UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: Cognitive Academic Language Learning Approach (CALLA) and Speaking Skill

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SUPERVISOR APPROVAL

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I, Mg. Hernández Freire Alba Paulina, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: "Cognitive Academic Language Learning Approach in Speaking Skill." investigated by Miss Tamayo Villena Odalis Analia with I.D No. 1850600949, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I Odalis Analia Tamayo Villena declare this undergraduate dissertation entitled "COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH IN SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

TO:

God, the source of all wisdom and knowledge, whose direction and blessings have been my constant companions during this academic journey, is to him I dedicate this research work. I owe all of my accomplishments to Him since, without His grace, I would not have had the fortitude, tenacity, or motivation to do this work. Also to my parents, who have consistently stood by me and shown me love and support. My desire to learn and my dedication to excellence have been motivated by their sacrifices, support, and faith in me.

Oda.

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Topic: Cognitive Academic Language Learning Approach in speaking skill

Author: Odalis Analia Tamayo Villena

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ABSTRACT

This research investigates the effectiveness of the Cognitive Academic Language Learning Approach (CALLA) in developing the speaking skills of fifth-semester students at Universidad Tecnológica Indoamerica. Employing an experimental design with a quantitative approach, the study compares the speaking proficiency of an experimental group, receiving CALLA-based training, against a control group using traditional methods. The speaking section of the international Preliminary English Test (PET) serves as the data collection instrument, utilizing a rubric with four criteria. The paired sample test analysis indicates significant differences between the experimental and control group in both pre-test and post-test conditions. The related Sample Wilcoxon Signed Rank Test supports these findings, rejecting the null hypothesis and accepting the alternative hypothesis, demonstrating a positive impact of CALLA on students' speaking skills. The study recommends targeted interventions to address identified weaknesses, including tailored language courses, workshops, or tutoring sessions. The CALLA method, with its five stages of preparation, presentation, practice, evaluation, and expansion, is highly recommended for enhancing speaking development. The research concludes that the overall low proficiency levels necessitate focused instructional strategies, and the successful implementation of CALLA underscores its value in fostering comprehensive development in students' speaking skills.

Keywords: CALLA method, speaking skill, PET (Preliminary English Test), speaking development, CALLA steps.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANGEROS

Tema: Cognitive Academic Language Learning Approach in speaking skill

Autor: Odalis Analia Tamayo Villena

Tutor: Lcda. Mg. Hernández Freire Alba Paulina

RESUMEN

Esta investigación examina la efectividad del Enfoque Cognitivo-Académico para el Aprendizaje del Lenguaje (CALLA) en el desarrollo de las habilidades de expresión oral de estudiantes de quinto semestre de la Universidad Tecnológica Indoamerica. Empleando un diseño experimental con un enfoque cuantitativo, el estudio compara la competencia oral de un grupo experimental, que recibió formación basada en CALLA, frente a un grupo de control que utiliza métodos tradicionales. La sección de expresión oral del Examen Preliminar de Inglés Internacional (PET) sirve como instrumento de recopilación de datos, utilizando una rúbrica con cuatro criterios. El análisis de la prueba simple pareada indica diferencias significativas entre los grupos experimental y de control tanto en las condiciones de pre prueba como de post prueba. La Prueba de Rango con Signo de Wilcoxon respalda estos hallazgos, rechazando la hipótesis nula y aceptando la hipótesis alternativa, demostrando un impacto positivo de CALLA en las habilidades de expresión oral de los estudiantes. El estudio recomienda intervenciones específicas para abordar las debilidades identificadas, incluyendo cursos de idiomas adaptados, talleres o sesiones de tutoría. Se recomienda ampliamente el método CALLA, con sus cinco etapas de preparación, presentación, práctica, evaluación y expansión, para mejorar el desarrollo de la expresión oral. El estudio concluye que los niveles generales de competencia baja requieren estrategias de instrucción focalizadas, y la implementación de las habilidades de expresión oral de los estudiantes.

Palabras clave: método CALLA, habilidad oral, Examen Preliminar de Ingles Internacional (PET), desarrollo del habla, etapas del CALLA.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

Alfha (2021) conducted a research through which the Cognitive Academic Language Learning Approach (CALLA) model was used in defining about assumptions, beliefs, and theories about the nature of language and language learning. This study applied experimental research with factorial design. The population of this study was all the students of accounting program in Politeknik Sekayu. 80 students of accounting program participated in this study, taken by using two stage random sampling. Test and a ready-made questionnaire of motivation were applied to obtain the data. The analysis was used t-test and two way ANOVA. Based on the finding of the result score of the motivation questionnaire in experimental group showed that 50% students had high motivation and 50 % students had low motivation. The distribution of CALLA scores were normal, since significant value was higher than 0.05. The data of CALLA and conventional model were homogenous since the result of homogeneity of variance testing indicated that significant value of all the data were higher than the significant of p-value 0.05.The result of analysis test of two ways ANOVA showed that there was a significant interaction effect of CALLA and motivation toward the first semester of accounting program students' hortatory exposition writing ability at Politeknik Sekayu, since the significant value was 0.006 lower than 0.05

Cahyaningati (2012) led a research work with the main goal of assessing the efficacy of CALLA models in enhancing students' communicative competence, and this research was designed to achieve that goal. This study produced a number of significant findings. First of all, when compared to a control group of students who do not receive strategies-based instruction, the group of students who receive the CALLA

model is more successful in enhancing students' communicative competence. The population of this study was 58 students of non-English Department, Politeknik Perkapalan Negeri Surabaya ITS. Additionally, the statistical analysis demonstrates that there was sufficient evidence to reject the null hypothesis. The author provided some recommendations based on the findings of this study that are directed at English teachers, students, and potential future scholars. It is envisaged that English teachers would be able to help students enhance their learning strategies in addition to their language skills.

Suh (2012) portrayed that the experience text relationship, the reciprocal teaching approach, transactional strategy instruction, and the cognitive academic language learning approach are the four English reading instruction methodologies that are primarily employed in ESL/EFL reading programs. Each reading strategy method is founded on reading strategy instruction, and under these paradigms, students are seen as engaged learners. The CALLA paradigm, in particular, emphasizes the development of both language and content while explicitly teaching methods. The CALLA model can be a desired teaching model in ESL/EFL reading classrooms because it is founded on simultaneous promotion of language and content. This document explains each stage of the CALLA instructional model and offers a sample lesson plan for post-secondary students whose English reading skill levels range from intermediate to high intermediate. ESL/EFL teachers may utilize the demonstration or the lesson plan in a real teaching situation to help learners be successful ESL/EFL readers while increasing their content knowledge and language proficiency.

Al-Jarrah et al. (2018) managed to conduct a study with the aim of ascertaining how applying CALLA instruction, which is based on a metacognitive writing module, affects Almazar secondary students' performance in the 12th grade. The participants in this study were divided into two groups at random: an experimental group with 22 students in each group and a control group with 22 students in each group. The researcher utilized a quasi-experimental design. The experimental groups used CALLA to study the writing, while the control groups did so the old-fashioned way. To ensure that there were no appreciable discrepancies between the groups' writing achievement and satisfaction accomplishment scores, a pre-test was given to each

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group. The Wilcoxon Signed-Rank test was run after the independent Mann-Whitney U test on the data. The outcomes demonstrated the beneficial impact on the experimental group's writing abilities. The Mann-Whitney U test results are shown by the r value (r = -.872), which revealed a significant impact on the experimental group's pupils' writing abilities. Results of the Wilcoxon Signed-Rank test are reported in the meanwhile. A significant impact on the students' use of metacognitive writing skills may be seen in the effect size of r = 0.630. As a result, the CALLA model and metacognitive methods can still be employed as a teaching strategy in Jordanian English classrooms with the goal of enhancing student communication in the English language in a classroom setting.

Bernal (2023) directed an experiment which was aimed to comprehend how a group of middle school children applied critical thinking techniques when exposed to the data presented by advertising. Five students who attended sessions designed using the Cognitive Academic Language Learning Approach (CALLA) model examined advertising as part of this qualitative case study. Thematic analysis was used to examine the data gathering tools, such as workshop transcripts and student artifacts. The main conclusions showed that when faced with new problems that have an impact on their realities and social setting, pupils recalled their prior knowledge and experiences related TV advertisements. The pupils also found circumstances and hidden meanings in the visual content. In fact, the CALLA model exposed students' critical analyses of the present-day environment.

Guado and Mayorga (2021) conducted a study that applies communicative language teaching techniques to secondary school students in Riobamba, Ecuador who are enrolled in the second year of a bachelor's degree program in education. Field-based, descriptive, prospective, longitudinal, quasi-experimental research was done using this paradigm. At that level, there were 94 students in the population. The universe's sample was divided into two groups with 47 pupils each—one experimental and one control. Both groups took a diagnostic test and a final exam, and in the interim they were exposed to various teaching-learning strategies. The traditional method was used in the control group while the communicative approach to language training was used in the experimental group. The findings demonstrated that while both groups

increased their speaking abilities, the experimental group's improvement was greater than that of the control group. It was determined that the use of communicative language training techniques was successful in enhancing speaking ability.

Villacrés et al. (2020) mentioned that the Integrated-Tasks are teaching-learning methodologies that enable the teacher to employ various classroom activities to help students' English proficiency and to make it easier for them to understand things related to social interaction. Since the tasks are crucial parts of developing communicative competence and facilitating the study of a second language or foreign language, they have an impact on the student and his method of working. The research project involved fourteen students in the third year of the Bachillerato program at the National Chordeleg School in 2017. Through the application of meaningful and integrated tasks to the four competitions through exercises, the students' speaking, writing, reading, and listening skills in the English language were all improved, but this study shows that speaking skills were not as improved as reading skills.

Garcia (2021) managed an investigation whose main purpose was to determine how the affective filter and speaking ability relate to one another. The research at the Technical University of Ambato is descriptive, bibliographic, field, and correlational in nature. It also has a qualitative-quantitative aspect. Using a survey and a PET speaking test, the data were collected from 34 students from the third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros." Statistical analysis of the outcomes was performed using Pearson's correlation coefficient formula. In the conclusion, the findings showed that there was a considerable negative association between the Speaking competence and the Affective filter. Rxy=-0,70 was the Pearson coefficient's output. This suggests that EFL students' speaking skill capabilities will typically be better than those of students with high filter levels if they exhibit low levels of affective filter.

Alek et al. (2020) directed a study whose main aim was to sight to understand how Link and Match vocational high school students felt about utilizing self-assessment to evaluate their speaking performance. Five items about the use of self-assessment were included in the questionnaire used to collect the data for this study.

The data in this qualitative study had undergone a descriptive analysis. Thirty students from vocational high schools who are majoring in multimedia are included in this study. According to the study's findings, the majority of students believed that self-evaluation was highly beneficial since it helped them understand their functional capabilities and how to improve them in order to meet course objectives, particularly the speaking course objective. However, some students believed that self-assessment was very helpful because the teacher did not frequently utilize this assignment and the students did not enjoy trying to evaluate themselves. In order to investigate and evaluate pupils' speaking abilities, self-assessment is highly helpful.

Neaupe (2019) led a research work with the purpose of determining whether the role-playing strategy may enhance English speaking ability. The kids in grade X at a public school in the Lamjung district made up the study's population. While the control group received instruction using conventional grammar-based methods, the experimental group received instruction through role-playing. The study's entire participant population consisted of 40 students who were registered for the 2018–19 academic year. The study used an experimental methodology. The speaking test and observation sheet were the instruments used in this study. The students in both groups were asked to respond to a post-test on speaking after 20 lessons of instruction. The outcomes demonstrated that the experimental group's speaking abilities have significantly improved. It is clear that role play has a big impact on how well pupils talk.

Finally, the study of the Cognitive Academic Language Learning Approach (CALLA) technique and its effects on speaking abilities has produced insightful findings that have significance for language teaching. In all of the contexts and groups studied for this review, CALLA has consistently been shown to improve students' communicative competence and language proficiency. These results emphasize the adaptability and potential of this instructional strategy, from the use of CALLA to enhance writing abilities to its beneficial impact on speaking abilities. A comprehensive approach to language education is essential, and the study has highlighted the significance of elements like motivation, self-assessment, and metacognitive methods in language learning. These studies illustrate the relevance and

application of CALLA in various language learning situations while also adding to the corpus of knowledge and providing helpful advice for both educators and students. The CALLA technique is still a viable way to help students develop efficient language learning and communication abilities as the area of language education develops.

Theoretical foundation of the variables

Independent Variable

English Language teaching

Parvathi (2016) illustrated that English is thought to be one of the most important languages in the modern world. Additionally, he mentioned how important English is for international trade and business, enabling countries to adapt in this age of globalization. The vast majority of businesses today prefer to work with people who can communicate in English on a reasonable level. However, a lot of people have trouble communicating in English because it's not always seen to be necessary for establishing social and professional connections.

The English language started an expansion phase that lasted decades and followed the globalization phenomena. More and more individuals are picking up the language, and an increasing number of people rely on it for employment or flourish in it. The employment of a foreign language, with an emphasis on English, has changed from being a privilege to being a need in the many productive sectors (Biava & Segura, 2010). English has gained significance around the globe due mostly to the process of globalization, to the point where it is now regarded as the common language of commerce.

For every professional, learning additional languages besides one's mother tongue is crucial. Due to its importance and prominence as one of the world's first languages, studying English is especially important. It is therefore unavoidably necessary. English is unquestionably the language that is taught the most in the world. Hernandez (2014) claimed that it is taught as a foreign language in more than 100

countries, including China, Russia, Germany, Spain, Egypt, Brazil, and Ecuador, and is typically taught at the primary level.

Furthermore, as instructors are actively involved in this process of English Language Teaching and play a key role, it is their primary responsibility to see that ELT is included into educational settings. Archana and Rani (2017), English teachers should play a variety of roles in the classroom, including learner, facilitator, assessor, manager, and evaluator. ELT is responsible for more successfully teaching English and its abilities and is knowledgeable about effective tactics, methods, approaches, and strategies that teachers can utilize for the various language-related roles. They must make a wise choice based on the needs of the pupils, which may be achieved through the use of suitable techniques and strategies.

Methods and Approaches to teach English

According to Lebedin (1984), method is the way to approach the reality of understanding social and natural phenomena. It also underlines that a method is a collection of norms that are arbitrarily constructed by the human spirit for the comforts of knowing for idealists or philosophers. In other words, the method is the defined knowledge acquired by a person through a learning process in order to arrive at a particular outcome, in this case for the teaching of English. A technique is a type of teaching that depends on the nature of the language being taught, how people learn, and how teaching aids in learning (Scrivener, 2005).

In response to the notion of language as a set of structures, communicative methods have emerged in linguistics and language teaching (Vojtková & Plocková, 2015). Teaching method is a comprehensive strategy for the systematic presentation of linguistic information, every aspect of which is based on the chosen approach and does not conflict with it in any way. While a method is procedural, an approach is axiomatic. There may be numerous techniques inside a single approach (Richards & Rodgers, 1999).

Approach is the level at which assumptions and convictions about language and language learning are expressed. It serves as a useful way to recognize the varied depths of reflection and specificity included in various language teaching plans. Moreover, is a perspective on how teaching and learning are approached. Any method of teaching a language conceals a fictitious understanding of what language is and how it may be learnt. An approach gives birth to teaching methods that use activities or procedures in the classroom to aid students' learning (Rusmawa, 2017).

The practical version of approaches, methods concentrate on engaging and educating students in a meaningful and purposeful way. The selection of teaching strategies should be based on a particular criterion, such as an understanding of the student, the environment, and a set of learning objectives based on the academic curriculum of the school. However, Harmer (1991) asserted that a method also affects the activities and materials that are utilized in classrooms as well as the various roles that teachers and students may choose. These factors will ultimately determine if the method had a positive or bad effect on the classroom.

Types of methods

Liu and Shi (2007) mentioned some methods to teach English. The Grammar-Translation Method, as its name implies, places an emphasis on teaching the grammar of a second language. The student's first language continues to serve as the second language's reference system. It is a teacher-centered model in which language learners are passive and teachers are seen as authorities. The direct method was an early effort to integrate language acquisition into everyday situations. It required teachers to be creative, which resulted in the creation of new language-learning strategies like speaking narratives, dictation, imitation, and emphasis on questions and answers, among others. Also, the audio-lingual approach was the first to explicitly state that it was influenced by linguistics and psychology. Its psychological foundation is behaviorism, which sees successful, error-free language acquisition through the lenses of stimulus and response, operant conditioning, and reinforcement. In addition,

communicative teaching method recognizes the interconnectedness of language and communication and provides methods for teaching the four abilities. Its goal is to make communicative competence the final goal of language teaching. It promotes engaging in genuine conversation and performing worthwhile work.

Types of Approaches

Stakanova and Tolstikhina (2014) mentioned different approaches to teach English. The process of learning a second language, in this case English, must be comparable to learning the first language, where speaking comes after listening. This approach is known as the communicative approach. This leads to the organic, spontaneous development of communication abilities. All of these issues are addressed by task-based teaching (TBT). It provides teachers a clear objective to concentrate on: getting the students to finish a task. A pre-task, task, and post-task provide teachers who were concerned that their classrooms would become chaotic due to a lack of structure in the session with defined stages that establish guidelines and boundaries.

Cognitive Academic Language Learning Approach (CALLA)

The Cognitive Academic Language Learning Approach (CALLA) is basically a strategy for raising the academic performance of students who are learning a second language. To "accelerate the academic achievement of English language learning (ELL) students" in the United States, it was created in the middle of the 1980s (Chamot, 2007). By expanding students' knowledge of language learning techniques, stressing the connection between strategy use and language learning tasks, and enhancing their already-existing language learning methods, CALLA can help students "learn better" than their peers. The learning methods of the students can be enhanced in the classroom by using strategies-based instruction (O'Malley & Chamot, 1994).

The CALLA fundamental tenets are straightforward: When students are learning through a second language, their academic performance at school can be

improved by a curriculum that combines content, language, and learning techniques. Teachers are urged to follow five steps when putting the CALLA model into practice: preparation, presentation, practice, evaluation, and expansion. Both ELL students and students from other language minority groups have used the CALLA model extensively in the United States. Around the world, there is also some partial adoption of the CALLA training paradigm for the training of learning strategies in second language instruction (Nguyen & Gu, 2013).

Metacognitive, cognitive, and socio affective methods are categorized under these three sections in the CALLA. Planning, paying attention selectively, keeping an eye on oneself, and self-evaluation are examples of metacognitive methods. These techniques have been shown to be effective for managing one's own learning, and they may be used for learning languages as well as subject-specific knowledge and abilities. Many ELL kids who are enrolled in school are still developing their metacognitive skills (Gu et al., 2005).

The CALLA approach is created to make it possible for ESL students to strengthen their language abilities while engaging in content-area lessons. In other words, it seeks to foster the academic success of ESL students while also enhancing their language abilities. The model, which is based on the idea that learning is an active and dynamic process, makes the following assumptions: active learners are productive learners; strategies can be learned; using strategies to learn academic content improves learning; and learning reading strategies can be applied to other types of learning (Lawrence, 2007). According to Guapacha and Benavidez (2017), the Cognitive Academic Language Learning Approach considers students' past knowledge as crucial for understanding and retaining new information about real-life situations.

Ozkan and Oktay (2013), the foundation of the CALLA Method is a synthesis of cognitive and social theories. This new model therefore emphasizes both the social connections required for language acquisition as well as the learning process of students that is aided by the application of strategies. By fusing academic material with

the explicit teaching of learning and language development strategies, this approach aims to increase the academic accomplishment of English Language Learners (ELLs) (Moughamian et al., 2009).

According to cognitive theory, students are active participants in their learning interactions. Based to this theory, students solve new issues using their prior knowledge, seek out the significance of new information, engage in critical thinking, and become capable of modifying their own learning. The CALLA method, which encourages teachers to adopt techniques that might help students reflect on their learning and the process they learn in order to enhance the mental processes of ELL students, was developed by Chamot and O'Malley based on these ideas. Academic learning methodologies can be used to develop both academic material and English abilities, in the words of Chamot and O'Malley (Delgado, 2019).

CALLA advantages

The Cognitive Academic Language Learning Approach (CALLA) is a comprehensive framework designed to enhance English as a Foreign Language (EFL) learning by integrating cognitive and metacognitive strategies into the language acquisition process. One of the notable advantages is its focus on cognitive development. Chamot and O'Malley (1994) suggested that CALLA helps learners develop critical thinking skills and problem-solving abilities, which are essential for mastering a foreign language. By encouraging students to actively engage with the language through various tasks and activities, CALLA promotes higher-order thinking skills that go beyond rote memorization.

Another advantage is its emphasis on metacognitive awareness. According to O'Malley and Chamot (1990), metacognition involves understanding one's own thinking processes and using this awareness to regulate learning effectively. CALLA encourages EFL learners to reflect on their learning strategies, set goals, and monitor their progress. This metacognitive approach not only helps students become more

independent learners but also equips them with valuable skills for lifelong language learning.

Furthermore, CALLA recognizes the importance of integrating language and content instruction, which is particularly advantageous for EFL learners. Scarcella and Oxford (1992) noted that content-based instruction not only enhances language acquisition but also facilitates the comprehension of subject matter. CALLA's incorporation of language and content learning not only builds language proficiency but also promotes academic success in various subjects, ultimately preparing students for success in both language and content-based assessments. Overall, this method offers a multifaceted approach to EFL instruction that addresses the cognitive, metacognitive, and content-related needs of learners, making it a valuable tool for English language educators.

CALLA steps

Teachers attempt to elicit students' prior understanding of the subject or technique before presenting new information. In both English and their native languages, this increases the students' metacognitive awareness of their own learning and the methods they already employ for tasks of a similar nature. Information elicited during preparation activities can also help the teacher identify instructional needs (Chamot et al., 1999).

Preparation stage

This stage's goal is to make students aware of the impact their prior knowledge has on their current learning process. Students should be aware of the strategies they have already mastered, the learning strategies they employ, and their opinions regarding the significance of applying various strategies throughout this phase because the CALLA method of instruction is built on tactics. Teachers support metacognitive knowledge throughout this period, which includes understanding of the various activities that can help with language learning, the kind of activities that will be done,

and the value of having a toolkit of techniques for enhancing the learning process (Chamot, 2009).

Presentation stage

The teacher presents a particular learning technique to the class and gives precise instructions on how to use it during this stage. This instruction should outline the precise name of the tactic, its advantages, and the kinds of tasks it is best suited for. Students' metacognitive understanding of the connection between the usage of the approach and learning can be improved by this explicit instruction. The name chosen by the teacher and students together will make it easier for the students to remember the method in future lessons. For pupils to understand the strategy's application well, the lesson on how to use it should be repeated several times using examples (Chamot, 2009).

Practice stage

The teacher's responsibility throughout this stage will rely on how well-versed the students are in using the employed method. A teacher should think about giving more students practice opportunities during the strategy's learning phase so they may become more independent in applying the technique. In this method, the teacher may wish to provide students an example with incomplete steps to complete at first, but after they have used the technique numerous times, the teacher may want to let the students finish the tasks on their own. Assignments on the practice phase can be completed either independently or in groups. The task must be the same as the kind of task given by the instructor during the presentation phase. Students should be given the chance to reflect in groups about the use of the method while working independently. They could be assisted in reporting their thoughts by using additional approaches, such as thinking aloud. Discussing methods and their implementation with peers is the most crucial step in gaining experience in their use (Chamot, 2009).

Evaluation stage

Teachers should encourage students to reflect on their usage of the approach, evaluate their success, and evaluate the impact of the method on their learning during the evaluation stage. The teacher can ask the students to record the methods they employed, how they affected their learning, and any modifications they made to the tactics to make them more effective. It is also good for students to reflect on the difficulties they encountered when applying the strategy because this can help them anticipate such difficulties in the future and make a more informed decision about the best method for their particular learning process. Additionally, teacher can ask students to reflect on their own learning styles and needs to help them be aware that certain strategies might not be useful for all of them (Chamot, 2009).

Expansion stage

The expansion phase, as its name suggests, gives the instructor the chance to extend the use of the tactics with resources other than those that are typically employed in the classroom. Teachers can also challenge students to evaluate the efficiency of various approaches for various types of content or assignments. With the help of this activity, students might have another means of assessing the tactics employed in class. Following this reflection, teachers can ask students to make a list of the methods they have already used as well as a list of resources or exercises they can use to complement each strategy. In addition to enhancing students' metacognitive abilities, this practice will also help them build a tailored repertory of their most practical techniques (Chamot, 2009).

Dependent Variable

English Language Skills

English language skills are of paramount importance in today's globalized world. As George Orwell once wrote, "To improve one's English is to improve one's clarity and precision of thought" (Orwell, 1946). Proficiency in English enables individuals to communicate effectively and participate in various aspects of life, from education to employment and social interactions. It serves as a bridge for accessing a vast reservoir of knowledge and information available in English-language literature, research, and media.

Renowned author Joseph Conrad emphasized the significance of mastering English when he said, "English is the bond of union between men of all branches of the human family" (Conrad, 1912). This statement underscores the unifying power of the English language, which connects people from diverse linguistic backgrounds. Whether in business negotiations, academic collaborations, or diplomatic discussions, a strong command of English enhances one's ability to engage with a global audience and facilitates effective communication across borders.

Furthermore, the influential linguist Noam Chomsky highlighted the cognitive benefits of language acquisition, stating, "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied" (Chomsky, 1975). English language skills not only aid in communication but also stimulate cognitive flexibility and creativity. They enable individuals to express themselves eloquently and to navigate the ever-evolving landscape of human expression in the digital age, where English is a dominant medium of communication.

In conclusion, the mastery of English language skills is crucial for personal and professional growth, as well as for accessing a wealth of knowledge and information. Authors like George Orwell, Joseph Conrad, and Noam Chomsky have recognized the

profound impact of English on communication, cognitive development, and global connectivity, underscoring its significance in our increasingly interconnected world.

Productive Skills

English language productive skills encompass the abilities to express oneself effectively in both written and spoken forms. These skills, namely writing and speaking, play a pivotal role in language acquisition and communication. Scholars in the field have conducted extensive research to understand the nature of these skills, their development, and their importance in language learning.

Writing is a fundamental productive skill in language learning. It enables learners to convey their thoughts and ideas coherently in a written form. Researchers such as Raimes (1983) highlighted the importance of teaching writing in the language classroom. Writing not only aids in language production but also enhances vocabulary retention and grammar awareness. It encourages learners to think critically, plan their content, and structure their thoughts effectively (Flower & Hayes, 1980). The process of writing involves various stages, including pre-writing, drafting, revising, and editing. Zamel (1983) suggested that this interactive approach to writing allows learners to refine their language skills gradually.

Speaking is another vital productive skill, as it facilitates real-time communication and interaction. Brown and Yule (1983) explored the significance of spoken language in language acquisition, emphasizing its role in conveying meaning through intonation, stress, and rhythm. Speaking promotes fluency, pronunciation, and pragmatics, enabling learners to engage effectively in conversations and express themselves orally. Additionally, spoken language helps learners develop listening skills, as they need to comprehend spoken input to respond appropriately (Nunan, 2003). The development of speaking skills often involves activities such as role-plays, debates, and discussions, as these foster confidence and promote fluency (Thornbury, 2005).

The acquisition and refinement of productive skills, both writing and speaking, are influenced by various factors. First and foremost, motivation and learner autonomy play a significant role. As stated by Deci and Ryan (2000), learners who are intrinsically motivated tend to be more engaged and persistent in developing their language skills. Additionally, the role of teachers in providing constructive feedback and guidance cannot be overstated (Hyland & Hyland, 2006). Teachers help learners develop their writing and speaking skills by offering correction and direction during the learning process. Furthermore, exposure to authentic materials and immersion in real-life language contexts contribute substantially to skill development (Ellis, 1994).

Speaking Skill

One of the branch English abilities that students should be able to acquire is speaking. Students can express themselves in basic interactive skills like greeting, apologizing, thanking, introducing, requesting, and offering by speaking. Some individuals believe that someone has an excellent command of English if they do well when speaking. The ability to speak in a foreign language is a challenge for ESL students today, despite the fact that speaking skills let people engage, communicate, discuss, and share their ideas and perceptions about their feelings and the environment (Raba, 2017).

Speaking involves creating and communicating meaning via the use of vocal symbols in a variety of contexts. This definition explains that having a partner is necessary for focused speaking since it allows individuals to communicate with one another by sharing their thoughts and ideas. When speaking, implied meaning is frequently present in the words used. Speaking is a skill that can demonstrate a person's capacity for communication. Also, speaking is one of the productive skills, which indicates that it develops after hearing, which is one of the receptive skills. Therefore, speaking is one oral activity in productive skills that involves more than merely expressing opinions and thoughts verbally (Tarigan, 2008).

Harmer (2007) stated that students are required to speak in class for three basic reasons. First, speaking exercises give students the chance to receive training, giving them a safe environment in which to practice speaking in public. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to instructors and students. Everyone can see how well they are doing, including their success and any linguistic difficulties. And finally, the more opportunities children have to employ the many language components they have stored in their brains, the more naturally they will use these components.

Rao (2019) stated that of the four essential language abilities, speaking is by far the most crucial to master. For the majority of learners, it is the focused skill to master in the classroom setting. As the process of creating and communicating meaning is participatory, the input language must be used effectively in communication. Additionally, learning this skill results in several advantages. For instance, effective speaking abilities lead to many successes in a variety of disciplines, including schooling, employment, and others. N.G. & Muhammedov (2019) provided extensive support for this, noting that speaking abilities are undoubtedly a crucial component of success even when they are not a barrier to professional advancement. Competence and performance can be distinguished within the speaking skill idea. When EFL students need to communicate, it is fairly common for them to be unable to use the language correctly (Mohammed Ali et al., 2019).

Speaking is a particular type of spoken speech that is used largely for social reasons and in social circumstances. It requires expertise in three different areas (Burnkart, 1998). The first are the linguistic mechanics (pronunciation, grammar, and vocabulary), which enable the speaker to employ the right words in the right order and with the proper pronunciation. Second, speaking functions (transaction and interaction) allow the speaker to understand when a clear message is required (such as when conducting a transaction or exchanging information) and when it is not (such as when establishing relationships). Third, the sociocultural norms that help people

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understand the context of a conversation, the person they are speaking to, and the goal of their speech (such as turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants).

Torky (2006), speaking refers to a student's capacity to convey ideas verbally, coherently, fluently, and appropriately for transactional and interpersonal purposes while using the appropriate pronunciation, vocabulary, grammar, and capacity to adopt pragmatics and discourse rules of the spoken language. Speaking is influenced by the environment or circumstance in which it occurs. When two or more people are involved in a conversation, some criteria would be taken into consideration. The context in which communication takes place affects its effectiveness, including the experiences of the participants, the surrounding environment, and the reason for speaking.

Thornbury and Slade (2006), speaking is so prevalent in our daily language use that it contributes to this complexity. In other words, it is challenging to define speaking since it is so entwined with everyday encounters. Speaking has also been influenced by a number of academic disciplines, including linguistics, psychology, anthropology, and sociology. Therefore, it becomes more difficult to put together a succinct yet complete description of speaking. The best we can do is define speech in terms of its characteristics, situations, and functions (Gumperz, 1999).

Speaking Sub-skills

Fluency, accuracy, and complexity are the three elements that are frequently discussed in regard to speaking. According to Harmer (2001), speaking has a variety of communicative aspects, including two main categories: accuracy, which involves using the right vocabulary, grammar, and pronunciation as practiced through controlled and guided activities, and fluency, which is defined as "the ability to keep going when speaking spontaneously." Additionally, fluency calls for speakers to be able to continue speaking when speaking spontaneously. Otherwise, accuracy calls for

the use of appropriate vocabulary, grammar, and pronunciation by the speakers. It is critical for interpersonal communication. Speakers must, for instance, correctly employ grammar and accurately pronounce words. Complexity includes the capacity to communicate the same topic in a variety of ways as well as the ability to use a variety of connecting techniques to connect words and phrases (Nunan, 1999).

Speaking Categories

Brown (2000) illustrated that there are six speaking categories: imitative, intensive, responsive, transactional (dialogues), interpersonal (dialogue), and extensive (monologue). Imitative is only a very small fraction of speaking in class. It may be OK to use the speaking time to create "human tape recorder" speech. Where students could, for instance, rehearse an intonation contour or attempt to identify a certain vowel sound. Such imitation is done to emphasize a certain aspect of language form rather than to engage in meaningful conversation. Intensive speaking encompasses any speaking performance intended to practice particular phonological or grammatical feature of the language. Intensive speaking can be self-initiated or even included in a pair-work session when students are "going over" specific language forms. Also, Responsive is the step in which students have a good deal of speech in the classrooms. For example; short replies to teacher or students-initiated questions or comments. Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Furthermore, Interpersonal communication is done more for the maintenance of social connections than for the dissemination of knowledge. Because these interactions can include any or all of the following: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a hidden tone, they can be a little difficult for learners. Finally, Extensive monologues are categorized as advanced to intermediate. These speaking assignments take the shape of oral summaries, reports, or possibly brief speeches. These monologues may be prepared or spontaneous.

Speaking Functions

There have been numerous attempts to categorize the roles that speaking plays in interpersonal communication. Brown and Yule (2008) proposed a valuable distinction between the roles of speech that serve to facilitate connection between people create and sustain social connections as well as the information-focused transactional functions. Speaking is divided into three categories: interaction, transaction, and performance. Each of these speech exercises has a very distinctive form and purpose, necessitating a different method of instruction.

Brown and Yule also highlighted that interaction relates to what we often mean by the word "conversation" and denotes interaction that has a social purpose as its primary objective. People greet each other when they first meet, engage in small conversation, share recent experiences, and so on in an effort to be nice and create a relaxed environment for interaction. The message is less important than the speakers and how they want to be seen by one another. Depending on the situation, these dialogues may be more informal or formal, and their nature has been well described.

Situations where the emphasis is on what is said or done are referred to as "talk as transactions." The message and effectively communicating oneself are the main points of attention, not the participants or their interpersonal interactions. Burns (2008) made two distinctions between various forms of communication as transaction. The first kind includes scenarios where participants primarily concentrate on what is said or accomplished and the focus is on delivering and receiving information (such as when asking someone for directions). As long as information is successfully transmitted or comprehended, accuracy may not be a top priority. The second kind of transaction focuses on acquiring goods or services, such booking a hotel room or placing a food order at a restaurant.

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before

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an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction (Burns, 2008).

Speaking Process

Bygate (2001) identified four processes of speaking: conceptualization, formulation, articulation and self- monitoring. This means that when someone wants to talk, they attempt to conceptualize their thoughts and memories in order to produce an idea. Then they put it into sentences and words. Then they convert it into sounds and syllables, and they begin speaking. Finally, they make any necessary corrections to what they are saying while speaking (Bygate, 2001). Furthermore, according to Finocchiaro and Brumfit (1983), the speaking activity entails both mental and bodily actions that must be performed instantly and simultaneously. They view speaking as a sophisticated ability requiring knowledge of the language's sounds, structures, vocabulary, and cultural subsystems.

1.2 OBJECTIVES

GENERAL OBJECTIVE

To analyze the effectiveness of the Cognitive Academic Language Learning Approach (CALLA) in the development of the speaking skill.

SPECIFIC OBJECTIVES

- To evaluate the speaking skill proficiency level in students of Universidad Tecnologica Indoamerica.
- To implement the process of the CALLA method to enhance the development of speaking skill.
- To identify to what extent CALLA method contributes to the improvement of students' speaking skills.

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1.3 Fulfillment of the objectives

The main objective of this research was to analyze the effectiveness of the Cognitive Academic Language Learning Approach (CALLA) in the development of the speaking skill and to fulfill that, there were three specific objectives to support it. The first objective, which was to evaluate the speaking skill proficiency level. Thus, a standardized test (PET) was applied as a pre-test to collect the necessary information to identify the initial level of the students' speaking skill in which the level of speaking skill of the students was evident. This information was crucial to identifying areas that required reinforcement.

Moreover, the second objective was to implement the process of the CALLA method to enhance the development of speaking skill. This objective was achieved through 8 interventions which were applied through lesson planning focused on the CALLA method to the experimental group.

Finally, to reach the last objective, which was to identify to what extent CALLA method contributes to the improvement of students' speaking skills, the same standardized test (PET) was used this time as a post-test to measure the level of speaking skill after the application of the interventions. This made it feasible to confirm that the CALLA method had a beneficial impact on the students' speaking skill, which satisfied the main objective of the study.

CHAPTER II. METHODOLOGY

The systematic strategy or set of rules used to perform research, investigations, or analysis is referred to as methodology. It gives data collection, interpretation, and evaluation a formal framework, ensuring the validity and rigor of the study methodology. According to Kumar (2018), methodology acts as a road map for researchers to address their research questions and objectives, directing them in choosing the best data gathering methods, data analysis methodologies, and instruments to draw reliable and insightful results.

2.1 Materials

The present study considers a number of resources, including human, economic, and material resources. The "Universidad Tecnólogica Indoamérica" human resources are the institution's 30 third-level students. Additionally, economic resources were spent on materials like photocopies and impressions for the research. Finally, there was a demand for real materials like books, computers, and pens.

2.2 Method

2.2.1 Research approach

Quantitative research methodology was used to carry out this study because it required the analysis of pre-test and post-test results to evaluate the efficacy of the Cognitive Academic Language Learning Approach (CALLA) in enhancing speaking skills. Quantitative approach was employed to quantifiably measure the differences in speaking proficiency before and after the application of CALLA, providing a systematic and numeric basis for determining the approach's effectiveness. Bryman and Bell (2022), quantitative methodology is a research strategy that uses the collection and analysis of numerical data to examine social phenomena. This approach places a strong emphasis on objectivity, accuracy, and the application of statistical

tools to infer generalizations about the group being investigated. It is a systematic and organized technique of conducting research that is frequently combined with experiments, surveys, and statistical analysis, making it an important instrument in a variety of social scientific domains as well as other disciplines.

2.2.2 Modality

The chosen modality for this research work was a combination of bibliographic-documentary research and field research. The utilization of bibliographic-documentary research is informed by the incorporation of conceptualizations, classifications, and theoretical criteria derived from primary sources, including books, periodicals, and scholarly articles. In addition, field research was undertaken to gather data from Universidad Tecnologica Indoamerica where the identified problem was manifested, facilitating a comprehensive and multifaceted approach to the research endeavor.

2.2.3 Type of research

In scientific research, experimental design is a methodical and organized strategy to organizing, carrying out, and evaluating experiments. A well-designed experiment, according to Campbell and Stanley (2015), tries to reduce bias, control unimportant variables, and offer a reliable foundation for reaching relevant conclusions. In the end, this approach improves the reliability and validity of research findings by precisely altering independent factors, measuring dependent variables, and making sure the study is carried out with accuracy and rigor.

The fact that 15 participants were randomly chosen from a group of 30 third-semester (B1 English level) students from the Universidad Tecnológica Indoamérica and evaluated using the standardized Cambridge PET test, along with a pre-test and a post-test, made this research experimental and at the conclusion of the course of treatment to demonstrate research progress and assess the efficiency of the CALLA method in enhancing speaking abilities in a regulated setting.

2.2.4 Techniques/tools

In the realm of research and data collection, the utilization of instruments and tools is pivotal for acquiring accurate and meaningful information. Instruments and tools, as defined by various authoritative sources, serve as the essential mechanisms for gathering and analyzing data. Cooper and Schindler (2014), instruments can be described as devices used for measuring constructs. Babbie (2013) emphasized that research tools encompass the procedures or techniques used to gather data. These definitions underscore the fundamental role that instruments and tools play in the research process, serving as the means through which empirical investigations are conducted and knowledge is advanced.

Therefore, the data collection instrument employed in this research derives from the Speaking section of the international Preliminary English Test (PET), administered by Cambridge Assessment, an entity recognized for its contributions to English language assessment. This selection aligns with the Common European Framework of Reference for Languages, designating the test as a suitable tool for evaluating students in terms of their age-appropriate proficiency and English language competence at level B1. This test serves as the second variable within the scope of this inquiry and is primarily associated with assessing spoken language production. To evaluate students' performance in the speaking section, a rubric has been employed, featuring a six-band scale ranging from 0, indicating the lowest level of proficiency, to 5, representing the highest level of achievement. This rubric encompasses four pivotal criteria: Grammar and Vocabulary, evaluating language structure and vocabulary usage; Discourse Management, appraising organizational skills and coherence in spoken discourse; Pronunciation, assessing articulation and intelligibility; and Interactive Communication, gauging the ability to engage effectively in meaningful dialogues with others. These criteria was supplemented with descriptors that provide detailed guidance on expected competencies across various proficiency levels, thus offering a structured framework for the assessment and enhancement of students' speaking skills.

2.2.5 Population

As emphasized by Babbie (2013), a population refers to the entire group of people or things to which the researcher intends to generalize the findings. Similarly, Wiersma and Jurs (2005) provided an essential definition, characterizing a population as the complete set of individuals or objects sharing common observable characteristics. These definitions collectively highlight the foundational importance of a population in research, serving as the comprehensive group from which researchers derive their data and seek to draw broader conclusions and insights.

The population under investigation in this research encompassed a specific group of 30 fifth-semester students at Universidad Tecnológica Indoamerica. It was pertinent to note that this institution maintains a structured English language program, wherein students engage in five hours of English language instruction per week, in addition to their native language, Spanish, for other academic disciplines. It was worth highlighting that this student population was divided into two distinct groups. The first group consisted of fifteen students, designated as the experimental group, who received training in the development of speaking skills through the implementation of the Cognitive Academic Language Learning Approach (CALLA). Whereas, the remaining fifteen students constituted the control group, receiving training in speaking skills using traditional instructional methods.

Table 1

Population (Experimental Group)

Experimental Group		
Population	**Number of students**	**Percentage**
Male	9	60%
Female	6	40%
Total	15	100%

Note: People from the study

Table 2

Population (Control Group)

Control Group		
Population	**Number of students**	**Percentage**
Male	11	73%
Female	4	27%
Total	15	100%

Note: People from the study.

2.3 Hypothesis

Kerlinger and Lee (2000) pointed out that a hypothesis is a specific, empirically testable statement that suggests a potential relationship between variables and guides research efforts. In parallel, Kaplan (2004) defined a hypothesis as an informed conjecture, founded on existing knowledge, which offers a provisional explanation for observed phenomena and acts as the basis for systematic empirical inquiry. Drawing upon these scholarly definitions, this research work postulates the following hypothesis:

Null hypothesis: The Cognitive Academic Language Learning Approach (CALLA) does not have an effect on the development of the speaking skill.

Alternative hypothesis: The Cognitive Academic Language Learning Approach (CALLA) has an effect on the development of the speaking skill.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter offers a thorough examination and analysis of the statistical information obtained from the pre-test and post-tests given to 30 students at Universidad Tecnológica Indoamérica. The class was divided into an experimental group and a control group. The information was presented in charts that had a predetermined order. The pre-test findings were divided into four sections: general information questions, image description, conversation, and questions about to the conversation. Also, four criteria were used to evaluate each section: grammar and vocabulary, discourse management, pronunciation, and interactive communication. The same criteria was carried out to determine the post-test outcomes.

The outcomes of the pre-test and post-test from the control group and experimental group were then compared using the t-test. Hsu and Lanchenbruch (2014) mentioned that t-test is a statistical technique used to determine whether there is a significant difference between the means of two groups. It produces a t-value and matching p-value after taking into account a number of variables, including sample sizes, means, and standard deviations of the two groups being compared (Kim, 2015).

3.1.1 Descriptive analysis of pre-test and post-test

Table 3

Experimental Group Statistics

		Pre-test Experimental Group	Post-test Experimental Group
N	**Valid**	15	15
	Missing	0	0
Mean		1,600	2,467
Median		1,000	2,000
Mode		1,0	2,0
Minimum		1,0	1,0
Maximum		4,0	4,0

Note: Evolution of scores within the experimental group.

Table 3 outlines descriptive statistics for pre-test and post-test assessments conducted with an experimental group.

The mean indicates an average score increase from pre-test to post-test, suggesting overall improvement in speaking skills following exposure to the Cognitive Academic Language Learning Approach. Median values consistently fall below the mean, hinting at a slightly right-skewed score distribution with higher scores influencing the mean.

The mode, representing the most frequent score, is 1.0 in the pre-test and 2.0 in the post-test, highlighting common scores in each test. Both pre-test and post-test minimum scores are 1.0, revealing participants scoring at the lowest level in both assessments. Maximum scores remain at 4.0 in both tests, indicating participants achieving the highest speaking skill level.

In summary, the mean, median, mode, minimum, and maximum collectively offer a comprehensive view of score distribution and central tendency in pre-test and post-test

evaluations. Increased mean and median scores suggest overall improvement post-method application, while mode, minimum, and maximum provide insights into prevalent and extreme scores.

Table 4

Control Group Statistics

		Pre-test control	Post-test control
N	**Valid**	15	15
	Missing	0	0
Mean		1,267	1,600
Median		1,000	2,000
Mode		1,0	1,0
Minimum		,0	1,0
Maximum		3,0	3,0

Note: Evolution of scores within the control group.

Table 4 demonstrated the examination of pre-test and post-test control group data yields noteworthy trends. The mean score for the control group increased from 1,267 in the pre-test to 1,600 in the post-test, implying a collective enhancement in performance. Correspondingly, the median score demonstrated a substantial rise from 1,000 in the pre-test to 2,000 in the post-test, indicative of an overall upward trajectory in participant scores. However, a discrepancy in the mode representation for the post-test control group, denoted as 1,0 necessitated clarification for a precise interpretation. On the lower spectrum, the minimum score escalated from ,0 in the pre-test to 1,0 in the post-test, denoting an elevation in the lowest attained scores. Intriguingly, the maximum score persisted at 3,0 for both the pre-test and post-test, suggesting a consistent.

Table 5

Paired sample test

		Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test experimental Pre-test control	,3333	1,2344	,3187	,3503	1,0169	1,046	14	,313
Pair 2	Post-test experimental Post-test control	,8667	1,0601	,2737	,2796	1,4537	3,166	14	,007

Note: Differences between Pre-test and Post-test from Control and Experimental Group

Table 5 shows the paired simple test analysis that was presented in the chart alongside the 95% Confidence Interval of the Difference for two pairs: Pre-test experimental versus Pre-test control (Pair 1) and Post-test experimental versus Post-test control (Pair 2). For Pair 1, the mean difference was ,3333, with a standard deviation of 1,2344. The standard error of the mean was ,3187, and the 95% Confidence Interval of the Difference ranged from ,3503 to 1,0169. The t-value was 1,046, with 14 degrees of freedom, resulting in a p-value of ,313. In pair 2, the mean difference was ,8667, with a standard deviation of 1,0601. The standard error of the mean was ,2737, and the 95% Confidence Interval of the Difference spanned from ,2796 to 1,4537. The t-value was 3,1666, with 14 degrees of freedom, yielding a statistically significant p-value of ,007. These findings suggest significant differences between the experimental and control groups in both the pre-test and post-test conditions, indicating an impact of the experimental intervention.

3.2 Verification of hypotheses

Some statistics in the SPSS tool, such as non-parametric tests, are used to determine whether there was a level of significance between the pre- and post-test scores. On the other hand, a Wilcoxson statistical test was used to determine whether the variables meet the assumption of normal distribution. Then the results achieved from these two statements were analyzed:

3.2.1 Null hypothesis

H0: The Cognitive Academic Language Learning Approach (CALLA) does not have an effect on the development of the speaking skill.

3.2.2 Alternative hypothesis

H1: The Cognitive Academic Language Learning Approach (CALLA) has an effect on the development of the speaking skill

3.2.3 Nonparametric test

Table 6.

Hypothesis test summary

	Null Hypothesis	Test	Sig.	Decision
1	The distributions of Pre-test ex, Post-test ex, Pre-test ctrl and Post-test ctrl are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	,000	Reject the null hypothesis .
Asymptotic significances are displayed. The significance level is ,050.				

Note: Related-samples Wilcoxon signed rank test.

Table 6 shows the significance level in the pre and post-test from control and experimental group results was ,000. Therefore, the related Samples Wilcoxon Signed Rank Test rejected the null hypothesis, and the alternative hypothesis was accepted. Which means that the use of CALLA model had a positive impact on the speaking skill of students from fifth semester of ''Universidad Tecnológica Indoamerica'' because they improve their speaking level.

3.3 Discussion of the results

The present research aimed to analyze the effectiveness of CALLA model on speaking skill.

Firstly, one of the specific objectives aimed to evaluate the level of speaking skill by using a pre-test and post-test. In fact, the results show that there was a great increase in the speaking level because the students got better results in the post-test, demonstrated that with the use of CALLA model develop their speaking skill. Nunan (1999) mentioned that speakers need to be precise with their grammar and word pronunciation because speaking skill requires the capacity to convey ideas in a variety of ways and to link words and phrases using a variety of connection strategies. The use of the standardized test (PET) is consistent with Nunan's assessment of the significance of accurate pronunciation and proper grammar in speaking skills. The exam results gave an overview of the students' level of competency in these important areas.

Secondly, identifying the significance of activity and dynamics in the learning process is aided by the application of treatments that follow the CALLA method. Additionally, the idea that using this method might improve academic content learning is reflected in the deployment of specific strategies meant to improve speaking ability. Lawrence (2007) mentioned that CALLA method is intended to help ESL students improve their language proficiency while taking part in sessions covering certain topic areas. Put another way, its goal is to help learners of English as a second language succeed academically while simultaneously enhancing their language proficiency. In

conclusion, the CALLA method's application helps students learning English as a second language comprehend and improve their speaking skills.

Third, CALLA method is a thorough strategy that incorporates cognitive and metacognitive strategies into the language acquisition process to enhance the learning of English as a foreign language. This method stands out for putting a strong focus on cognitive development. The authors claim that CALLA aids in the development of critical thinking and problem-solving skills in pupils, which are crucial for learning a foreign language Chamot & O'Malley (1994). By relating these concepts, it can be argued that the application of the CALLA method in this study has proven to have a beneficial impact on students' speaking skills. By encouraging the active participation of students in tasks and activities that involve the use of the language. The fact that the results of the standardized test (PET) have shown a significant improvement in speaking skills after the application of the CALLA method supports the hypothesis that this approach has a positive impact.

Finally, the previous research demonstrated that student performance in content, language use, learning strategies, and communication skills tends to improve after receiving instructions using the CALLA model.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the application of this research work the following conclusions were established.

The assessment of speaking skill proficiency among students at Universidad Tecnologica Indoamerica reveal a concerning overall low level of proficiency. The results underscored various challenges, including pronounced hesitation, frequent pronunciation errors, fluency issues, and intonation problems, difficulties in communication and interaction, as well as notable shortcomings in grammar. Additionally, the findings highlighted a lack of coherence among ideas, with some students struggling to comprehend test questions effectively. These outcomes indicate a significant need for targeted interventions and focused instructional strategies to enhance and elevate the students' speaking skills. Addressing these identified areas of weakness will be crucial for fostering effective communication and ensuring a more robust foundation for language proficiency among the student body at Universidad Tecnologica Indoamerica.

The objective of implementing the cognitive characteristics of the CALLA method to enhance the development of speaking skills has proven to be highly effective. The incorporation of the five stages – preparation, presentation, practice, evaluation, and expansion – has yielded significant improvements in students' fluency and their ability to articulate ideas coherently. The positive outcomes underscore the method's capacity to not only enhance linguistic proficiency but also to foster a deeper understanding and application of language concepts. As evidenced by the results, the CALLA method stands as a valuable tool in language education, providing a structured and comprehensive approach that empowers students in their speaking endeavors. This successful implementation highlights the importance of incorporating cognitive strategies into language teaching methodologies for a more holistic and impactful learning experience.

The findings of this study unequivocally support the assertion that the Cognitive Academic Language Learning Approach (CALLA) method significantly contributes to the enhancement of students' speaking skills. The post-test results clearly indicate substantial improvements across various dimensions, including grammar and vocabulary, discourse management, pronunciation, and interactive communication. The successful outcomes observed underscore the effectiveness of CALLA in fostering comprehensive development in students' oral proficiency. Furthermore, the positive impact is attributed to the systematic application of the suggested stages within the CALLA method, highlighting its practicality and relevance in addressing specific facets of speaking. As educators continue to seek evidence-based approaches for language instruction, this study advocates for the continued integration of CALLA as a valuable tool for promoting nuanced and proficient speaking skill among students.

4.2 Recommendations

At the end of this research project, in order to contribute to those involved in teaching speaking skills, the following recommendations are suggested:

It is strongly suggested that targeted interventions and focused instructional strategies be implemented to address the identified areas of weakness, aiming to enhance and elevate the speaking skills of students. These interventions should encompass tailored language courses, workshop, or tutoring sessions designed to improve pronunciation, fluency, and overall communication abilities.

Efforts should also be made to address the lack of coherence among ideas, with activities promoting critical thinking and logical expression. By prioritizing and investing in these measures, a more robust foundation for language proficiency among the student body can be fostered, contributing to the institution's overall success.

It is highly advocated to implement the CALLA method for enhancing the development of speaking. The integration of cognitive characteristics through the five stages – preparation, presentation, practice, evaluation, and expansion – has demonstrated remarkable effectiveness in improving students' fluency and coherence in articulating ideas.

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ANNEXES

Annexe 1: Carta de compromiso

CARTA DE COMPROMISO

Ambato, 08 de Septiembre del 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Diego Vinicio López Aguilar, en mi calidad de Coordinador del Centro de Idiomas de la Universidad Tecnológica Indoamerica , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Cognitive Academic Language Learning Approach (CALLA) and Speaking Skill'' propuesto por la estudiante Tamayo Villena Odalis Analia, portadora de la Cédula de Ciudadanía, 185060094-9 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Diego López
Coordinador
C.I. 1803752987
Telf. 0998690206
Email. diegolopez@uti.edu.ec

Universidad Indoamérica
CENTRO DE IDIOMAS

UNIVERSIDAD TECNICA DE AMBATO

PET speaking test

PRE-TEST AND POST-TEST

Contents:

Part 1: General Information (Two phases).

Part 2: Describe a picture, talking for about 1 minutes.

Part 3: Make and respond to suggestions, discuss alternatives, and negotiate agreement.

Part 4: Questions about part 3.

PET SPEAKING: PART 1

Instruction: Answer the following questions about general information. (2-3 min)

Phase 1
Interlocutor
Can I have your mark sheets, please?
To Candidate A: What´s your name? Where do you live/come from?
To Candidate B: And what´s your name? Where do you live/come from?

To Candidate B:	Do you work or are you a student?
	What do you do/ study?
To Candidate A:	Do you have a job, or do you study?
	What job do you do? / What subject do you study?

Phase 2	
Interlocutor	**Back-up prompts**
Select one or more questions from the list to ask each candidate.	-Do you usually travel by car? (Why/Why not?)
-How do you get to work/ school/ university every day?	-Did you do anything yesterday evening/last weekend? What?
-What did you do yesterday evening/ last weekend?	-Will you use English in the future? (Why? /Why not?)
-Do you think that English will be useful for you in the future? (Why/ Why not?)	-Do you live with friends/your family?
-Tell us about the people you live with.	

PET SPEAKING: PART 2

Instruction: Describe a picture (2-3 min).

1A learning a language
Interlocutor: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.   **A,** here is your photograph. It shows **people learning a language.** *Place **Part 2** booklet, open at Task 1A, in front of candidate.*

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A ……………………………………….

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor: Thank you. (Can I have the booklet please?) *nte*

1B At a party

Interlocutor: **B**, here is your photograph. It shows **people at a party.**

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B ……………………………………….

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor: Thank you. (Can I have the booklet please?)

1A

PET SPEAKING: PART 3

Instruction: The candidates discuss and create a conversation about images (2-3 min).

1B

Interlocutor: Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do and say which would be most relaxing.

All right? Now, talk together.

Candidates …………………………………...

Interlocutor: Thank you. (Can I have the booklet please?)

Activities to help the man relax

PET SPEAKING: PART 4

Instruction: Ask the questions related to Part 3.

> **Interlocutor:**
>
> - **What do you do when you want to relax? (Why?)**
> - **Do you prefer to relax with friends or alone? (Why?)**
> - **Is it Important to do exercise in your free time? (Why? /Why not?)**
> - **Is it useful to learn new skills in your free time? (Why? / Why not?)**
> - **Do you think people spend too much time working/ studying these days? (Why? / Why not?)**
>   Thank you. That is the end of the test.

ANSWER KEY (POSIBLE ANSWERS)

PART 1	PART2
Depends on the personal information of each candidate.	*In this picture I can see a group of people studying at the library. **I think** they're in a college library **because** there are many bookshelves and a lot of books behind them. They are all good-looking, young people, **probably** university students, and they **are sitting** around a wooden table.*
PART 3	**PART 4**
*– **Candidate A:** Well, I think going fishing might be a good idea. Many people find it relaxing. What do you think?* *– **Candidate B:** I agree, but maybe he needs to go far to go fishing. Something like swimming is healthier and it's*	*Q1. I like to read a good book when I want to relax because it allows me to escape into different worlds and unwind from the stresses of the day.*

closer to his house, probably. What's your opinion? *– **Candidate A:** Well, you may be right. Swimming is a very healthy sport.*	* **Q2.** I prefer to relax alone because it gives me the space and quiet, I need to recharge and reflect on my thoughts.* * **Q3.** Yes, it's important to exercise in my free time because it helps maintain physical health, reduces stress, and boosts overall well-being.* * **Q4.** Learning new skills in free time is highly useful because it keeps the mind active, fosters personal growth, and can lead to new opportunities and hobbies.* * **Q5.** Yes, many people spend too much time working or studying, which can lead to burnout and negatively impact their mental and physical health. It's essential to find a balance*

Annexe 3: Rubric

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
PRELIMINARY ENGLISH TEST (PET)
PRE-TEST /POST-TEST

RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a Good degree of control of simple grammatical forms, and attempts forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and Word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5*			
3	• Shows a Good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible and has some control of phonological features at both utterance and Word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterized by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Annexe 4: Turnitin report

turnitin

Recibo digital

Este recibo confirma quesu trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

La primera página de tus entregas se muestra abajo.

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