Enhancing English Speaking Skills Through The Communicative Approach For Adult Learners At The Center Of Tam Nhan Tri

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Abstract
Today, communication plays a crucial role for all people around the world. Especially, communicating in English is completely momentous and pressing for the middle and old generation. One of the most monumental and primary factors to get the great achievement in communing is to upgrade and improve speaking skill as it plays an important role in becoming competent in utilizing English language. The research acknowledges the value of proficient spoken English communication in a variety of contexts for adult learners, including professional advancement, interpersonal relationships, and personal development. Moreover, the study's main goals, approaches, and expected results are described in the paper. The purpose of this study is to outline the process of speaking and the actions that proficient speakers take to convey their ideas. It offers an arrangement for designing a speech lesson that works and for evaluating students' speaking faculties. Furthermore, the intention of this investigation is also to give adult learners the knowledge and self-assurance they need to communicate effectively in English. It recognizes that adult learners could experience difficulties, like a restricted vocabulary and a fear of making mistakes. Besides, the instructional material uses a variety of engaging and useful activities, such as role-plays, group discussions, dialogues, and presentations, to address these issues. Finally, the improvement of English-speaking regarding accuracy, fluency, and pronunciation are expected program results. Adult learners will become more comfortable to communicate with their ideas and opinions in spoken English, which will lead to better career prospects, social interactions, and personal development. The material also attempts to foster international communication and cultural awareness, which broadens learners' comprehension of various viewpoints and improves their perspective on the world.

I.   Introduction

Speaking is a collaborative meaning-construction process that entails information production, reception, and transmission (Brown, 1994; Burns & Joyce, 1997). Speaking plays a critical role in people's lives, especially for adult learners as it is the process of transforming information, which is extremely beneficial for adult generation to communicate, work as well as adapt with social development. Speaking is the utilization of language to interact with others (Fulcher, 2003:23). (as cited in Sembiring, 2018).

To be more specific, it indicates that there are two or more individuals in this activity, and that each person has his or her own aim to impart the idea so that everyone is able comprehend regarding what this person desires to share. The implication of this is that the English teacher ought to inspire and make an endeavor to boost their pupils' s competence to express themselves by introducing them to some useful methods in becoming an outstanding speaking English and getting involved in communicative language activities in the classroom. They should also be given ample opportunity to practice speaking as much as feasible.

In the increasingly globalized world of today, adult learners must possess effective English-speaking abilities. English is the primary language used for communication in a variety of social and professional contexts and is largely acknowledged as a global language. It is pivotal for higher education, professional advancement, and general social integration. Nevertheless, plenty of adult learners encounter difficulties in sharpening their English-speaking abilities because of a variety of issues, including insufficient exposure, a lack of practice opportunities, and a fear of making mistakes.

Because they did not grow up in an environment where English is spoken or did not have enough practice in it during their formative years, adult learners frequently struggle to converse in English fluently. This may lead to a limited vocabulary, incorrectly pronounced words, and trouble successfully communicating ideas and thoughts. Adult learners may also struggle with nervousness and discomfort when communicating in English, which might impede their development even more.

There are some requirements that learners must meet when they transmit their statement since it can be used as a tool to determine how well we speak. These include pronunciation, grammar, vocabulary, fluency, and comprehension. The description, as given by Brown (2004: 406-407), is as follows.

Acknowledging the necessity to tackle these obstacles, the research centers on improving adult learners' English-speaking apts. For people looking to advance their language abilities, the center serves as a central location for learning, with a focus on speaking. The goal of the project is to investigate practical methods, approaches, and resources that may be applied to improve the center's adult learners' English-speaking skills.

Examining the background of the research helps us to see how critical it is to address the difficulties adult learners encounter in improving their English-speaking abilities. By providing practical strategies and solutions that can significantly alter the way adult learners at the center receive English language education. The results of this study could have a good effect on adult learners' life by giving them the ability to speak English fluently and confidently and by making it easier for them to integrate into the modern, worldwide society.

II. Literature Review

Speaking skills

In the opinion of Richards (2006), speech serves three different purposes: conversation as performance, conversation as deal, and conversation as engagement. It can be exemplified that conversation is used in the normal life namely pursuits on a regular basis emerging on the social situation. Individuals in everyday life interact and exchange some daily talk and share the story of each other. Furthermore, conversation as deal is considered as a transmitting process of information and messages between instructors and learners. Another point to indicate is that conversation as engagement describes public speech that offers knowledge to an audience, such speeches, advertisements, and school lectures. According to the previous definitions, speaking is the process by which people attempt to communicate by utilizing utterances to express thoughts, feelings, and opinions as well as to exchange information. As a result, expressing well is essential for using an instrument of connection. The primal target of speaking is to assist people to give their speech. Especially, speaking English is potential for adults to perform a plethora of activities which enable them to obtain a better life as it is a prime tool for adults to interact in society, achieve academic attainment and cater for career.

The general goals of Talk, as expressed by Tarigan (1985:16), are the following: speaking gets some distinct objectives. The first critical thing to mention is that speaking is utilized to notify. Beneficial speech is intended to educate listeners, determine how objects relate to one another, and to clarify procedures. Students will be informed of the knowledge that the instructor possesses. It may be said that the specific goal of this purpose is to instill savvy in addition to providing facts. The second important point is that speaking is used to interest and make pleasure. When someone entertains, they want to make the listener feel better about the things they have chosen, which are mostly chosen for the sake of enjoyment (Tarigan, 2008:32). This aim is to exert the effectiveness of speaking so that through narrative sharing, everyone will be intriguing and captivating by instructors' s imparting. Another goal of speaking which is employed for educators is to tempt and convince their learners in techniques for educating. Professors must use prominent method to instill the lesson by dividing the appropriate time segment so that adult learners are likely to respond the queries. Finally, pupils can make an exploit of communication tool to by indicating and conveying their own perspectives. Speaking carefully helps in organizing and making choices. Because the students are required to consider the information and raise inquiries, the discussion is conducted attentively. Straightforward and basic procedures are employed. The kids have learned the components of speaking through the following task: debates, documentation, detail, order, and logical reasoning (as cited in Rahayu, 2015).

Speaking is the process of interacting with others through words. Bailey (2006) states that speaking is a collaborative procedure in which presenters create, receive, and analyze knowledge with the goal of creating significance. Besides, speaking statement by Cameron (2001:40), is the deliberate use of language to convey meanings such that others can understand them (as cited in Hongwilai & Kawboonsai, 2022). According to Brown (2004), speaking is a participatory means of creating interpretation that entails information fabrication, reception, and transmission.

Speaking plays a key role for people in many fields and proficient verbal communication is an essential component of language proficiency and is vital to one's academic, professional, and personal growth.

The barriers of adult learners' s studying

Today, a vast number of adult students of English raise their needs for acquiring English with multitude of reasons. They want to be proficient in English to meet the demands for working, travelling, business and interaction. Nevertheless, there still exist numerous pitfalls that language learners must encounter with arduousness. Especially, in Tam Nhan Tri Center, as observing, a myriad of old learners felt that they had encountered serious difficulty of expressing themselves in English. They had to face with a large number of

barriers in English language, namely the lack of confidence, disability to remember English words, arduousness of pronouncing, apprehensiveness of speaking in front of numerous individuals.

According to Hardison et al. (2012), the probability of success can be influenced by factors such as maturity, capacity, motivation, past the acquisition of languages knowledge, instruction manners, opinions, cultural background, gender, and independent thinking.

Age factor plays a monumental role in forming students' s acquisition. The old generation, middle-age get difficulty in adapting English environment as in this period age, their cognition is wholly restricted and fettered.

Importance of speaking skills in adult learning

For adult learners, the ability to speak English fluently and accurately is crucial for various reasons. Professionally, it can lead to better job opportunities in multinational companies or industries where English is the lingua franca (Burns, 2024). Academically, it enables learners to pursue further education in institutions where English is the medium of instruction. Socially, it aids in the integration into communities where English is spoken. Thus, improving speaking skills is not just about language proficiency but also about enhancing the quality of life (Derwing & Munro, 2014).

Characteristics of adult learners

Adult learners differ from younger learners in several key aspects. They are typically more self-directed, have specific goals, bring a wealth of life experiences to their learning, and face constraints such as limited time and responsibilities like work and family. These characteristics necessitate a tailored approach to language learning, where practicality and relevance are prioritized (Gómez, 2016).

The communicative approach: principles and practices

The Communicative Approach, also known as Communicative Language Teaching (CLT), is a method of teaching languages that emphasizes interaction and communication as both the means and ultimate goal of learning. The approach focuses on enabling learners to use the language effectively and appropriately in various communicative situations. The communicative approach to language teaching focuses on enabling learners to communicate effectively and fluently in real-life situations. Unlike traditional methods that emphasize grammatical competence, the communicative approach prioritizes functional use of language through interactive and participatory activities (Richards & Rodgers, 2002). The approach involves tasks that promote communication, such as role-plays, discussions, and problem-solving activities, which are ideal for adult learners who benefit from practical and applied learning (Larsen-Freeman, 2000).

Principles of the communicative approach
Emphasis on communication

The primary goal of CLT is to develop communicative competence, which includes both the ability to understand and produce language appropriately in different contexts (Hymes, 1972). This competence goes beyond grammatical correctness to include sociolinguistic, discourse, and strategic competencies (Canale & Swain, 1980).
Authentic language use

The approach advocates for the use of authentic materials and real-life communication scenarios in the classroom. This involves using texts, recordings, and interactive activities that reflect the language as it is used in everyday situations (Littlewood, 1981).

Learner-centered instruction

CLT places learners at the center of the learning process, recognizing their needs, interests, and learning styles. Activities are designed to be meaningful and relevant to the students' real-life experiences, fostering greater motivation and engagement (Nunan, 1989).

Task-based learning

The use of tasks as the central unit of planning and instruction is a key principle of CLT. Tasks are activities that require learners to use language communicatively to achieve a specific outcome, such as solving a problem, completing a project, or sharing information (Willis, 1996).

Focus on meaning over form:

While grammatical accuracy is important, the communicative approach prioritizes meaning making over form. This means that learners are encouraged to express themselves and communicate effectively, even if they make grammatical errors (Skehan, 1996).

Integration of skills

CLT integrates the four language skills—listening, speaking, reading, and writing—rather than teaching them in isolation. This holistic approach reflects the way language is used in real-life communication, where multiple skills are often employed simultaneously (Richards & Rodgers, 2002).

Attitudes

Attitude is defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150) (as cited in Namanyane & Shaoan, 2021). Attitude toward learning language is really important. Brown (1994) believed that positive attitude brings benefits to second language learners whereas negative attitude may result in reducing students' motivation and input as well as unsuccessful language proficiency. Similarly, Brown (2004) supported that the learners gain the advantages from the positive attitude and the negative attitude may decrease learners' motivation due to decreasing input and interaction that leads to fail to attain the proficiency. The concept of attitude which is based on multi component models of attitude has been developed by Haddock and Maio (2004). There are three components, namely: cognitive, affective and behavioral. Three components of attitude share a connection: 1) Cognitive attitude, which comprises thoughts, beliefs and value about the language of learners. For instance, a study participant may reflect the belief in utilizing CSR method in reading lessons; 2) Affective attitude, which represents the feelings and emotions towards the language. For example, a statement reflects student's emotional response to the influence of CSR on the students' reading skill; 3) Behavioral attitude, which involves the real behaviors to the attitude object. For instance, a participant suggests an interest in speaking skills during a learning activity in speaking classroom.

Therefore, speaking attitude is defined as the feelings relating to speaking that make a speaker interested in speaking skills and assist learning. In contrast, a negative attitude will lead to unfavorable outcomes. He also reported that students who have positive attitudes towards speaking gain great success" (Gardner, 1985).

Previous study

Derakhshan, Ali, Farahnaz Tahery, and Nasrin Mirarab (2015) made an investigation regarding "Helping adult and young learners to communicate in speaking classes with confidence." The objective of this assessment is to illustrate the application of various knowledge that would be extremely beneficial for educators when instructing EFL/ESL students. Teachers' awareness can significantly aid adult learners in their profession because of the notable differences of adolescent and mature learners (Richard & Renandya, 2002).

Ali Derakhshan, Atefeh Nadi Khalili and Fatima Beheshti (2016) delved into a study "Developing EFL Learner's Speaking Ability, Accuracy and Fluency". The purpose of the article was to give viewers engaging content and motivating exercises including reaction, replication, focused achievement, contractual discussion, and personal discourse to help them become better communicators. Furthermore, EFL students can improve their capacity to speak by using a variety of tools, including simulations, films, visual aids, and statistics. Additionally, the article considers the important elements and strategies for enhancing precise and fluent speech proficiency.

Zyoud (2016) speculated research about Theoretical Perspective on How to Develop Speaking Skill Among University Students. The following article offered some conceptual suggestions for improving students' higher education communication skills. The article mentioned some pivotal features to invigorate pupils' speaking apt: the utilization of dialogues, the audio-visual method, conversation groups, and language clubs for foreigners.

Leong and Ahmadi (2017) conducted research regarding "An Analysis of Factors Influencing Learners' English-Speaking Skill". The article sought to demonstrate the importance of concentrating on the variables influencing language learners' proficiency in spoken English. This literature review outlines the prime factors of speaking, communicating challenges, addressing qualities, presenting significance, and elements influencing the effectiveness of speech. The research revealed that learners could prioritize and need greater emphasis in appropriate language education.

Očko, Rebeka (2018), investigated a study "Encouraging Speaking Skills by Teaching Adults English as a Foreign Language". The aim of the present dissertation is to determine the significance and impact of well-organized actions on the verbal skills of adult learners and the degree to which they raise their level of bilingual competence. This dissertation' conceptual section includes details on factors and methods of instruction that impact adults' acquisition of foreign languages. Techniques for motivating students to speak up and take part are discussed. It is described how to teach pronunciation and how to respond most effectively to mistakes made by older students. The research findings are provided together with a description of the nine actions.

Kallinikou and Nicolaidou (2019). conducted a study of "Digital Storytelling to Enhance Adults' Speaking Skills in Learning Foreign Languages". Research has shown that digital storytelling—which combines written content, pictures, sounds, sounds, and video—can promote learners' inspiration, independence and immersion as well as their verbal and communication skills when acquiring a foreign language. The present

research looked at the connection between adults' motivation for mastering a foreign language and their speaking abilities when they engage in digital storytelling that is supported by a multimedia educational setting.

Pakula (2019) conducted the research of teaching speaking. The article aims to address the question of how speaking in a foreign language (FL) can be imparted through two different approaches: the definition of speaking competence, the process of language acquisition.

Tampubolon (2020) investigated research regarding "Improving Students' Speaking Skill Through Debate Technique". The purpose of the present investigation is to determine whether or not teaching pupils the topic of discussion method enhances their capacity for speech. Presenting and questioning style was the approach used in this investigation. Quantitative research was implemented to carry out this investigation. For this investigation, a sample of forty students was employed. Students were given examinations of speech to gather statistics. The assessment outcome indicated that the typical score of the post-test raised from 70 to 78.75, which was a greater than the mean score of the pre-test.

Munawaroh (2022), conducted a study of "The Use of Role Play Method to Improve Speaking Skills in Communicative Class of Asyee" (As-Syafi'iyyah English Excellent) Course Darussalam Boarding School in Academic Year 2021/2022. The research renders the procedure in utilizing the role play approach to intensify students' communication skills of the Darussalam Boarding School's ASYEE course's interactive section during the course of schooling 2021–2022.

Guaranga Lema (2022) conducted a study regarding Cooperative Learning Approach to improve speaking skill on young adult EFL learners. The primary goal of the current study project, "Cooperative learning approach to improve oral expression skills in students of English as a foreign language," is to evaluate how well young adult EFL students' oral dexterity has been enhanced by using the cooperative learning paradigm.

In Vietnam, Yen (2019) looked at the use of the 4/3/2 technique in speaking classes. Data were collected through an experiment among first year English majors who were following the usual English program at a university. It was found that the treatment group outperformed the control group in terms of speaking fluency and accuracy. The study highlighted the benefits of the 4/3/2 technique and suggested that fluency and accuracy in language performance do not have to be in a trade-off relationship. Truong (2021) stated that the adult learners had some perks including strong motivation, clear learning goal, good learner autonomy and able technology use for learning, or positive attitudes towards the existing teachers' quality. Besides, some perils among these adult learners were sought, including low self-confidence, short time investment, and limited speaking practice environment. At last, they expected their teachers to make the lessons more interesting and realistic, and hoped their language centers to invite native language teachers. Nguyen (2024) explores the obstacles Vietnamese English as a Foreign Language (EFL) learners face, providing practical solutions for both learners and educators. A comprehensive study involving 70 adult learners studying EFL at the University of Danang-University of Foreign Language Studies (UD-UFLS) utilized questionnaires and interviews, employing qualitative and quantitative analyses. The research revealed that despite high motivation driven by job and career goals, learners struggle due to time constraints, limited English literacy skills, and financial burdens, diminishing the effectiveness of their learning. In response to these difficulties, constructive recommendations are offered to enhance the learning experience and address the prevalent issues.

Research gap

Despite the widespread use and popularity of the communicative approach in classrooms, there is a significant research gap regarding its effectiveness and implementation in the Vietnamese context, particularly for adult learners. While previous studies have explored the impact of the communicative approach in various educational settings, there is limited research on its application and outcomes in the teaching English in Vietnam. Additionally, most studies conducted on the communicative approach have been carried out in Western contexts. As such, cultural and contextual factors specific to the Vietnamese educational setting may influence the implementation and outcomes of the communicative approach in Vietnamese classrooms. Therefore, there is a need for research that examines the effectiveness of the communicative approach in a Vietnamese language center setting. Furthermore, while previous studies have focused on the impact of the communicative approach on high school and university students, fewer studies have explored students' attitudes toward using the communicative approach in classroom contexts. This project focus on enhancing enhancing English speaking skills through the communicative approach for adult learners at the Center of Tam Nhan Tri.

Conceptual framework

The conceptual framework for this project is grounded in the communicative approach by emphasizing real-life communication and the functional use of language. Its main goal is to enable learners to communicate effectively in the target language. To achieve this, the approach encourages interactions in the target language (English) through activities based on real-life scenarios (Savignon, 1983). In this project, the model by Savignon was adapted as the framework for the whole project. It promotes the idea that learning language successfully

comes through having to communicate real meaning. When adult learners are involved in real communication, their natural strategies for language acquisition are used, and this allows them to learn how to use the language to develop their speaking skills, not just knowledge about the language. This project will investigate how adult learners improve their speaking skills, using the quantitative and qualitative strategies regarding their English speaking skill improvement and their attitudes towards learning English speaking skills through the communicative approach.

III.   Research Methodology

Research design

Regarding the choice of research design for the current study, a combination of quantitative and qualitative methods (mixed methods) was employed to explore the answer to two research questions as follows:
• To what extent does the learning of English speaking through the communicative approach enhance adult learners' English speaking skills?
• What are adult learners' attitudes towards learning English speaking skills through the communicative approach?

The mixed methods research of both quantitative and qualitative was used to analyze the collected data since it brings several benefits. Firstly, employing this kind of methods enables researchers to explore a distinct and explanatory connection among various variables. In this study, the independent variable is the use of Learning speaking skills via the communicative approach as an intervention tool in the EFL classroom and student attitudes towards learning speaking skills via the communicative approach. Another advantage of mixed methods research is the in-depth exploration it offers, which means qualitative methods allow researchers to explore research questions in-depth, offering insights into participants' perspectives and experiences. This explanatory nature complements the structured approach of quantitative analysis. Therefore, a questionnaire survey and semi-structured interviews were employed to get to what extent adult learners could enhance their speaking skills the whole description of the students' attitudes towards learning English speaking skills via the communicative approach.

Survey research which is a method of collecting data from a sample of individuals to gain insights, opinions, attitudes, behaviors, or characteristics about a specific topic or a population was chosen as a research design for this study due to several reasons. Firstly, it is a widely used technique in different fields where researchers want to gather information about a group of people (Fraenkel, Wallen & Hyun, 2012). It can be designed to gather specific information about students' attitudes towards learning speaking skills via the communicative approach. Secondly, according to Creswell (2021), survey researchers can gather quantitative, numbered data that can be easily analyzed statistically to describe trends in responses to questions and to examine research questions or hypotheses using questionnaires or interviews. Surveys can be administered to a representative sample of EFL adult classes in Dong Nai Province. The findings from the survey can be generalized to a broader population of adult students within that geographical area. Moreover, surveys allow researchers to collect data from a relatively large number of participants in a relatively short period of time. This is beneficial for studying with a group of students across different classrooms.

The survey in this research included scaled questions to measure levels of agreement, a method widely recognized for gathering opinions rather than factual information (McDonough, 1997). In the questionnaire, multiple choice questions were employed since they were generally faster and simpler to answer compared to open-ended questions. When analyzing the data from this type of survey, the responses were shown in the tables with the frequency distribution. Brown (1988) defined frequency as the number of individuals that do an action or task in the same way. In addition, he stated that each score in the table corresponded to a frequency distribution. Therefore, the frequency distribution was used to show the percentages of the participants' responses to the survey questions. Furthermore, qualitative method was used to analyze the data from the interviews with the students to investigate their opinions about students' attitudes towards learning speaking skills via the communicative approach.

Research site and participants

Research site

The present study was conducted at the English center of Tam Nhan Tri, which is in Bien Hoa City, Dong Nai Province, where the researcher is currently employed as an English teacher. The center was established in 2023, catering to over 400 students in the 2023-2024 academic year and over 120 adults. There are 20 classes in total including Cambridge programs, IELTS training and Business communication.

English is taught to adult learners at Tam Nhan Tri Center with the use of IELTS materials. There are a high number of English classes per week specifically from 7 to 10 classes depending on the grade level. In addition, the center administration has invested in numerous facilities to serve this subject. Furthermore, the center also established a Cambridge testing center and an English center under the school to encourage students to study

and improve their English proficiency. There are 15 Vietnamese teachers and 3 foreign teachers. Most of these teachers are not only competent and enthusiastic but also have substantial experience in teaching English. Additionally, they are expected to attend academic workshops annually to update their knowledge and enhance their teaching skills. As a result, they are open to incorporating innovative teaching methods into their practice.

In terms of facilities, the center is well-equipped with modern facilities including interactive boards, sound systems, cameras, air-conditioners, and Internet connection in every classroom. Besides, there is a campus for boarding students and other facilities like a library, swimming pools, football courses, a playground, etc. Moreover, small class sizes of about twenty-five to thirty students per class result in more individual attention and higher engagement in the study. Thanks to these advantages, it is convenient for the researcher to take advantage of learning speaking skills via the communicative approach.

As for the curriculum, the participant students go through eight study weeks per academic year. The weekly schedule includes eight English classes, consisting of three periods for the prescribed program of the Ministry of Education, two periods for revision, two periods for skills practice and the remaining period is taught by foreign teachers using a distinct textbook emphasizing communication skills. As a result, the researcher had more opportunities to observe students' behavior during individual work, pair work or group work, which increased the accuracy of the data on students' behavior.

Research participants

During the academic year 2023-2024, the target population of Tam Nhan Tri Center is approximately 100 adult learners and the researcher taught 50 of them. Since the lack of authority to select the teaching classes, the researcher chose convenience sampling as the method of participant selection. This approach involves selecting individuals who meet practical criteria, such as being geographically close, available at a specific time, easily accessible, or willing to volunteer (Dörnyei, 2007). Therefore, it did not confuse the school's organizational structure. Furthermore, when adopting this sampling method, the disruption to the student's learning and the teacher's teaching was minimized.

The participants taking part in this study were from two classes that the researcher was assigned at the beginning of the school year. They included 50 students (23 males and 27 females) from classes business communication 1 and business communication 2. These students were chosen as a representative sample from the larger target population. They all share the same level of maturation, and cognitive ability, and were required to meet a minimum benchmark score to enroll at the English center, indicating that they may possess comparable academic abilities. Moreover, all of them have Vietnamese as their mother tongue, while English is learned as a second language.

Research instruments

The questionnaire was designed to collect quantitative data on adult learners' attitudes and the impact of the communicative approach on their speaking skills. It included closed-ended questions formatted on a Likert scale ranging from Strongly Disagree to Strongly Agree. This format was chosen for its efficiency in data collection, ease of categorization, and the straightforward recording of responses. The development of the questionnaire followed a systematic process involving content analysis, a pilot study for reliability testing, adjustments based on pilot results, and a final review before deployment in the main study. This rigorous process ensured the reliability and validity of the data collected.

Semi-structured interviews were conducted to gather qualitative insights. These interviews allowed for a deeper exploration of participants' experiences, attitudes, and perceptions regarding the communicative approach. The semi-structured format provided flexibility, enabling the interviewer to probe further into interesting or unexpected responses, thereby gaining a comprehensive understanding of the participants' views. Interviews were transcribed and analyzed to identify recurring themes and patterns, enriching the quantitative data from the questionnaire.

The combination of questionnaires and semi-structured interviews offered a strong methodological approach. While the questionnaire provided a broad quantitative overview of learners' attitudes and the impact of the communicative approach, the interviews added depth and context to these findings. This mixed-methods approach ensured a more nuanced and comprehensive understanding of the research questions, allowing for triangulation of data and validation of results.

Questionnaire

Brown (2001) characterized questionnaires as a particular type of survey research tool. He defined them as written instruments that provide individuals with a set of questions or statements to which they respond by either writing their answers or choosing from provided options. Questionnaires are frequently used to collect information on attitudes and opinions from a large group of participants and have been extensively utilized in second-language research (Mackey & Grass, 2015). In this study, the researcher employed a questionnaire with

closed-ended questions due to their efficiency, ease of categorization, and simplicity in recording responses (Bakharia, Heathcote, & Dawson, 2009). The questionnaire was formatted using a Likert scale, ranging from Strongly Disagree to Strongly Agree.

The development process of the questionnaire involved four phases. Initially, items were generated for each target theme through content analysis. Following this, a pilot study was conducted to evaluate the questionnaire's reliability. Adjustments were made based on the pilot study results, and the revised version was reviewed and used in the main study.

The questionnaire in this research consisted of three main parts (See Appendix A). Part I included 3 items to collect general information about the participants, such as their gender, age, and experience with learning speaking skills via the communicative approach. These details are essential for understanding the participants' demographic background and past experiences (Hatch, 2023). Part II comprised 5 questions on the impact of learning speaking skills via the communicative approach on students' speaking abilities. Part III was divided into three clusters with 9 items to measure each type of student attitude (cognitive, affective, behavioral) towards using the communicative approach in managing classroom behavior.

All parts of the questionnaire were mandatory for every participant. The survey was reviewed before being distributed. It was initially created in English and then translated into Vietnamese, with only the Vietnamese version provided to participants to ensure they had no difficulty completing it.

Semi-structured interview

Semi-structured interviews were conducted to provide further clarification of the quantitative data obtained from the questionnaire. These interviews are advantageous because they strike a balance between the consistency of structured interviews and the flexibility of unstructured interviews. Commonly used in qualitative research, semi-structured interviews gather detailed and comprehensive information about individuals' or groups' opinions, perspectives, experiences, and thoughts on a specific issue. The interviewer follows a predetermined set of questions or topics but has the flexibility to delve deeper based on the interviewee's responses (Fraenkel, Wallen & Hyun, 1993). This approach fosters a more conversational and interactive environment, allowing participants to express their thoughts and experiences in greater detail, resulting in rich and multifaceted data.

In this project, after implementing the communicative approach to manage students' behavior, ten randomly selected students from two classes participated in the interviews. To enhance understanding of the questionnaire results, the interview questions were designed to closely align with the questionnaire items. The interview focused on six questions regarding students' attitudes towards the implementation of learning speaking skills via the communicative approach. Specifically, three questions addressed the affective attitude towards the approach in business communication EFL adult classes, one question explored the cognitive attitude, and the remaining two questions related to the behavioral dimension.

All interviews were conducted in Vietnamese to ensure students could comfortably and openly share their viewpoints. The researcher conducted a pilot interview before the official interviews to ensure clarity of all items and to gather essential information. Additionally, the participants' answers were recorded for later analysis.

Research Procedure

The research was carried out in ten weeks in the 2023-2024 academic year. All the chosen learners were engaged in the learning speaking skills via the communicative approach system for a period of ten weeks from November 2023 to March 2024 with instruction from the researcher. To begin with, learning speaking skills via the communicative approach was introduced to students. The teacher then created a class account for each class and uploaded the class roster. Then, classroom rules and specific expectations which were created by the researcher beforehand were introduced. The teacher allowed the class to listen to the authentic recordings. The teacher explained the lesson to the students how points were awarded and deducted based on their answer. The context was consistently provided during the whole class teaching time.

The data was mostly collected during individual work, pair work or group work periods. The points earned by students were logged in their profiles, allowing them to access and view their progress during the lesson on the class display page. Alternatively, students could also check their points at home using their designated login accounts. The points were collected daily, so students could check their progress every day. Reflections on students' performance were provided at the end of each week regarding their progress and total points. The teacher used the reporting feature which highlights students' achievements and areas for improvement to engage students in discussions about their behavior and encourage self-reflection. This was done through small gifts and recognition in front of the class. At the end of the month, the teacher showed the data on the screen, praising the students for their good points. The students who reached their goal for several points rewarded by the teacher received a reward.

In the final week of the study, the research instruments - a questionnaire and semi-structured interviews - were subjected to a pilot test. This preliminary phase included feedback from participants to refine the

instruments for enhanced reliability and validity. After that, a sample of 50 students from two classes was required to complete the questionnaire on students' attitudes concerning the application of learning speaking skills via the communicative approach in their educational environment. Following the questionnaire phase, a select group of 10 students, also from the two classes, were engaged in semi-structured interviews. These interviews were aimed at acquiring in-depth insights into the cognitive, affective, and behavioral dimensions of students' attitudes towards Learning speaking skills via the communicative approach's implementation. The next stage of the research involved a thorough analysis of the data gathered. For the quantitative data derived from the questionnaires, the Statistical Package for the Social Sciences (SPSS), version 27, was employed as the primary analytical tool. In contrast, the qualitative data obtained from the semi-structured interviews underwent a qualitative content analysis.

Data collection and analysis procedures

At the beginning of the study, the researcher asked permission from the head of the Center of Tam Nhan Tri, faculty of English to research the topic of the impact of learning speaking skills via the communicative approach.

Questionnaire

After conducting a pilot study, the researcher modified and reviewed the questionnaire. Then, the questionnaire was administered to fifty students. The researcher presented the questionnaire's purpose and assured participants that their personal details were strictly utilized for the study's purposes. Clear explanations of the Likert scale used in the questionnaire were provided, along with instructions to ensure respondents' understanding of how to appropriately indicate their responses. After that, the questionnaire was analyzed for quantitative value. The data from the questionnaire was treated and calculated by SPSS version 27 in terms of the means scores, frequency and standard deviation of the question items. The five-point Likert scale ranging from strongly disagree to strongly agree was translated as follows in terms of the mean score (M):

Semi-structured interview

For the semi-structured interview, after obtaining permission from the participants, the questions designed in Vietnamese were piloted with 10 students during the last week of the study. Initially, the researcher explained the purpose of the interview to the participants. Each participant then engaged in a face-to-face interview lasting approximately 10 to 15 minutes, conducted in a meeting room at the school library. The researcher and participants communicated openly, discussing and responding to all interview questions in Vietnamese. This ensured that the interviewees fully understood the questions and could provide accurate and meaningful responses.

The researcher recorded the answers using a mobile phone, ensuring comprehensive and accessible data for subsequent analysis. The researcher also pledged to maintain the confidentiality of participants' information and responses, with all data securely deleted upon the completion of the research project. After conducting the interviews, the researcher collected all the responses and proceeded with the analysis.

The analysis process for the semi-structured interviews involved several steps. First, the researcher listened to the interview recordings multiple times and created transcripts of the content. Then, the researcher thoroughly reviewed the participants' responses and opinions to gain a comprehensive understanding. Next, the responses were categorized, and a framework was created for organizing the opinions and responses effectively. After categorization, the Vietnamese responses were translated into English. Finally, the data from the transcripts was interpreted using content analysis techniques. Table 2.3 provides an overview of the data analysis techniques applied throughout the study in relation to the research questions and instruments.

Validity and Reliability and ethical considerations

As the two most important requirements for scientific research, validity and reliability are expected to be checked by researchers in every study (Clark, Foster, Bryman, & Sloan, (2021). Reliability is the degree to which conducting the study again would provide identical data and lead to the same conclusions. Meanwhile, Coombe et al. (2021) stated that a test is valid when it accurately measures the intended construct. The assessment of validity and reliability for this study, including the questionnaire and the interview, will be evaluated as follows.

The validity of the questionnaire refers to its ability to measure what it is intended to measure. In this study, the questionnaire was designed to assess the impact of learning speaking skills via the communicative approach on students' behavior and their attitudes toward this learning method, categorized into cognitive, affective, and behavioral components. The validity was supported by generating questionnaire items through content analysis, ensuring alignment with the intended themes. Additionally, the researcher adapted items from previous validated research studies, further enhancing the questionnaire's validity. The use of a Likert scale format and the categorization of items into three clusters also contributed to its construct validity. To ensure participants

provided the most truthful and accurate responses, the questionnaire was translated into Vietnamese and accompanied by a clear explanation of its purpose and format. The researcher was available in the classroom to answer any questions, and the questionnaires were completed anonymously, allowing students to freely express their opinions.

Reliability refers to the consistency and stability of the measurement over time and across different conditions. In this project, a pilot test was conducted to assess the questionnaire's reliability, aiming to identify potential issues with item clarity, response patterns, or other aspects that might affect consistency. Based on the pilot study results, adjustments were made to improve the instrument's reliability. Additionally, the data from the questionnaire and interviews were processed using SPSS software version 27. The reliability and internal consistency of the questionnaires were assessed using Cronbach's Alpha value, ensuring the instrument's robustness (Bujang et al., 2018; Vaske et al., 2017).

The validity of semi-structured interviews in qualitative research is often established by their ability to capture detailed and comprehensive information about participants' perspectives and experiences. In this study, the interviews were designed to closely align with the questionnaire items, which enhanced the overall understanding of the questionnaire results. This alignment helped establish content validity, as the interview questions were based on the same constructs as the questionnaire.

Another important consideration is bias. According to Cohen, Manion, and Morrison (2017), summarizing interviewees' answers after the interviews can introduce bias because the interviewer might forget some details, especially those that may not align with their expectations. To prevent this, all interviews were recorded with the participants' permission, ensuring that no information was overlooked or missed during the interview process.

In qualitative research, reliability refers to the consistency of the interview process and the accuracy of the data collected, rather than the statistical reliability found in quantitative research. According to Silverman (1994), conducting a careful pilot of the interviews can enhance their reliability. Consequently, a pilot interview was conducted to ensure the clarity of the questions and to gather essential information. Additionally, the interviews were conducted in Vietnamese, the students' native language, to ensure they fully understood the questions and felt comfortable responding and expressing their thoughts.

At the beginning of the study, students were informed about the study's purpose, their involvement, potential risks and benefits, and their right to withdraw at any time without negative consequences. The researcher also covered essential aspects such as privacy and confidentiality. The collected data was anonymized to ensure that individuals could not be identified, which included removing any personally identifiable information or using pseudonyms in the final thesis. Furthermore, the data was used solely for research purposes and not for any other use without explicit consent from the participants. Additionally, the possible impacts of learning speaking skills via the communicative approach, such as concerns related to equity and the potential effects on students' self-esteem or motivation, were taken into consideration.

IV. Results And Discussion

Findings of the survey of student questionnaires and semi-structured interviews
Details of the questionnaire

With the aim of investigating the impact of learning speaking skills via the communicative approach on student's behavior in EFL adult classes and their attitudes towards the teaching of learning speaking skills via the communicative approach, the researcher used a questionnaire consisting of three parts to gather the data. The first part, including 4 questions, was designed to collect general information from students. The second part had 5 items on the impact of teaching learning speaking skills via the communicative approach on student's behavior. The third part of the questionnaire contained 9 items, which were categorized into three components of attitudes, as mentioned in the literature review: cognitive attitude, affective attitude, and behavioral attitude. Each component included 3 items, which measured each kind of students' attitudes towards the implementation of teaching learning speaking skills via the communicative approach in English lessons. The table below illustrates the design of the questionnaire in detail.

Table 3.2 Details of the questionnaire

Part	Content		Item
Part 1	General information		1, 2, 3, 4
Part 2	Impact		IM1, IM2, IM3, IM4, IM5
Part 3	Attitudes	Cognitive	COA1, COA2, COA3
		Affective	AFA1, AFA2, AFA3
		Behavioral	BEA1, BEA2, BEA3

Reliability of the questionnaire

To gauge the reliability of each construct, the researcher used Cronbach's alpha to run 14 Likert-scale items. Descriptive statistics were then calculated using SPSS version 27, and the results are presented in Table 4.3.

Table 3.3 Reliability statistics of the questionnaire

Components	Construct	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Impact (Cronbach's Alpha =.778)	IM1	.607	.723
	IM2	.438	.775
	IM3	.567	.732
	IM4	.642	.704
	MI5	.526	.746
Cognitive Attitude (Cronbach's Alpha =.762)	COA1	.639	.629
	COA2	.770	.465
	COA3	.404	.881
Affective Attitude (Cronbach's Alpha =.726)	AFA1	.593	.588
	AFA2	.600	.578
	AFA3	.462	.748
Behavioral Attitude (Cronbach's Alpha =.828)	BEA1	.694	.767
	BEA2	.721	.752
	BEA3	.727	.773

The objective of using Cronbach's Alpha is to ensure the reliability of individual items, and a set of question items is considered reliable when the Cronbach's Alpha of each component is greater than .700 (Fraenkel &Wallen, 2008) and the Corrected Item-Total Correlation of each construct is higher than 0.3. The statistical results from Table 4.3 show that: (1) the reliability coefficient of the Cronbach's Alpha scale of each component was all above .700; and (2) all the observed variables had a total correlation greater than 0.3 (Corrected Item: Total Correlation > 0.3). As a result, the scale was reliable, and all the observed variables could explain the components. The following part presents the analysis and discussion of the data arranging in the same sequence as the questions listed in the questionnaire.

Impact of learning English speaking skills via the communicative approach on student' speaking skills in a classroom context

Table 4.1 Descriptive statistics of the impact of learning speaking skills via the communicative approach on students' speaking skills in EFL adult classes

Item	Statements	M	Std.D		SD	D	U	A	SA
I1	Since the implementation of communicative approach to teach learning English speaking skills via the communicative approach, I have noticed a change in my classroom behavior.	4.20	.639	F	0	1	3	31	15
				P	0	2%	6%	62%	30%
I2	Learning English speaking skills via the communicative approach has helped me focus better during English language lessons.	4.24	.744	F	0	2	3	26	19
				P	0	4%	6%	52%	38%
I3	I feel that my positive behaviors are more recognized because of better learning English speaking skills via the communicative approach.	4.50	.707	F	0	1	3	16	30
				P	0	2%	6%	32%	60%
I4	The feedback I receive through learning English speaking skills via the communicative approach motivates me to behave better.	4.22	.815	F	0	2	6	21	21
				P	0	4%	12%	42%	42%
I5	Learning English speaking skills via the communicative approach makes me more aware of the consequences of my behaviors.	4.48	.762	F	0	1	5	13	31
				P	0	2%	10%	26%	62%
	Average	**4.33**	**.733**						

(Note: M = Mean; Std. D= Standard Deviation; F=Frequency; P= Percentage)

Table 4.1 illustrates the overall result of the impact of learning speaking skills via the communicative approach on students' behavior in EFL adult classes. The overall mean score which was 4.33 suggested a positive impact of learning English speaking skills via the communicative approach on student behavior in English language classes. The scores indicated that students perceived a noticeable improvement in their classroom

behavior, better focus during lessons, and a stronger recognition of their positive behaviors in speaking skill implementation.

To be more specific, the highest mean score belonged to item I3 *"I feel that my positive behaviors are more recognized because of learning speaking skills via the communicative approach."* (M=4.50; SD=707). This indicated a strong attitude among students when those learning English speaking skills via the communicative approach effectively acknowledged and rewarded their positive behaviors. This recognition was crucial for reinforcing desirable behaviors, fostering a sense of accomplishment, and building a positive classroom environment where students felt valued and motivated to engage positively. On the contrary, item I1 *"Since the learning of learning English speaking skills via the communicative approach, I have noticed a change in my speaking."* received the lowest mean score (M=4.20; SD=.639). This lower score might imply that the minor observation of behavioral changes was a less potent motivator than the acknowledgment of good behavior. Moreover, the students recognized the usefulness of Learning speaking skills via the communicative approach system in *"helping me focus better during English lessons"* (item I2: M=4.42; SD=.774), *"making me more aware of the consequences of my English speaking"* (item I5: M=4.48; SD=.762). The results suggested that the reward systems for participation or attention of learning English speaking skills via the communicative approach directly supported students in maintaining or increasing their focus in class where engagement was crucial for language acquisition. Moreover, the system's features significantly enhanced students' awareness of how their actions affected themselves and their classroom environment, encouraging more thoughtful and responsible behavior.

Student's attitudes towards the teaching of learning English speaking skills via the communicative approach
Table 4.2 The overall results of students' attitudes towards the application of learning English speaking skills via the communicative approach in EFL adult classes

Theme	Students' attitudes towards learning English speaking skills via the communicative approach	N = 50	
		M	SD
1	COA	4.21	0.838
2	AFA	4.20	1.052
3	BEA	3.93	1.118
	Average	**4.11**	**1.003**

(Note: M = Mean; SD= Standard Deviation)

Table 4.2 illustrates the overall result of students' attitudes towards the use of learning English speaking skills via the communicative approach in three aspects. The overall mean score was 4.11 (out of 5). To put it differently, the grade 10 students had positive attitudes towards the use of learning English speaking skills via the communicative approach as a behavioral management tool in English classes. However, based on the mean scores, the students' responses to each component were not the same. Particularly, the mean score of the cognitive component was the highest (M=4.21; SD=.838) while the lowest mean score (M=3.93; SD=1.118) belonged to the behavioral component. Compared with the two components mentioned above, the affective component was at the second position in the table with its result (M=4.20; SD=1.052). It could be indicated that students generally not only recognized the importance of teaching learning English speaking skills via the communicative approach and expressed their strong preference for it but also were willing to accept and support the use of it in the future. The results of the data analysis of the questionnaire are illustrated below:

Cognitive attitude
The aim of items COA1, COA2, COA3 is to know what the research's participants think about the use of learning English speaking skills via the communicative approach as a behavioral management tool and how beneficial of it on helping students engage in English lessons. Table 4.6 indicates a summary of the students' cognitive attitudes for each item.

Table 3.6 Students' cognitive attitudes towards the application of learning speaking skills via the communicative approach in EFL adult classes

Item	Statements	M	Std.D		SD	D	U	A	SA
COA1	I find that learning English speaking skills via the communicative approach is an effective in the classroom.	4.34	.823	F	0	2	5	17	26
				P	0	4%	10%	34%	52%
COA2	I understand how learning English speaking skills via the communicative approach and how it works in our classroom.	4.12	.849	F	0	2	9	20	19
				P	0	4%	18%	40%	38%
COA3	I think that learning English speaking skills via the communicative approach effectively enhances student engagement in the classroom.	4.16	.842	F	0	2	8	20	20
				P	0	4%	16%	40%	40%

(Note: M = Mean; Std. D= Standard Deviation; F=Frequency; P= Percentage)

As can be seen from Table 4.6, the mean scores of all items from CA1 to CA3 ranged from 4.12 to 4.34, which means it belonged to the range of 3.41 to 4.20 (Agree) and 4.21 to 5.0 (Strongly Agree) of Likert Scale description. It revealed that the research's participants appreciated learning English speaking skills via the communicative approach in managing their behaviors and enhancing their engagement in the classroom. To be more detailed, item COA1 *"I find that learning English speaking skills via the communicative approach is an effective tool in the classroom."* has the highest mean score (M=4.34), which implies that the participants expressed a positive attitude towards learning English speaking skills via the communicative approach in classroom behavior management. They strongly believed in its effectiveness in fostering a positive and disciplined learning atmosphere. Besides, item COA3 *"I think that learning English speaking skills via the communicative approach effectively enhances student engagement in the classroom."* also had a high mean score (M=4.16). This means the participants saw a significant value in speaking skill role in increasing their engagement during lessons. This reflected a strong awareness among the students learning English speaking skills via the communicative approach not only served as a behavioral management tool but also actively contributed to making classroom interactions more engaging. Concerning item COA2 *"I understand how learning English speaking skills via the communicative approach and how it works in our classroom."*, which is the lowest mean score of 4.12 was found.

To attain thorough information about the use of learning speaking skills via the communicative approach in English classes from the quantitative data in terms of students' cognitive attitude, the qualitative data from the interviews was also considered. Concerning the qualitative data collected from the semi-structured interviews, it shows that all the students who answered the interview questions had a positive attitude with clear cognition towards the use of learning English speaking skills via the communicative approach and agreed that it helped improve their motivation through rewards. Particularly, for question 3: "*How do you get engaged cognitively in learning English speaking skills via the communicative approach?",* they stated that:

"*I find myself trying to improve to get points*" (S3)

"*I find using learning English speaking skills via the communicative approach very necessary for students to have learning motivation*" (S5)

"*I find that rankings and seeing the total score helps me try harder to get a high ranking.*" (S6)

What is more, some students expressed that leaning learning speaking skills via the communicative approach promoted students' positive classroom behavior. They stated:

"*I feel that I focus more in doing exercises because when seeing the negative points, I feel that I need to be more focused and study harder.*" (S1)

"*I have control over my own speaking skills and can keep track of my points*" (S2)

"*I find it effective because many students focus on studying and less making mistakes.*" (S9)

Affective attitude

Regarding student's general feelings towards the use of learning speaking skills via the communicative approach, the descriptive statistics of items AA1 to AA3 in the students' questionnaire were as the following:

Table 4.3 Students' affective attitudes towards the application of learning English speaking skills via the communicative approach in EFL adult classes

Item	Statements	M	Std.D		SD	D	U	A	SA
AA1	I feel encouraged and positive when I receive rewards on learning English speaking skills via the communicative approach.	4.40	1.010	F	1	4	1	12	32
				P	2%	8%	2%	24%	64%
AA2	I feel motivated to participate in class activities because of learning English speaking skills via the communicative approach.	4.08	1.027	F	1	4	6	18	21
				P	2%	8%	12%	36%	42%
AA3	I enjoy using learning English speaking skills via the communicative approach in class because I can see my points.	4.12	1.118	F	2	4	4	16	24
				P	4%	8%	8%	32%	48%

(Note: M = Mean; Std. D= Standard Deviation; F=Frequency; P= Percentage)

As illustrated from the table, the mean results were ranked from 4.08 to 4.40, which means most participants who responded to these items agreed and strongly agreed that they felt positively influenced by speaking skill reward system.

To be more detailed, students' responses varied accordingly concerning each item. The highest mean score belonged to item AA1 (M=4.40; Std.D=1.010), which showed a particularly strong impact of receiving rewards on students' motivation and positive feelings. The data reflected that learning speaking skills via the communicative approach not only motivated students to participate more actively in class activities as seen in item AFA2 *"I feel motivated to participate in class activities because of learning speaking skills via the*

communicative approach." (M=4.08; Std.D=1.027) but also made the classroom experience more enjoyable by allowing them to track their progress through points as seen in item AFA3 *"I enjoy using learning English speaking skills via the communicative approach in class because I can see my points."* (M=4.12; Std.D=1.118). This aligns with the positive reinforcement theory, indicating that rewards can significantly influence student behavior and engagement.

Turning to the students' general feelings towards learning English speaking skills via the communicative approach use in EFL adult classes, the data collected in the interviews revealed that students had a positive affective attitude towards learning English speaking skills via the communicative approach. When being asked (Question 1) *"What do you like most about learning English speaking skills via the communicative approach?"*, they gave positive comments as follows:

"What I like most about learning English speaking skills via the communicative approach is that it records positive and negative behavior during class." (S1)

"I like learning English speaking skills via the communicative approach because it evaluated students specifically and improved the excitement of the lesson." (S4)

"I like the way this approach evaluated each student very specifically and in detail each week and each hour." (S5)

"The approach can evaluate positive behaviors and disruptive behavior of each student during class." (S7)

"I like the feature of adding and subtracting points because it is very reasonable and fair." (S8)

"I like being added points and having my positive points pointed out." (S9)

However, when being asked (Question 2) *"What don't you like the most about learning English speaking skills via the communicative approach?",* a few students expressed their concern about the sounds when points were rewarded or subtracted.

"The presentation of the communicative approach in learning English speaking skills can be distracting during class." (S4)

"The representative characters effected students' emotions." (S5)

"The presentation sometimes cause distraction for the whole class." (S7)

"I sometimes don't like the atmosphere in class because it is a bit tense because students are afraid of losing points." (S10)

For the next question (Question 4) related to affective attitude: *"How do you feel about using learning English speaking skills via the communicative approach during English lessons?"*, most of the students emphasized the role of learning speaking skills via the communicative approach in making English lessons more engaging and fun:

"I find it interesting and fun." (S1)

"I feel great and also excited, less bored and actively participating." (S3)

"I feel good because it encouraged students to raise hands actively to speak during class." (S4)

"I find my friends participate more actively, which is quite interesting." (S10)

Besides, the impact of learning English speaking skills via the communicative approach was highlighted through these answers:

"I can control my negative behaviors and work hard to get points, so I feel happy." (S2)

"I feel good because each student tried to control their speaking." (S5)

"I feel that the class is more conscious." (S6)

"I find that the approach helps students be more motivated when points are added and helps students know their mistakes, so they avoid making those mistakes again." (S7)

Behavioral attitude

Adult learners' behavioral attitude towards the use of Learning speaking skills via the communicative approach was measured by 3 items from BA1 to BA3:

Table 4.4 Students' behavioral attitudes towards the application of learning English speaking skills via the communicative approach in EFL adult classes.

Item	Statements	M	Std.D		SD	D	U	A	SA
BA1	I participate more actively in class to earn points in learning English speaking skills via the communicative approach.	4.00	.990	F	1	3	9	19	18
				P	2%	6%	18%	38%	36%
BA2	I try to avoid negative behaviors to not lose points in learning English speaking skills via the communicative approach.	4.20	.948	F	0	4	6	16	24
				P	0	8%	12%	32%	48%
BA3	I would like to use learning English speaking skills via the communicative approach to be used in other subjects.	3.58	1.416	F	8	1	13	10	18
				P	16%	2%	26%	20%	36%

(Note: M = Mean; Std. D= Standard Deviation; F=Frequency; P= Percentage)

Although the average mean score of the behavioral attitude was lower than those of cognitive and affective attitudes, their behavioral attitude was rather positive (M=3.93; SD=1.118). The results shown in Table 4.4 revealed that many students recognized the value of learning English speaking skills via the communicative approach in promoting active participation and positive behavior in the classroom and agreed that they would support the implementation of it in other subjects.

Specifically, the high mean score in BA2 *"I try to avoid negative behaviors to not lose points in learning English speaking skills via the communicative approach."* (M=4.20; SD=0.948) suggested a strong behavioral response to learning English speaking skills via the communicative approach, motivating students to avoid negative behaviors to not lose their points. While item BA3 *"I would like learning speaking skills via the communicative approach to be used in other subjects."* received a lower mean score (M=3.58; SD=1.416) which indicated some hesitation towards the application across subjects, it still reflected an overall positive attitude towards the platform's potential to enhance educational experiences. This view suggested that while learning English speaking skills via the communicative approach effectively influenced student behavior, preferences for its application might vary across different learning areas.

The answers to the last 2 interview questions (Questions 5 and 6) revealed students' behavioral attitude towards the use of learning English speaking skills via the communicative approach. Concerning question 5: *"To what extent are you ready and motivated enough to try learning speaking skills via the communicative approach in a future learning experience?"*, 100% of the students agreed that the use of learning English speaking skills via the communicative approach should be continued in English classes with different extents and one student stated that it can be used for other subjects.

"I'm always ready to try it in the future." (S1)
"I'm very ready and motivated." (S2)
"I'm highly motivated because I am really interested in this approach." (S3)
"Yes, a lot and learning English speaking skills via the communicative approach can be used for other subjects." (S6)
"I'm extremely ready and motivated." (S8)

Regarding question 6 *"How would you recommend any changes to how learning English speaking skills via the communicative approach is integrated into your classes?"*, students had some recommendations for changing how the tool is used in their classes in terms of the sound, character and criteria for the "need work" section.

"I think we can improve English speaking skills when someone's point is subtracted." (S4)
"The representative character should be chosen by each person." (S5)
"Add more criteria in the point subtraction." (S6)
"Everything in the speaking class is fine." (S10)

This part was to present the descriptive analysis of students' answers to the items in the questionnaire. It also provided an analysis of students' semi-structured interviews. The results showed that students' responses to 14 items in the questionnaire and 6 items in the interviews varied accordingly. The differences in responses were reported regarding the three components of attitude: cognitive, affective and behavioral components. In general, a positive impact of learning English speaking skills via the communicative approach on students' behavior in EFL business communication classes in terms of behavior changes and awareness, enhancing focus and engagement and recognition and reinforcement was found. Besides, students had a positive attitude towards the implementation of learning English speaking skills via the communicative approach as was reported in both questionnaires and interviews. The next part of the chapter will discuss the major findings of the study.

Discussion
Research question 1: To what extent does the learning of English speaking through the communicative approach enhance adult learners' English speaking skills?

The first question in this project aimed to assess the impact of implementing the communicative approach for learning English speaking skills on students' behavior in EFL adult classes. The findings from the survey questionnaire and semi-structured interviews revealed a significant positive impact on students' classroom behavior. Descriptive statistics showed that students reported notable improvements in their behavior. They also recognized that the communicative approach helped them focus better during English lessons. Specifically, the approach was highly effective in recognizing and rewarding positive behaviors. The feedback received through the communicative approach was appreciated for motivating better behavior and increasing students' awareness of the consequences of their actions. Overall, these results reflected the students' recognition of the positive impact of the communicative approach in the classroom.

The outcomes of this question closely aligned with Skinner's operant conditioning. The system of rewarding positive behaviors and providing feedback corresponds to the application of positive reinforcement, which can lead to the repetition of these behaviors. The communicative approach was also consistent with

contemporary classroom management strategies, which support the creation of supportive environments that promote social-emotional and academic development. By establishing clear expectations, teaching these expectations, and reinforcing positive behaviors, the implementation of the communicative approach contributed to creating a positive classroom environment.

Furthermore, the results of this project agreed with previous findings by Mulyanah, Ishak, and Dewi (2018) on the impact of the communicative approach on student behavior and engagement in EFL adult classes. In their study, the researchers found that students had a positive view of the communicative approach and its application in the classroom. They believed that the approach supported the development of their self-control and self-monitoring abilities. This was demonstrated by the fact that when the auditory features indicated negative behavior, students identified what they needed to improve and made corrective choices to earn positive points. In terms of student development and engagement, using the communicative approach to reward students for demonstrating positive, self-regulatory behaviors was successful. The results of this project were also partially in line with Barahona Mora (2020), which found that students experienced significant improvement, particularly noticeable after the second week of the project.

Research question 2: What are the adult learners' attitudes towards the learning of English speaking skills via communicative approach in classroom?

The second question in this project aimed to examine students' attitudes regarding the use of the communicative approach to learning English speaking skills in the classroom. The findings from the quantitative analysis of the questionnaire and the qualitative data from semi-structured interviews revealed that adult students in EFL classes expressed highly positive attitudes in almost all areas. Notably, the level of cognitive engagement was higher than that of affective and behavioral engagement.

For the cognitive component of attitude, the findings suggest that students have a positive cognitive attitude towards learning speaking skills via the communicative approach. They view it as an effective tool for enhancing engagement and promoting motivation in English language learning classrooms. Specifically, students strongly believed in the effectiveness of the approach in maintaining a positive and disciplined learning environment, indicating its value in behavior management. Additionally, students saw the approach as beneficial for increasing their engagement and participation in learning activities, beyond just managing behavior. The qualitative data highlighted that the students emphasized their engagement with the approach and its effectiveness in promoting learning motivation. This aligns with Montillado and Lovitos (2023), who found that students appreciated teacher recognition for their improvement in English speaking skills, indicating the platform's effectiveness in facilitating recognition and reinforcement of desired behavior.

Regarding the affective aspect of attitude, the findings indicate that students regarded the communicative approach as a motivating and enjoyable tool for behavior management in English language learning classrooms. They generally felt encouraged, motivated, and enjoyed using the approach, particularly due to its reward system. Receiving points positively influenced their motivation and feelings, which aligns with the principles of positive reinforcement theory, indicating that rewards significantly impact student behavior. This is consistent with Montillado and Lovitos (2023), who found that most students experienced a high degree of pleasure and involvement with the communicative approach. Students also enjoyed tracking their progress and achievements through the approach's point and report functions, as highlighted in the study. While the responses were overwhelmingly positive, some students expressed concerns about the sound effects causing distractions and suggested changes to representative characters. This contrasts with Burger and Naude (2020), who examined perceptions of the approach's effectiveness in classroom management.

For the behavioral component of attitude, students' overall responses indicated a positive reception of the communicative approach as a behavior control tool in English language learning classrooms. The results suggested that the approach motivated students to engage more actively in class and to avoid negative behaviors to maintain their points. This finding supports Montillado and Lovitos's (2023) study, which found that the communicative approach effectively enhanced desirable behaviors and reduced undesirable ones. Many students in that study emphasized the importance of points and indicated they would change their behavior to regain lost points, demonstrating strong support for the behavior control features of the communicative approach.

Interview responses indicated that students were highly motivated and eager to continue using the communicative approach in future learning experiences. They expressed enthusiasm for the approach and its potential to improve classroom management. Similarly, a significant number of students in MacLean-Blevins's (2013) research preferred using the tool again in the future, finding it fun and exciting. However, quantitative findings showed some hesitations among students about using this behavior management system in different subjects, suggesting that while they recognized the benefits, preferences for its application might vary across different learning subjects. Students also provided recommendations for improving the integration of the communicative approach into their classes.

V. Conclusion

In summary, investigating these ideas and recommendations to improve speaking abilities among adult learners in Tam Nhan Tri Center has yielded insightful information on the complex process of language acquisition and the range of difficulties encountered by this population. This project has explored the importance of clear spoken communication, recognized the challenges faced by adult learners, and suggested focused strategies to support speaking skill development along this study excursion. Essentially, our findings provide a platform for researchers, educators to work together to empower adult learners in English language centers. The path to improved oral communication skills is ever evolving, and as we conclude our investigation.

Summary of the Main Findings

The research demonstrated that applying the communicative approach significantly improved the English speaking skills of adult learners at Tam Nhan Tri Center. The method notably enhanced learners' fluency, accuracy, and pronunciation. The findings showed that the first research question about the improvement of adult learners' speaking abilities was answered with a significant improvement in learners' English speaking skills, including better sentence construction, vocabulary usage, and overall communication abilities. The approach facilitated more natural and fluent use of English. The second research question was answered through the positive learner attitudes when the adult learners showed favorable attitudes towards the communicative approach for learning English speaking skills. They valued the interactive and practical aspects of the activities, which helped alleviate anxiety and boost confidence. The approach heightened student engagement and participation in speaking tasks. Adult learners were more motivated and eager to practice speaking in various real-world situations.

Pedagogical Implications

The project has the following pedagogical implications.

Interactive Instruction Methods: English teachers should integrate more interactive and communicative activities into their teaching. Activities such as role-playing, group discussions, and simulations were particularly effective in enhancing speaking skills.

Emphasis on Practical Communication: English teachers should focus on practical and real-life communication scenarios helps learners apply their language skills more effectively. Using authentic materials and situational contexts makes learning more relevant and engaging.

Supportive Learning Atmosphere: English teachers should create a supportive and non-threatening learning environment is essential. Encouraging learners to express themselves without the fear of making mistakes leads to better learning outcomes.

Continuous Feedback and Assessment: English teachers should provide ongoing feedback and assessment helps learners identify areas for improvement and monitor their progress. Constructive feedback should address both accuracy and communicative effectiveness.

Interactive Teaching Methods: English teachers should incorporate more interactive and communicative activities in their lessons. Role-plays, group discussions, and simulations were particularly effective in enhancing speaking skills.

Focus on Real-Life Communication: English teachers should emphasize practical and real-life communication scenarios helps learners apply their language skills more effectively. Authentic materials and situational contexts should be used to make learning more relevant and engaging.

Supportive Learning Environment: English teachers should create a supportive and non-threatening learning environment is crucial. Encouraging learners to express themselves without fear of making mistakes fosters better learning outcomes.

Ongoing Feedback and Assessment: English teachers should provide continuous feedback and assessment helps learners identify areas for improvement and track their progress. Constructive feedback should focus on both accuracy and communicative effectiveness.

Limitations

The project was conducted with a relatively small sample size of 50 adult learners, which may limit the generalizability of the findings. Future research should include a larger and more diverse sample to validate the results. The duration of the study might have been too short to observe long-term effects of the communicative approach on speaking skills. Extended studies are needed to determine the sustainability of the improvements. The research was carried out in a specific educational context (Tam Nhan Tri Center), which may not be representative of other settings. Further studies in different contexts and with different learner demographics are necessary to generalize the findings.

The project investigated adult learners' learning capacities, discusses teaching techniques, and offers advice on how to support and enhance their speaking talents. As a result, there is greater theory presented about

using communication tactics in procedure, pushing students to talk, enabling them to take chances, and expressing spontaneously without relying on practices.

Finally, adult learners who want to improve their English speaking abilities as well as English language teachers and program organizers will find a wealth of information on our research site. Our goal is to support adult English language learners in their journey towards becoming proficient and confident speakers by understanding their challenges and putting effective teaching strategies and a supportive environment into practice.

Recommendations for further studies

To further understand and enhance the English speaking abilities of adult learners, future research should consider several key areas. Larger and more diverse sample sizes are essential for generalizing findings across different educational backgrounds, age groups, and cultural contexts. Longitudinal studies tracking learners over extended periods will help assess the sustainability of improvements. Exploring the role of technology, such as language learning apps and virtual reality tools, can offer insights into how technology can enhance speaking proficiency.

Research on the impact of different types of feedback and assessment, including peer and self-assessment, will help optimize the feedback process. Investigating motivation and anxiety, as well as strategies to influence these factors, can lead to better instructional interventions. Examining the effects of teacher training and professional development on the implementation of the communicative approach is crucial. Context-specific adaptations should be explored to address challenges in various educational settings.

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