THE APPLICATION OF COMMUNICATIVE LANGUAGE
TEACHING METHOD FOR ENGLISH SPEAKING
SKILL OF GRADE 6 STUDENTS IN
HUNAN PROVINCE, CHINA

BY

JUNHAO LU

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Abstract

       This study aimed to compare grade 6 students English speaking skill before and after using communicative language teaching method and investigate their satisfaction towards the use of communicative language teaching method in an English speaking course in Hunan province, China. The data were collected through the use of four lesson plans, pre-test, post-test, questionnaire, and semi-structured interview. The data collection lasted for four weeks. The sample group consisted of 30 students studying in grade 6 in Hunan province.

       The result of the pre-test and post-test indicated that the students in the sample group improved English speaking skill. The students' post-test mean score($\overline{x}$=14.97) was higher than that of the pre-test one($\overline{x}$=11.9). The questionnaire on Interest and Motivation, Engagement, and Efficacy in Communicative Language Teaching Method indicated that all of them expressed positive satisfaction towards the application of communicative language teaching method in English listening lessons. The semi-structured interview also showed positive satisfaction towards the application of communicative language teaching method in English speaking lessons. The study proved that the application of communicative language teaching method is an alternative and effective way of learning English speaking skill in Hunan province, China.

<div align="right">(Total 113 pages)</div>

Keywords: Communicative Language Teaching Method, English Speaking Skill,

                  Academic Performance, Student Satisfaction, Grade 6 Students

Student's Signature …...   Thesis Advisor's Signature ....

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study; research objectives; research questions; research hypothesis; scope of the study; conceptual framework of the study; operational definitions; expected outcomes of the study, and limitations of the study.

1.1 Background and Rationale of the Study

With the Informa ionization of social life and the globalization of the economy, the importance of English is increasing. As one of the most important information carriers, English has become the most used language used in all areas of human life. English as a tool for international exchanges has increasingly showing its importance and irreplaceability. Especially in contemporary society, almost every elementary school has an English course. In the process of children's growth, English education plays a vital role. English spoken teaching is a challenging course in English teaching in elementary school, which has great requirements for students' communication skills. However, the use of traditional teaching methods in primary school English is not ideal. In order to be able to use the application of communicative language teaching methods more effectively and efficiently in primary school spoken language teaching, exploring the application of communication teaching methods in primary school English teaching will play an important role in the development of English education in Chinese primary schools.

Xu pointed out that the learning centered on teachers has actually hindered the development of students' educational development. In order to get rid of this dilemma,

teaching reform is imminent. Communicative language teaching method(Xu, 2020) needs to be applied to EFL spoken teaching. Communicative language teaching method aims to improve the ability of students to use language, not just teach the language form.

In recent years, researchers have proposed many Communicative language teaching method-based teaching methods. One of the examples is to bring interactive communication into the classroom. Using this teaching method can enable students to get higher scores in the exam, because they associate language learning with learners 'life experiences and inspire learners' interest and participation. In addition, repeated target language in classroom activities can also enhance language functions. Researchers have also found that the use of real materials such as audio, video, newspapers, and magazines can make students come into contact with the real language environment, thereby making EFL more effective.

Communicative language teaching method challenges are implemented in China. In Chinese primary schools, the traditional teaching methods centered on teachers still play a leading role in the English speaking learning. This is because from teachers -centered to students -centered conversion in classrooms that take the test. The new teaching method requires teachers to develop new practical skills for classroom teaching, change the evaluation method of students, and develop the ability to adapt to textbooks. Teachers also need to transform themselves from the communicators of knowledge to educators of multi -character.

Gao (2019) pointed out that improving English spoken teaching is an eternal topic of English teaching. Most English teachers are relatively solidified for the English spoken teaching mode, and the teaching methods and teaching situations are relatively single. In addition, many students have lacking their purpose in English

learning, no learning motivation and passion, and over time, the "vicious circle" of the quality of speaking teaching has caused the quality of speaking teaching. In addition, long -term English test education has led students to first -line teachers. English learning still stays in the boring memory of grammar knowledge and memorizing words, and lacks English learning. Therefore, it takes a slow process to change students' long -term English learning habits. In foreign countries, the number of language teaching classes does not exceed 30 people, and it is difficult to meet this standard in China. Most of the class number exceeds 50 or 60 people, and the number will continue to increase with the expansion of enrollment. Therefore, every in the classroom is every in the classroom. Classes cannot give each student a chance to speak. For a long time, students have gradually become accustomed to this model of teaching in large classes, and gradually abandon the opportunity of self -display speeches, which makes it difficult for oral spoken English teaching to be implemented. Most people have formed the rigid and vicious cycle of classroom communication.

The essence of teaching is people -oriented. The discussion of any teaching method is based on the actual situation of the students. Teachers need to play an exemplary role, play their own potential and specialties to effectively stimulate students' learning interest and motivation, and participate in the teaching process together.

Huang pointed spoken English is an important aspect of the ability to reflect the comprehensive language use of English learners(Huang, 2020). It is one of the four basic skills of listening, speaking, reading, and writing in English learning. It is also the most difficult skill for beginners to master.

Most of the traditional English classroom teaching adopts traditional teaching methods. Teaching students how to read, students listen, or students follow and follow

them. Such teaching effectiveness is low, students have poor spoken expression ability. Many students actually learn " Dumb "English, some people have not even been able to use English for oral communication.

In order to improve the English spoken language ability of junior high school students, lay a good foundation for their English, grasp the spoken training link in teaching, adopt dialogue teaching methods to strengthen students 'moving training, and the students' spoken expression ability has been greatly exercised and improved.

Primary school is a school that people receive primary and regular education. It is an important part of basic education and is within the scope of nine -year compulsory education in China.

With the development of society, kindergartens were opened before primary school. Generally, 3-6 years old is children in kindergarten, 6-12 years old is primary school -age children. At this stage, elementary school education is 6 years (a few places are still 5 years). After the primary education stage, it is a middle school education stage, that is, from elementary school to junior high school.

For example, during the learning process, elementary school students will encounter the following problems. They can only hear a single word, but they dare not speak aloud. Many teachers encourage students to remember many words. As a result, students remembered a lot of words and spent a lot of time, but their spoken English ability did not improve. Because language is not an isolated voice, words, and sentences, it requires grammar, sentences, and spoken to combine with each other.

For a long time, traditional teaching methods centered on teachers and classrooms as the main form have always occupied the dominant position of English speaking lessons, and students have long been accustomed to traditional teaching.

However, many researchers have begun to question whether this teaching method allows learners to have practical skills required to communicate with people in English (Anderson, 1993, p.473).

Communicative language teaching method, which is opposite to traditional teaching methods. In traditional language teaching, students are passive learners, and teachers will make all decisions based on curriculum, teaching methods and different forms of evaluation (Buditama, 2017), which includes teachers' words, recitation, timely error correction, etc. In teaching strategies, teachers are considered to be transmitted by knowledge, and language forms are more concerned than meaning.

Some scholars believe that the emergence of communication law is due to people's more and more deeper research language functions. In foreign language teaching, people are also more concerned about language function. Language is both a symbol system and a communication tool. Language learning is nothing more than two ways: one is understanding; but contact. And the teaching method emphasizes the latter, the cultivation of communication ability.

Chomsky believes that communication ability is the ability of how people use language to communicate effective and effective communication (Chomsky,1972); Hymes believes Skills(Hymes, 1972); Halliday believes that language is a strong support for communication teaching methods (Halliday, 1970). The communication method of communication is to solve the relevant language rules and use the purpose of finally achieving communication. He regards communication as the most important expression of human language.

He pointed out in his book that in the communication teaching method, the function is more emphasized than the structure (He, 2011). Therefore, in the same

teaching, different stages of different stages of different structures are introduced into different stages of introduction, and simple and complicated introduction is adopted. He Guangzheng also put forward his own views on written teaching. The meaning of the written form is understood by the authors and readers. Readers not only have to read articles, but also understand the author's meaning.

Xu proposed three typical communication activities of the communication teaching law in his book "communication English Teaching and Examination Evaluation", are group discussions, simulation activities and role -playing (Xu, 2020).

Wang believes that the communication between people refers to the process of communicating opinions, emotions, and information through language through language, which is different from the spread of the public (Wang, 2004). At the same time, Professor Wang believes that the communication is classified in communication, and it can be divided into speech communication and non -speech communication. Word communication refers to communicating with sounds, words, and symbols. Non -verbal communication refers to communication methods, such as posture, facial expression, body distance, human characteristics, necklaces, watches, environment, etc.

The reason why these traditional methods are popularized in China is that they save time and help learners pass the exam (Li, 2015; Nazari & Allahyar, 2012). However, because the language ability of middle school students in such courses is ignored, they will be difficult to apply their knowledge to reality.

The above scholars have proposed corresponding teaching methods and principles for the communication teaching method, and have a considerable guiding role in the development of communicative language teaching method.

In conclusion, it could be beneficial to use the communicative language teaching method when teaching English speaking, and English speaking leaning will be useful in students daily life. The researcher aim to investigate the effectiveness of the communicative language teaching method in English speaking skill of grade 6 students in Hunan province, china. And encourage student' active learning in English speaking.

1.2 Research Objectives

1.2.1 To compare English speaking skill of grade 6 students in Hunan province before and after the application of communicative language teaching method.

1.2.2 To examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill.

1.3 Research Questions

1.3.1 Would English speaking skill of grade 6 students in Hunan Province become higher after the application of communicative language teaching method?

1.3.2 Would grade 6 students have positive satisfaction towards the application of communicative language teaching method in English speaking lessons?

1.4 Research Hypotheses

1.4.1 Grade 6 students' English speaking skill would be higher after applying communicative language teaching.

1.4.2 Grade 6 students would have positive satisfaction towards the application of communicative language teaching in English speaking lessons.

1.5 Scope of the Study

This study was conducted within a specific range described here. Therefore, it was necessary to summarize the results carefully, especially when different education levels and different research tools were applied.

First, the background was one of the primary school students in Hunan Province. In addition, the data should be collected from the grade 6 students of the specific school through their test results and questionnaire.

Secondly, in Hunan Province, teachers provided students with a standard teaching reference book to conduct learning activities when teaching communicative English. However, they could design and executed their learning materials according to the needs and interests of students. Therefore, through this research, the researcher recommended the use of selected online teaching resources as one of the learning materials that compared students' English speaking skill before and after applying communicative language teaching method.

1.5.1 Location of the Study

The sample group students were from one of the primary schools in Hunan province. The school is located in the central house of Tongshan Street, Ningyuan County, Yongzhou City, Hunan Province, close to the city center and convenient transportation.

1.5.2 Research Population

Population: The school covers 2000 students. The school consists of grades ranging from grade 1 to grade 6. Communicative language teaching was adapted in

this study. The study' target population included 150 grade 6 students, consisting of five classes with 30 students each from a primary school in Hunan Province, China. Their ages varied from 6 to 12, and they were of various mixed genders and English learning capabilities.

Sample: The researcher was assigned by Ningyuan No.9 Complete Primary School to teach only one class of 30 students with different levels of English and mixed genders. Therefore, 30 students were selected as the research sample,using a clustered random sampling method.

1.5.3 Content of the Study

In this study, the researcher formulated four curriculum plans. Each course plan included two sessions, so there were altogether 8 sessions. Each session lasted for 45 minutes and was completed within a week, so a total of 4 weeks of teaching sessions were studied. The curriculum materials included English testing, and developed learning activities based on the theme and content of the research materials. Communicative language teaching method was applied to teach the sample group, and testing was conducted before and after research to check whether the English speaking skill after intervention have improved. the textbook was chosen according to the curriculum standard requirements of the school environment. The first two sessions were designed to improve students' speaking express skill. The last two sessions were designed to improve students' speaking communication skill. The teaching procedures included greeting and checking, lead in, discussion, classroom practice and homework. The activities in class including sing a song, group discussion, role-playing and debate.

1.5.4 Time Frame

The study was conducted in 2023. It lasted for 4 weeks (once a week/two sessions). The entire research took about 8 weeks. The research program followed the timetable displayed below.

Table 1.1 Timeline of the Study

Activities	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Literature Review	√	√	√						
Research proposal			√	√					
Data collection					√	√			
Data analysis							√	√	
Final defense									√

1.6 Conceptual Framework of the Study

In this study, the independent variable was communicative language teaching method, the dependent variables were grade 6 students' speaking skill and the learning satisfaction towards the use of communicative language teaching method. The description of the conceptual framework of the study was as follows:
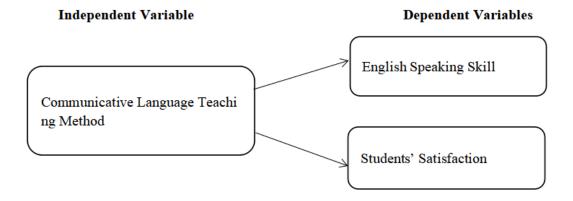
Independent Variable   **Dependent Variables**

Communicative Language Teaching Method → English Speaking Skill

Communicative Language Teaching Method → Students' Satisfaction

Figure 1.1 Conceptual Framework of the Study

1.7 Limitations of the Study

The study was expected to inspected the use of communicative language teaching in improving the English speaking skill with of grade 6 students in Hunan province in China. However, the limitations of this study needed considered as follows:

1) This study was limited to only 30 students in a primary school in Hunan Province, China; therefore, it was not possible to generalize the results with all primary students in China.

2) This study lasted only for four weeks. Therefore, the results might be different from the study which was conducted in a longer period of students' speaking skill used communicative language teaching students attitude' independent variable dependent variables time.

1.8 Terminologies

Communicative language teaching method, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Many activities can be used in class to teach, such as discussion, role-playing, oral statement, text reunion. Language learners in environments utilizing Communicative language teaching method techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment and focus on the learning experience in addition to the learning of the target language. This study believes that communicative language

teaching method are English teaching activities, such as sing a song, group discussions and simulation, role-playing, debate. for the purpose of improving students' speaking skill. Specifically, the communicative language teaching method advocates that the teaching content is arranged as a clue in specific communication functional items such as greetings, orders, shopping, and seeing a doctor. Enter the role to complete the communication tasks, so as to cultivate students' language functions, help students take the initiative to participate, be willing to learn English, and master certain language knowledge, skills and communication strategies.

English speaking skill: The English speaking ability refers to the ability of students to use the ability to use the target language in English classroom in English classroom. Many researchers believe that English speaking skill can be divided into complexity, accuracy, fluency and pronunciation. In addition, many scholars emphasize the fluency, accuracy and coherence of English language. It mainly includes three aspects: reading ability, language organization ability, and spoken language ability.

1) The students who can read the word phrases and sentences they have learned.

2) The process that students can accurately express in words;

3) The ability of that after English speaking learning, students can use English to perform simple and effective communication with others.

In this study, the students' communication skill will be assessed as the focus of students' speaking skill through pre-test and post-test.

Satisfaction: In this study, the satisfaction mainly includes three parts. First, it is based on communication language teaching method, including the interest and motivation of elementary school students. Secondly, students should consider participating in this course. Third, how do these students think that their language teaching methods are also one of the important parts of English speaking skills learning. The questionnaire is a tool for measuring students' satisfaction in this study.

Primary school: is a school that people receive primary education in China in this thesis. It is an important part of basic education. It belongs to the scope of nine - year compulsory education. With the development of society, the kindergarten was opened before it. Generally, 3-6 years old is children in kindergarten, 6-12 years old is primary school -age children, and the age of education in primary school is 6 years (a few places are still 5 years). After the primary education stage, it is the stage of middle school education.

Grade 6 students: Refers to 30 grade 6 students with Chinese students which is situated in Hunan province. They are selected as a sample group for research.

1.9 Significance of the Study

In today's international situation, English is an indispensable language subject, and the common problems in primary school are how to improve students' English speaking ability and how to use English well in life. Spoken language is an important aspect of reflecting the ability of English learners to use the comprehensive language use. It is one of the four basic skills of listening, speaking, reading, and writing in English learning. It is also the most difficult skill for beginners to master.

Therefore, the author believes that it is necessary to teach the speaking skills for the 6 grade primary school students.

1) English teachers can better understand the learning status of English learners in grade 6 in primary school, and take more effective teaching measures according to different students.

2) Grade 6 English learners can overcome their English speaking difficulties through the solution specified by teachers.

3) Theoretical research of primary school speaking skills will be enriched, which will provide relevant experience for other English teachers.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces primary school education in China, teaching and learning English as a foreign language, English curriculum in China, teaching and learning English speaking skill, communicative language teaching in teaching and learning English Language, attitude towards English as a foreign language, and related research and studies.

2.1 Primary School Education in China

Primary education in China is mandatory and free of charge for all children between age 6 to age 12. The courses offered in primary schools are Chinese, math, foreign language (usually English), arts, natural sciences, history, P.E. Upon graduation, students will receive a Primary School Certificate of Completion. Most of the primary schools are public schools.

In China, primary school education is compulsory and it lasts 6 years. Children start schools at age six (seven in some areas). The language of instruction is Mandarin Chinese with the exception of the primary schools that mainly admit ethnic minority students. A typical school year is comprised of two semesters and runs from the month of September to July. Students attend classes five days a week and primary school education currently includes many compulsory courses, which include Chinese, English, Mathematics, Social Studies, Nature, Physical Education, Ideology and Morality, Music, Fine Art, and Labor Studies. In order to graduate, all students are required to pass graduation examinations in the subjects of Chinese and Mathematics. The examinations are normally designed and administered by schools with guidance

from local educational authorities. Students move on to 3-year junior (lower) secondary schools (chuzhong) after graduating from primary schools.

2.2 Primary School English Education in China

As China's economy was boosted due to open foreign policies and the use of English, the policy makers of the Ministry of Education (MOE) decided to include English as the first compulsory subject in the secondary school curriculum and tertiary level of study. In 2001, the MOE issued a document entitled 'Guidelines for Promoting English Language Instruction in Primary Schools' (MOE, 2001) emphasising a new approach for using English for effective interpersonal communication. This document supported the early introduction of English language teaching in China. Then, after two years of consultation and trials, a new 'student-centred' English language curriculum was announced for all primary and secondary schools (MOE, 2003). Most recently, the latest version, 2011 English Language Curriculum Standard (MOE, 2011) has been introduced, maintaining the main concept and design of the previous versions.

However, these updates challenged all the main interests in the education process, especially primary school learners. Therefore, students' concerns about learning English may be worth learning by their parents. This will help understand their views on English and why they think they are. According to national courses, as one of the three core themes, English starts from elementary school. However, the local education department and various schools can flexibly decide when to include English courses. Many schools in the metropolitan areas introduced English earlier, from the main schools, and for those in remote and rural areas, due to insufficient teaching resources, the introduction of English may be delayed.

Generally speaking, when English starts from Primary Three, based on the National Curriculum in the version of 2011, the weekly lessons for three core subjects in primary schools are required. From Primary Three to Six, students are offered three English lessons per week with 40 min per lesson. However, the weekly contact hours for Chinese and mathematics are greater over six years of study. Compared to the minor subjects, such as sports, science and music, English has a similar number of lessons (MOE, 2001). English, based on hours taught, could therefore be regarded as a minor subject. However, the status of English is very contradictory, as in exams, Chinese, mathematics and English are always considered as three core subjects, particularly because they are worth the same marks. Furthermore, there is a limited selection of English textbooks for local education departments and individual schools. All the available textbooks are designed in accordance with the National Curriculum. This raises an issue for those introducing English earlier than the curriculum requires, as there are no official textbooks to choose from for Primary One and Primary Two. As a result, the structure of English classes in both years varies. Some schools use other commercial materials. Others, for instance, foreign language(s) primary schools sponsored by local governments, are more flexible with the teaching content and aim to offer a more interactive method.

2.3 Teaching and Learning English as a Foreign Language

2.3.1 Teaching English as a Foreign Language

Foreign languages refer to the language used by local people. it refers to the words that local residents in a certain area do not use: for example, English is a foreign language in China. It also refers to the language that someone does not use, that is, for an English user living in China, Chinese is also a foreign language.

TEFL or teaching English as a foreign language refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant language and natural English language immersion situations are apt to be few. TEFL usually occurs in the student's own country either within the state school system, or private, either in an after-hours language school or with a one-on-one tutor. The teachers may be native or non-native speakers of English.

The TEFL certificate is generally recognized and accepted by the world, and is one of the international recognition of the qualification certificate of universal English teachers. It proves that the teacher has undergone certain training in foreign speaking and teaching methods, and has mastered certain skills.

2.3.2 Learning English as Foreign Language

English is the first international language. The mother tongue is the preferred English when learning foreign language in non -English countries. Over time, English has developed to the world English stage. In the process of widespread spreading worldwide, English has mutated in different cultural backgrounds and has become a carrier of multiculturalism in different countries. As a world -wide language, diversification and internationalization are important features of today's English development. These characteristics inevitably have an impact on people's use of English, especially English acquisition and English teaching.

After the founding of New China, English began to be applied and promoted as a foreign language. In 1950, the Ministry of Education and the Ministry of Foreign Affairs jointly promulgated the "Foreign Language Training Regulations", requiring foreign language learning classes in state organs, corporate groups, schools, and other relevant units to gradually promote the development of English education.

After the 1980s, since the reform and opening up of my country, English education has also ushered in room for development. The Ministry of Education promulgated the "Interim Outline of School Foreign Language Teaching". It set up English courses for primary schools, specially set up foreign language education science research associations, and carried out foreign language education research.

From the 1990s to the present, English courses have continued to reform. In 2002, the Ministry of Education issued the "Primary School Curriculum Standards (Trial)" clearly stipulated that primary schools should set up English courses. Later, the Ministry of Education continued to introduce new courses to regulate English teaching management, and clarified the implementation principles and teaching content of English courses.

2.4 English Curriculum in China

In China, formal English teaching usually starts from the third grade of elementary school. Both elementary school, junior high school, high school, university, students need to learn English. Curriculum standards are uniformly promulgated by the education department. Compulsory education has the standards of compulsory education in English, ordinary high school has ordinary high school English curriculum standards, and vocational education has vocational education English curriculum standards. In the junior high school entrance examination, high school entrance examination, college entrance examination, graduate entrance examination, English are all compulsory subjects, and English scores account for a large proportion. In daily English teaching, teaching will be divided into eight main aspects: listening, speaking, reading, writing, voice, vocabulary, grammar and text. With the development of the times, English teaching has gradually got rid of traditional teaching methods, and multimedia auxiliary teaching has become an effective

education method. With the development and renewal of teaching concepts, the classroom gradually changes from teachers -centered people to students -centered. In the process of English teaching, students can fully play their cognitive ability through participation, experience, interaction, communication and cooperation.

2.5 Teaching and Learning English Speaking Skill

The improvement of oral ability is limited by many factors. Compared with other language skills, speaking skills are higher practical language skills. It requires learners to respond quickly in a short period of time, understand and memorize correctly. It requires learners to respond according to each other's conversation, which reflects the learners' comprehensive language knowledge and psychological adaptability. The improvement of speaking English ability is a relatively long process.

Speaking ability is to combine voice and vocabulary in accordance with grammatical rules, social experience, and reasonable combination under emotional control, and ultimately produce meaningful language ability.

In order to improve speaking teaching and quickly improve students' speaking ability, teachers must have a basic understanding of English spoken language and teaching skills, and find problems in English spoken skills and update teaching methods.

2.5.1 The Function of Communicative Language Teaching in speaking Process

First, communication language teaching helps to cultivate students' authentic English. The communication language teaching is different from traditional teaching methods such as translation teaching. This method encourages students to think in

English and express them. Chinese only plays an auxiliary role in the teaching process. Because the level of Chinese language is higher than the level of English, students are used to thinking in Chinese first and then translated into English. Due to the huge differences between the two languages, this habit of students will inevitably lead to some mistakes when students express English in English, or the English they use is Chinese-style English. The communication language teaching can effectively improve this situation. Teachers usually let students discuss a subject within the prescribed time when adopting a communication language teaching. Students should complete the task as soon as possible and prepare to make full and complete speech content. They don't have much time, so they cannot think in Chinese and translate them into English first. They must practice directly in English to organize language. In addition, students must be stated in English when making a final speech. Therefore, even if the students use Chinese English because they are used to the habit of problems, teachers can also correct the problems and errors of students. After a period of time It can be solved to a large extent.

Second, communication language teaching help improve students' speaking learning effects. The theme discussed in the communication language teaching is very close to actual life. Each theme is a problem that often encountered actual life, such as houses, religion, names and other contents. Such content will make students very interested. In addition, the students' own knowledge structure must have some knowledge and understanding of the themes to be learned. Therefore, they understand the themes they want to learn to a certain extent, so they will learn what they learn. The content of the content is enthusiastic, confident, and believes that they have a level and have the ability to learn the knowledge in front of them. Therefore, they will actively learn and practice, and they will perform very active in the classroom. As long as students work hard to learn and express themselves, teachers will clearly understand

the level of learning of students and understand the learning status of students. On this basis, teachers can further discover the problems existing in students' learning and solve problems in time. Obviously, the interaction between teachers and students is very effective. If the theme learned in the class is more rigid or far from actual life, students are likely to have no interest in learning, or they feel that this theme is not important or even bored. The teaching effect will not be very good. Therefore, compared with other teaching methods, the teaching effect of communication language teaching is better.

Third, communication language teaching help students understand British and American culture and speak with foreigners. the Culture is a more broad concept, which contains all aspects of social life. Cultural differences can cause obstacles and gaps on people from different cultures in communication. Because the theme discussed in the communication teaching law involves all aspects of the real life of Western countries, students will largely have a more comprehensive and deeper understanding of Western culture. This can help students understand the way of thinking, behavior and language expression of people from different cultures, and at the same time understand their habits, hobbies, respect their customs and habits, etc., so that they can communicate and communicate more smoothly with foreigners. Understanding British and American culture can also expand students' knowledge, so that they have more background knowledge, better understand English articles, and learn English better. If students understand a certain aspect of British and American culture, when reading related articles, they will understand the basic meaning of the article to express, avoid unnecessary trouble and misunderstanding, and further understand the article in a deeper level. For example, people like to have time to bask in the sun and turn their skin into dark colors, which proves that they have time to take a holiday. It is a trace of money, but the situation in China is exactly the opposite.

Only when you understand this cultural background, you can read articles. Without this cultural background knowledge, you are likely to turn dizzy when reading articles, and you can't understand the deep meaning of the article and appreciate the articles. Therefore, the communication language teaching not only helps to communicate with foreigners, but also help students learn English articles in deeper levels.

Fourth, communication language teaching help improve students' organization, coordination, communication and speaking ability. In the communication teaching method, teachers usually teach in the form of group discussions, and teachers only play auxiliary role. In the classroom, the teacher arranged the task, and the students discussed and concluded. Therefore, students are the core of teaching activities. In a group, different students will play different roles, which are usually divided into two roles: team leader and team members. The team leader will take on a more important role. He will allocate tasks, coordinate the team members to discuss, adopt reasonable opinions, formulate outlines, etc. He seems to be the organizer and center of the event, so his organizational coordination ability can get great exercise. The students of the group can also exercise their abilities. In the process of discussion, they exchange opinions from each other, communicate with each other, and cooperate with each other to complete a job. Therefore, their coordination and communication ability will be greatly improved. When discussing different themes, teachers can send different students as team leaders to give each classmate an equal opportunity, so that the students' various abilities can be exercised.

The communication language teaching is not only an effective teaching method, but also can improve the quality of all aspects of students. It can not only meet the students' thirst for knowledge, but also meet the requirements of the times. Therefore, communication language teaching has a huge advantage and should be the main method used in teaching activities.

2.5.2 Classification of English speaking Skills

The purpose of speaking skills is to provide and communicate information on simple topics, be willing to express personal opinions and attitudes, gradually master the skills of listening and echoing, grasp the clues and rounds of conversation, effectively inquire information and clarify the meaning, get help, solve the actual actual situation of power Life issues.

Basic skills of speaking are divided into:1) Quotation of topics 2) Maintain conversation 3) Insertuality 4) Transfer topic 5) Rotation of discourse 6) Cause attention 7) Clarifying meaning 8) Request clarification 9) Express and understand 10) Silent and end conversation 11) Use voice, speech tone express the meaning

One of the reasons for the relatively weak English speaking ability of students is the lack of clear, systematic teaching goals and scientific and effective test methods. For this reason, the Ministry of Education's Examination Center launched the "China`s Standards of English (CSE) project in 2014. The CSE standard of English standards in China will be divided into 9 layers. Level 1 and level 2 usually equal to elementary school, level 3 to junior high school, level 4 to high school, level 5 and level 6 to university, level 7 to English majors, and level 8 and 9 to top foreign language talents. Each level has its own set of hearing, speaking, reading and writing, and translation and knowledge methods.

CSE's level of speaking ability is as follows: On the basis of analyzing the speaker, the speaker is based on context factors such as analyzing the situation, participants, expressions, and communication channels, and appropriately use language knowledge and communication strategies. Effectively complete oral communication tasks and achieve communication purposes. Speaking ability tables

include verbal description, verbal narrative, oral explanation, oral instructions, oral discussions, and oral interactive interaction.

The English speaking ability refers to the ability of students to use the ability to use the target language in English classroom in English classroom. Many researchers believe that speaking ability can be divided into complexity, accuracy and fluency. In addition, many scholars emphasize the fluency, accuracy and coherence of English language. It mainly includes three aspects: reading ability, language organization ability, and spoken language ability. For students in the sixth grade of elementary school, reading ability refers to the students who can read the words and sentences they have studied accurately and fluently; language organization ability refers to the process that students can use words accurately;

Oral ability means that after speaking, students can use language to use language to perform simple and effective communication with others.

According to this standard, primary school students must verbally introduce their basic information in general environments, and to simply explain the purpose of common items when there are prompts. There is also to allocate role tasks with short oral instructions when completing group cooperation tasks.

2.5.3 Approaches to Improve English Speaking Skills

In order to improve students' English speaking level, many scholars have proposed their own English speaking skills teaching methods.

Jin (2010) pointed out that one of the important purpose of English teaching is to listen to English, that is, to cultivate students' ability to use English verbally. It is the most basic, most active and convenient form in human language communication

activities. In language learning, it is not only an important way to learn language, but also an indispensable means to organize English teaching. The low ability of students' listening to English will inevitably affect the development of other abilities (such as reading and writing), and affect the smooth progress of classroom teaching. Therefore, English teaching should pay attention to the cultivation of oral ability. The methods of improving English are: 1) Self-speaking training method. Refers to the way you communicate with yourself and the way to promote oral English. 2) Repeat training method. Learning English is inseparable from memory, but memory is not to memorize dead memories, and to have flexibility. Repeat is a good way of self - training speaking and memorizing words. 3) English corner. In order to exercise the English-speaking ability of students, the school reports the English learning environment. 4) Use multimedia to perform English -speaking and listening training methods. In the era of information, multimedia, as a new teaching method, combines calculations, multimedia technology, network technology and modern teaching methods. 5) Learn to sing English songs. Study English songs aims to improve students' interest in learning English and introduce them to the cultural background of the songs.

An (2018) believes that there is the following techniques to improve students' English speaking methods. 1) Stepping step by step, gradually deepen. In the process of oral English learning in primary school students, there will be a process of changing from quantitative to qualitative changes. Students should step by step and gradually deepen, so as to help the improvement of oral English ability.2) English imitation exercise. If you want to learn a language well, learning to "listen" and "say" are essential content, because only by learning these two points can you perform "reading" and "writing" exercise. A very effective way for students to practice "listening" and "say" is to conduct imitation training. In the training of training, students must not

only simulate and speak, but also have a creative manner. 3) Create the corresponding situation. Teachers can organize students to choose a classic film and television, intercept a plot inside, and perform it in the classroom in English to enhance the fun of the classroom.

Dong (2015) think speaking language is the process of using the internal language to use the words, and to convert it to external language in accordance with certain grammatical rules. Internal language is what you think. To complete the effect of this conversion to automate, a lot of practical support is required. Therefore, speaking expression can be regarded as composed of two parts of thinking and expressing external language.

When improving the speaking language ability of senior primary school students, you need to combine "thinking" and "training" to follow the following four steps:

First, based on the language knowledge that has been stored in "long -term memory" in the past and the "short -term memory" formed by the "short -term memory" based on the context, the appropriate concept requested. Second, the relevant concepts are integrated and sorted in accordance with certain rules. Third, the results after using the rules are connected to the pronunciation. Fourth, the speaking language of the combination of sound.

Yan (2019) pointed out that students in teenagers have strong plasticity and imitation power, and it is easy to form a more stable spoken ability. It is a critical period for teachers to cultivate English spoken ability. However, in the specific English teaching practice, some English teachers do not pay attention to speaking of spoken teaching, and do not pay attention to the ability to exercise students. In order to

make up for such teaching defects and promote the development of students' oral English ability, teachers must adopt diversified teaching methods.

First, guide students to repeat the text and exercise their spoken ability. Second, set the pre-class speech and develop spoken language ability. Third, arrange classroom performance activities to improve spoken ability.

2.6 Communicative Language Teaching in Teaching and Learning English Speaking

2.6.1 The Definition of Communicative Language Teaching

Communicative language teaching method theory mainly comes from social linguistics, psychological linguistics, and Jimsky's conversion generation. Its core is to teach students how to use language and use language to achieve the purpose of communication, rather than using a set of grammar rules and fragmented words as the ultimate goal of language teaching.

LittleWood (1981) gave systemic attention to the function and structure of language. He emphasized that when a teacher and professor are a language, you must not only teach the rules and forms of language, but also pay attention to how to use these rules in the correct language environment. He also proposed that teachers will teach Communicative language teaching method applications and language. They should consider the requirements of the teaching outline, the novelty and feasibility of classroom activities, and the evaluation of learners and cooperation between teachers and learners. LittleWood proposed a specific type of communication teaching activities, namely: Pro-Communicative Activities, which are divided into language structural activities and quasi-communical activity; Communicative Activities, which are divided into functional activities and social communication activities.

Brown (1994) also describes Communicative language teaching method as a teaching method of "real life". He uses students as a partner of cooperation to develop students' language fluency, not just accuracy. He is more concerned about how to promote students' lifelong language learning, not just a short time class task. According to the views of the two, in the classroom of communicative language teaching, in order to help students truly use the language they learned from the classroom, teachers should organize more activities related to students in the teaching process. Different linguists and graduate students have made different definitions of Communicative language teaching method. They have made great contributions to the research and development of Communicative language teaching method. From the above, it can be seen that Communicative language teaching method pays great attention to the actual use of language, emphasizing how to use the ability to use language, the ability of language It also emphasizes the leading position of students.

Gao (2022) clearly states that first, the goal of language teaching is to cultivate students' communication ability to use language creatively, which not only requires the correctness of language use, but also decent. Second, it must be based on functional concepts. According to the actual needs of learners, choose real and natural language materials instead of processed "textbook language". Third, use discourse as the basic unit of teaching. The communication law believes that language does not exist in isolated words or sentences, but exists in coherent words. Fourth, the teaching process should be communication. Communication is not only the purpose of learning, but also a means of learning.

Zhang (2021) has learned some basic characteristics of communication teaching methods. First of all, communication teaching method emphasizes the instrumental and practicality of language. In traditional English teaching in primary

and secondary schools, teachers pay more attention to the explanation and use of words.

The communicative language teaching pays more attention to the cultivation of students' sense of language. Language materials usually adopt a large -length situation dialogue or text, enabling students to master language knowledge in their situation. And in the communication teaching method, teachers will combine textbooks with students 'actual life experience, on the one hand, which improves students' interest and enthusiasm for learning English. On the other hand, it can effectively improve students' comprehensive English ability and effectively reduce the emergence of "dumb English". Secondly, the focus of the communicative language teaching is that students are required to design a variety of communication activities related to learning and learn to guide students to actively participate in activities to improve their ability.

According to Richard's point of view, supporters of communication methods are more inclined to regard it as a teaching theory or mode, not a method. They believe that there are two purpose of communication law, that is, developing four language skills, speaking, speaking, reading, writing, and training students' communication skills. And due to the influence of multiple disciplines, the connotation of the communication law has not been recognized as far as possible, and there is no unified text and authority. For example, although Wang Cairen and M.S. Whitley regarded communication teaching methods as a consortium or mixture, the difference is that the former regards it as a consortium of a variety of theories, and the latter regards it as a consortium of teaching methods.

2.6.2 The Principle of Communication Language Teaching

The communication language teaching method needs to follow the corresponding principles in the actual use, so as to better help students improve their spoken English ability.

1) Correctly balanced accuracy and fluentity. In traditional English teaching in primary and secondary schools, teachers will pay attention to the correction of students' words. Usually, students will be required to read the words and texts of this chapter before starting class. When the error in the students 'spoken language is immediately corrected, the attitude of zero tolerance for the accuracy of students' spoken language will cause students to excessively consider the content of exchanges in the future communication process and cannot truly communicate naturally. 2) Correctly balance the relationship between teachers and students. The communication teaching method focuses on the interaction with students, and teachers have gradually changed from the main position of the classroom to the designer of classroom activities and commentators for students' learning. The communication teaching method requires teachers to change their previous teaching concepts, and to consciously design suitable classroom activities and learning atmosphere for students. 3) Effectively create situations and use textbooks. The use of communication teaching methods needs to focus on the actual use of language, not limited to the form of language. It is necessary to create practical situation and effective language environment for students, rather than repeatedly mechanically conducting language training. (Zhang, 2021).

Sun (2018) mentioned the change of classrooms: a student -centric teaching method. Most courses for students are limited to reading, writing, and listening. This commonly used method is limited. Since the 1980s, with the focus of language

teaching, from teachers to students, individual differences have also become an important issue for actual application of communication language teaching.

2.6.3 Application of Communicative Language Teaching Method in English Teaching and Learning

In the process of English teaching and learning, listening, speaking, reading, writing, and translation are the basic skills to be cultivated. How to improve the five skills of learners has always been one of the long-term research goals of educators and spiritual language. Traditional English teaching focuses on strengthening students' vocabulary and grammar. In the classroom, after the teacher's translation and interpretation, the learners learn in the form of simple "receiving". Traditional teaching methods are obviously not applicable to the current teaching. Many experts have proposed a lot of application methods.

Rich teaching mode and teaching content. Through the analysis of the educational psychology of primary school students, the teaching model is richer, the teaching content is more vivid, and the learning efficiency of elementary school students will be higher. Therefore, in the teaching process of primary school English teachers, we must avoid using the same teaching mode for a long time to conduct spoken language training for students. It is relatively diverse and more novel in terms of education. Power to improve the efficiency of students' oral English teaching. When speaking for students, you can properly launch fun activities and enrich the teaching content. When using the communication teaching method to conduct English spoken English teaching, debate activities will be appropriately carried out, allowing students to collect materials themselves, form a debate group themselves, and discuss them in the group, write and explain their views in English. In the process, the teacher will guide students to fully use the English knowledge they have learned, and the teacher

will personalize the students' debate, pointing out that the grammatical problems and sound issues that students exist in spoken English. Improve students 'English spoken interests, and cultivate students' ability to use English and speak spoken language.

Create spoken communication scenes. In China, few students will take the initiative to perform spoken communication under the class. Therefore, the classroom is the most important for primary school students' English spoken language teaching. Then, creating a spoken English exchange situation in the classroom, allowing students to learn and train English in English environment is critical. For example, in teaching activities, because teachers have been with students for a long time and communicate with students, they will better understand the students' hobbies. Teachers will use students 'hobbies as the entry point of spoken language teaching to stimulate students' speaking potential. First of all, teachers will use multimedia equipment to play games with students to create interesting English learning atmosphere. During the game, teachers will ask students to use English to communicate and exchange English throughout the process, and fully achieve the teaching purpose of communication teaching methods. The teacher will then evaluate according to the performance of each student, and the students who perform excellent performance will be rewarded. Because, with comparison and competition, it will maximize the purpose of students' desire for expression and achieve the goal of oral English training. (Zhu, 2018)

Correct the concept of education and pay attention to the communication between teachers and students. Teachers and students are very important for teaching in teaching concepts. Some teachers may have traditional teaching concepts, and students will also have it. Some students may mistakenly think that English language is a teacher church, and he listened to himself. This will cause students to greatly decrease in English communication skills.

Contact life and create a language environment. With the continuous learning of students, they should gradually promote elementary school students in their lives, so that they can better understand the use of English learning, and obtain application English to solve the problem of language communication, especially in some that are close to life. In the environment, students' experience can be more profound, so teachers should build some reality close to life. (Zeng, 2017)

2.6.4 Activity of Communicative Language Teaching Method in English Speaking

In order to ensure the effectiveness of communication, first of all, teachers need to make learners aware of their needs; secondly, maintaining unpredictability of communication and injecting new blood into communication; finally, communication must be decent. There are usually the following types of the activity of communication teaching methods.

1) Discussion. Learners can further improve their English skills through English discussion. Discussion may be the most commonly used activity in speaking lessons. First of all, the combination of learners needs randomness to ensure a satisfactory discussion result. Secondly, each learner should play the appropriate role in the discussion, whether it is timing, taking notes or reporting results. Finally, learners need to clearly understand what to discuss, and 0why discuss and expect the discussion results.

2) Role-playing. The role -playing provides learners with opportunities to vividly show life in the classroom. It makes learners more confident and good at cooperation. The elasticity of the role -playing is very large, and learners need to inject strain and imagination. The role -playing includes three components: context, role and

effective expression. The situation shows the development of the event and the development of the incident. The character determines the number of characters and its name. Effective expression includes the phrases, phrases, and their accumulated communication knowledge that learners have learned before. The less the number of people play, the better, so that learners have more time to learn and express.

3) Oral statement. Generally speaking, there are two types of oral statements. First, prepare for statement. Second, impromptu statement. The theme of the statement can be determined by the teacher, or the students can be determined by themselves. In contrast, impromptu statement is even more difficult, because learners have no time to prepare, and they cannot hear suggestions from other learners. At this time, teachers need to be patient to set up different degrees of difficulty based on the learners. Oral statement is full of challenging, and learners should be encouraged to complete independently with the help of teachers.

4) Text reunion. Text reunion can enable learners to consolidate the knowledge they have learned and achieve the effect of skilled use. Teachers should help learners add some conjunction and ask questions when reworching, so that learners can effectively use their knowledge, exercise their thinking and organizational ability, and improve their spoken skills.

2.7 Related Research and Studies

In the field of English learning and teaching, many researchers and teachers are studying communicative language teaching method. It is also applicable to teaching English speaking. This method has a positive effect on teaching English speaking. It can stimulate students' interest in communication and aid in the development of their speaking skills.

According to the requirements of the reform of the new curriculum, the requirements for the ability of primary school students to express their speaking ability are continuously improved, and primary school students are required to independently complete simple daily spoken communication activities. However, in the actual classroom, most primary school students lack awareness of spoken language. In the traditional teaching classroom, it is difficult for students to get exercise. Therefore, improving primary school students' English speaking skills is a problem that needs to be changed in English classroom in elementary school.

Nuan (2018) uses primary school students as experimental disciplines, designed a student questionnaire survey, and tried to increase the interest and diversity of classroom activities. By analyzing the data results, not only stimulated the enthusiasm of students' classroom activities, but also improved the ability to learn speaking with students.

You (2021) uses the method of designing role-playing with communicative language teaching method in teaching. Enhance students' English learning fun, and then enhance English speaking to express their communication skills. Centered on communication teaching methods. Through practical activities and language communication, a training mode to improve students' speaking skills.

Zhang (2015) In the English spoken language teaching in elementary school, it uses the theoretical design of role -playing. By designing rich classroom communication activities, they provide them with opportunities for language exchange. Students are more active in class, and their learning efficiency and ability are improved in both directions. Use multimedia to attract students' interest, personal display and group activities allow students to practice and output.

From the studies above, it is obvious from the research done on the communication language teaching approach in English speaking teaching by the researchers that the method is successful in teaching speaking. communication language teaching approach technique can boost students' interest in acquiring English speaking, arouse their excitement for learning, improve their English scores, and speaking skills, according to the findings of their research.

CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to improve Chinese grade 6 students English speaking skills and satisfaction by using the communication language teaching method. The researcher described the study methodology in this chapter. It comprised the research design, the sample population, the data collection device, its reliability and validity, and the data analysis. The detailed description is presented as the following order:

3.1 Research Design

3.2 Population and Sample

3.3 Research Instruments

3.4 Validity and Reliability

3.5 Data Collection Procedures

3.6 Data Analysis

3.1 Research Design

This research was conducted using quantitative method. The following is the study design.

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┌─────────────────────────────────┐
│            Pre-test             │
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                 │
                 ▼
┌─────────────────────────────────┐
│      Use of Communication       │
│    Language Teaching Method      │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Post-test            │
└─────────────────────────────────┘
                 │
                 ▼
┌──────────────────┐   ┌──────────────────┐
│  Questionnaire   │   │  Semi-structured │
│                  │   │     Interview    │
└──────────────────┘   └──────────────────┘
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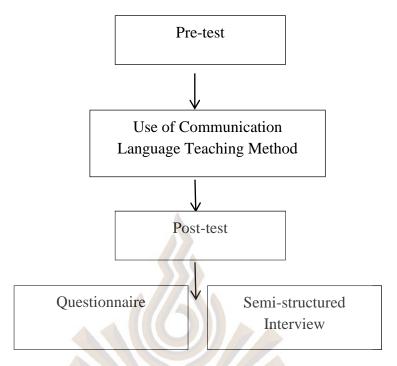
Figure 3.1 Research Design of the Study

In this study, the researchers collected quantitative data through academic achievement tests and questionnaire. The achievement test included pre-test and post-test. The purpose of the study was to compare English speaking skill of grade 6 students in Hunan province before and after the application of communicative language teaching method. To examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill. The questionnaire and semi-structured interview was used to answer the second research objective: to investigate Grade 6 students would have positive satisfaction towards the application of communicative language teaching method in English speaking lessons.

3.2 Population and Sample

3.2.1 Population

The population of this study included 150 grade 6 students from five classes in a primary school in Hunan Province, China. Their ages were varied from 6 to 12, and they were of various mixed genders and English learning capabilities.

3.2.2 Sample group

The researcher was assigned by Ningyuan No.9 Complete Primary School to teach only one class of 30 students with different levels of English and mixed genders. So, these 30 students were selected as a sample group, using a clustered random sampling method.

3.2.3 Location

This study was conducted with students studying in a primary school. The sample group students were from one of the primary schools in Hunan province. The school was located in the central house of Tongshan Street, Ningyuan County, Yongzhou City, Hunan Province, close to the city center and convenient transportation. As part of the course, all grades of students were required to learn English.

3.3 Research Instruments

The following three instruments were used to collect quantitative data for this study. These included four lesson plans, achievement tests (pre-test and post-test), and a questionnaire.

3.3.1 Quantitative Data Collection Instrument

3.3.1.1 Lesson plans

The researcher designed four lesson plans, each lasted for 45 minutes, for a total of 360 minutes (1 Lesson Plan = 2 Sessions). Over the course of four weeks, the researcher would teacher eight sessions (2 sessions per week). The study's topics were chosen depending on the sample students' English proficiency. The lesson plans applying communicative language teaching method were developed by the researcher. In each class, researcher designed different activities of communicative language teaching method such as sing a song, group discussions, simulation, and role-playing, and debate. The outline of the lesson plan was shown below.

Table 3.1 Lesson Plan Outline

Lesson	Topic	Learning objectives	Activities	Minutes
Week1	Little bird	Participants will be able to identify, write, understand, and speak the words in class about the star through the use of communicative language teaching method	Sing a song	90
Week2	Look and say	Participants will be able to use the English words and speaking in the real life after learning in communicative language teaching method	Group discussion, Simulation	90
Week3	We are friends！	Participants will be able to enter a specific role and speaking with their partner	Role-playing	90
Week4	Using mobile phone is good or bad	Participants will be able to learn how to express their own views in English and speak bravely	Debate	90

3.3.1.2 English Achievement Tests(Pre-test and Post-test)

The English achievement test was divided into a pre-test and a post-test for the sample group to measure the participants' English speaking language ability. The test was presented in the form of 10 questions. students should answer the question by themselves. In order to eliminate any possible prejudice, two evaluators (one of which was researchers) score each participant, and the other was an English teacher in the same school and was invited to evaluate before testing. In short, calculated the average score before and after testing by adding two score points. Rubric was a real evaluation tool that was a standard for evaluating or grade evaluation of students' works, results, or performance. In this research, 5-point Likert scales(20 points) had applied to assess students speaking achievement for the pre-test and post-test.

3.3.1.3 Questionnaire

In order to examine students satisfaction with using the communicative language teaching method in English class. The researcher designed 5-point Likerd scale questionnaire form for this study to understand students' satisfaction with the use of communicative language teaching method in English speaking courses.

The questionnaire was composed of 15 statements. Each statement used a five-point range from five to one. 5：Strongly agree, 4：agree, 3：neutral, 2：disagree, 1：strong disagree. These statements are divided three main parts: part 1 motivation and interest, part 2 engagement and part 3 efficacy of communicative language teaching method. Before the participants score each statement on the questionnaire, they were fully informed that each statement was explained and guided separately in their mother tongue.

3.3.1.4 Interview

The semi-structured interview section included semi-structured 5 interview questions. 30 students were divided into 5 groups and each group included 6 students. The core theme of focus group interviews was based on 5 questions up to this point.

3.4 Validity and Reliability of Research Instruments

3.4.1 Content Validity

Item-objective congruence as developed by R. Rovinelli and R. Hambleton is used in test development for evaluating content validity at the item development stage. This study introduced the concept of IOC in order to better evaluate the effectiveness of research instruments. and three experts gave the rating. which ranged from -1 to +1, was used to evaluate the study instruments' items.

1) +1 Congruent: the item meets stated objectives.

2) 0 Questionable: the item not sure if the project meets the stated objectives or not.

3) -1 Incongruent: the item does not meet the stated objectives.

It should be noted that in the IOC evaluation, if the value of the test item was equal to or exceeds 0.67, the research instruments is legal. If the test value is less than 0.67, the research instruments should be removed.

In this study, the IOC score of four lesson plan is 1, and the IOC score of English speaking achievement test is 0.91. The IOC score of questionnaire is 0.956.

The semi-structured interview's IOC score is 0.934. The IOC result of all research instruments' appeared to be higher than 0.67. It demonstrated that all research instruments' were valid for further data collection.

3.4.2 Reliability Test

The Cronbach' Alpha method would used in the research to measure dependability, and its internal consistency was indicated as below:

Table 3.2 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

All achievement tests would distributed to 30 students who are not belong to a sample group. Their responses were computed by using Cronbach's Alpha. It is used to determine whether each item on the questionnaire is reliable. It was removed if the score is less than 0.7, indicating that the item is unreliable. In this study, the reliability test of the questionnaire is 0.79, which can be used for subsequent processing.

3.5 Data Collection Procedures

3.5.1 Ethical Approvement

In order to begin the investigation at a primary school in Hunan province, the researcher obtained a letter of approval from the school's principal. Since the participants in the research were between the range of 6-12. The researcher also received permission of the responsible school department and the parents.

3.5.2 Confidentiality

The researcher kept confidential all participants personal information. throughout the study, and all information was treated with confidentiality. All data deleted after the research was completed.

3.6 Data Analysis

The data was analyzed through two different methods, and both them were consistent with the two research objectives. The quantitative data and questionnaire results were used to study of the changes in the English speaking skills of the sample group. Through the quantitative data of the survey, perceptions of students' views on using communicative language teaching method in English classrooms.

3.6.1 Quantitative data analysis

Rubric uses 5-point Likert scales to assess students speaking achievement for pre-test and post-test. These methods were used to study the academic performance of 6 grades in English speaking classes, and investigate the efficacy with communicative language teaching method in English speaking courses.

3.6.2 Questionnaire

The aim of the questionnaire was learned about the students' satisfaction about communicative language teaching method in English speaking skill.

This chapter introduces all the details of the research methods. The next chapter introduces the finding of the research tool mentioned earlier to solve the research objectives of the study.

CHAPTER 4

RESULTS AND DATA ANALYSIS

This thesis design was applied to investigate the improvement of English speaking skills of grade 6 students in Hunan Province, China by communicative language teaching method and to exploded the satisfaction of students with communicative language teaching method in English speaking skill. The results was obtained from pre-test, post-test and questionnaire. The following is the sequence in which the data findings are given in this chapter:

4.1 Analysis of English Speaking Test Scores

4.2 Questionnaire Analysis

4.3 Semi-structured Interview Analysis

4.1 Analysis of English Speaking Test Scores

This item details the results of the first research question, using a communicative language teaching method to improve the English speaking scores of grade 6 students in Hunan Province, China. The result were derived from the pre-test and post-test. A comparative statistical analysis was performed utilizing the sample group accomplishment test to compare the pretest and post-test outcomes of the sample group. The comparison was performed mean value, standard deviation, and inferential statistics with P 0.5 as the significance level.

4.1.1 Analysis of Sample Group Achievement Test

As can be seen in Table 4.1 below. The pre-test mean score was 11.90 with a standard deviation of 2.45, The post-test mean score was 14.97 with a standard deviation of 2.33. Post-test mean increased 3.07 different between the pre-test and post-test means. The significant value (P) obtained was .01, which was less that the threshold value of .05(P*.05). There was indicating a statistically significant increase in the post-test scores compared to the pre-test scores.

Table 4.1 One Sample T-Test

One Sample T-test						
		Mean	n	Std.Deviation	t	Sig.
Pair1	Pre-test	11.90	30	2.45	-9.65	.01
	Post-test	14.97	30	2.33		.01

4.1.2 Comparison of Pre-test and Post-test Scores of the Sample Group

Table 4.2 shows the pre-test and post-test results for the sample group. The overall score for the pre-test and post-test was 20 points. The maximum score on the pre-test was 16, and the minimum score was 8. All students' scores improved in the post-test scores. Student 5 received the highest score(19 out of 20), 3 points was improved compared to the pre-test, while student 10 received the lowest score (9 out of 20 points), the score gaps ranging from 1 to 6 points.

Table 4.2 Pre-test and Post-test Scores of the Sample Group

Student ID	Pre-test scores (full score=20)	Post-test scores (full score=20)	Increase in test Scores	% Difference
1	10	15	5	50%
2	15	17	2	13.33%

Table 4.2 Pre-test and Post-test Scores of the Sample Group (cont.)

Student ID	Pre-test scores (full score=20)	Post-test scores (full score=20)	Increase in test Scores	% Difference
3	9	12	3	33.33%
4	9	15	6	66.67%
5	16	19	3	18.75%
6	14	17	3	21.43%
7	12	15	3	25%
8	11	12	1	9.09%
9	12	18	6	50%
10	8	9	1	12.5%
11	15	16	1	6.67%
12	13	15	2	15.38%
13	15	17	2	13.33%
14	15	16	1	6.67%
15	9	13	4	44.44%
16	12	13	1	8.33%
17	9	15	6	66.67%
18	9	13	4	44.44%
19	10	16	6	60%
20	13	15	2	15.38%
21	14	17	3	21.43%
22	12	17	5	41.67%
23	16	18	2	12.5%
24	10	13	3	30%
25	10	11	1	10%
26	9	12	3	33.33%
27	12	15	3	25%
28	11	17	6	54.55%
29	15	16	1	6.67%
30	12	15	3	25%

When the raw pre-test and post-test scores of the students were compared, the results showed that the post-test scores were greater than the pre-test scores for all 30 participants. In brief, after the communicative language teaching method in the English speaking courses, all students were improved in the result.

4.1.3 Pre-test and Post-test Comparison

Figure 4.1 below indicates participants' pre-test and post-test scores. The blue lines are the results of the pre-test, and the orange lines are the results of the post-test. As a result, It can be seen all of the participants' post-test scores have increased, and the lowest score is 8 in the pre-test, the lowest score is 9 in the post-test. The highest score is 16 in the pre-test, and the highest score is 19 in the post-test, demonstrating that the communicative language teaching method helped them improve their English speaking skills.
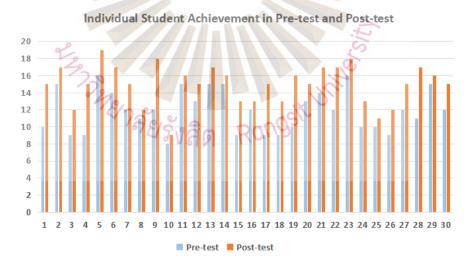

Figure 4.1 Graphical Representation of Students' Pre-test & Post-test Scores

The mean score of the pre-test and post-test, which are 11.9 and 14.97 respectively, It has shown in Figure 4.2. the post-test's mean score was improved compare with pre-test. Left bar, which represents the pretest mean score, the right bar

represents the post-test mean score, which showed a rise of 3.07 points. So, it means that everyone made progress in the post-test and got improved and got a better score in English speaking skill.
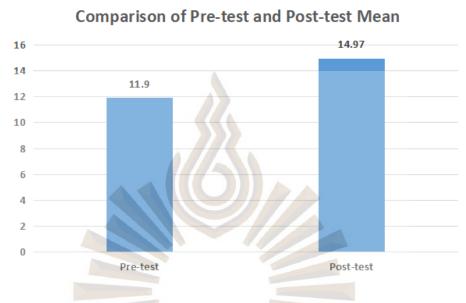

Figure 4.2 Comparison of Pre-test and Post-test Mean

4.2 Questionnaire Analysis

In order to collect quantitative data regarding students' satisfaction towards using communicative language teaching method in English speaking class, 5-point likert scale was applied, 5= strongly agree, 4= agree, 3= neutral, 2= disagree,1= strongly disagree. The questionnaires with 15 items were divided into three parts. Part A: interest and motivation. Part B: engagement. Part C: efficacy of communicative language teaching method. The average score was 1.00-1.80 as the lowest, 1.81-2.60, 2.61-3.40, 3.41-4.20, 4.21-5.00 at the highest.

4.2.1 Interest and Motivation

Table 4.3 below indicate the mean scores and Std. Deviation of students' satisfaction with Part A: interest and motivation. The highest mean score of 4.77 was obtained for The process of learning English using the communicative language teaching method is fun(question 1) which means score range showing the Highest level. The lowest mean score of 4.3 was obtained for Using the communicative language teaching method motivate me to speak English(question 4) which also means score range showing the Highest level.

Table 4.3 Mean and Standard Deviation: Part A Interest and Motivation

	INTEREST & MOTIVATION	MEAN	SD	INTERPRETATION
1	The process of learning English using the communicative language teaching method is fun	4.77	0.50	Highest
2	Using the communicative language teaching method make learning meaningful	4.60	0.68	Highest
3	Using the communicative language teaching method make learning interesting	4.37	0.72	Highest
4	Using the communicative language teaching method helps me to write with more confidence.	4.43	0.73	Highest
5	Using the communicative language teaching method motivate me to speak English	4.3	0.75	Highest

4.2.2 Engagement

Table 4.4 as below shows the mean and standard deviation of Part B engagement. From the data, the highest mean score is 4.73(question 9), The use of pictures and multimedia in the contextual approach classroom helps understanding. The lowest mean score is 4.47(question 6), All the activities revolve around communicative language teaching method which are very interesting. All the questions show the Highest level.

Table 4.4 Mean and Standard Deviation: Part B Engagement

	ENGAGEMENT	MEAN	SD	INTERPRETATION
6	All the activities revolve around communicative language teaching method which are very interesting.	4.47	0.68	Highest
7	All the activities related to communicative language teaching method are meaningful	4.57	0.63	Highest
8	The teaching methods used by the teacher in the classroom were understandable.	4.63	0.67	Highest
9	The use of pictures and multimedia in the contextual approach classroom helps understanding	4.73	0.52	Highest
10	I felt more engaged when using communicative language teaching method and heuristics.	4.53	0.68	Highest

4.2.3 Efficacy of Communicative Language Teaching Method

Table 4.5 below refers to mean and standard deviation: Part C Efficacy of communicative language teaching method. From the data, the highest mean score is 4.70(question 12) ,Using the communicative language teaching method can improve my English pronunciation. It is belong to Highest level. And the lowest mean score is 4.17(question 15), Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking. It is belongs to High level.

Table 4.5 Mean and Standard Deviation: Part C Efficacy of Communicative Language
Teaching Method

	EFFICACY OF COMMUNICATIVE LANGUAGE TEACHING METHOD	MEAN	SD	INTERPRETATION
11	Using the communicative language teaching method can improve my English speaking skill	4.37	0.62	Highest
12	Using the communicative language teaching method can improve my English pronunciation	4.70	0.54	Highest
13	Using the communicative language teaching method can improve my English conversation fluency	4.50	0.68	Highest
14	Using the communicative language teaching method can improve my daily conversation in English	4.37	0.77	Highest
15	Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking	4.17	0.87	High

Lastly, in the three parts, part A has the highest mean score, with a mean of 4.77 and a standard deviation of 0.5, and part C has the lowest mean score, with a mean of 4.17 and a standard deviation of 0.87. Therefore, the researcher believed that the students had a positive satisfaction with using communicative language teaching method in their English speaking leaning.

4.3 Semi-structured Interview Analysis

The focus group interview was used as a qualitative data collection tool to examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill.

The semi-structured interview section included 5 semi-structured interview questions, 30 students were divided into 5 groups and each group has 6 students. The core theme of focus group interviews has been based on 5 questions up to this point, and examples of student participants' responses are also shown below.

1) Did you like learning English?

I like to learn English very much. English stories are particularly interesting

I like learning English, because English is very important for students

I'm not very good at English, so I don't like English nor hate English

I like to learn English so that I can watch English cartoons

I have liked English since I was a child, and my parents will teach me English at home

English is very important. I will work hard to learn English. Although my foundation is not good, I still like English very much

2) Did you like to participate in class activities？

Yes, I want to participate in the classroom activities, I want to do well for myself

The classroom activities are very interesting, the teacher will lead us to do games

I like to participate in the classroom activities because I can get everyone's praise

I like to participate in class activities with my classmates

The classroom activity set by the teacher is very fun. I like to participate in class activities

There are many types of class activities. I like to sing with my classmates and teachers

3) Which activities did you like the most?

My favorite classroom activity is singing

I like to make group discussions with my classmates

I like to play role -playing with my classmates in the classroom

Learning a new song is very interesting

My favorite classroom activity is the teacher use cards and interaction with us. This is very fun. I can take the initiative to participate in the event

I like singing in class

4) Have you improved your speaking skills after this course? How?

I think my speaking skills have been improved. I didn't dare to talk to my classmates before. Now I can make some simple conversations

I think I have been improved in speaking skills. I like to interact with my teacher and classmates

I can greet to my parents in simple English now. I have taught my parents what I have learned.

My classmates and I play a role-playing, which makes my speaking ability improvement

I can only write words silently before, now I can read it loudly

I have learned a nice English song now, I can sing in front of my classmates

5) Would you like to continue using communicative language teaching method in the English speaking class?

Yes, I like the teacher's teaching method very much

Yes, there are many novel activities in this teaching method. I haven't seen it before. I like it very much

I like the method of music teaching and role-playing very much. I hope that there will be such activities in the future courses

I like the teacher's English speaking class, because there are many interactive games

The teacher's class is very interesting, and the teaching method used by the teacher is also very interesting

Yes, I will continue to take English speaking class seriously

Among five questions interviewed, the main interviews with students 'attitudes to learning English, as well as participation in classrooms and students' favorite activities, and their own evaluation of themselves. Finally, whether students are willing to continue using communicative language teaching method in classroom learning.

Regarding students learning English, all the students like to learn English very much. Regarding students to participate in the classroom activities, everyone is willing to participate in the event. Many students like singing in the classroom. Some students like role-playing, and some like group discussions. Regarding the question about students think that their English speaking skills have been improved, all students think that their English speaking skills have been improved. Some students never dare to speak improved to dare to read aloud, some students have learned English songs and they can teach their parents how to sing a song. Regarding the communicative language teaching method, students think that the teaching method used by the teacher is very interesting and willing to continue to learn English.

Through the above interviews it indicated that the grade 6 students had positive satisfaction towards the application of communicative language teaching in English speaking lessons.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter contains the study's summary, which were presented in the following order:

5.1 Conclusion

5.2 Discussion

5.1 Conclusion

The two research objectives were stated for this study:

1) To compare English speaking skill of grade 6 students in Hunan province before and after the application of communicative language teaching method.

2) To examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill.

As stated in the previous chapters, the achievement tests, questionnaire and semi-structured interview were conducted in this study. These were carried out in English speaking class by applying both quantitative and qualitative approaches in a primary school in Hunan province. The conclusion of findings can be stated as follows.

5.1.1 The Result of Pre-test and Post-test Data Analysis

The first objective of this study was to compare English speaking skill of grade 6 students in Hunan province before and after the application of communicative language language teaching method. The goal of the study was to apply communication language teaching method to help primary school students in improving their English speaking skills. The difference in learning achievements between the sample group was then compared using the pre-test and post-test data. The achievement test results are listed below.

1) The sample group achievement test statistics revealed that the posttest mean score (14.97) was 3.07 higher than the pretest mean score (11.9). The standard deviations for the pre-test and post-test for the sample group were 2.454 and 2.327, respectively. As a result, the higher mean score of the post-test indicated that communication language teaching method improved students' English speaking skills.

2) The highest and lowest students scored 16 and 8 out of 20 points on the pre-test, respectively. The pupils' greatest and lowest marks on the post-test were 19 and 9 out of 20 points, respectively. In the post-test, however, all students in a sample group had greater results. This helped confirmed the research objective 1 in that the primary school students in Hunan province improved their English speaking skill through the application of communication language teaching method.

3) Only two person received a score of higher than 16 out of 20 on the pre-test. Thirteen students in the sample group scored greater than 16 out of a possible 20 on the post-test.

4) All of the individuals increased their scores on the post-test. Among the 30 participants, Student No.15 and student No.28 improved the most by 8 points in the post-test compared with the pre-test.

The results of the quantitative data analysis demonstrated that students' post-test results had improved obviously. As a result, communication language teaching method was found to be an effective method for developing English speaking skills grade 6 students in Hunan province.

5.1.2 Students' Satisfaction Analysis

The study's second objective was to to examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill. To obtain relevant qualitative data, each student in this study was questionnaire. The students had a positive satisfaction toward adopting communicative language teaching method to improve their English speaking skills, according to the data. All of the students reported that they enjoyed all of

communicative language teaching method-based classes. This was evident in their responses during the achievement tests and the questionnaire. This is essential to conclude up the analysis of the students' responses.

1) The majority of students thought the process of learning English using the communicative language teaching method is fun. and many students thought using the communicative language teaching method make learning meaningful. The students thought using the communicative language teaching method make learning interesting. And using the communicative language teaching method helps me to write with more confidence. they thought using the communicative language teaching method motivate me to speak English.

2) Students felt more engaged when using communicative language teaching method and heuristics. All the activities revolve around communicative language teaching method which are very interesting. All the activities related to communicative language teaching method are meaningful. The teaching methods used by the teacher in the classroom were understandable. The use of pictures and multimedia in the contextual approach classroom helps understanding. They through using the communicative language teaching method helps me to write with more confidence.

3) Students through Using the communicative language teaching method can improve my English speaking skill. Using the communicative language teaching method can improve my English pronunciation. Using the communicative language teaching method can improve my English conversation fluency. Using the communicative language teaching method can improve my daily conversation in English. They through using the communicative language teaching method can broaden my mind and develop my own perception of English speaking.

And through the interviews to students, It show that the grade 6 students have positive satisfaction towards the application of communicative language teaching in English speaking lessons.

5.2 Discussion

As noted above, the study generated two main conclusions. The first conclusion revealed that students in primary schools improved their English speaking skills by adopting communicative language teaching method. The second conclusion was that grade 6 students showed positive satisfaction with learning English speaking using communicative language teaching method. The following discussion described these conclusions in details as below.

5.2.1 Students' Test Achievement

All 30 students increased their post-test results when compared to their pretest scores, according to the findings. Improvement scores varied from 1 to 8, with 1 representing the lowest and 8 representing the most. Furthermore, the pre-test and post-test mean scores were 11.9 and 14.97, respectively, with a 3.07 point difference, indicating that the pre-test and post-test scores differed significantly. Because the significance value (p-values) was .01 (p<.01), it was significant. The lowest score was 8 and the highest score was 15 in the pre-test. The lowest score was 9 and the highest score was 19 in the post-test. These differences between pre-test and post-test scores resulted in the highest score on the post-test being 4 points higher than the score on the pre-test. The lowest score in the post-test was 1 point higher than the lowest score in the pre-test.. All participants got higher score in the post-test than in the pre-test significantly. The improvement ranged from 1 to 6 points.

Students No.5 was 3 point improvement in the post-test and students No.11 and No.14 was 1 point improvement in the post-test. Their English foundation was relatively better than the foundation of other students. Students No.5 was 16 in the pre-test and was 19 in the post-test, and students No.11 and No.14 were 15 in the pre-test and were 16 in the post-test. Students No.4 and No.17 were 6 point improvement, Their English foundation was relatively weak, but they focus on classroom learning and actively participate in activities. The application of communication teaching method has a certain positive role in speaking ability of students at different levels. The enthusiasm of students has improved, the atmosphere of the classroom learning

was better, the performance of the classroom was more active, and the spoken ability has greatly improved; students with weak learning foundations showed a more serious attitude than before. They can use the knowledge learned to simply communicate.Their academic performance has also been further improved. Students who has good learning ability, their learning efficiency and speaking ability were relatively good.(You, 2021)

As a result, students' English speaking skills improved once communicative language teaching was implemented. In short, a statistically significant improvement in their achievement ratings confirmed it. As a result, all of the findings listed above provided a reliable answer to the first research question.

5.2.2 Students' satisfaction

The questionnaire and semi-structured interview were used as the research instrument in the study for the second objective. Students had a positive satisfaction and were want to use communicative language teaching method to improve their English speaking skills.

Following the study, questionnaires were conducted to gather information about the students' learning satisfaction. The questionnaires was composed of 15 questions. The participants give their marks during the questionnaire. According to the responses from the participants, communicative language teaching method improved students' English speaking skills in terms of areas of interest and motivation, engagement, and efficacy. The semi-structured interview was included 5 questions, The participants replied the questions by themselves.

To collect quantitative data concerning the students' satisfaction with using communicative language teaching method in learning English speaking, a 5-point likert scale was adopted, 5= strongly agree, 4= agree, 3= neutral, 2= disagree,1= strongly disagree. 15 questions consist the questionnaire. It is divided into three parts. Part A: interest and motivation. Part B: engagement. Part C: efficacy of communicative language teaching method. The average score was lowest at 1.00-1.80,

low at 1.81-2.60, medium at 2.61-3.40, high at 3.41-4.20, highest at 4.21-5.00. the conclusion can be found as follows:

1) 14 items in the questionnaire were related as the Highest level, and 1 item as the High level. None of the items were rated as Disagree or Strongly Disagree.

2) The result of descriptive statistical analysis of the questionnaire show that students have a high degree of satisfaction with English speaking leaning with communicative language teaching method. None of the question were scored Strongly Disagree, which strongly means students' positive satisfaction with the use of communicative language teaching method in English speaking class.

The result indicated that the most of students found it interesting to use communicative language teaching method in English speaking classroom teaching.

5.2.3 Recommendation for Implementation

1) In Hunan province, communicative language teaching method has been found helpful in improving the English speaking skills of grade 6 students. Therefore, communicative language teaching method should be encouraged in English speaking teaching in other schools.

2) It is advised that other English teachers should try to use communicative language teaching method as a teaching tools to teach other English ability such as reading, listening and writing.

3) Communicative language teaching method can be applied to other areas. It can stimulate students' interest in learning.

5.2.4 Recommendation for Future Research

Based on the limitations of this study, the following recommendations were proposed for further study by the researcher.

1) This study included only 30 grade grade 6 students from China's Hunan province. therefore, a larger sample from different regions of the country may

be employed, which would help with summarize and validation, as well as make sure the validity of the conclusions achieved in this study.

2) Due to time constraints, this study was conducted for 4 weeks. As a result, It should be conducted over a longer period of time in order to achieve more reliable and substantial results in the further studies.

3) Additional comparative studies might be taken by involving students from different grade levels in various schools across the country.

4) Additional comparative studies can be conducted by different types of school in different areas in the country.

5) It can be conducted on other English language skills by using communicative language teaching method. Such as listening skills, reading skills and writing skills.

All of the study's research objectives were met thanks to the findings, which indicated that using communicative language teaching method to improve students' English speaking skills and satisfaction was positive. The use of communicative language teaching method may contribute to more effective teaching of English speaking and other related areas.

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APPENDICES

APPENDIX A

LETTER OF APPROVAL

Certificate of Approval

Ningyuan No.9 Complete Primary School Administration Department

Subject: Approval to collect data for M.Ed. thesis

Dear Sir/Madam,

I'm currently enrolled in the master of education in Curriculum and instruction at Rangsit University, Thailand. I'm conducting a research on "THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING METHOD FOR ENGLISH SPEAKING SKILL OF GRADE 6 STUDENTS IN HUNAN PROVINCE, CHINA". This research requires students' participation. The instruments involved pre-test, post-test, questionnaire and semi-structured interview to obtain the required data. Therefore, I would like to see permission from the administration to allow me to collect data at this school where the names and the identities of students will be kept confidential and undisclosed.

Yours Sincerely

Junhao Lu, student

Rangsit University, Thailand.

Since the study requires the data for analysis purpose, Junhao Lu would collect data from this school and you're kindly requested to allow he to collect data with the following condition:

Providing research participants with information to make an informed decision as to whether to take part in research(informed consent).

Follow the prior mentioned document have been reviewed and approved by the administration of Ningyuan No.9 Complete Primary School

Signature: Date:

Ningyuan No.9 Complete Primary School , Administrative Department

APPENDIX B

PARTICIPANTS INFORMATION

Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Ningyuan No.9 Complete Primary School, Hunan province, China.

Name: Junhao Lu   Student ID:6304987

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING METHOD FOR ENGLISH SPEAKING SKILL OF GRADE 6 STUDENTS IN HUNAN PROVINCE, CHINA

1. What is the purpose of the study?

To compare English speaking skill of grade 6 students in Hunan province before and after the application of communicative language teaching method. And to examine grade 6 students students' satisfaction towards the application of communicative language teaching method for English speaking skill.

2. Expected results

Grade 6 students' English speaking skill will be higher after applying communicative language teaching. And grade 6 students will have positive satisfaction towards the application of communicative language teaching in English speaking lessons.

3. Outcome

The use of the communicative language teaching method will help enhance the English speaking skill of grade 6 students in Hunan province and the study will show students' satisfaction with English speaking skills through the use of the communicative language teaching method.

4. Number of participants in the study 30 individuals

5. Research procedures

The researchers will collect data in 4 steps. First, to give a pre-test the participants. Second, the participants will be given English speaking lessons using communicative language teaching method. Third, a post-test will be administered after all the lessons have been given. Fourth, the questionnaire and semi-structured interview were given to the participants to investigate their satisfaction with learning English speaking skill using communicative language teaching method.

6. Duration

The research period will be 4 weeks, 8 sessions,

There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid The school also allow 30 students to assist him with his thesis research, either voluntarily or by voluntary experiments, by agreeing to(Junhao Lu), who is enrolled at Rangsit university in Thailand to research his thesis.

Signature:

Date:

Ningyuan No.9 Complete Primary School , Administrative Department

APPENDIX C

IOC OF ACHIEVEMENT TEST

IOC OF SPEAKING ACHIEVEMENT TEST

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Sing a English song you like or read an English song	+1	+1	+1	1	Congruence
2	Speak aloud the following words：bike age father apple close heavy swing pencil always miss	+1	+1	+1	1	Congruence
3	What＇s your name?	+1	0	+1	0.67	Congruence
4	How tall are you?	0	+1	+1	0.67	Congruence
5	What did you do last weekend?	+1	+1	+1	+1	Congruence
6	Where did you go on your holiday?	+1	+1	+1	+1	Congruence
7	What＇s your favorite sport? Why？	+1	+1	+1	+1	Congruence
Overall		0.91				Congruence

APPENDIX D

ACHIEVEMENT TEST

Speaking Achievement Test

(PRE-TEST & POST-TEST)

Subject: English speaking   **Total scores: 20**

Student name:....................   **Student ID:......................**

1.Sing a English song you like or read an English song

2.Speak aloud the following words

bike age father apple close heavy swing pencil always miss

3.Please answer the following questions

1) What's your name?

2) How tall are you?

3) What did you do last weekend?

4) Where did you go on your holiday?

5) What's your favorite sport? Why?

Rubric for Speaking Achievement Test

The following rubric uses 5-point Likert scales (20 points) to assess students speaking achievement for pre-test and post-test.

Criteria	5	4	3	2	1	0
Fluency	Smooth flow, quick, continuous flow, and natural pauses	Occasional hesitation, searching for words, speaker can self-correct and respond to cues	Halting, hesitating, visibly translating before responding, can rephrase and respond	Frequent hesitations, searches for words, overly translates questions before response, repeats question, and word before response, eventually responds	Constant searching for vocabulary, verb tense, does not complete utterances	No attempt, may repeat cue
Complexity	Very good; wide range, uses appropriate and new words and expressions, interesting response	Good, appropriate vocabulary, generally good response	Vocabulary is just adequate to respond, no attempt to vary expressions, basic	Inadequate vocabulary or incorrect use of lexical items, communication difficult	Does not complete responses, responses one or two words in length, vocabulary repeated	No attempt, totally irrelevant answer
Accuracy	No grammatical errors, speaker self-corrects without hesitation	Two or fewer syntax errors, minor errors that do not impede	Frequent errors, self-corrects on some	Many errors (agreement, verb forms), errors in basic structures, errors impede communication	Most structures incorrect, constant use of infinitive; no conjugation, listener understands only because of	No attempt or repeats cue

		communica tion			past experience	
Pronuncia tion	Phonetical ly correct, almost error-free, awareness of accent, genuine effort to sound like native speaker	Comprehen sible, generally correct, occasional error	Frequent errors that confuse listener and require guessing at meaning	Many errors that interfere with comprehensib ility	Most utterances contain errors, many utterances are incomprehensibl e, little communication	No attempt

Students' scoring sheet

Student Name	Fluency (5)	Complexity (5)	Accuracy (5)	Pronunciation (5)	Total (20)

APPENDIX E

IOC OF SURVEY QUESTIONNAIRE

IOC FOR QUESTIONNAIRE BY EXPERTS

S1 No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
	PART A: INTEREST & MOTIVATION					
1.	The process of learning English using the communicative language teaching method is fun	+1	+1	+1	1	Congruence
2.	Using the communicative language teaching method make learning meaningful	+1	+1	+1	1	Congruence
3.	Using the communicative language teaching method make learning interesting	+1	+1	0	0.67	Congruence
4.	Using the communicative language teaching method helps me to write with more confidence.	+1	+1	+1	1	Congruence
5.	Using the communicative language teaching	+1	+1	+1	1	Congruence

	method motivate me to speak English				
	PART B: ENGAGEMENT				
6.	All the activities revolve around communicative language teaching method which are very interesting.	+1	+1	+1	1	Congruence
7.	All the activities related to communicative language teaching method are meaningful	+1	+1	+1	1	Congruence
8.	The teaching methods used by the teacher in the classroom were understandable.	+1	+1	+1	1	Congruence
9.	The use of pictures and multimedia in the contextual approach classroom helps understanding	+1	+1	+1	1	Congruence
10.	I felt more engaged when using communicative language teaching	+1	+1	+1	1	Congruence

	method and heuristics.					
	PART C: EFFICACY OF COMMUNICATIVE LANGUAGE TEACHING METHOD					
11.	Using the communicative language teaching method can improve my English speaking skill	+1	+1	+1	1	Congruence
12.	Using the communicative language teaching method can improve my English pronunciation	+1	+1	0	0.67	Congruence
13.	Using the communicative language teaching method can improve my English conversation fluency	+1	+1	+1	1	Congruence
14.	Using the communicative language teaching method can improve my daily	+1	+1	+1	1	Congruence

	conversation in English speaking achievement.				
15.	Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking	+1	+1	+1	1	Congruence
Overall Average		0.956				Congruence

APPENDIX F

SURVEY QUESTIONNAIRE

QUESTIONNAIRE

The questionnaire will be handed out to grade 6 students who are the sample group of the study. The questionnaire is developed with the intention to explore the students' perception towards use of communicative language teaching method in English speaking lesson. This questionnaire filled by participants will be kept confidential and will be used only for this study only.

Part I: Demographic Data

1. **Direction**: Put a tick mark (√) in the brackets.

2.**Age**:

Between 10-11 ( )

Between 11-12 ( )

12 and above ( )

3.**Gender**:

Male ( )

Female ( )

4.**Years of learning English speaking** :

( ) 2 years

( ) 3 years

( ) more than 3 years

Part II: Students' Satisfaction

Mark your level of opinion from 1-5 (from strongly disagree to strongly agree) against each statement. The description of each scale 1-5 is as shown in the table below.

Scale
Strongly Agree **(SA)-**5 Agree**(A)-** 4 Neutral **(N)-**3 Disagree**(D)-**2
StronglyDisagree(**SD**)-1

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
INTEREST & MOTIVATION						
1	The process of learning English using the communicative language teaching method is fun					
2	Using the communicative language teaching method make learning meaningful					
3	Using the communicative language teaching method make learning interesting					
4	Using the communicative language teaching method helps me to write with more confidence.					
5	Using the communicative language teaching method motivate me to speak English					
ENGAGEMENT						
6	All the activities revolve around communicative language teaching method which are very interesting.					
7	All the activities related to communicative language teaching method are meaningful					
8	The teaching methods used by the teacher in the classroom were understandable.					

9	The use of pictures and multimedia in the contextual approach classroom helps understanding					
10	I felt more engaged when using communicative language teaching method and heuristics.					
EFFICACY OF COMMUNICATIVE LANGUAGE TEACHING METHOD						
11	Using the communicative language teaching method can improve my English speaking skill					
12	Using the communicative language teaching method can improve my English pronunciation					
13	Using the communicative language teaching method can improve my English conversation fluency					
14	Using the communicative language teaching method can improve my daily conversation in English					
15	Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking					

APPENDIX G

IOC OF SEMI-STRUCTURED INTERVIEW

IOC FOR SEMI-STRUCTURED INTERVIEWS BY EXPERTS

The index of IOC core ranges from -1 to +1.

+1 indicates that the item clearly matches the stated objectives.

0 indicates that the item is unclear whether the measures meet the stated objectives.

-1 indicates that the item is clearly not measuring the stated objectives

S1 No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Did you like learning English?	+1	+1	+1	1	Congruence
2.	Did you like to participate in class activities?	+1	+1	+1	1	Congruence
3.	Which activities did you like the most?	+1	+1	0	0.67	Congruence
4.	Have you improved your speaking skills after this course? How?	+1	+1	+1	1	Congruence
5.	Would you like to continue using communicative language teaching method in the English	+1	+1	+1	1	Congruence

	speaking class?					
Overall Average			0.934			Congruence

APPENDIX H

SEMI-STRUCTURED INTERVIEW

Semi-structured Interview questions

The semi-structured interview includes 5 questions that will be used to

investigate student satisfaction.

1. Did you like learning English?

2. Did you like to participate in class activities?

3. Which activities did you like the most?

4. Have you improved your speaking skills after this course? How?

5. Would you like to continue using communicative language teaching method in the English speaking class?

APPENDIX I

IOC OF LESSON PLANS
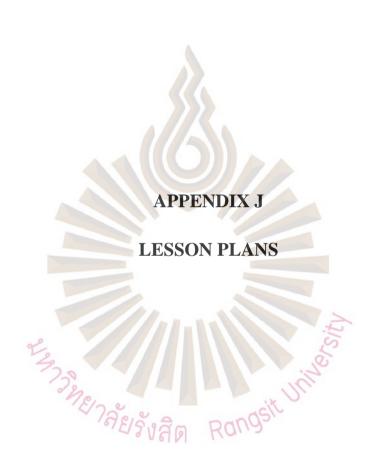
IOC FOR LESSON PLAN

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruence
2	Lesson plan 2	+1	+1	+1	+1	Congruence
3	Lesson plan 3	+1	+1	+1	+1	Congruence
4	Lesson plan 4	+1	+1	+1	+1	Congruence
Overall Average		+1				Congruence

APPENDIX J

LESSON PLANS

Lesson Plan 1(session 1 and 2)

Subject: English speaking   **Grade:** 6

Number of students: 30   **Time:** 90 minutes

Topic: little bird

Students' background knowledge: Students have been learning English speaking for more than three years and have basic listening,speaking,reading and write skills.

Teaching and learning strategy: Communicative Teaching Method with story, sing a song, question and answer, practice

Lesson Objectives: After the course, students will be able to:

1.Know the new words and speak aloud

2.Master the speaking skill of sing a English song

3.Use what they have learned in the class in their daily speaking , which have their own speaking ability.

Session 1		
Stage & Duration	**Activities**	**Time**
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Teacher show a picture about "little bird" 2.Ask students some questions about bird, "Have you ever seen a bird?" "Do you know what color about the bird?" 3.Play English song "little bird"	10 min
Sing a song	1.Teach students how to sing English song "little bird"	20 min

with students	2.Teacher introduces the meaning of this English song	
	3.Emphasize some keywords "love" "teach" "fly" "sky" "dream" "lend" "wings"	
	Little bird can you sing me a little song,	
	小鸟你能否给我唱支小曲，	
	A little song of love?	
	一支爱的小曲？	
	Little bird can you teach me how to fly how to fly to the sky?	
	小鸟你能否教我如何飞翔，如何飞向天空？	
	O'once I had a little dream wishing that I could fly.	
	我曾经有个梦想，渴望能够飞翔。	
	So little bird can you lend me your wings so I can fly like you?	
	小鸟你能借给我你的翅膀，让我能像你一样地飞翔吗？	
	La...La...	
	啦。。。啦。。。	
Classroom practice	1.Ask students if they have learned to sing the song	10 min
	2.Invite 3 students to sing songs	
	3.Emphasize the important words that have been studied again"love" "teach" "fly" "sky" "dream" "lend" "wings"	
	4.The class classmates sing a song together "little bird"	

Homework	1.Let students practice songs	2 min
	2.Let students sing the song to their parents when they go home	

Session2		
Stage & Duration	**Activities**	**Time**
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Play English song "little bird" 2.Randomly select 3 students to sing songs "little bird"	10 min
Discussion	1.The teacher asked about the keywords of the lesson class, do you remember? 2.Randomly select 5 students to read aloud 3.The teacher told every students that the bird's dream is to fly into the sky, and then ask students: "WHAT IS YOUR DERAM ?"	20 min
Classroom practice	1.Teacher divides the class into 10 groups of 3 students each. 2.Students group discuss what everyone dreams is. Some people want to be a policeman, some people want to be a doctor, some people want to be soldiers, some people want to be teachers, some people want to be astronauts 3.The teacher let the students tell everyone, what is	10 min

	his/her dream 4.The teacher must be agree everyone's dream, and encourage students to work hard to achieve their dream	
Homework	Students make a dialogue use new words "love" "teach" "fly" "sky" "dream" "lend" "wings"" with parents/friend in real life. And make communication with others about "what is your dream?"	3 min

Lesson plan 2 (session:1&2)

Subject: English speaking   **Grade:** 6

Number of students: 30   **Time:** 90 minutes

Topic: look and say！

Students' background knowledge: Students have been learning English speaking for more than three years and have basic listening, speaking, reading and write skills.

Teaching and learning strategy: Communicative Teaching Method with pictures, group discussion, question and answer, practice, simulation
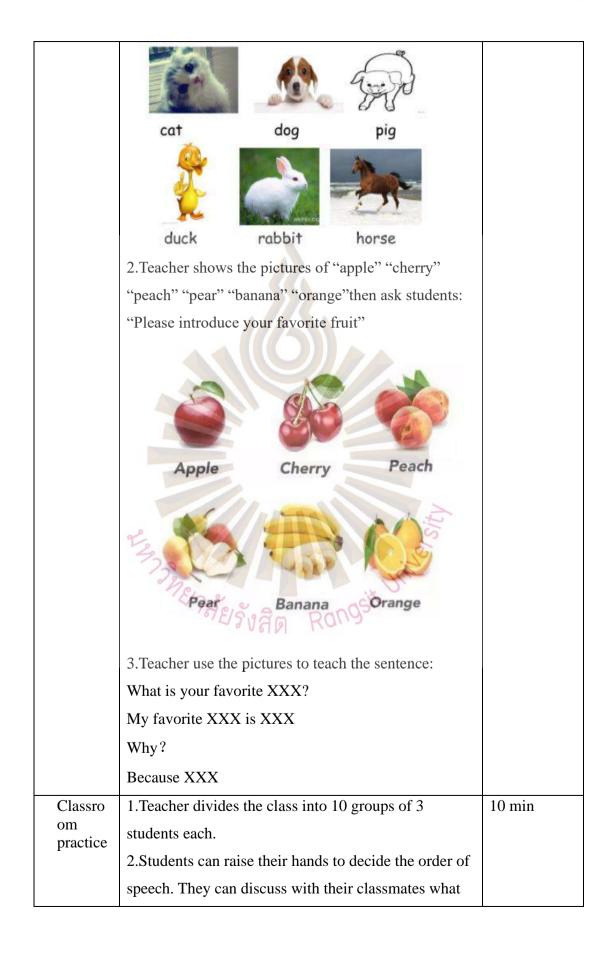
Lesson Objectives: After the course, students will be able to：

1.Know the new words and speak aloud

2.Master the speaking skill of expressing hobby and color

3.Use what they have learned in the class in their daily speaking , and correctly describe hobby and color

Session 1

Stage & Duration	Activities	Time
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Teacher shows some pictures on screen and ask students: "What is your favorite animal?", lead students discuss 2.Teacher shows some pictures on screen and ask students: "What is your favorite fruit?", choose some students answer	10 min
Discussion	1.Teacher shows the pictures of "dog" "cat" "pig" "duck" "rabbit" "horse" then ask students: "Please introduce your favorite animal"	20 min

2.Teacher shows the pictures of "apple" "cherry"
"peach" "pear" "banana" "orange"then ask students:
"Please introduce your favorite fruit"

3.Teacher use the pictures to teach the sentence:

What is your favorite XXX?

My favorite XXX is XXX

Why？

Because XXX

Classroom practice	1.Teacher divides the class into 10 groups of 3 students each. 2.Students can raise their hands to decide the order of speech. They can discuss with their classmates what	10 min

	their favorite animals are, why do they like this animal, and then share the interesting things about this animal. 3.Students can tell everyone what the fruit he/she likes is, what taste it is	
Homework	Try to communication with other people and tell them hobby	3 min

Session 2

Stage & Duration	Activities	Time
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Check students'work from the previous lesson and choose 10 students divide into 5 groups to have a conversation based their hobby 2.Teacher asks questions based on the content of students'conversation, for example: "what is the color of apple？" "do you know the color of pig？"	10 min
Discussion	1. Teacher show the picture of rainbow 2.According to the picture, teach students these words	15 min

	"red" "orange" "yellow" "green" "cyan-blue" "blue" "purple" 3.Teach students use color to describe what they see, "banana is yellow" "apple is red" "duck is yellow"	
Classroom practice	show a short video of some animals to students, divide them in 5 groups, and after watching the video give time for students to discuss what color or these animal, teacher will help guide the students through the process by observing and asking questions, such as some students do not how to describe "white" "black" "pink" "black and white" "gold". when time is up, students work in groups to have a conversation	15 min
Homework	Students apply what they have learned in daily life according to their own perceptions to conduct conversation	2 min

Lesson plan 3 (session:1&2)

Subject: English speaking **Grade:** 6

Number of students: 30 **Time:** 90 minutes

Topic: We are friends！

Students' background knowledge: Students have been learning English speaking for more than three years and have basic listening,speaking,reading and write skills.

Teaching and learning strategy: Communicative Teaching Method with role-play, group discussion, question and answer, practice,

Lesson Objectives: After the course, students will be able to：

1.Know the new words and speak aloud

2.Master the speaking skill of introducing their friends

3.Use what they have learned in the class in their daily speaking , and correctly describe their new friends

Session 1		
Stage & Duration	**Activities**	**Time**
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.The teacher introduced the two new students through the video: Zhang Lili, a 10 years old girl from Beijing, China, and Peter, a 11 years old boy from UK 2.Teacher play the conversation as below Teacher: Hello, boys and girls. 你好，男孩女孩们。 We have two new friends in our class. 我们班有两个新朋友。	10 min

	Come here, Peter and Zhang Lili. Come to the front. 彼得和张莉莉，过来到前面一下。	
	Peter: Hello! I'm Peter. I'm eleven. I come from Britain. 你好！我是彼得。我十一岁了。来自英国。	
	Zhang Lili: Good morning! I'm Zhou Pei. I'm ten. I come from Beijing. 早安！我是张莉莉。十岁了。来自北京。	
	Class: Welcome to our class! 欢迎来我们班级！	
	Both: Thank you! 谢谢！	
	Teacher: Peter and Zhang Lili, go back to your seats, please. 彼得和张莉莉，请回你们的座位。	
Discussion	1. Teacher ask the student: "do you have a good friend?" " Who is he/she?" and "where does he/she come from?" " how old is he/she?" 2.Teacher shows the students the pictures of some new word they need to study and asks them to read along with the teacher. New vocabulary includes: come from, China, UK, welcome. 3.Student learns and practice new sentence patterns. For example: I have a good friend, she/he is from China, she/he is 10 years old, she has curly hair, she is long hair	10 min

Classroom Practice (role-play)	1.Teacher divides the class into 15 groups of 2 students each. 2.Student playing a role as the best friend each other 3.Use the newly learned words to group conversation on the front stage, and introduce their friends to everyone	20 min
Homework	Everyone introduce their friends to parents, nd write it down	2 min

Session 2		
Stage & Duration	**Activities**	**Time**
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Check students' homework from the previous lesson. Choose 10 students to divide into 5 groups and use the sentence patterns to make conversations 2. Teacher will describe his friend and elicit the following statements: "I have a friend" "she has big eyes" "she is very tall" "she has yellow skin" "she has straight hair"	10 min
Discussion	1. Teacher will use pictures to teacher the words meanings: big, small, straight,curly,skin, tall, short. 2. According to pictures, teach students how to use the correctly 3.teacher will use ppt to teach sentence pattern:	15 min

	The baby boy is Bob. 小男孩是鲍勃。 The big boy is Li Hua. 大男孩是李华。 Billy is from Boston.比利来自波士顿。 Tingting is from China. 婷婷来自中国。 Lili has straight hair 莉莉有直头发 Zhangqiang is yellow skin 张强是黄皮肤	
Classroom Practice(role-play)	1.Bases on the sentence patterns, students works in groups of 2 to make up the dialogues, with the teacher providing guidance on questions during the process. 2.Students play a role with classmates as best friends, and introduce them using they have learned in the class	15 min
Homework	Students apply what they have learned in daily life according to their own perception to conduct conversation	

Lesson plan 4 (session:1&2)

Subject: English speaking   **Grade:** 6

Number of students: 30   **Time:** 90 minutes

Topic: Using mobile phone is good or bad

Students' background knowledge: Students have been learning English speaking for more than three years and have basic listening,speaking,reading and write skills.

Teaching and learning strategy: Communicative Teaching Method with debate, group discussion, question and answer, practice

Lesson Objectives: After the course, students will be able to:

1.Know the new words and speak aloud

2.Master the speaking skill of debate, and express their views or opinions bravely

3.Use what they have learned in the class in their daily speaking , which have their own speaking ability.

Session 1		
Stage & Duration	**Activities**	**Time**
Greeting and Checking	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min
Lead in	1.Teacher use mobile phones to play the song "little bird" we have learned before 2.Teacher shows the students some beautiful scenery	10 min

	all over the world	
Discussion	1.Teacher ask students: "Do you know what functions have the mobile phone?" 2.Teacher applies PPT teach new words: play music,play video,call up, take photos, send messages,chat, read books, record ans so on 3. Teacher asks students to try to translate the sentence in English. 手机可以播放音乐，手机可以上网，手机可以用来拨打电话	15 min
Classroom Practice	1.Students are divides in groups of 5, each group include 6 student to discuss the functions of the mobile phone. Students can use the knowledge learned in the classroom, as well as their own understanding of mobile phones to describe 2.Teachers need to provide students with necessary help, for example, some new words students can not remember	15 min
Homework	Discuss the functions of mobile phones with classmates, and apply what you have learned on actual life	2 min
Session 2		
Stage & Duration	**Activities**	**Time**
Greeting	1. Greet student. 2. Check students' presence and make sure they can hear me clearly	3 min

and Checking		
Lead in	1.Check students' homework from the previous lesson. Choose 10 students to divide into 5 groups and use the new words to make conversations 2.Use video to show the convenience of mobile phone and the harmful of mobile phone	10 min
Discussion	1.Teacher uses pictures and ask students the advantage of the mobile phone 2.Teacher uses videos and ask students the harmful of the mobile phone	10 min
Classroom Practice (debate)	According to their own point of view, the point of one party is that the use of a mobile phone is good. Other party is that the use of a mobile phone is bad. When time is up, every party need to select a representative to explain their reasons.	20 min
Homework	Students apply what they have learned in daily life according to their own perception to conduct conversation. And share their point of view yo their parents and friends	2 min

BIOGRAPHY

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