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

Junhao Lu
Nipaporn Sakulwongs
Rangsit University, Pathum Thani, Thailand

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 a 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 ($\bar{x}$=14.97) was higher than that of the pre-test one ($\bar{x}$=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 speaking 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.
Keywords: communicative language teaching method; English speaking skill; academic performance; student satisfaction; grade 6 students

Introduction

Xu (2020) 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 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.

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.

Huang (2013) pointed spoken English is an important aspect of the ability to reflect the comprehensive language use of English learners. 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.

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

Wang (2004) 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. 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.

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.

Research Objectives

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' satisfaction towards the application of communicative language teaching method for English speaking skill.

Conceptual framework of the study

In this study, the independent variable was communicative language teaching method, and 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:
Theoretical base of the study

**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.

**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) emphasizing a new approach for using English for effective interpersonal communication.

**Teaching and Learning 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.

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.

**English Curriculum in China**

In China, formal English teaching usually starts from the third grade of elementary school. Both elementary schools, junior high school, high school, university, students need to learn English.
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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.

**The function of communicative language teaching in speaking process**

First, communication language teaching helps to cultivate students' authentic English.

Second, communication language teaching help improve students' speaking learning effects. The theme discussed in the communication language teaching is very close to actual life.

Third, communication language teaching help students understand British and American culture and speak with foreigners. The Culture is a broader concept, which contains all aspects of social life.

Fourth, communication language teaching help improve students' organization, coordination, communication and speaking ability.

**Classification of English speaking skills**

Basic skills of speaking are divided into:
1. Quotation of topics.
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.

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.

**Approaches to improve English speaking skills**

Jin (2010) pointed out that one of the important purposes 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. 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.

**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.

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.

**The principle of communication language teaching**

In traditional English teaching in primary and secondary schools, teachers will pay attention to the correction of students' words.

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.

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).

**Application of communicative language teaching method in English teaching and learning**

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.

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.

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.
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Contact life and create a language environment - with the continuous learning of students, they should gradually promote elementary school students in their lives.

*Activity of communicative language teaching method in English speaking*

There are usually the following types of the activity of communication teaching methods.

Discussion. Learners can further improve their English skills through English discussion. Discussion may be the most commonly used activity in speaking lessons.

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.

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.

Text reunion. Text reunion can enable learners to consolidate the knowledge they have learned and achieve the effect of skilled use.

*Related researches and studies*

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.

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 (Zhang, 2015).

*Research design*

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

![Research design of the study](compiled by co-authors)

**Figure 2 - Research design of the study**

(compiled by co-authors)
In this study, the researchers collected quantitative data through academic achievement tests, questionnaire and semi-structured interview. The achievement test included pre-test and post-test.

**Research instruments**

**Lesson plans**
The researchers 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 teach eight sessions (2 sessions per week).

**English achievement tests**
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. In this research, 5-point Likert scales (20 points) had applied to assess students speaking achievement for the pre-test and post-test.

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

**Semi-structured interview**
The semi-structured interview section included semi-structured 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.

**Validity and reliability of research instruments**
Item-objective congruence as developed by Rovinelli & 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.

The Cronbach' Alpha method would used in the research to measure dependability, and its internal consistency was indicated as below:
Table 1 - Cronbach’s Alpha rule of thumb
(results of co-authors survey)

<table>
<thead>
<tr>
<th>Cronbach’s Alpha Rule of Thumb</th>
<th>Internal Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\alpha \geq 0.9$</td>
<td>Excellent</td>
</tr>
<tr>
<td>$0.8 \leq \alpha &lt; 0.9$</td>
<td>Good</td>
</tr>
<tr>
<td>$0.7 \leq \alpha &lt; 0.8$</td>
<td>Acceptable</td>
</tr>
<tr>
<td>$0.6 \leq \alpha &lt; 0.7$</td>
<td>Questionable</td>
</tr>
<tr>
<td>$0.5 \leq \alpha &lt; 0.6$</td>
<td>Poor</td>
</tr>
<tr>
<td>$\alpha &lt; 0.5$</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

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.

**Ethical improvement**

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.

**Confidentiality**

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

**Analysis of English speaking test scores**

As can be seen in Tab. 2 the pre-test mean score was 11.9 with 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 2 - One Sample T-Test**
(results of co-authors survey)

<table>
<thead>
<tr>
<th>One Sample T-Test</th>
<th>Mean</th>
<th>n</th>
<th>Std.Deviation</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair1</td>
<td>Pre-test</td>
<td>11.9</td>
<td>30</td>
<td>2.45</td>
<td>-9.65</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>14.97</td>
<td>30</td>
<td>2.33</td>
<td>.01</td>
</tr>
</tbody>
</table>
Tab. 3 showed 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 3 - Pre-test and Post-test Scores of the Sample Group
(results of co-authors survey)

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

Figure 3 - Comparison of Pre-test and Post-test Mean
(results of co-authors survey)

The mean score of the pre-test and post-test, which were 11.9 and 14.97 respectively, it has shown in Fig. 3 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 in English speaking skill.

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.

Interest and motivation
Tab. 4 below indicates 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 - Mean and standard deviation: part A interest and motivation
(results of co-authors survey)

<table>
<thead>
<tr>
<th>Part</th>
<th>Interest &amp; motivation</th>
<th>Mean</th>
<th>Sd</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The process of learning English using the communicative language teaching method is fun</td>
<td>4.77</td>
<td>0.50</td>
<td>Highest</td>
</tr>
<tr>
<td>2</td>
<td>Using the communicative language teaching method make learning meaningful</td>
<td>4.60</td>
<td>0.68</td>
<td>Highest</td>
</tr>
<tr>
<td>3</td>
<td>Using the communicative language teaching method make learning interesting</td>
<td>4.37</td>
<td>0.72</td>
<td>Highest</td>
</tr>
<tr>
<td>4</td>
<td>Using the communicative language teaching method helps me to write with more confidence</td>
<td>4.43</td>
<td>0.73</td>
<td>Highest</td>
</tr>
<tr>
<td>5</td>
<td>Using the communicative language teaching method motivate me to speak English</td>
<td>4.3</td>
<td>0.75</td>
<td>Highest</td>
</tr>
</tbody>
</table>

**Engagement**

Tab. 5 shows the mean and standard deviation of Part B engagement. From the data, the highest mean score was 4.73 (question 9).

The use of pictures and multimedia in the contextual approach classroom helps understanding. The lowest mean score was 4.47 (question 6), all the activities revolve around communicative language teaching method which were very interesting. All the questions showed the Highest level.

**Efficacy of communicative language teaching method**

Tab. 6 below refers to mean and standard deviation: Part C Efficacy of communicative language teaching method. From the data, the highest mean score was 4.70 (question 12), Using the communicative language teaching method can improve my English pronunciation. It was belong to highest level.

And the lowest mean score was 4.17 (question 15), using the communicative language teaching method can broaden my mind and develop my own perception of English speaking. It was belongs to High level.
### Table 5 - Mean and standard deviation: part B engagement (results of co-authors survey)

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 All the activities revolve around communicative language teaching method which are very interesting.</td>
<td>4.47</td>
<td>0.68</td>
<td>Highest</td>
</tr>
<tr>
<td>7 All the activities related to communicative language teaching method are meaningful</td>
<td>4.57</td>
<td>0.63</td>
<td>Highest</td>
</tr>
<tr>
<td>8 The teaching methods used by the teacher in the classroom were understandable.</td>
<td>4.63</td>
<td>0.67</td>
<td>Highest</td>
</tr>
<tr>
<td>9 The use of pictures and multimedia in the contextual approach classroom helps understanding</td>
<td>4.73</td>
<td>0.52</td>
<td>Highest</td>
</tr>
<tr>
<td>10 I felt more engaged when using communicative language teaching method and heuristics.</td>
<td>4.53</td>
<td>0.68</td>
<td>Highest</td>
</tr>
</tbody>
</table>

### Table 6 - Mean and standard deviation: part C efficacy of communicative language teaching method (results of co-authors survey)

<table>
<thead>
<tr>
<th>Efficacy of communicative language teaching method</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Using the communicative language teaching method can improve my English speaking skill</td>
<td>4.37</td>
<td>0.62</td>
<td>Highest</td>
</tr>
<tr>
<td>12 Using the communicative language teaching method can improve my English pronunciation</td>
<td>4.70</td>
<td>0.54</td>
<td>Highest</td>
</tr>
<tr>
<td>13 Using the communicative language teaching method can improve my English conversation fluency</td>
<td>4.50</td>
<td>0.68</td>
<td>Highest</td>
</tr>
<tr>
<td>14 Using the communicative language teaching method can improve my daily conversation in English</td>
<td>4.37</td>
<td>0.77</td>
<td>Highest</td>
</tr>
<tr>
<td>15 Using the communicative language teaching method can broaden my mind and develop my own perception of English speaking</td>
<td>4.17</td>
<td>0.87</td>
<td>High</td>
</tr>
</tbody>
</table>
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.

**Semi-structured interview analysis**

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

The semi-structured interview section included semi-structured 5 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.

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.

Conclusion, discussion and recommendations

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’ 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.

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.
**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. 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 have good learning ability, their learning efficiency and speaking ability were relatively good (You, 2021).

**Students’ satisfaction**

The questionnaire and semi-structured interview were used as the research instrument in the study for the second objective.

Following the study, questionnaires were conducted to gather information about the students’ learning satisfaction. The questionnaires were 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 are 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”.

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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 was 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.

**Recommendation for future research**

1). This study included only 30 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.

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