

Exploring the Effectiveness of Implementing the Action Oriented Approach in Improving English Language Skills Among ESL Learners: Teachers' Perception

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Abstract

A Communicative approach to language instruction emphasises real-life communication acts combined with vocabulary and grammatical constructions about a particular theme or context. The system now has a sociocultural element that motivates students to actively participate in their education. The technique has changed into the Action-Oriented Approach, which views pupils as social actors who must perform tasks in a wider social context in addition to linguistic ones. This study aims to ascertain how well an Action-Oriented strategy would be useful in enhancing English language proficiency among tertiary-level students in India. A sample of 70 English language instructors from various Indian institutions participated in the study and a 5-point Likert scale was employed to collect and analyse the data. The findings of the study reveal that the majority of ESL teachers agreed with the use of the Action-Oriented Approach to improve language learning inside and outside the classroom. Most of the respondents (91.4%) gave the statement "Practising English-speaking skills outside the classroom is essential for the learners' development" with the maximum rating ($\bar{x}=4.5857$) and 95.7% of participants responded that English language teaching approaches should emphasize the use of tasks and activities that involve learners in practical, interactive, and goal-oriented communication through tasks and activities. The conclusions of this research would shed light on the efficacy of using an Action-Oriented strategy to improve English language proficiency among tertiary-level students in India. Most ESL teachers had positive opinions about implementing the Action-Oriented Approach, especially while imparting English language skills.

Keywords: Action-Oriented Approach, language education, social actors, tertiary level, English as a second language, survey, Likert scale

1. Introduction

In this current era, there is a necessity to learn English, especially in some nations like India where it is not the primary language. Students who do not have an adequate grasp of the language may encounter considerable problems in their academic and professional lives because tertiary-level education in India is predominately conducted in English. In India, tertiary education refers to the degree of education that comes after twelve years of formal schooling. English is the primary language of instruction in the majority of higher education institutions in India since it is so common in the professional and educational sectors. In terms of English-speaking populations, India ranks second to the United States (Graddol, 2010). The requirements and demands of students, instructors, and society are always changing, and language education is adjusting to meet those needs and demands. The Common European Framework of Reference for Languages (CEFR), which offers a consistent basis for characterising and measuring language ability across various languages and circumstances, is one of the frameworks that has most significantly influenced language education in recent years. When it comes to language teaching and learning, the CEFR uses an Action-Oriented Approach (AOA), which sees language users as social actors who carry out a variety of communicative activities in everyday life. The AOA highlights the comprehensive, dynamic, multifaceted character of language application and acquisition as well as the significance of helping students become proficient in several languages and across cultural boundaries (Piccardo & North, 2019). Despite the AOA's widespread adoption and use in a range of language education situations and levels, additional empirical research is still required to fully understand its efficacy and effects on language instruction and learning outcomes. Studies that focus on teachers' opinions and experiences implementing the AOA in their classrooms in India, particularly in settings where English is instructed as a second or foreign language (ESL/EFL), are particularly lacking. The AOA is a strategy for improving language competency that has received a reputation around the globe, and its use in India might aid in bridging the gap between academic language learning and the actual usage of English in social circumstances. ESL instructors are professionals who instruct English to pupils whose first or native language is another language. The main objective of teachers of English is to assist English language learners in becoming fluent in the language and communicating successfully in various settings (Nuñez, 2020). The requirement for competency in English as an Additional Language has increased due to recent developments in local and global communication technologies. The creation of varied teaching methods and instructional resources for the English language should receive a lot of

attention. To instruct English in new manners, effective resources must be used along with unique teaching methods (N & Kumar N S, 2023). Any pedagogical innovation could be implemented successfully by teachers since they are the ones who decipher, modify, and put the curriculum into practice regularly. Therefore, it is important to comprehend how ESL teachers in India feel about integrating AOA into their curriculum to improve tertiary-level students' ability to communicate in English in everyday scenarios and social circumstances.

2. An Overview of the Study's Objectives

2.1 The Study's Aim

With a focus on using the English language in social contexts and real-life scenarios, this study aims to evaluate the ESL teachers' perspectives regarding the implementation of the Action-Oriented Approach in English language instruction among tertiary-level learners.

2.2 Objectives

The following list includes the study's objectives

1. To investigate the perceptions of ESL teachers in India towards implementing the Action-Oriented Approach (AOA) in their teaching practice to enhance English language skills among tertiary-level learners.
2. To explore the perceptions about AOA to develop language proficiency in real-life and social contexts.

3. Literature Review

3.1 Action-Oriented Approach in ESL Classroom

The Common European Framework of Reference for Languages: Studying, Instruction and Assessing has several pillars, one of which is the action-oriented approach (AOA), which offers a single language to characterise overall language competency and communicative language abilities, which includes the Action-Oriented Approach (AOA). The AOA, which is founded on a constructivist paradigm, elevates task-based instruction to the point where the educational institutions and the outer world are fully connected through authentic communicative practises. Additionally, it emphasises the independence, agency, and veracity of the concepts, procedures, and problems (Council of Europe, 2020). AOA suggests that a learner is a social actor who purposefully acts to complete tasks in a social setting. The AOA encourages learning organisation through believable, unifying situations that span many classes and culminate in a final group work or project. Teachers offer language input, resources, and assistance as needed; learners determine how to complete the job or project. The use of multilingual materials and multilingual work methods is stressed. Self-assessment of outcomes using some of the CEFR descriptors is extremely prevalent (Council of Europe, 2020). In the Action-Oriented Approach, where the social aspect of language acquisition is first highlighted, learners/users are accountable for their learning. The student is engaged in the learning process and becomes more proficient in the language that emerges as they complete the assignments. The learner is seen as a social actor in the action-oriented approach, which fosters the development of linguistic and pragmatic abilities in addition to communication skills in the classroom, which is a social educational environment. It is up to the instructors' abilities and knowledge to create a social language environment where students may interact with one another while immersed in a multilingual and multicultural setting (Delibaş & Günday, 2016).

The AOA has been used to teach languages in a variety of settings and at different levels, particularly in Europe and Canada. Several studies have looked at the advantages and difficulties of the AOA for ESL students and teachers. The AOA, for instance, promotes intercultural competency, student autonomy, and lifelong learning, AOA offers a new viewpoint for language teaching in the new millennium (Piccardo, 2010). The AOA could increase students' enthusiasm, involvement, and innovation by giving them worthwhile assignments related to their targets and interests (Rutherford, 2021). The role of the instructor has changed as a result of the Action-Oriented Approach (AoA). In the past, learners were continually accompanied by the instructor as part of the communicative method, who guided them through the activity and provided the essential materials. The learners, however, take an active role in their learning when the action-oriented method is used. They are aware of the ultimate objectives, which allows them to make decisions while being aware of the necessary information, abilities, competencies, and tactics. The student must know not only the nature of the work but also the justification for each step and the most efficient ways to carry it out. In this scenario, the teacher's job is to promote this process and help the student develop more autonomy (Piccardo & North, 2019). The teacher's job is to put the curriculum into practice by creating an atmosphere that will enable students to successfully participate in society and promote their growth and learning. This duty is comparable to that of a coach on a sports team. The importance of many instructional techniques and procedures that instructors are familiar with and frequently use is not negated by this change. The all-encompassing perspective and role that they must adopt change. Teachers must change their attitude from one that is instructional to one that is action-oriented (Graves, 2008). The teachers' ability to create the syllabus depends on their understanding of the student's learning challenges (N & N S, 2023). It is the teacher's role to create learning settings by recommending and encouraging project-based tasks, which serve as the basis for real-world, application-focused assignments. The instructor must also voluntarily accept the complexities associated with this type of job. It is crucial to provide the conditions that encourage this occurrence if language acquisition is seen as a type of social interaction. As a result, the social participant engages actively in a real endeavour in a real environment—the classroom (Piccardo, 2015).

The purpose of the AOA is to provide students with the skills necessary to coexist and collaborate in a democratic society, including individual freedom, shared accountability, cooperation, handling information, negotiating, and the planning and execution of complicated activities. The AOA may incorporate democratic civic education into language instruction to foster students' critical thinking, teamwork, and social responsibility. The AOA, however, also presents certain difficulties for ESL students and instructors (Acar, 2019). For instance,

the AOA expects students to have adequate language and pragmatic abilities to complete activities efficiently, which may not be the case for novices or students with poor competence. He advises teachers to offer sufficient feedback and scaffolding so that students may progressively build up their competency (Delibas, 2018). The AOA requires a change in teachers' responsibilities and attitudes because they must embrace a more facilitative and adaptable approach to teaching and evaluation. To properly apply the AOA, teachers should obtain the necessary training and assistance (Hunter, 2021).

Language corpora could serve as an important source of genuine and actual language usage, giving students linguistic, sociocultural, and pragmatic information that enables them to analyse the vocabulary and grammatical patterns that are used in certain situations in daily life. Language corpora could serve as excellent resources for creating pedagogic exercises that can improve students' engagement and motivation while also improving their language performance and competence. Language corpora give students a comprehensive and varied introduction to the target language and culture, which can improve the quality and efficacy of instruction and learning of languages within the AOA framework (Kaliska, 2016). Vocabulary is considered to be one of the most crucial linguistic fundamental elements, and it is difficult to explain a linguistic system without using words. Active learning characteristics like learner-centeredness, engagement, exploration, teamwork, and evaluation should be the foundation of vocabulary instruction. In addition, vocabulary instruction is a crucial part of teaching foreign languages and is of utmost importance, it is crucial to implement vocabulary instruction through social tasks and activities that emphasise learners' active engagement as well as studying in context (Günday & Atmaca, 2016). Projects are the counterpart of action-oriented tasks because they accept responsibility for what is required to be achieved to accomplish the objective and what resources they have at their disposal to build upon, students are no longer only (in some ways passive) consumers of instructional activity; instead, they are both performers and agents. They take strategic action to maintain continual control over the job completion process. Even if some of these behaviours may end up becoming repetitive and unconnected over the learning process, language learners still need to engage in a variety of spoken activities and use the language in different ways. The idea that language learners are both language users and social beings does not conflict with this fact. Instead, it is incorporated into a setting that simulates actual circumstances through useful tasks. As a result, these verbal behaviours and expressions have purpose and serve as building blocks for successful action and communication (Piccardo & North, 2019).

The Common European Framework of Reference for Languages (CEFR), which guides task-based language instruction (TBLT), serves as the foundation for the Action-Oriented Approach. This approach emphasises the learner's ability to use language in pertinent, daily tasks while promoting plurilingualism (Piccardo & North, 2019). The CEFR offers a framework for determining a person's level of language ability and directs the creation and execution of language-learning activities. "The Action-Oriented Approach creates an environment and a dynamic conducive to the development of lifelong learning skills such as critical and creative thinking, resilience, intercultural competence, and autonomy" (Rutherford et al., 2021, p. 96). The Action-Oriented Approach elevates task-based learning to a level where authentic communication practices are integrated between the classroom and the outside world (Piccardo, 2010, p. 9). TBLT is a primary teaching strategy that is part of the Action-Oriented Approach. It entails creating exercises that mimic genuine communication circumstances so that students may use language with intention (Piccardo & North, 2019). TBLT increases language proficiency, learner motivation, and autonomy (Ellis, 2017). Learner-centeredness, communicative proficiency, and task-based education are characteristics of the Action-Oriented Approach. The student is put at the centre of the learning process, encouraging autonomy and self-control. The goal of increasing learners' communicative competence is to help them communicate successfully in a variety of situations. The focus of task-based education is on using relevant, real-world tasks as the foundation for language acquisition. The Action-Oriented Approach's core principles revolve around the use of actual materials and events from everyday life (Piccardo & North, 2019). Learners get exposure to actual language and cultural situations through authentic resources including films, articles, and interviews. Learners strengthen their language abilities in significant ways by interacting with realistic materials and situations (Tomlinson, 2012). For a variety of causes, including fear, time restraints, or plain old disinterest, students could choose not to make the necessary effort to speak with another person (N & Kumar N S, 2022). To overcome such a variety of causes, one can use an action-oriented approach.

3.2 The Theoretical Framework of Action-Oriented Approach in English Language Teaching

In English language teaching (ELT), Action-Oriented Approaches provide a theoretical foundation for designing effective instructional strategies. An Action-Oriented strategy has its theoretical underpinnings in the sociocultural theory of Vygotsky (Vygotsky, 1978). This theory underlines the social and cultural aspects of learning and the significance of reciprocal contacts and group projects for language development (Johnson, 2009). The principles of Communicative Language Teaching (CLT), which have a strong focus on using language to have meaningful conversations are consistent with an Action-Oriented Approach (Richards & Rodgers, 2001). Through the use of actual language in everyday contexts, communicative competence is developed in learners through CLT. Another theoretical framework that supports an Action-oriented approach is task-based language teaching TBLT (Willis & Willis, 2007). Through problem-solving, teamwork, and goal-oriented activities, TBLT promotes language acquisition by focusing on the utilisation of meaningful tasks as the main instructional unit. Another theoretical perspective that promotes an Action-Oriented strategy is the constructivist perspective. According to constructivism, children actively create their knowledge via interactions with the environment (Piaget, 1973). An Action-Oriented method gives students the chance to actively use the language, which helps them build their linguistic understanding. An Action-Oriented strategy is also in line with Kolb's (1984) experiential learning theory. The value of experiential learning is emphasised by the necessity of giving students real-world experiences, critical reflection, abstract thinking, and active exploration. These components are integrated into an Action-Oriented Approach through real-world assignments and reflection exercises.

3.3 Reflective and Metacognitive Practices

The Action-Oriented Approach relies heavily on reflective and metacognitive practises (Piccardo & North, 2019). Language learners should create objectives, reflect on their experiences, and track their development. Planning, self-evaluation, and self-correction are examples of metacognitive methods that assist students in taking charge of their learning (Goh & Vandergrift, 2021).

3.4 Integrating Intercultural Communicative Competence (ICC)

The Action-Oriented Approach strongly emphasises intercultural communication competence (ICC), which refers to learners' capacity to engage and communicate successfully in multicultural environments. ESL students can better grasp other cultural viewpoints and increase their intercultural competency by taking part in genuine assignments that require intercultural interactions (Byram, 2012).

3.5 Familiarity with the AOA in India

Implementing AOA in ESL instruction requires careful consideration of teacher education. Language teacher education should shift from a post-method approach that emphasises the significance of the teacher's role in fostering a conducive learning environment to a concentration on techniques (Kumaravadivelu, 2003). A modular paradigm for language teacher education consists of five modules: knowing, analysing, recognising, acting, and seeing (Kumaravadivelu, 2012). However, the familiarity of ESL teachers in India with the AOA has been investigated in several studies. The Action-Oriented Approach has a great deal of impact on ESL instruction. It demands a change in how curricula are created, how resources are created, and how assessments are conducted. Focusing on meaningful activities, genuine content, and learner autonomy is necessary for putting the Action-Oriented Approach into practice to properly use this strategy, instructors must continue their professional growth (Piccardo & North, 2019).

4. Significance of the Study

Few research on the Action-Oriented Approach (AOA) deals with evaluating its efficacy for language acquisition in India, according to the aforementioned survey of the literature. The effectiveness of using an Action-Oriented Approach to teach English to students in higher education (tertiary level) in India has not been the subject of any survey research based on the opinions of ESL teachers. This study's objective was to investigate what ESL instructors speculated about Indian tertiary-level English language learners' utilisation of the Action-Oriented Approach (AOA). By comprehending the instructional requirements, teachers may be able to design the curriculum appropriately. It may also encourage customised training and education. AOA may also assist students in learning strategies and techniques for becoming independent learners. Teachers and researchers could come up with an Action-Oriented Approach (AOA) based on teaching and learning activities to improve the student's language competency by understanding the perspectives of the teachers.

5. Research Questions

To lead this study, the following research question was used:

In the context of English language teaching in India, what are ESL teachers' perceptions of the efficacy of the Action-Oriented Approach when it comes to increasing English language proficiency among tertiary-level learners?

6. Research Method

6.1 Research Design

To determine how well ESL teachers feel the Action-Oriented Approach is working to promote English language competency among tertiary-level students in India, the study employed a quantitative research design and a descriptive research technique.

6.2 Participants

Convenience sampling is a technique for collecting data from a study population that is readily accessible to the researcher. Both probability sampling methods and non-probability sampling methods diverge from this strategy. A demographic similarity was considered, along with accessibility and convenience (Rahi, 2017). A convenience sampling procedure was used to choose ESL instructors from multiple educational institutions in certain urban, semi-urban, and rural regions. This approach made it possible to include instructors who were readily available and eager to take part in the research. Seventy ESL instructors from various Indian colleges and universities took part in this study. The participants were chosen based on their prior ESL teaching expertise and knowledge of various English teaching methods. Since the participants were ESL instructors, it was expected that they would know various methods and techniques for teaching. The survey questions were created to discover more about how participants felt about the AOA and how effective it was in fostering language and communication competence in learners.

6.3 Instrument

As stated by Fraenkel et al. (2012, p. 393), data is gathered from a group of individuals through the survey to define specific traits or features of the population, such as competencies, opinions, behaviours, beliefs, and experience. Only 70 out of 80 people who received the study's surveys via Google Forms answered. To aid in English language learning, the questionnaire portion looked at ESL instructors' opinions of the Action-Oriented Approach's efficacy in enhancing English language proficiency among tertiary-level students in India. Ten items make up the perception component of this survey. Quantitative information was gathered using a 5-point Likert scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). A grading system was used to classify the results of the data analysis from the survey. The mean and standard deviation were computed using calculations.

6.4 Analysis of Data

Utilising IBM SPSS Statistics, the majority of the statistical analysis was carried out. The researcher used SPSS in addition to Microsoft Excel to assess the data. The data were analysed qualitatively to further meet the investigation's objectives. The description, classification, and interpretation of survey results are also possible. The statistics of mean and standard deviation were used in a computer program to analyse the data.

7. Analysis and Discussion of the Results

7.1 Statistics on the Population

A breakdown of participant demographics, based on gender and teaching experience, is shown in Table 1:

Table 1. Participants' Demographic Data

	Nos.	Percentages
1. Gender		
A. Female	33	47.1
B. Male	37	52.9
Total	70	100
2. Experience		
A. 0-10	32	45.71429
B. 11-20	13	18.57143
C. 21-30	6	8.571429
D. 16-20	7	10
E. 21-25	8	11.42857
F. 26-30	2	2.857143
G. 31≤	2	2.857143
Total	70	100

Participants in Table 2 are predominantly male with 52.9% being male and 47.1% being female. Furthermore, the main experience range (45.71429%) of participants was 0-10 years. The participation of multiple individuals has an advantageous impact because of their variety in terms of gender and experience.

7.2 Use of Cronbach's Alpha to Assess the Validity of the Questionnaire

The dependability of the data was validated using Cronbach's Alpha reliability analysis. According to several experts, Cronbach's alpha is the internal consistency indicator that is most frequently used (Franzen, 2013). Estimates of reliability are derived from the level of agreement of the item responses from a single assessment. In statistics, the alpha of Cronbach is used to measure the reliability of a psychometric test (Coolican, 2014). Hair et al. (1998) state that 0.70 is the generally recognised lower bound for Cronbach's alpha. For the opinion of ESL teachers, the raw data's Cronbach alpha value was 0.808. The Cronbach alpha coefficient reflects the opinions of ESL teachers on the success of implementing the Action-Oriented Approach in improving English language skills among tertiary-level learners in India 0.808. The internal consistency of the data is satisfied by the ESL instructors' perception's Cronbach alpha coefficient value. The table below provides evidence of the validity of the ESL instructors' opinions.

Table 2. Perceptions of Reliability of ESL Teachers

	Cronbach's Alpha	Number of Items
Reliability	0.808	10

Table 2 demonstrates that = 0.808 is the dependability of ESL instructors' perception. Table 2 shows a positive association between each item score and the overall impression variable. A score of 0.7 to 0.8 is regarded as outstanding and satisfactory, however, the preceding table shows that the value is 0.8. It also shows that = 0.808, which implies that the items under study are dependable. As a result, the data's internal consistency is satisfied.

7.3 Results of ESL Teachers' Perceptions on the Effectiveness of Implementing the Action-Oriented Approach in Improving English Language Skills Among Tertiary-level Learners in India

The current investigation categorises the research findings and offers a commendable outcome. The findings of the questionnaire poll on ESL instructors' opinions of the effectiveness of applying the Action-Oriented Approach to improve English language proficiency among tertiary-level students in India are discussed.

Table 3. ESL Teachers' Perceptions on the Effectiveness of Implementing the Action-Oriented Approach in Improving English Language Skills Among Tertiary-level Learners in India

Item Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean \bar{x}
1	Incorporating speaking activities requires real-world interaction in English language classes.	54.3%	35.7%	8.6%	0%	1.4%	4.4143
2	English language teachers should implement approaches which emphasize the development of intercultural competence, which involves understanding and respecting different cultures and ways of thinking.	34.3%	55.7%	8.6%	1.4%	0%	4.2286
3	English language teaching approaches should emphasize the use of tasks and activities that involve learners in practical, interactive, and goal-oriented communication.	60%	35.7%	4.3%	0%	0%	4.5571
4	Encouraging learners to practice English speaking skills outside the classroom is essential for their development.	67.1%	24.3%	8.6%	0%	0%	4.5857
5	Learning through social contexts is effective for developing English-speaking skills among tertiary-level learners in India.	40%	47.1%	12.9%	0%	0%	4.2714
6	It is the role of the teachers to design learning settings by suggesting and promoting project work, which serves as the foundation for real-world activities.	35.7%	50%	12.9%	0%	1.4%	4.1857
7	The necessity of operating at both levels simultaneously—social and individual—is something that both educators and students must continuously keep in mind.	31.4%	61.4%	4.3%	2.9%	0%	4.2143
8	Learning is characterised by action (application), just as it is in our daily lives as members of society.	34.3%	51.4%	12.9%	1.4%	0%	4.1857
9	Through the mediation of the mental processes needed in finishing a (difficult) activity, collaborative action is done, which enables one to make sense of matters and arrange learning via language.	18.6%	64.3%	17.1%	0%	0%	4.0143
10	Language tasks should mimic the activities that social agents carry out in daily life, with communication being used when needed to complete the tasks.	30%	57.1%	10%	2.9%	0%	4.1429

As stated in Table 3, most ESL teachers' perceptions of the effectiveness of implementing an Action-Oriented Approach for improving English language skills among tertiary-level learners in India for English language instruction were positive. The results show that ESL teachers in India are quite positive about the implementation of AOA in improving English language proficiency among tertiary-level learners. Proof can be provided by the data's mean score ($x = 4.28$).

ESL Teachers' Perceptions on the Effectiveness of Implementing the Action-Oriented Approach in Improving English Language Skills Among Tertiary-level Learners in India

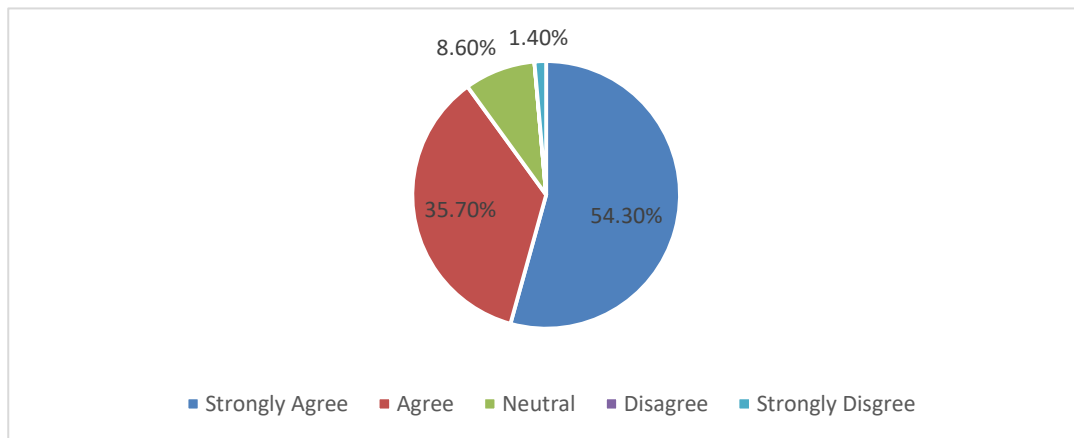


Figure 1. Incorporating speaking activities require real-world interaction in English language classes

It is evident in Figure 1 that 90% of participants "Strongly Agree" and "Agree" with the statement. Incorporating speaking activities requires real-world interaction in English language classes. It suggests that students in ESL classes need English-speaking skills that are based on real-world communication activities. Among respondents, 8.6% hold a neutral view, while 1.4% of respondents express strong disagreement.

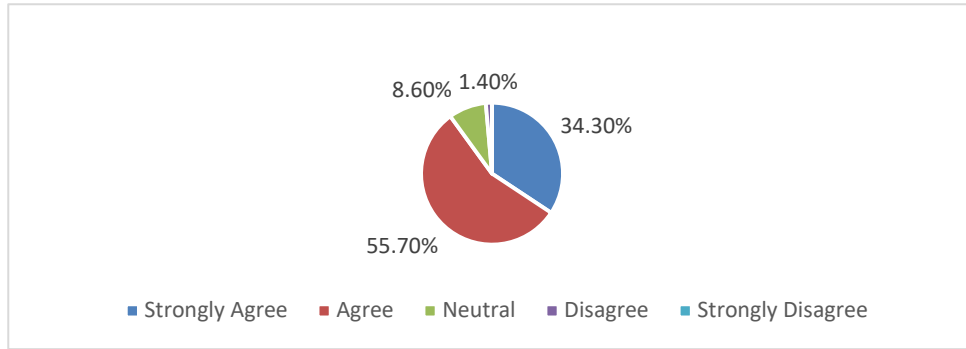


Figure 2. English language teachers should implement approaches which emphasize the development of intercultural competence, which involves understanding and respecting different cultures and ways of thinking

As indicated in Figure 2, the majority of participants support the statement \ that English language teachers should implement approaches which emphasize the development of intercultural competence, which involves understanding and respecting different cultures and ways of thinking / Based on the percentage (90%) of "Strongly Agree" and "Agree" responses, it is evident that ESL teachers believe that English language teachers should focus on developing intercultural competencies. This encompasses understanding and appreciating different cultures and ways of thinking. A total of 8.6% of respondents expressed a neutral view while a mere 1.4% disagreed with this perspective.

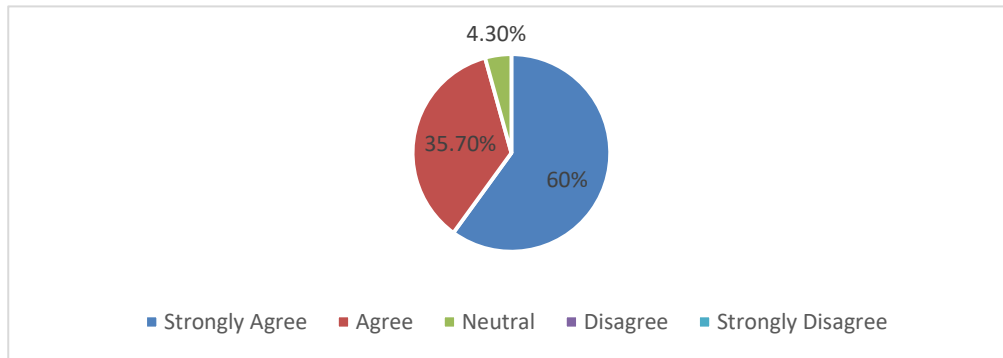


Figure 3. English language teaching approaches should emphasize the use of tasks and activities that involve learners in practical, interactive, and goal-oriented communication

As pointed out in Figure 3, almost all participants (95.7%) believe that \ English language teaching approaches should emphasize the use of tasks and activities that involve learners in practical, interactive, and goal-oriented communication / According to Figure 3, almost all participants (95.7%) believe that English language teaching methods should prioritize practical, interactive, and goal-oriented communication through tasks and activities. This perception is shared by 95.7% of respondents under the "Strongly Agree" and "Agree" categories. The positive view is a reflection of the importance placed on English language learning tasks and activities from the Action-Oriented Approach. This approach involves students in real-world communication that is interactive and goal-oriented. Only a small percentage of participants (4.3%) expressed a neutral view.

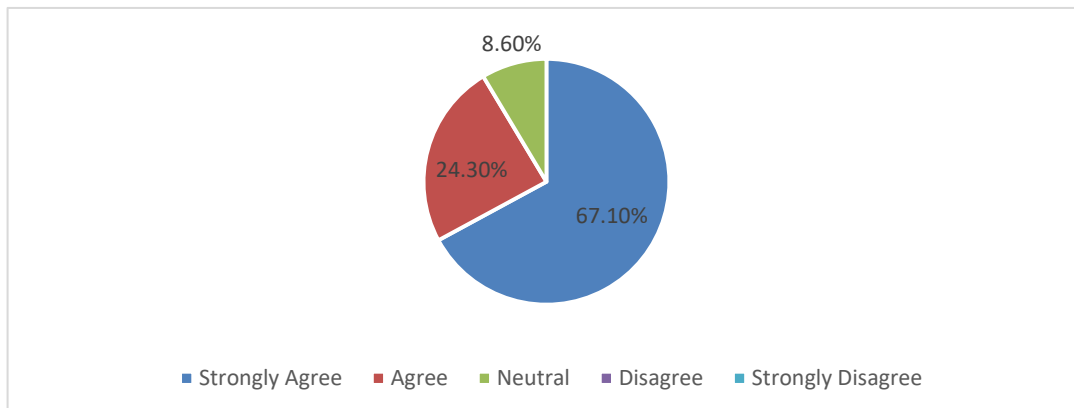


Figure 4. Encouraging learners to practice English speaking skills outside the classroom is essential for their development

Figure 4 indicates that the majority of participants (91.4%) have a very positive view of the Action-Oriented Approach. This is due to the difficulties that the students face when they try to speak English outside the classroom. The combined responses of "Strongly Agree" and "Agree" indicate that learners should be motivated to practice speaking English outside of the classroom. However, it is important to note that 8.6% of the respondents had a neutral view, expressing neither positive nor negative opinions.

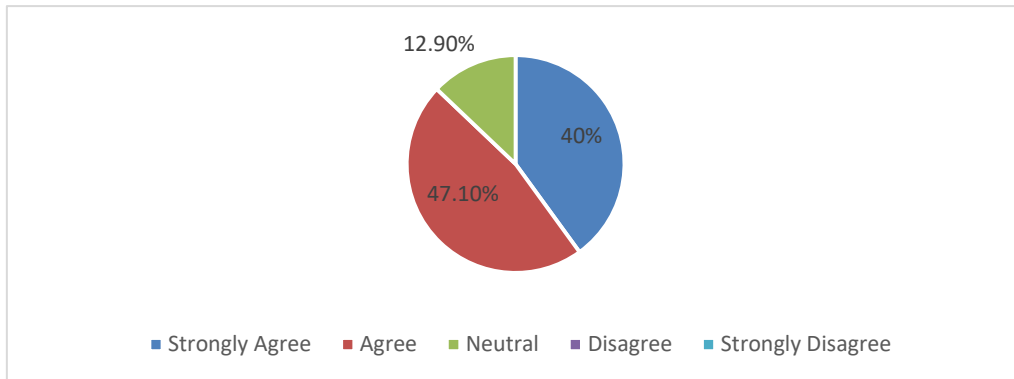


Figure 5. Learning through social contexts is effective for developing English-speaking skills among tertiary-level learners in India

In Figure 5, the data shows that most participants (87.1%) strongly agree and agree with the statement that "Learning English through social contexts is effective for tertiary-level learners in India." This indicates that students in India can improve their English-speaking skills by learning in social situations. Only 12.9% of respondents remained neutral.

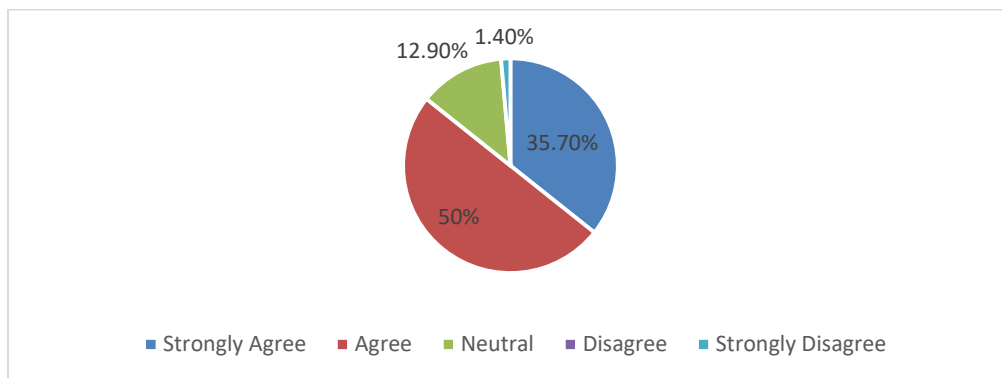


Figure 6. It is the role of the teachers to design learning settings by suggesting and promoting project work, which serves as the foundation for real-world activities

The combined percentage of "Strongly Agree" and "Agree" responses in Figure 6 indicate that a sizeable portion of participants (85.7%) believe that it is the responsibility of the teachers to design learning environments by suggesting and promoting project work, which serves as the basis for real-world activities. This demonstrates that ESL instructors think it is the responsibility of educators to promote and encourage project work, which lays the groundwork for real-world duties. Only 12.9% of respondents expressed neutrality, while 1.4% of respondents strongly disagreed.

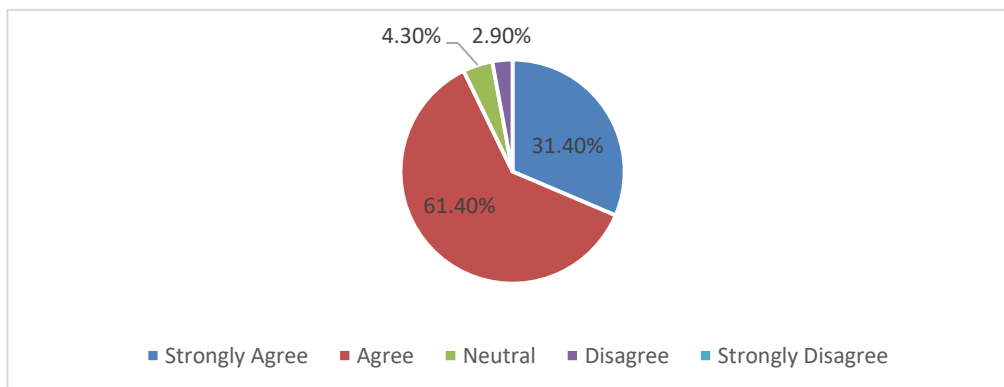


Figure 7. The necessity of operating at both levels simultaneously—social and individual—is something that both educators and students must continuously keep in mind

Figure 7 points out the necessity for teachers and students to always remember the value of operating at both the social and individual levels simultaneously. The total number of "Strongly Agree" and "Agree" responses (92.8%) reflects the statement's perceived value: "Educators and students must constantly keep in mind the necessity of operating at both levels simultaneously—social and individual." However, a sizable fraction (4.3%) is neutral, and 2.9% of respondents disagree with the statement.

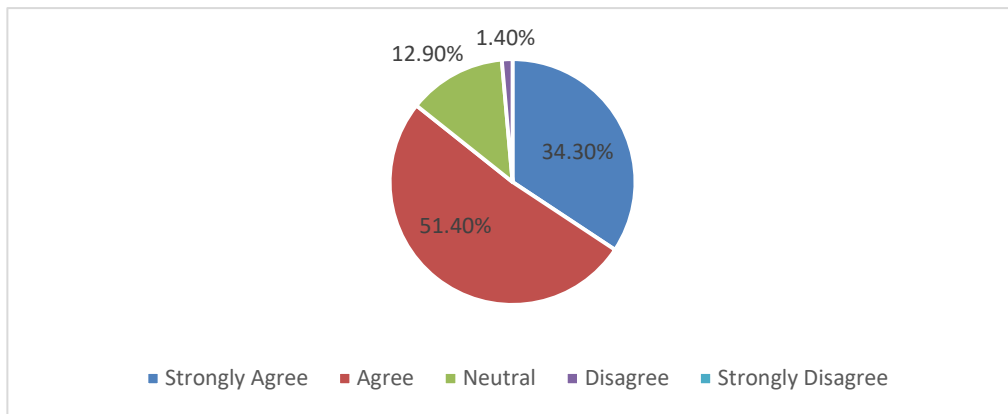


Figure 8. Learning is characterised by action (application), just as it is in our daily lives as members of society

The combined percentage of "Strongly Agree" and "Agree" responses in Figure 8 shows that an overwhelming majority of participants (85.7%) have positive perceptions of the statement "Learning is characterised by action (application), just as it is in our daily lives as members of society." According to favourable impressions, learning is marked by action (application), much like it is in our regular interactions with other members of society. Only 12.9% of participants keep their positions neutral, while just 1.4% of participants disagree.

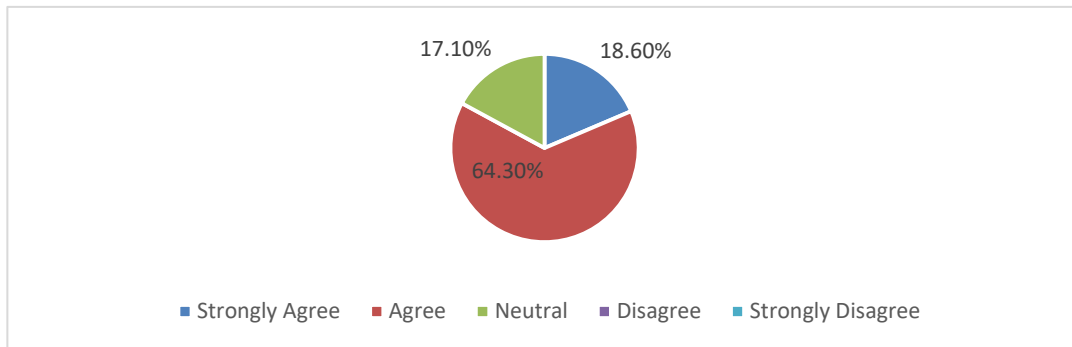


Figure 9. Through the mediation of the mental processes needed in finishing a (difficult) activity, collaborative action is done, which enables one to make sense of matters and arrange learning via language

The findings of Figure 9 show that a sizeable majority of participants (82.9%) "Strongly Agree" and "Agree" that collaborative action is accomplished through the mediation of the mental processes required to complete a (difficult) activity, allowing one to make sense of things and organise language learning. This demonstrates how ESL teachers believe in the value of offering instructions based on the AOA, which requires complicated tasks for the pupils. 17.1% of respondents, on the other side, take a more neutral view.

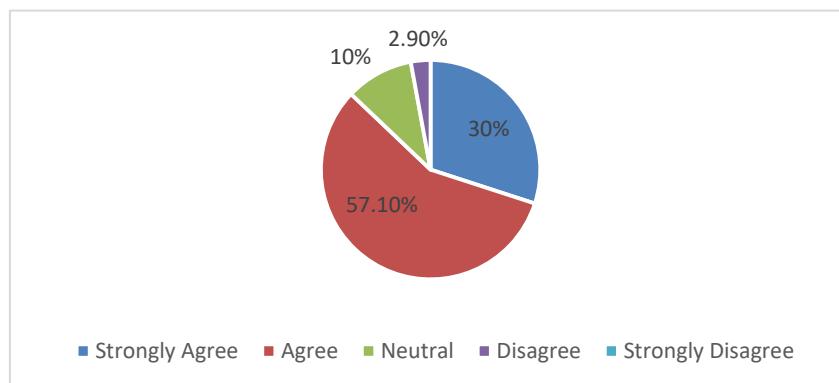


Figure 10. Language tasks should mimic the activities that social agents carry out in daily life, with communication being used when needed to complete the tasks

The combined percentage of "Strongly Agree" and "Agree" responses in Figure 10 shows that the majority of participants (87.1%) agree with the statement that language tasks should resemble the activities that social agents engage in daily, with communication being used as necessary to complete the tasks. This affirmative statement reflects how ESL teachers view AOA and language exercises, which should mirror what social actors do in real life. According to ESL teachers, English language teachers should place a higher priority on the development of intercultural competencies, which include being aware of and respectful of different cultures and thought processes. Only 10% of those surveyed say they are neutral. On the other side, just a tiny percentage of responders (2.9%) disagree.

According to the survey's results, the majority of ESL instructors consider that using the Action-Oriented Approach to help tertiary students in India improve their English language proficiency will make them more comfortable using it in social and real-world contexts. All of these are the opinions that ESL teachers have on AOA-based language instruction.

8. Conclusion

Using a quantitative survey carried out using Google Forms, this research paper sought to understand how ESL teachers felt about the Action-Oriented Approach's efficacy in enhancing English language proficiency among tertiary-level learners in India. To investigate the attitudes, beliefs, and experiences of instructors related to the Action-Oriented Approach and its impact on language learning, the study was conducted. The conclusions of the present research are significant for the stated reasons. It was clear that the majority of ESL instructors in India were aware of the Action-Oriented Approach and understood its potential to improve students' language abilities. They understood the importance of including communicative exercises and real-world problems in their teaching strategies since doing so encouraged student engagement and genuine language usage. The survey findings also showed that instructors believed the Action-Oriented Approach was successful in fostering sociocultural and pragmatic dimensions of language acquisition in addition to linguistic competence. It was thought that emphasising meaningful engagement and task-based activities would help to promote learner autonomy and communication skills. According to the study's findings, ESL instructors generally support the use of the Action-Oriented Approach to improve language learning inside and outside of the classroom (Refer to Table 3). The majority of ESL instructors (91.4%) gave the statement "Practising English-speaking skills outside the classroom is essential for the learners' development" with the maximum rating ($x=4.5857$). Overall, this study adds to the corpus of knowledge on language teaching approaches, particularly in the setting of India. The results illustrate the value of using Action-Oriented Approaches in ESL courses and the possible effects on students' English language proficiency. It is expected that the findings of this study will influence education policy, curriculum development, and teacher training initiatives, thereby raising the standard of English language instruction in India.

9. Recommendations

The study could benefit from having more participants from different colleges and institutions in India. For future studies, it is recommended to integrate qualitative data gathering into semi-structured interviews with participants to triangulate the results. In this inquiry, questionnaires were used to collect data. It could show if the ESL teachers' questionnaire responses and their response variable line up. Quality data-gathering techniques, such as journaling, diary keeping, classroom observation and audio recording, may be acceptable to achieve this purpose. Expanding the scope of the survey to include more questions would be a good way to assess the viewpoints of instructors across all categories, such as high school, college, and other colleagues.

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