they have less vocabulary knowledge and fluency.

● The classrooms should generally be well-equipped since the learners would sometimes need to listen to recordings, watch videos, listen to songs, to name a few. Therefore, it can be quite a challenge for the teachers to implement such activities when the schools lack sources and types of equipment (Burnaby & Sun, 1989).

● The creation of activities usually takes a lot of time, and the teachers should be skillful enough to consider the learners' needs in order to create functional materials. They should also have well-developed monitoring skills to be able to reproduce authentic materials similar to real-life communication styles.

● CLT activities can give the learners a lot of stress and anxiety since some of them might

not be sociable and would not feel confident or comfortable enough to speak out loud in front

of their peers.

CLT activities are not immune to errors. Since spontaneous use of language might lead to

mistakes, they are considered a natural outcome of communication development and are

disregarded mainly by the teachers. Larsen-Freeman (1986) pointed out that despite the low

level of linguistic knowledge, students can still be successful communicators. Therefore,

continuous error correction should not be emphasized as it might have the opposite reaction

and bind the learners from speaking freely. On the contrary, students' oral communication

performance should be evaluated based on general fluency and accuracy. This can be carried

out with the help of a formal evaluation such as communicative tests (Hughes, 1989; Madsen,

1983).

In conclusion, CLT activities have both benefits and drawbacks; therefore it is imperative

to ensure that they are implemented taking into considerations learners' and teachers'

perceptions and attitudes towards their use.

1.4 The effect of language anxiety on students' speaking skills

Many ESL/EFL teachers have faced situations when their students feel reluctant to speak

during English classes. At times, this problem is overlooked as hesitation or no inclination to

speak up, especially if this is about low proficiency level students. The teaching and mastery

of oral communication skills are affected by high anxiety level more than any other language

skill (Brown & Yule, 1999). Additionally, learners draw parallels between speaking a foreign

or second language and different anxiety-provoking situations (Horwitz, et al., 1986). This

brings educators' attention to the psychological term "anxiety" and the effects it has on

learners and the learning process as a whole. This concept has created conspicuous problems

for teachers, as sometimes, they misconceive their students' language anxiety as a lack of knowledge, communication ability, and low motivation level.

Consequently, no measures are taken towards solving this issue (Riasiti, 2011 as cited in Yaprak, 2020; Tsiplakides & Keramida, 2009). Speaking anxiety is viewed as another type of social phobia or communication difficulty within many people in a group (Samuelson, 2011). According to Horwitz et al. (1986), this problem encountered by the students can be described as oral communication anxiety or apprehension. The different definitions of anxiety range from conspicuous behavioral characteristics to epistemologically inaccessible introverted behavior (Casado & Dereshiwsky, 2001; Nussbaum, 2003; Zheng, 2008). Spielberger & Vagg (1995) define anxiety as an emotional state of feeling, tension, apprehension, as well as their effects on the nervous system. As a result, two types of anxiety were differentiated: state and trait anxiety. State anxiety refers to a person's interpretation of a particularly stressful situation in a specific period. Contrarily, trait anxiety refers to a relatively stable personal characteristic (Barnes, 2002; Spielberger, 1983; Scheier, 1994). Study anxiety is experienced during the learning process and can result in negative academic performance. As Hamzah (2007) points out, students with high level of anxiety tend to perform poorer during the lessons and, as a result, get lower marks. In his research, McCraty (2007) proposed evidence which suggests that high-school students with a high level of anxiety tend to have lower academic achievements. State and trait instruments are used to measure anxiety with high scores, suggesting a high level of cognitive anxiety (Dörnyei, 2005; Spielberger, 1983).

Foreign language anxiety can be characterized as "the feeling of tension and apprehension specifically associated with second language texts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 30). Additionally, MacIntyre and

Gardner (1991) have also pointed out that the language skill producing the most anxiety is oral communication. Horwitz et al. (1986) define this anxiety "as a type of shyness characterized by fear or apprehension about communicating with people," (p. 3). The number of reports regarding the effects of anxiety on foreign language learning has grown considerably. Nonetheless, this anxiety type was separated by Horwitz et al. (1989) with the emersion of his Foreign Language Classroom Anxiety Scale (hereafter FLCAS). He isolated foreign language anxiety from any other anxiety types and proposed a reliable tool to measure the learners' anxiety level.

To acquire foreign languages, learners should communicate with others, which can cause anxiety since they may not have mastered that language perfectly. Hence, three foreign language anxiety components have been identified (Horwitz, et al., 1986): communicative apprehension, test anxiety, fear of negative evaluation.

In communicative apprehension, learners feel discomfort when communicating using a foreign language, mainly when other people are listening to them. This is due to a lack of vocabulary knowledge, grammar use difficulties, to name a few. Regarding test anxiety, learners think of the language as a test instead of a communication and learning chance. Simultaneously, learners who experience fear of negative evaluation consider errors a severe threat to their self-image and reputation (Ely, 1986 as cited in Yaprak, 2020). Besides the general foreign language anxiety, many learners feel anxious when asked to engage in speaking activities (Cheng, Horwitz & Schallert, 1999), as the fear of being criticized and made fun of grows more significant when the learners are asked to speak in L2. The study conducted by Ganschow & Sparks (1994) unveiled that a considerable number of students suffering from high levels of foreign language anxiety faced many obstacles when completing

the language course. Meanwhile, students who did not experience anxiety were more successful in completing the course (Onwuegbuzie, et al., 1999).

The cause of speaking anxiety can be displayed from numerous angles. Some of the significant indicators of speaking anxiety include hand trembling, nervousness, catching a cold, lack of eye contact or difficulty remembering the previously mastered information, the overwhelming level of worry, stress, and even headaches and fatigue (Battaglia & Ogliari, 2005; Hanna & Gibson, 1987; Ortega, 2009). Different personality traits and cultural factors have also been attributed to speaking anxiety, such as shyness, low self-confidence, native speaker effect, and so on (Azher et al., 2010; Dalkiliç, 2001). Extroverts are more likely to engage in communication with other people, while introverts might encounter many difficulties and fear. However, perfectionists, for instance, might experience speaking anxiety as well due to the need to constantly produce spotless speech responses without errors (Gregersen & Horwitz, 2002). Kojima (2007) additionally observed that the lack of linguistic knowledge plays a significant role in learners' anxiety levels. The anxiety related to lack of linguistic knowledge might include:

- limited vocabulary
- inaccurate grammar
- lack of speaking fluency
- inaccurate pronunciation
- lack of group skills
- fear of making mistakes
- the hesitation of expressing ideas

Principally, the students feel stressed when asked to speak in L2 in front of a large group of people. As the learners' main goal is to have the ability to communicate freely in the foreign language, factors such as fear of failure, fear of communication apprehension might deprive them from the need to speak up in the classroom (Akkakoson, 2016; Horwitz, 1986). Moreover, research shows that anxiety greatly influences the communication strategies that language learners employ in their classes. If learners have a high anxiety level, they are usually less likely to take risks and speak coherently and interpretively. As a result, learners with high anxiety levels participate less and perform in a more inferior way than their peers (Spolsky, 1989; Suleimenova, 2012).

Considering the information presented above, we can undoubtedly point out that teaching materials and tasks should be designed very thoughtfully, considering the learners' characteristics and needs. The CLT approach might be an excellent suit for this cause. Although, a specific group of activities, such as spontaneous role-plays, oral presentations, and speaking in front of the class, was found to be responsible for a high level of anxiety among the EFL learners (Young, 1999), research also shows that the preparation for speaking provides students with enough confidence and self-assurance (Mak, 2009). Similarly, results (Mak, 2009; Young, 1990) show that over 70% of the students develop anxiety when their peers correct their mistakes. As a result, students perform worse than before.

CHAPTER THREE: METHODOLOGY

The study employs an action research method to investigate the perceived potential of CLT activities to improve the elementary level students' oral communication performance and reduce foreign language anxiety in a particular classroom in a specific real-life context. It also aims to explore the main stakeholders' perceptions of communicative language teaching activities.

Based on the purpose of the study and the insights suggested in the literature review, the study seeks to address the following research questions:

RQ1: What are the elementary level EFL students' and the teacher's attitudes toward CLT activities?

RQ2: What are the teacher's and students' perceptions of the potential of CLT activities to improve students' listening and speaking skills and reduce foreign language anxiety?

The following chapter describes the educational setting of the study, the participants, the data collection instruments, and the procedures of data collection and analysis. Thus, the chapter aims to enlarge upon the methodology plan implemented in the study.

3.1 Research Design

The study was conducted based on the action research framework and requirements. The sampling of the study was non-probability purposive since it aimed to alleviate the foreign language teaching practice in one specific classroom. A mixed-methods approach was exerted, including equal utilization of qualitative and quantitative (QUAL + QUAN) data collection methods and instruments. To ensure the study results' validity, data triangulation

was employed to answer the research questions from different perspectives (including student surveys, teacher pre, and post-interviews, classroom observations).

3.3 Educational Context, Participants, and Materials

The research was conducted in one of the public schools in Gyumri, Shirak Region, Armenia. Due to the overwhelming number of Covid19 cases in Armenia, *the Ministry of Education,* Science, Culture and Sport of the Republic of Armenia had decided to divide the classes into two groups with a smaller number of students in each. Therefore, the classroom where the presented study was conducted had two groups, each having 45-minute long English lesson per week. The total number of participants was 20 students: 10 female and 10 male 6th grade students (10 students in each group) and their English teacher. The students were all native speakers of Armenian, aged from 12 to 13. The level of students ranged from low-elementary to elementary. CLT activities were based on the sixth grade textbook "*English 6"* (Gasparyan et al., 2015), designed for the low-elementary language proficiency level.

3.4 Ethical Considerations

All relevant ethical considerations were attended to in all the stages of the study. An IRB (Institutional Review Board) certificate was received which enabled the research to conform to ethical principles and protect the participants' rights.

Before setting the study in motion, a letter was sent from the MA TEFL Program Chair of the AUA to the public school headmaster with the aim of getting the latter's approval to conduct the study at the school. Later on, the English teacher gave informed consent to participate in the research. Finally, the parents of the students gave oral permission for their participation as well.

The surveys were anonymous, intending to protect the participants' privacy; therefore, the participants were kindly asked not to write their names on the survey paper.

The names of the participants, the teacher, and the school were kept confidential, and the data obtained during the study were used strictly for the research.

3.5 Data Collection

The study was carried out in the following three phases: Phase 1 (preparation); Phase 2 (implementation of the activities); and Phase 3 (evaluation). Based on the action research requirements, interviews, surveys, and observations were conducted. In Phase 1, baseline information was collected through (a) a pre-study observation; (b) a pre-study anxiety scale, to assess the students' foreign language anxiety; (c) a pre-study student survey; (d) textbook analysis; and a pre-study interview with the teacher, to estimate her level of knowledge of communicative approaches.

Phase 2 consisted of six cycles during which the CLT activities were planned and implemented. A total of 2 weekly observations, using the Classroom Language Observation Checklist Kit (CLOCK) tool, were carried to reveal the possible changes in the students' oral communication performances out. In Phase 3, the data were collected through a post-study student survey and a post-study interview with the teacher.

3.5.1 Instruments

The quantitative data were collected through:

- Pre-study anxiety scale survey (students)
- Pre-study student survey
- Post-study student survey

The qualitative data were collected through:

- Pre-study teacher interview

- Post-study teacher interview

- Classroom observations

3.5.2 Pre-study Anxiety Scale

The pre-study anxiety scale (Appendix A) aimed at revealing anxiety triggers that the students usually face while/as a result of the foreign language practices . The survey was taken and adapted from the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986). The FLCAS survey was translated into Armenian by the researcher, and later was back-translated into English for comparison. The survey consisted of 14 (5-point) Likert scale items.

3.5.3 Pre-study and Post-study Student Surveys

Before the start of the study, a pre-study survey (Appendix B) was implemented. It included multiple-choice questions, dichotomous (yes/no) questions, and 3-point Likert scale questions). The survey aimed to establish the students' perceptions of speaking/listening in English and the difficulties involved as well as their attitudes towards different activities. For the data-triangulation purposes, the students were also asked about speaking and listening activities that were previously implemented.

The post-study survey (Appendix D) consisted of eight (multiple-choice and 3-point Likert scale) questions and aimed to evaluate the students' attitudes toward CLT activities in general and group and pair work in particular and their perceptions of the impact CLT activities had on their speaking and listening skills and foreign language anxiety.

The pre-study survey and post-study survey questions were translated into Armenian (and later translated back into English). Later on, the questions were piloted to ensure their reliability.

3.5.4 Pre-study and Post-study Teacher Interviews

Before the beginning of the study, an interview (see Appendix E) was conducted with the teacher. It aimed to solicit the teacher's ideology and the main principles of teaching foreign language speaking and listening skills. It also attempted to introduce the CLT activities to the teacher to determine her attitude towards their possible positive or negative effect on the students' EFL performance. At the end of the study, a post-study interview (Appendix F) was conducted to elicit the teacher's opinion regarding CLT activities' effect on the students' oral communication practice. It also aimed to see her perspective of using this method in the local public schools.

During both the pre- and post-study interviews the teacher's responses were recorded and transcribed for further analysis.

3.5.5 Classroom Observations Tools

For the purposes of data triangulation, four face-to-face classes were observed after the headmaster's, and teacher's consent was given. During the class observations, an observation form (Appendix B) was used to take detailed notes about the nature and type of activities used in the class and those assigned as homework. The checklist was used to take notes concerning L2 teaching methods and techniques, as well as the activities implemented during the lessons.

3.6 Data Analysis

The quantitative data from the anxiety scale test and from the pre- and post-study surveys were analyzed descriptively via Excel using percentages.

The answers gathered from the pre- and post-study teacher interviews were also analyzed and presented descriptively. Using the interview and observation data, respondent validation was implemented to promote the validity of the qualitative data from the interviews.

CHAPTER FOUR: RESULTS

The current study is set out to determine the perceived potential of the communicative language teaching activities to improve the EFL learners' oral communication skills and to reduce public school English language learners' speaking anxiety as perceived by the teacher and students. It also aims to explore the main stakeholders' perceptions of communicative language teaching activities. Thus, the current section presents the answers to the governing research questions.

To ensure of the credibility of the study, data triangulation method (teacher's interview, students' survey, observations) was administered to cross-check the same set of data taken before the implementation of the CLT activities.

4.1 Research Question 1

What are the elementary level EFL students' and the teacher's attitudes toward CLT activities?

The results of to the first research question were revealed during all three stages. During Phase 1 and Phase 3, in order to find out the teacher's attitude towards the CLT activities, pre-study (Appendix E) (Phase 1) and post-study (see Appendix F) (Phase 3) interviews were implemented. The answers of the pre-study interview showed that the teachers did not use any kind of CLT activities during her classes; however, she showed unsurpassed interest in learning more about this method. She was keen to learn its main features and listen to suggestions about how to effectively incorporate them in her teaching practice.

The interpretations of the teacher's post-study interview indicated her positive attitude in regards to the communicative language teaching activities. According to her answers to the post interview questions, CLT activities are engaging, informative, motivating and

speech-flourishing. Throughout the duration of the study, the teacher had observed her students' performances and learning changes. She particularly pointed out the potential of CLT activities to encourage student-to-student interaction in the foreign language. Among other advantages of CLT activities, the teacher also addressed the availability of working in pairs or groups with a specific and clear purpose. This helps the learners to develop their conversational skills, learn new words from each other and master the abilities to work together towards the same aim. In addition, she also highlighted the importance of using visuals such as videos, pictures, worksheets to make the teaching and learning process more interactive and effective. As a result of "having fun during the class" the students "learn different words and find out new information without putting too much work into it."

In regard to the challenging sides of CLT, the teacher emphasized the difficulty some of the students had faced. The lack of vocabulary knowledge, as well as shyness and self-consciousness made the activities difficult to a certain degree. In particular, she mentioned the instructional difficulties, since not all of the students could understand the instructions given in English. Furthermore, the teacher found the preparation stage to be very complicated and time-consuming. It also demands certain equipments or printed materials to be used, which might not be available for every language teacher or/and for every school in the regions of Armenia.

With the purpose of learning the students' perceptions about their language teaching methods and the new style of communicative lessons, pre-study and post-study surveys were conducted during the first and third phases respectively. During the pre-study survey the students were asked about their past language experiences, as well as their preferences in regards to classroom activities and tasks.

Figure 1. Students' Willingness to Do Group/Pair Work Activities with Their Peers.
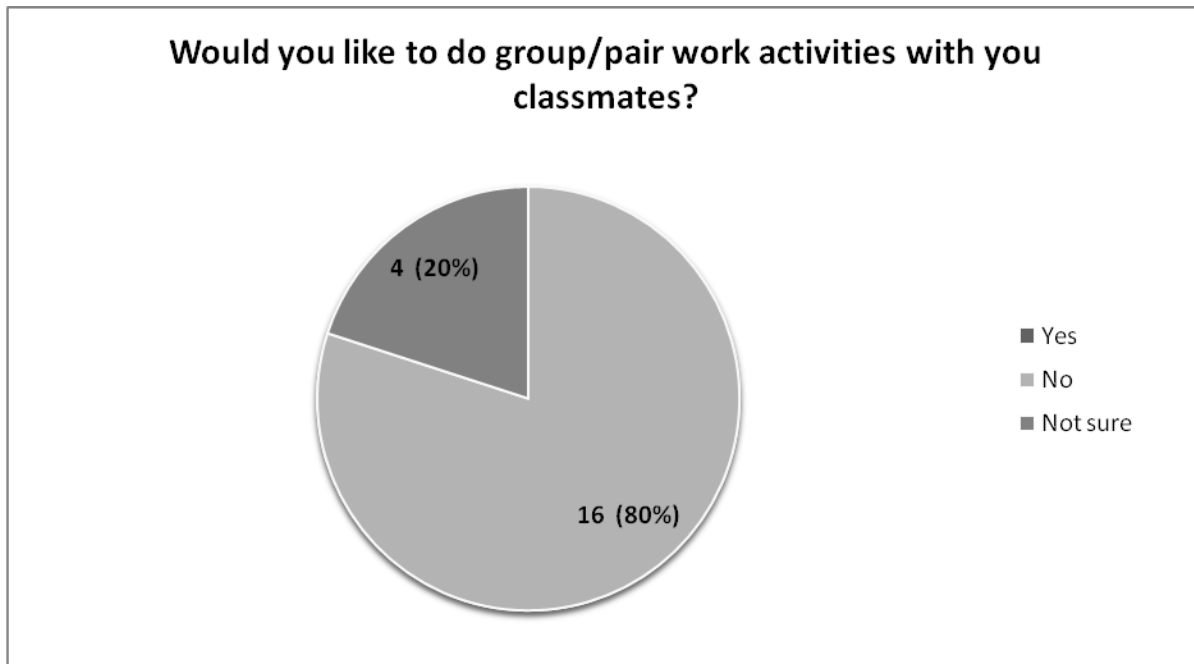
The results in Figure 1 show that 80% of the students showed willingness to work in groups or do pair work with their classmates; however, 20% of the students showed uncertainty about this.

During Phase 3, a post-study teacher interview and post-study student survey were conducted to learn about their perceptions about the implemented activities and the method in general. The results of the post-study interview showed that the teacher's previously shown interest in the CLT activities has grown significantly. As a result of our collaboration during the six weeks of the study, she had also mastered the basics of some of the activities, such as information-gap tasks, discussions techniques, group works, to name a few. Finally, the teacher had settled on using communicative activities herself with her students, as the positive feedback from the students and their higher level of participation were quite motivational for her.

The post-study survey aimed at identifying the students' perceptions regarding the CLT-based lessons. In Figure 2 we can see that 90% of the students had positive attitude towards CLT. Meanwhile, 10% of the students showed negative perspective about the implementation of the new style of lessons.

Figure 2. Students' Perceptions About The New Style of Teaching
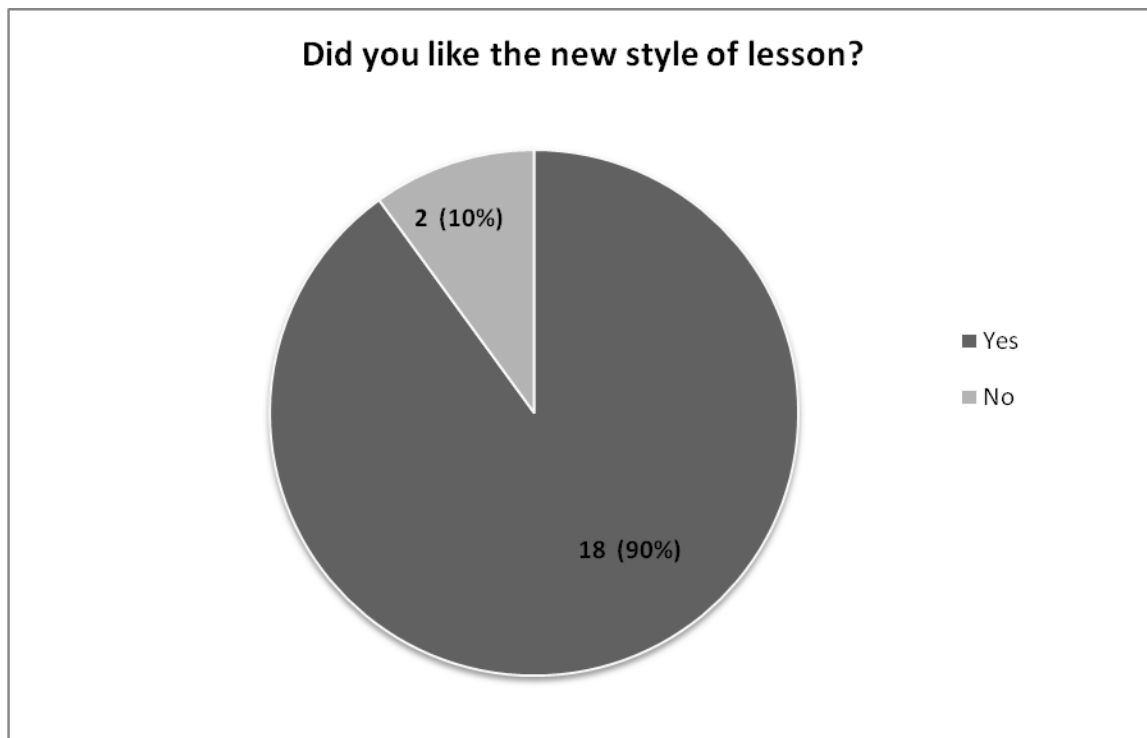
In order to identify which of the activities the students found more helpful, the learners were given worksheets after each class and asked to rate the activities. Students voted for storytelling, and group/pair work as the most effective and interesting activities. The results are presented in Figure 3:

Figure 3. Students' Perceptions Towards Each of The Activities.
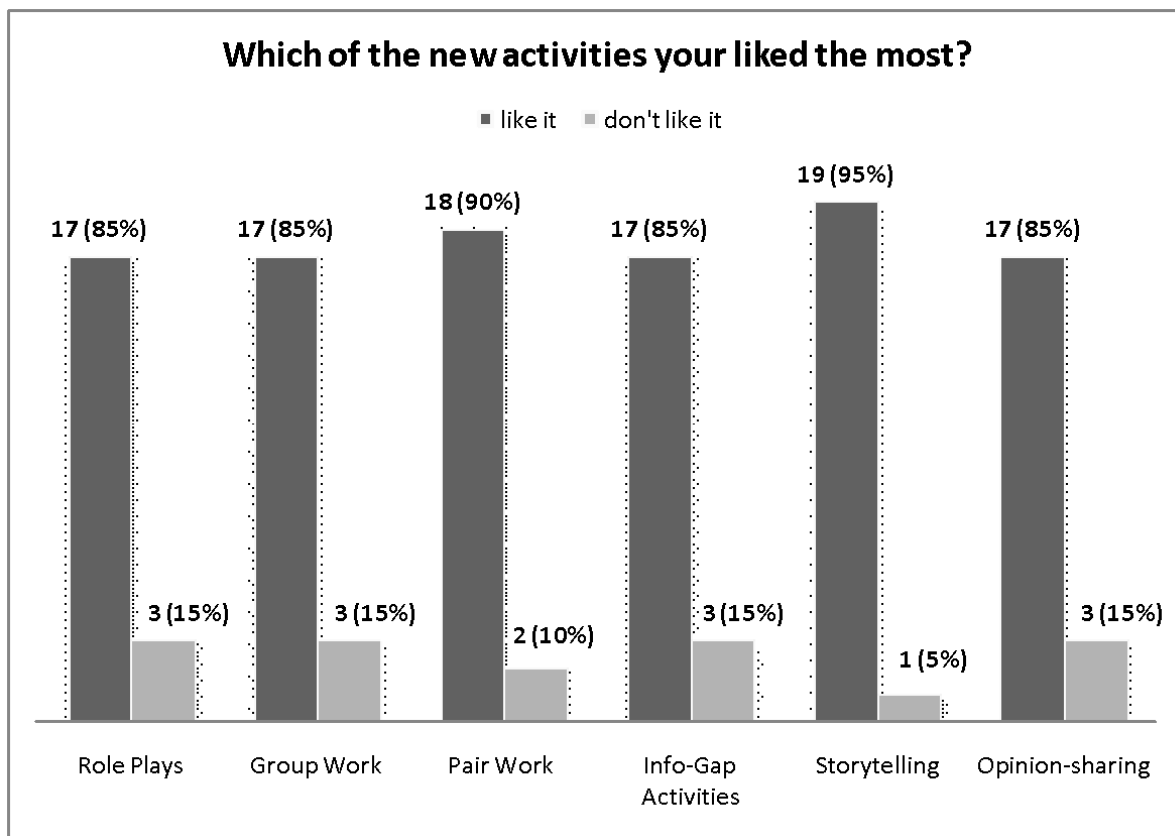
According to the results shown in Figure 3, over 80% of the students liked all six CLT activities they took part in. However, the most-preferred activity is the storytelling since 95% of the students voted for this one. Another 90% of the votes were given to pair work activities.

Regarding the challenging aspects of CLT, five students answered that they had difficulties fully understanding the instructions and as a result lost interest during some of the activities. At the same time, 11 students said that they faced comprehension difficulties in a few cases; however, they did not influence their participation.

Finally, the students were asked to vote for the format of lessons they would like to be implemented in the future. The results depicted in Figure 4 showed that 19 students (95%) preferred new lesson format over the old format (5%).

Figure 4. Students' Attitude Towards The Old and New Lesson Formats

Which lesson format do you prefer the most?
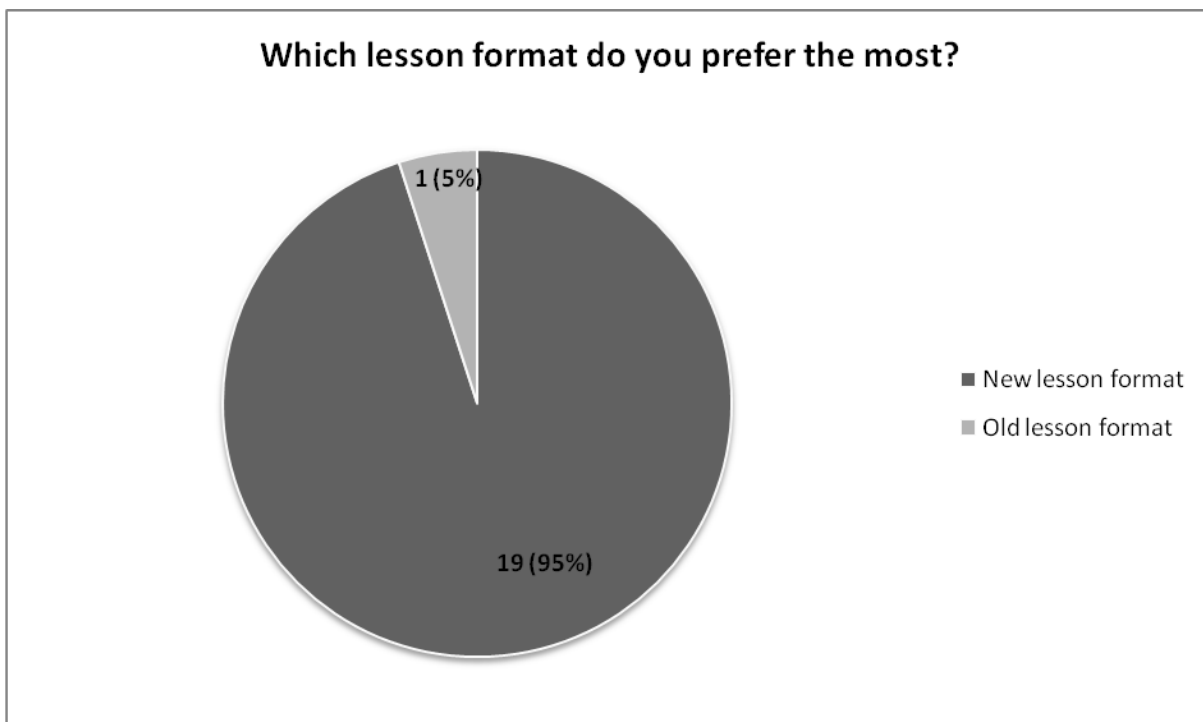
Based on the findings, it can be implied that the students' attitude towards CLT is highly positive. The results of the teacher interviews addressed in this section also show her positive attitude towards CLT activities and the method in general.

4.2 Research Question 2

What are the teacher's and students' perceptions of the potential of CLT activities to improve students' listening and speaking skills and reduce foreign language anxiety?

Similarly to the first research question, the data concerning the second research question was obtained during the three study phases. During the first stage, pre-study Foreign Language Classroom Anxiety Scale (Horwitz, 1986) was administered. The scale was adapted and translated into Armenian. As a result the survey consisted of a total of 14 Likert scale questions. The results of the pre-study foreign language classroom anxiety scale were analyzed descriptively, using percentages. The results can be seen in Table 1 below:

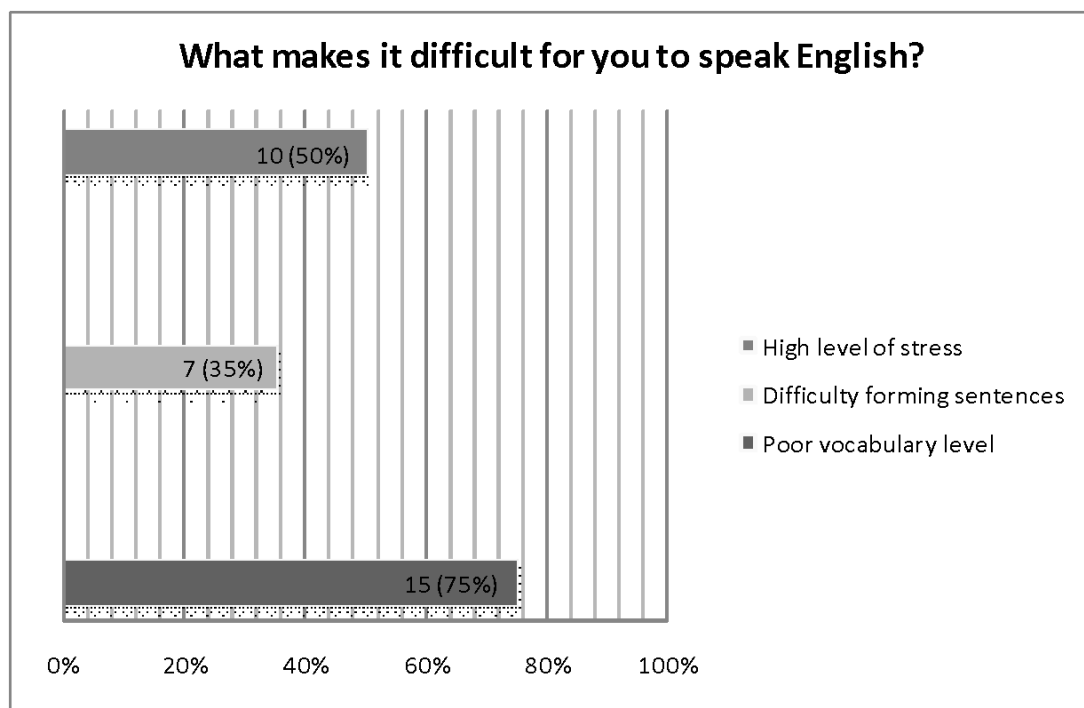*Table 1. Students' Responses to the Foreign Language Anxiety Scale*

Items	Never	Rarely	Sometimes	Often	Always
I never feel quite sure of myself when I am speaking in my foreign language class.	30%	0%	30%	35%	0%
I don't worry about making mistakes in language class.	45%	20%	0%	30%	5%
I tremble when I know that I'm going to be called on in language class.	10%	10%	15%	60%	5%
It frightens me when I don't understand what the teacher is saying in the foreign language.	40%	5%	15%	20%	25%
During language class, I find myself thinking about things that have nothing to do with the course.	45%	15%	20%	20%	0%
I keep thinking that the other students are better at languages than I am.	35%	0%	15%	40%	10%
I feel confident when I speak in foreign language class.	35%	5%	5%	50%	5%
I am usually at ease during tests in my language class.	20%	10%	15%	45%	5%
I start to panic when I have to speak without preparation in language class.	30%	5%	15%	35%	10%
In language class, I can get so nervous I forget things I know.	45%	15%	15%	15%	5%
It embarrasses me to volunteer answers in my language class.	35%	20%	0%	35%	5%
I would not be nervous speaking the foreign language with native speakers.	55%	10%	10%	10%	10%
I am afraid that my language teacher is ready to correct every mistake I make.	35%	15%	25%	20%	0%
I get nervous when the language teacher asks questions which I haven't prepared in advance.	40%	5%	15%	30%	5%

In spite of the fact that the 6th grade EFL students' answers to the FLCAS showed that

many of them did not worry about making mistakes in the class, or talking to native speakers,

six out of 14 items were given higher percentages than the rest. Although a total of 11 students

(55%) stated that they felt comfortable speaking English in the classroom and 10 students (50%) responded that they felt at ease during their language tests. Another 50% of the students responded that they usually thought of other students performing better and 45% reported to start to panic when they having to speak up without any prior preparation. In addition, 9 students (35%) answered that they never felt confident speaking English and they felt particularly stressed when the teacher asked them questions they did not know the answers to.

Secondly, a pre-study survey was conducted where the students were asked to share their opinions on what makes speaking English a great challenge for them. They were also asked to point out aspects which make it difficult to comprehend the spoken language they hear from different video materials or in real-life conversations. They had the opportunity to choose as many options as they could find to be relatable. The highlights of their answers can be seen in Figure 5 and Figure 6 respectively.

Figure 5. Students' Responses on Speaking Difficulties

What makes it difficult for you to speak English?

10 (50%)

7 (35%)

15 (75%)

- High level of stress
- Difficulty forming sentences
- Poor vocabulary level

0%   20%   40%   60%   80%   100%

The results in Figure 5 show that the great majority of students (75%) chose poor vocabulary level as a major obstacle for their speaking performance. Seven students (35%) stated that they usually had difficulty forming sentences with the right words. Lastly, 10 students (50%) said that they usually experienced high level of stress when they were asked to speak English.

Figure 6. Students' Responses on Listening Difficulties
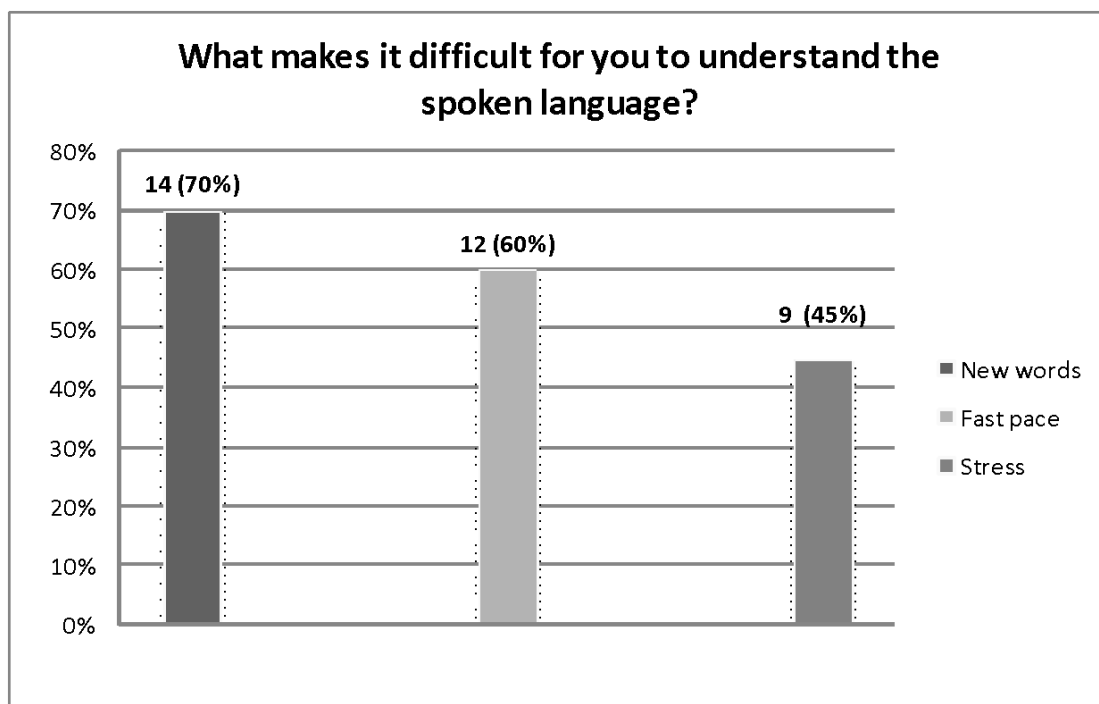
The results illustrated in Figure 6 show that 9 students (45%) had experienced difficulties understanding the spoken language as a result of stress. A total of 12 students (60%) stated that the speakers' fast pace usually made things harder and more challenging to comprehend. Moreover, 14 students (70%) voted that the main reason as to why they could not understand the spoken language well was due to the big number of unknown words they heard.

During the first phase, weekly classroom observations were also conducted to reveal the possible changes in the students' oral communication performances. The observation data was

obtained with the help of the Classroom Language Observation Checklist Kit (CLOCK) tool

(Appendix B), which had been priory adjusted based on the study needs.

The pre-study observation cycle lasted two weeks (two 45-minute classes per week). The

results showed that the majority of the classroom-time the students and the teacher were

engaged in a conversation in L1. In the case of any questions from the students' side, the

teacher provided answers strictly in Armenian. The dominant part of the class time was

allocated to a wide range of grammar activities. During the implementation of the activities,

some of the students were called to the blackboard to write sentences from the book, while the

rest of the class was asked to copy everything in their copy books. The remaining class time

was devoted to the explicit explanation of the grammar rules. Rarely did the students have an

opportunity to use their language knowledge in practice. They appeared to find it challenging

to choose the necessary words and connect them in a meaningful sentence when they

attempted to ask questions.

Similar behavior was also observed during the second phase, when the researcher

implemented six CLT activities. During some of the activities, the students were put into

groups or pairs and asked to work together on the same task. During the process, L1 usage

was noted. The students chose speaking Armenian together; however, when asked to share

their ideas and results, they did their best to use English. Additionally, some of the learners

also faced difficulties understanding the instructions given to them in L2. As a result, the

researcher explained the tasks to them individually. Furthermore, the large number of

unknown words made it exceptionally challenging at times to comprehend the meaning of the

texts, or the listening material. Consequently, additional time had to be allocated to the

explanation and/or translation of those words and phrases.

During phase three, after the implementation of the final CLT activity, the students were given an evaluation form (Appendix N) to find out their opinions about the effectiveness of communicative activities in improving their speaking and listening skills in general and reducing their foreign language anxiety. The post-survey results can be seen in Figure 8. According to 12 students (60%), the CLT activities implemented in the classroom were mostly effective in reducing students' anxiety. Although a significant number (8 students, 40%) of students responded that the activities had little effect on decreasing their anxiety level.

Figure 7. Students Responses to The Post-Study Anxiety Question
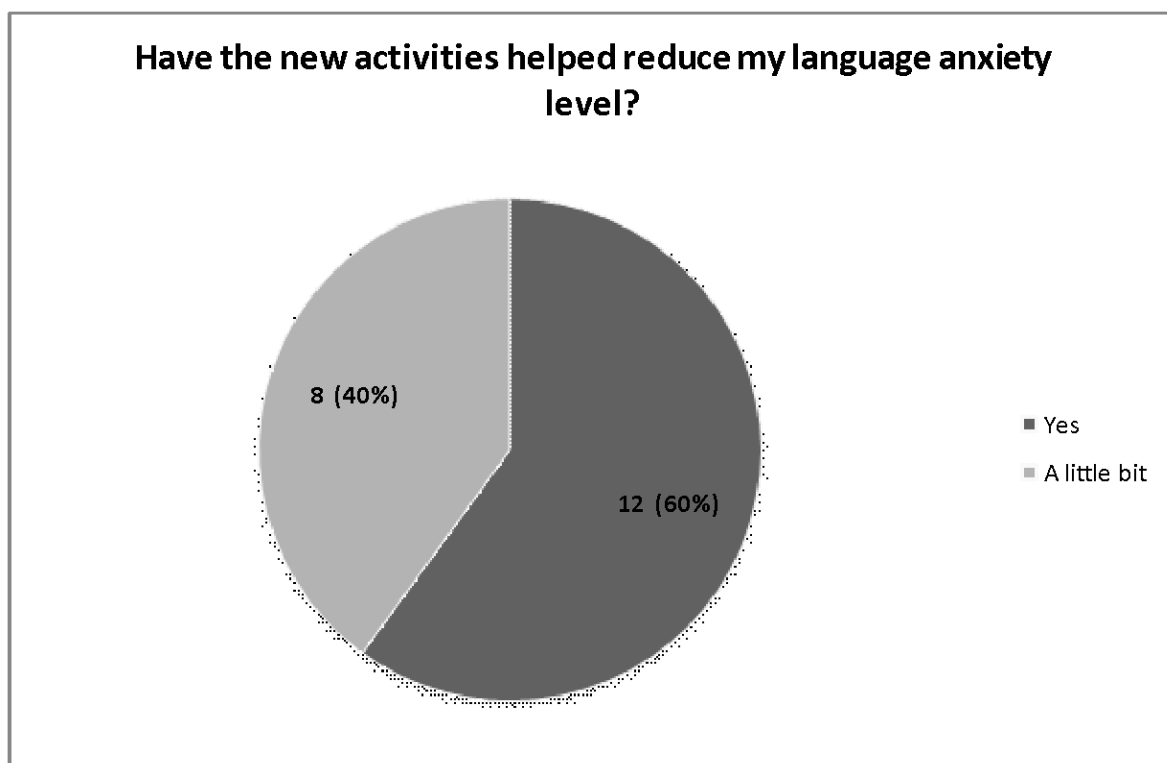
In the post-study survey, the students were also asked to vote for the language areas that CLT helped them improve. Accordingly, in Figure 8 we can see the language areas that the students found to be having improved as a result of the activities:

Figure 8. Students' Responses About The Developed Language Skills

In what areas have you seen improvement after CLT-based teaching?

Agree | Neutral | Disagree

Category	Agree	Neutral	Disagree
Speaking skills	60%	35%	5%
Comprehension	35%	50%	15%
Listening skills	40%	45%	20%
Pronunciation	30%	60%	10%
Vocabulary	50%	50%	5%
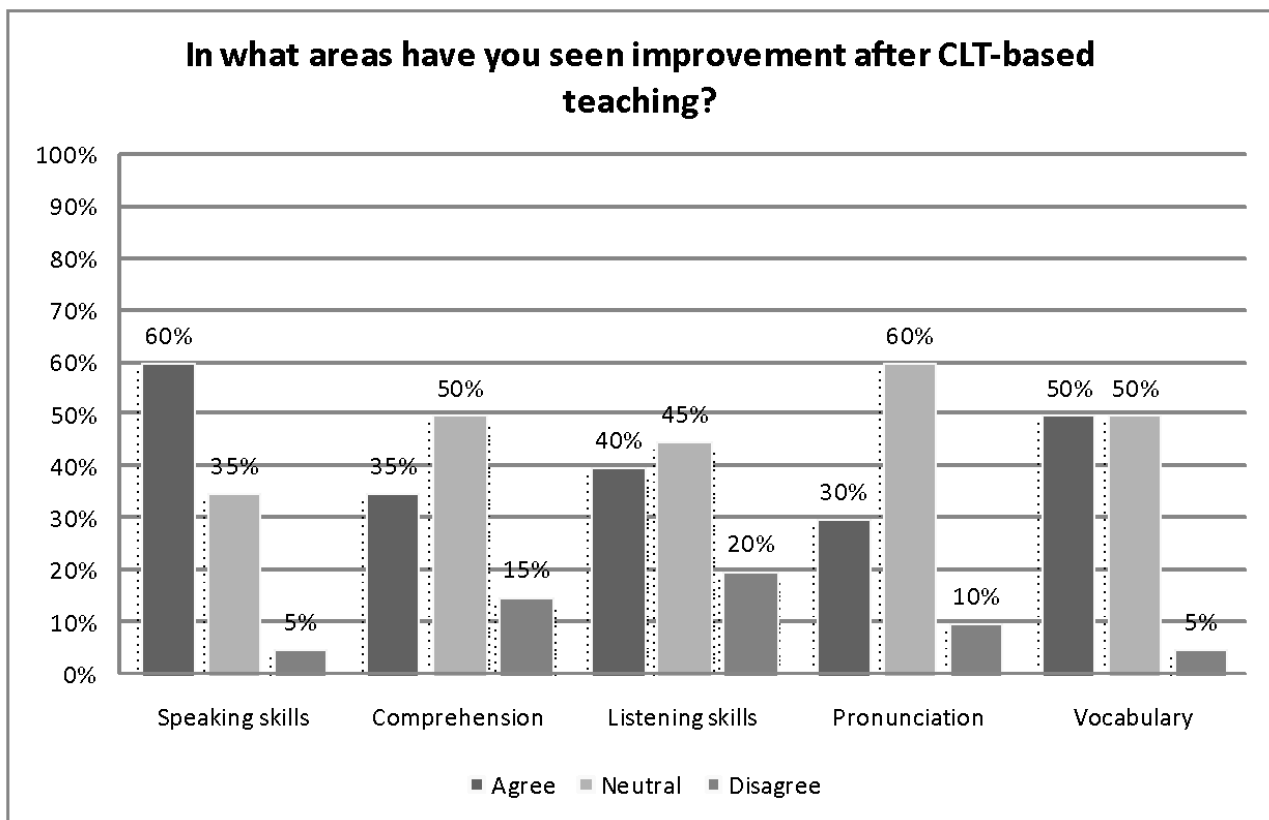
Thus, 60% of the students said that their speaking skills had improved as a result of CLT. Equally 50% of the students answered that the level of comprehension and their vocabulary level had positively improved as well. Moreover, 45% chose the listening skill as an improved one. Meanwhile, some students had not witnessed any changes neither in the level of their vocabulary, nor their listening skills.

Based on the presented results, it can be concluded that CLT activities are perceived to help students' participate in classes with lower level of stress. However, the influence of personality types and students' learning styles should also be taken into account since these aspects might significantly affect their performance. It can also be implied from the results that both the students' and the teacher's attitudes are positive towards the CLT impact on oral communication development.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

The current study intended to investigate the effect that CLT activities might have on EFL learners' oral communication anxiety. It also attempted to identify the students' and the teacher's perceptions towards the implementation of the CLT activities. The following chapter seeks to elucidate and appraise the findings presented in the Results Section and explain their relevance and significance.

The results of the first research question showed that the students found CLT activities to be quite interesting and helpful. The post-study survey also showed the students attitude towards the new and old lesson formats. According to the results, the majority of students preferred the new format more. However, there was one student who voted for the old format. Firstly, this might be because of the instructional differences, since, during the study, it became evident that some students had found it challenging to understand the instructions given in the English language. However, they did not ask clarifying questions to the teacher. Secondly, the reason behind choosing the old lesson format might be the lack of speaking requirements and needs. Since during their regular lessons, which are mostly teacher-centered can stay silent and not be afraid of being asked to speak.

Lastly, when asked to choose the activities which they fancied the most, over 90% of the students voted for storytelling, and group/pair work activities. Since, during the traditional teaching format, the learners' focus is drawn to the grammar rules, and exercises from the book, they usually do not have the chance to work together with their peers or create/finish stories. As Thomspon (1996) notes, the students feel comfortable using their language knowledge in a safer environment before they are required to use it in real-life situations. Therefore, the students' answers were not surprising at all.

The second research question aimed at understanding the respondents' attitude towards CLT activities helping them reduce their language anxiety level. In addition, it also aimed at understanding how the respondents felt about CLT impacting their speaking and listening skills. The findings in response to this question showed that students noticed positive effect in decreasing their anxiety level with the help of the CLT activities. However, some students also reported that there was no significant change and that they felt uncomfortable and pressured in some moments. One reason for this can be the difference of students' personalities, since, as shown in the literature review, introverts tend to participate less (Casado & Dereshiwsky, 2001). Secondly, this might be fear of negative evaluation (Horwitz, & Cope, 1986), particularly when they need to speak on topics without prior preparation. Finally, learners who experience fear of negative evaluation start to think of errors as a severe threat to their self-image and reputation (Ely, 1986). As a result, they keep silence and do not participate in any of the speaking activities.

In regard to the impact on their oral communication skills, the students pointed out that their speaking skills, as well as their pronunciation had positively improved by the end of the study. Moreover, students also mentioned that their comprehension level had improved been improved as well. At the same time, only 8 students agreed that their listening skill had changed as a result of the CLT activities, over 45% were uncertain about this. One reason for such response might be the very few number of listening tasks used during the study. Another reason as to why the students' did not notice any major changes in their listening skill is due to the length of the study (AL-Garni & Almuhammadi, 2019). If the study lasted longer than two months, there would have been more videos and audios played. As a result, the learners would have been exposed to different accents, pronunciations and speech styles. This would

contribute to the improvement of their speaking, consequently leading to a different survey results.

5.2 Pedagogical Implications

A number of pedagogical implications have been derived as a result of the treatment procedure and the research findings. The implications have high potential to make the CLT implementation more effective.

The first recommendation is having a vocabulary-focused tasks prior to the actual implementation of the activities. When it comes to public schools, very little time is allocated towards learning new words in the English language. Consequently, as shown in the results of the present study, the learners face difficulty finding words to use, or inability to make up sentences that could suit their aims. Therefore, learning the words before implementing any CLT activity would make great impact on students' progress.

Secondly, it is advisable to use as many listening materials as possible according to the activity requirements. This will enhance the learners' exposure to different accents and help them learn the pronunciation of new words and phrases.

Thirdly, it is necessary to make the learners aware of the time limitations. This, however, should be done in a way as to not stress the students even more because of the time pressure.

Finally, it is highly recommended to give more detailed and easy-to-understand instructions so the students know what they are supposed to do. Teachers should also encourage students to ask clarifying questions in case something is left unclear.

5.3 Limitations and Delimitations

The study encountered several limitations and delimitations.

The list of limitations includes the small sample size as well as the two subgroups of the class. As a result of high number of Covid19 cases in Armenia, the groups in public schools were divided into two smaller subgroups. Because of this new scenario, the teacher had to teach both groups separately for one hour lesson each. If the class had the language lessons together, then we would have been able to meet twice with everyone, and the results might have varied. Another limitation is the small classroom and lack of necessary equipments such as speakers, a laptop. As CLT activities include also listening tasks, at least one of the equipments should be present in the classroom, so the activities are implemented as effectively as possible. The absence of this might have had an unfavorable impact on the development of the students' listening skills.

Finally, the biased answers were among the most prominent limitations. In particular, both the pre- and post-study survey answers were expected to be biased although the anonymity of the respondents' was guaranteed.

The delimitations of the study include the region and the city. It also includes the school, the class, the teacher and the CLT activities. All the mentioned aspects helped define the scope of the present study.

5.4 Recommendations for Further Research

The current study focused on the potential of CLT on speaking and listening improvement, consequently lacking the chance to examine its possible effect on the reading skill. Therefore, analyzing the effect of CLT activities on the learners' reading skills would be interesting focus for future research. Moreover, the same study can be replicated with a larger sample and bigger number of CLT activities involved. Additionally, based on the limitations of this study, researcher can also focus on the development of the listening skill

only. It would be interesting to see how the students' listening skills could develop if the teaching procedure included more listening materials. This should be done with the a large scale of listening materials such as movies, songs, speeched, and others.

Furthermore, another focus for research could be the motivation students might get from the use of the communicative activities.

5.5 Conclusion

The results of the current study revealed that communicative language teaching activities had positive effect on decreasing the EFL learners' anxiety level. It was also proven to be an efficient tool in advancing the learners' speaking skills. The findings suggest that CLT can be incorporated in teaching English as local public school EFL classrooms as an alternative choice for the regular activities. The communicative activities can be adjusted to meet the needs of the students as well as make it possible for the teachers to plan and implement them.

The study, however, does not reject the fact that CLT activities might have the opposite effect as well. Since, the instructions require the students to speak and work in groups or pairs there might be students who do not feel confident or comfortable enough to speak up in the foreign language. Therefore, it is highly recommended to take this fact into account while choosing and designing the activities.

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APPENDICES

Appendix A

Pre-study Foreign Language Classroom Anxiety Scale

1. Ես ինձ երբեք վստահ չեմ զգում անգլերեն լեզվով խոսելիս:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

2. Անգլերեն խոսելիս, ես սխալներ անելու մասին չեմ մտածում:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

3. Երբ կարծում եմ, որ ինձ կանչելու են գրատախտակի մոտ պատասխանելու,

   սկսում եմ լարվել:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

4. Ես տագնապի զգացում եմ ունենում, երբ չեմ հասկանում, թե ուսուցիչը ինչ է ասում անգլերեն լեզվով խոսելիս:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

5. Անգլերենի դասի ժամանակ, ես հաճախ նկատում եմ, թե ինչպես եմ սկսում դասից

   դուրս թեմաների մասին մտածել:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

6. Ես հաճախակի մտածում եմ այն մասին, որ դասարանի մյուս աշակերտները

   ինձանից ավելի լավ գիտեն անգլերեն:

   ☐ Միանշանակ այո   ☐ Այո   ☐ Չգիտեմ   ☐ Ոչ   ☐ Միանշանակ ոչ

7. Ես հաճախ անինքնավստահ եմ զգում անգլերեն խոսելիս:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

8. Անգլերեն լեզվի թեստ հանձնելիս ես ինձ շատ հանգիստ ու վստահ եմ զգում:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

9. Ես խուճապի եմ մատնվում երբ պետք է դասի ժամանակ առանց պատրաստվելու

խոսեմ անգլերեն:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

10. Դասի ժամանակ ես այնքան եմ լարվում, որ գիտեցածս մոռանում եմ:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

11. Ես ամաչում եմ դասին կամավոր կերպով իմ կարծիքը առաջարկել:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

12. Ես առանց կաշկանդվելու պատրաստ եմ խոսել անգլախոսների հետ:

☐ ☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

13. Ես սկսում եմ լարվել, երբ իմ անգլերենի ուսուցչուհին ուղղում է իմ բոլոր սխալները:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

14. Անգլերենի դասից առաջ սկսում եմ լարվածություն զգալ, որը ինձ դասի ժամանակ խոչընդոտում է մանևակցել բննարկումներին:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

15. Ես սկսում եմ խուճապի մատնվել, երբ ուսուցչուհին հարցեր է տալիս, որոնց պատասխանելու համար ես չեմ պատրաստվել:

☐ Միանշանակ այո ☐ Այո ☐ Չգիտեմ ☐ Ոչ ☐ Միանշանակ ոչ

Շնորհակալություն հարցերին պատասխանելու համար :)

Taken and adapted from

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety.*The

Modern language journal,70(2), 125-132.

Appendix B

Pre-study observation form

Date:

Topic:

# of Ss:

Grade:

Qs	Answers	Additional notes
1.What methods/techniques does the teacher use that focus on the learners' speaking and/or listening skills?		
2. What kind of vocabulary enhancing activities does the teacher employ?		
3. What language skills are fostered the most?		
4. How many Ss participate during the whole lesson?		
5. How much do the learners/teacher use L1?		
6. How well does the teacher use L2?		
7. What kind of activities does the teacher employ?		
8. Does the teacher explicitely correct the students' mistakes?		

9. What teaching/learning gaps are there in the classroom?		
10. How does the teacher sum up the lesson?		

Date	Activity	Fluency	Language Control	Vocabulary	Comprehension	Additoonal Comments

Appendix C

Pre-study survey

The aim of this survey is to learn about your opinions on communicative language teaching for the further improvement English teaching practice. The survey is anonymous. Please, try to be honest in your responses.

1. Do you find it difficult to speak English?

    ☐ Yes   ☐ No

2. What makes it difficult for you to speak in English? Choose as many options as you like.

    ☐ Lack of vocabulary knowledge   ☐ Difficulty finding words to use   ☐ High level of stress

3. Do you like watching videos in English?

☐ Yes   ☐ No

4. When you watch videos, can you understand what is being said?

☐ Yes   ☐ No   ☐ Sometimes

5. What makes it difficult for you to understand the speech in the English language? Choose as many

options as you like.

☐ Fast Pace   ☐ New Words   ☐ Stress Level

6. Have you ever done group work activities during your English classes?

☐ Yes   ☐ No

7. Would you like to do group/pair work activities during your language classes?

☐ Yes   ☐ No   ☐ I don't know

8. Have you ever created stories with your peers during your English classes?

☐ Yes   ☐ No

Appendix D

Post-study survey

The aim of this survey is to learn about your opinions on the communicative language teaching

activities used in your classes. The survey is anonymous. Please, try to be honest in your responses.

1. Did you like the new format of your English lessons?

☐ Yes   ☐ Not that much   ☐ No

2. Has the new lesson format helped you improve your speaking level?

☐ Yes   ☐ In some ways   ☐ No

3. Has the new format of the lessons helped you reduce you foreign language anxiety level?

☐ Yes   ☐ In some ways   ☐ No

4. Which of the following language aspects have been relatively improved by the end of the lessons?

☐ Speaking   ☐ Comprehension   ☐ Listening   ☐ Vocabulary level   ☐ Pronunciation

5. How difficult was the new lesson format?

☐ Very difficult   ☐ Difficult   ☐ Neutral   ☐ Easy   ☐ Very easy

6. Which of the following didn't you like in the new lesson format? Please choose as many options as you like.

☐ I couldn't follow the lesson because I didn't understand the teacher.

☐ I couldn't understand the instructions.

☐ We were playing games rather than learning English.

☐ I could understand most of what my teacher was saying; however, it was difficult for me to answer in English.

☐ I could easily understand what my teacher was saying and was able to respond in English.

7. Which of the activities you did in the classroom you liked the most? Please, choose as many options as you like.

☐ Vocabulary activities   ☐ Groups work activities   ☐ Pair work activities

☐ Discussions   ☐ Listening activities   ☐ Story creation

8. If you could choose, which lesson format would you like to be further implemented in your class?

☐ Old lesson format   ☐ New lesson format

Appendix E

Pre-study interview

1. What kind of speaking activities do you incorporate in your lessons?

2. Have you ever used CLT activities in your teaching?

3. Would you like to learn more about CLT activities?

4. Do you find it difficult for your students to speak up in the class?

5. What do you think affects their speaking performance?

6. Do they feel comfortable working in pairs/groups? Why (not)?

7. What expectations do you have from our cooperation?

Appendix F

Post-study interview

1. How useful do you find our cooperation to be? Were your expectations met?

2. Which CLT activities do you find to be the most useful ones for your students?

3. Have you noticed any improvement in their speaking and listening skills?

4. Has any CLT activity made your students feel anxious?

5. Will you incorporate some of the activities in your teaching in the future? Which ones?

6. Do you have additional comments and suggestions?

Appendix G

"Opinion-Sharing task"

Instruction: *Read the paragraphs about Saint Valentine's Day. Work in groups to put the paragraphs*

in the correct order.

Saint Valentine's Day is on the 14th of February. People all around the world write cards for their boyfriends or girlfriends on this day. Lots of people buy flowers and other gifts on St. Valentine's Day.
But why do we have this day? Who was the first Valentine? This is the story of Saint Valentine.

About 1700 years ago there was a man called Valentine. He was a priest. He liked to see young people in love. He wanted people to get married because he wanted them to have a family.

But the Emperor Claudius didn't want men to get married. He wanted men to fight in the army. He wanted more soldiers.

Valentine didn't agree. He helped men and women to get married in secret. Emperor Claudius didn't know about this.

When Claudius heard the story of Valentine, he was very angry. He put Valentine in jail for 20 years.

After twenty years, Claudius killed Valentine on February 14th.
Everybody thought Valentine was a good man because he helped lovers. That's why we have St.

Valentine's Day every year.

Read the following statements and write **True** *or* **False** *in front of each sentence.*

       a. Valentine was an emperor.   ____

       b. Valentine died on February 14th.   ____

       c. Claudius wanted men to get married.   ____

       d. Claudius put Valentine in jail.   ____

e. Valentine was in jail for forty years.   ____

f. Valentine helped people to get married. ____

Appendix H

Information-gap activity

Student A

Instruction: ***Read the information in the form below, and be ready to answer your partner's questions.***

> **Name:** Andrew
> **Age:** 36
> **Country:** Argentina
> **Height:** tall
> **Weight**: thin
> **Hair:** short wavy brown
> **Eyes**: brown
> **Character:** friendly and cheerful.
> **Family:** one sister and three brothers
> **Pets:** dog (Toby)
> **Interests and hobbies:** Football and Tennis
> **Ability:** drive but not speak English

Student B

Instruction: ***Look at the Fact Form below about Andrew. Ask your partner questions about him to fill in the information.***

> **Name:** <u>Andrew</u>
> **Age:** _____
> **Country:** _____

Height: _____

Weight: _____

Hair: _____

Eyes: _____

Character: _____

Family: _____

Pets: _____

Interests and hobbies: _____

Ability: _____

Appendix I

Group A

Instruction: *Take a few minutes to look at the pictures. Work with your group to make a story with them. Be ready to present it to the rest of the class.*
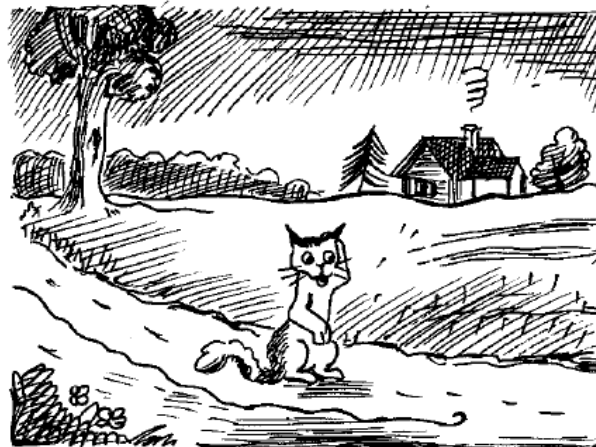
Group B

Instruction: *Take a few minutes to look at the pictures. Work with your group to make a story with them. Be ready to present it to the rest of the class.*

Appendix J

Instruction: ***Listen to the song call Lemon Tree by Fools Garden. Write the verbs in the brackets in the***

correct form. When done, switch your worksheet with your partner and check each other's work.

"Lemon Tree" by Fool's Garden

I_____ (sit) here in the boring room

It's just another rainy Sunday afternoon

I_____ (waste) my time

I got nothing to do

I_____ (hang) around

I_____ (wait) for you

But nothing ever happens and I wonder

I_____ (drive) around in my car

I_____ (drive) too fast

I_____ (drive) too far

I'd like to change my point of view

I feel so lonely

I_____ (wait) for you

But nothing ever happens and I wonder.

I wonder how

I wonder why

Yesterday you told me about the blue, blue sky

And all that I can see is just a yellow lemon-tree

I_____(turn) my head up and down

I_____,_____,_____,_____(turn) around

And all that I can see is just another lemon-tree.

I_____(sit) here

I miss the park

I'd like to go out taking a shower

But there's a heavy cloud inside my head

I feel so tired

Put myself into bed

Well, nothing ever happens, and I wonder

Isolation is not good for me

Isolation I don't want to sit on the lemon-tree

I _____ (step) around in the desert of joy

Baby anyhow I'll get another toy

And everything will happen and you wonder

I wonder how

I wonder why

Yesterday you told me about the blue, blue sky

And all that I can see is just another lemon-tree

I_____my head up and down

I_____,_____,_____,_____(turn) around

And all that I can see is just a yellow lemon-tree

And I wonder, wonder

I wonder how

I wonder why

Yesterday you told me about the blue, blue sky

And all that I can see, and all that I can see, and all that I can see

Is just a yellow lemon-tree

Appendix K

go for a walk   phone friends   have lessons   come back home

listen to music   watch TV   wake up   have lunch   go to school

meet friends   go to bed   take a shower   wash up   feed a pet

relax   read a book   have breakfast   chat with friends   have dinner

Instruction: *Make up 10 questions using the words from the list above and interview your partner.*

Example: What time do you usually have dinner?

1. …………………………………………………………………………………………… .

2. …………………………………………………………………………………………… .

3. …………………………………………………………………………………………… .

4. …………………………………………………………………………………………… .

5. …………………………………………………………………………………………… .

6. …………………………………………………………………………………………… .

7. …………………………………………………………………………………………… .

8. …………………………………………………………………………………………… .

9. …………………………………………………………………………………………… .

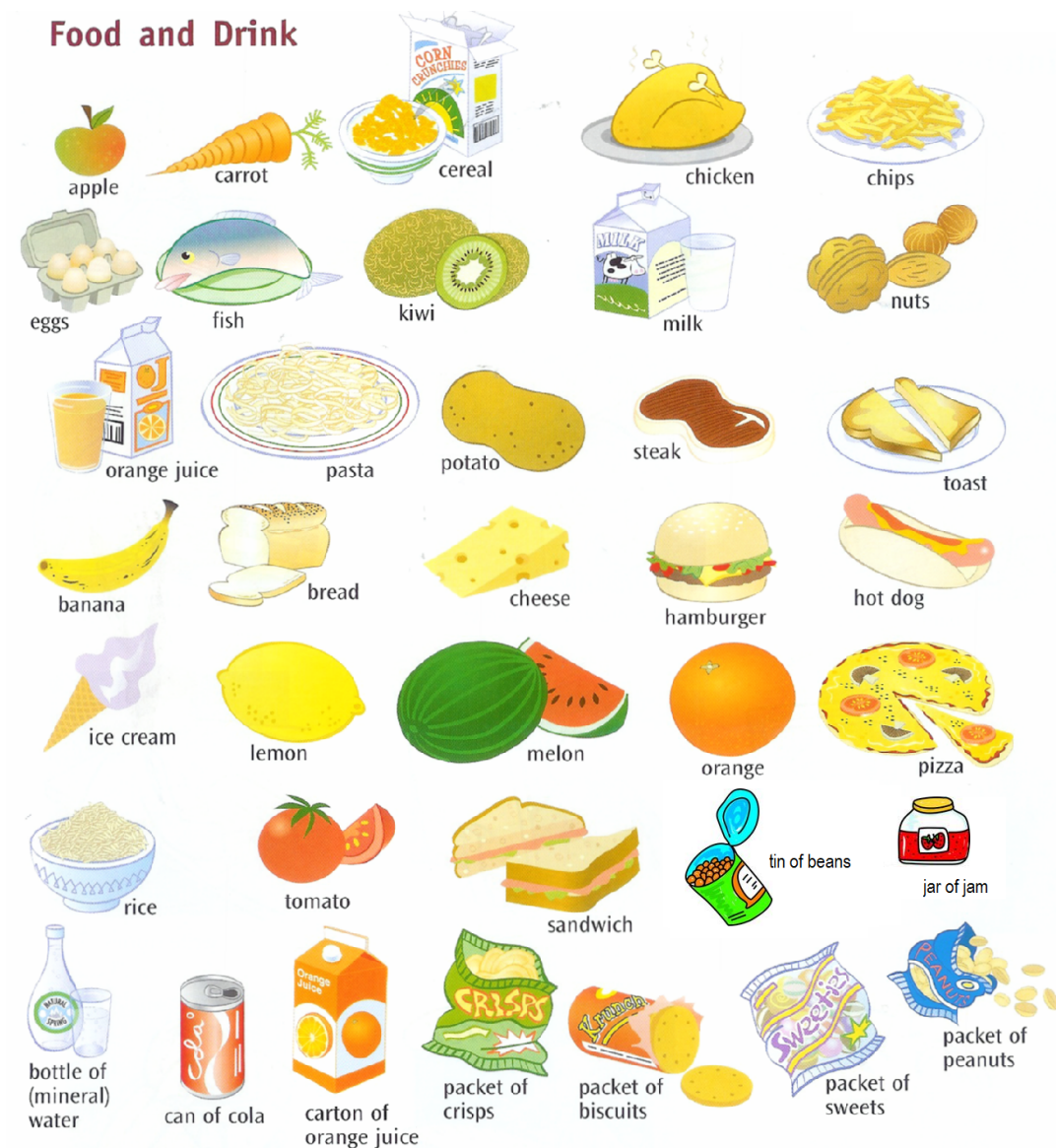10. …………………………………………………………………………………………… .

Appendix L

Instruction: *Work in groups to complete the following text about typical breakfast menu.*

I usually have a big breakfast. I know it's important to eat

well and healthy. I have an [orange] or an [apple]. In summer I

prefer some [strawberries] with cream. I love all fruits. Then I

drink some [milk], [corn flakes] or a [juice] I have some [cheese] with

some [bread]

I often make a [sandwich] lunch that I usually eat in the

park. I drink [water] and a cup of [coffee] at the café. When I
come home at about 5,30 I cook my dinner.

Discussion: What do you usually have for breakfast?

_____

_____

Appendix M

Instruction: *Here you can see pictures of food and drink. Work with a partner to make a restaurant menu. Be ready to present to the rest of the class.*

Source: English ESL worksheets https://en.islcollective.com/

Appendix N

Activity evaluation form