

# Ferretting the Efficacy of Action-Oriented Approach in Indian ESL Classroom: Learners' Notion

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**Abstract**—The ‘Action-Oriented Approach’ proposes a new paradigm for teaching and learning languages, a pedagogical framework founded on the idea that language is a social practice and a tool for action. This study examines how Indian ESL students feel about AOA and its advantages in increasing English language competence among tertiary-level pupils in India. To gather data from 156 engineering stream students, including crucial key research objectives, the current study used a quantitative technique with survey instruments. Survey data were collected using a Five-Point Likert scale. The study results show that, in general, ESL students are in favour of assisting language learners to gain competency in various scenarios using an action-oriented approach. The statement "Action-Oriented Approach helps the learners to develop language proficiency in a variety of contexts" received the highest grade ( $x=4.2692$ ) from the majority of ESL learners (94.2%). Overall, this study contributes to a greater understanding of Indian language acquisition strategies. The study's outcomes highlight the benefits of implementing action-oriented approaches in ESL classes and the potential repercussions on pupils' language fluency in English the Action-Oriented Approach was deemed an outstanding technique by a large number of ESL students, particularly for improving their comprehension of English.

**Index Terms**—Action-Oriented Approach, 5-point Likert scale, social agents, survey, language literacy, English as a second language, tertiary level

## I. INTRODUCTION

The communicative approach to language learning integrates real-life exercises with vocabulary and grammatical concepts, encouraging students to actively participate in their learning environment and solve problems in broader social contexts (R & S, 2023). The most recent revision of “The Common European Framework of Reference for Languages” (CEFR) carries great importance for language teaching and acquisition. University language instructors and curriculum authors should adopt AOA to improve teaching methods (Piccardo & North, 2019). The approach to teaching and learning in universities requires a comprehensive understanding of the Architecture of Acceptance (AoA) and its principles, including instructional strategies, resources, and pedagogical interaction styles. Language classes are essential for developing students' potential and preparing them to become future leaders, ensuring a successful educational experience (Kriauciūnienė et al., 2020). In India, English is commonly taught as a second language (ESL) to facilitate social mobility, education, and communication. However, the standard of ESL instruction in India has come under criticism for being antiquated, ineffectual, and unresponsive to the requirements and preferences of the students (Kalia, 2017). The absence of suitable instructional strategies that may develop students' communicative ability and intercultural awareness in real-world and relevant circumstances is one of the primary causes of this predicament. A new paradigm for the instruction and study of languages is proposed by the action-oriented approach (AOA), a pedagogical framework that is founded on the idea that language is a social practice and a tool for action. As per AOA, students are viewed as social agents who utilise language to carry out varied activities and engage with distinct interlocutors in a range of circumstances. AOA engages students in relevant and genuine activities that reflect their passions and requirements in their personal, professional, and civic lives to build their communication ability and intercultural awareness (Council of Europe, 2001; Piccardo & North, 2019). Since AOA aligns with the Common European Framework of Reference for Languages (CEFR) and its Companion Volume (CEFR), it has been extensively embraced and implemented in many European nations. The linguistic and pragmatic abilities that learners must acquire to function correctly and successfully in a variety of contexts and domains are described in detail and cogently in the

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CEFR. Additionally, the CEFR provides a set of scales and descriptors that may be used to evaluate and certify the competency levels and advancement of learners (Council of Europe, 2001).

Large class numbers, a lack of resources, and conventional assessment techniques that fail to account for the complexity and diversity of learners' performances are only a few of the difficulties that face the adoption of AOA in Indian ESL classrooms (Rutherford, 2021). These difficulties are formidable obstacles to the effective implementation and adjustment of AOA in the Indian setting, where learners and society exhibit vast and ever-changing language and cultural variety. Consequently, it is critical to look into how Indian ESL students feel about AOA and its possible advantages for language acquisition. Attitude is a critical factor for learners' motivation, engagement, and success in language acquisition. A learner's attitude may be influenced by several things, including their learning objectives, English proficiency, and previous exposure to alternative methods. Additionally, a student's mindset may have an impact on how they see AOA and how it is used in the classroom. Therefore, ESL instructors and curriculum writers who want to implement AOA in their classrooms might benefit much by investigating students' attitudes toward the programme. The researchers of this study were eager to investigate this practice among ESL learners in India as a result of the abundance of studies on AOA and the growing interest of students in applying their English language proficiency. This study's primary contribution is the examination of ESL learners' viewpoints about language acquisition and coaching through the use of AOA.

## II. LITERATURE REVIEW

### A. Theories That Underlie the Action-Oriented Approach

The AOA emphasises the value of utilising language in real-world contexts and is based on the ideas of task-based language instruction (Council of Europe, 2001). The approach emphasises tasks that students would perform in real-world situations, such as booking a hotel room or placing an order at a restaurant. Because these activities are designed to be relevant and helpful, they provide students the opportunity to improve their language skills with a purpose (Piccardo, 2010). Action-oriented approaches offer a theoretical framework for creating successful teaching techniques in English language teaching (ELT). Action-oriented methods have their theoretical roots in Vygotsky's sociocultural theory (Vygotsky, 1978). This theory highlights the cultural and social facets involved in instruction as well as the necessity of group projects and reciprocal connections for language development (Johnson, 2009). The principles of Communicative Language Teaching (CLT), particularly emphasising the use of language to facilitate relevant discourse, are compatible with an action-oriented approach (Richards & Rodgers, 2001). Through CLT, learners gain communicative competence by using real language in real-world situations. A further theoretical structure that supports an action-oriented method is task-based language teaching (TBLT) (Willis & Willis, 2020). Through solving issues, working together, and focused endeavours, Task-Based Language Teaching (TBLT) facilitates language learning by using meaningful tasks as the main teaching unit. Alternatively, an Action-Oriented method can also be supported by constructivist philosophy. Constructivism holds that via their interactions with their surroundings, children actively develop their knowledge (Piaget, 1973). The theory of learning through experience by Kolb (1984) is also consistent with an Action-Oriented method. The importance of providing students with practical knowledge, introspection, abstract thought, and active research highlights the relevance of experiential learning. These elements are combined with real-world tasks and reflection activities to create an Action-Oriented Approach. The Action-Oriented Approach makes extensive use of metacognitive and reflective methods (Piccardo & North, 2019). Setting goals, thinking back on past experiences, and monitoring their progress are all important for language learners. Organisation, self-examination and self-rectification are examples of metacognitive techniques that assist students in taking charge of their education (Goh & Vandergrift, 2021). Multicultural communication competency (ICC), or the ability of learners to collaborate and interact effectively in intercultural contexts, is emphasised heavily in the Action-Oriented Approach. Engaging in authentic activities that need cross-cultural interactions can help ESL students get a deeper understanding of diverse cultural perspectives and improve their intercultural competency (Byram, 2012).

### B. The Action-Oriented Approach

When creating a curriculum, the AOA may be understood in terms of many Do descriptions. This is a major part of it, as we will see below, however, AOA is founded on a constructivist theoretical framework and takes task-based instructional methods to a new level where real-world and classroom context-based communicative practices are seamlessly integrated. Another name for the strategy is "action-based teaching" (van Lier, 2007). Action is guided by recognized goals, influenced by CEFR descriptors, and describers provide direction. This approach drives course development, plan, and coursework, ensuring alignment with instruction, assessment, and planning. Describers serve as "signposts" for informing users and pupils about tasks and goals (Bandura, 1989). Language instruction, according to the AOA, is structured around practical situations involving several communication modalities, such as reception, production, interaction, and mediation. Illustrative descriptions, which show what users/learners may do at various levels of competency (A1 to C2) in the CEFR, are used to characterise these modes. The scenarios leading up to a final assignment or project where users/learners must utilise their language abilities together and creatively to create an activity or product (Council of Europe, 2001). Creating a variety of instructional resources and methods for teaching

and studying English should be a top priority. To learn the English language in novel ways, educators must employ creative instructional techniques and provide relevant resources (Mouliwaran & S, 2023).

### *C. Benefits of Action-Oriented Approach*

Learners engage in challenging content, problem-solving, and project creation, enhancing their problem-solving and higher-order thinking skills. Engaging in intellectual activities like manipulating and analyzing data improves comprehension, and knowledge retention, and increases student involvement and academic success (European Commission, 2018; Holm, 2011; Newmann & Wehlage, 1993; Zohar & Dori, 2003). Additionally, an action-oriented pedagogy that is culturally diverse and takes into account the social and cultural norms and perspectives of the learner and their surrounding community may provide higher learning outcomes. It supports the learner's development of a positive sense of self in which their multicultural and multilingual identities are acknowledged and cherished (Cummins, 2011; Cummins & Early, 2011). Among the AOA's advantages is that giving students relevant and practical tasks to do, improves the authenticity, relevance, and motivation of language learning (Council of Europe, 2001). Exposing users and learners to a variety of viewpoints and beliefs promotes the development of multicultural skills, a sense of democracy, and social accountability (Acar, 2019). It fosters students' agency, creativity, and autonomy by empowering them to use their resources, make choices, and work with others to accomplish their objectives (Piccardo & North, 2019). By integrating various modalities, skills, and languages, this communication portrays reality's complexity and diversity (Rutherford, 2021). Utilising the CEFR descriptors as an established reference tool makes it easier to determine and recognise the progress and results of students (Council of Europe, 2001).

### *D. Role of Teachers and the Learners in Action-Oriented Approach*

Since project work is an essential component of real-world, action-oriented activities, it is the responsibility of the teacher to propose, encourage, and accept the complexity that this kind of work requires to generate learning circumstances. If we see learning a language as a type of social activity, we must establish the necessary framework in which the social agent is working on a genuine project in a genuine setting—the lecture room (Piccardo, 2015). Project conception is a process where students, users, or social actors plan activities and revise objects as needed. The teacher's job is to prepare the project, providing support and encouraging introspection. By following this recursive process, the teacher becomes more comfortable and competent in planning and scaffolding, helping the instructor understand the student's learning process and progress. This approach presents a sophisticated picture of the classroom as a CAS, where participants learn to manage chaos to facilitate fresh learning (Puren, 2006). Teachers in India are keen on incorporating the 'Action-Oriented Approach' (AOA) in their curricula to improve tertiary-level students' English-speaking abilities. Many ESL teachers recognize the value of communicative activities and real-world issues in lesson plans, as they promote student participation and authentic language use. This approach enhances students' comfort in social and practical situations (R & S, 2023).

The action-oriented approach views language learners as social agents, completing tasks within a specific context. These tasks, not all language-related, are significant when part of a larger social context, using unique competencies to achieve a specific goal (Council of Europe, 2001). Action is the foundation of learning, requiring language users or learners to strategically activate their competencies to achieve specific goals. This involves understanding objectives, work types, and actions, and requires cooperation with others, reviewing resources, and recognizing their strengths (Piccardo, 2010). The AOA is a student-focused methodology that promotes active participation from students in their education. To do the tasks, they must make use of all of their resources, including their prior knowledge, experiences, and languages. Additionally, they are urged to use the CEFR descriptors to evaluate their development and results. The teacher's job is to offer suggestions, direction, criticism, and assistance when required (Piccardo & North, 2019).

### *E. Activities and Tasks*

The process of creating action-oriented scenarios usually involves a sequence of steps that integrate the interpersonal processes of mediating, creating, interacting, receiving and conceptions and interaction, which are inspired by the CEFR descriptor. The scenario's last step is the group's development of a performance or item. Pupils decide how to finish the project or homework; instructors provide guidance, materials, and language assistance to the class, group, or individual as required. The emphasis is on the materials' independence and authenticity, as well as the themes and activities. Pupils may be pushed to work in many languages and utilise resources in other languages, however, this is not always the case. Results with specific descriptions are often evaluated by oneself or by others (Piccardo, 2010).

There are duties in the public, professional, educational, and personal domains that are part of daily life. A person must deliberately engage specific competencies in carrying out a sequence of purposeful acts in a particular area using a clearly defined aim with a preset outcome to perform a task. Tasks can be very different from one another and entail language use in different ways. Some examples of tasks include: creative (writing stories or painting), skills-based (assembling or repairing things), problem-solving (jigsaw puzzles, crosswords), routine transactions, interpreting roles in plays, participating in discussions, making presentations, formulating plans of action, reading and responding to emails, etc. A task might be as easy as reviewing several related schematics and instructions or as hard as building a new and elaborate device. One job may have more steps or fewer embedded subtasks than another, making it challenging to identify the bounds of any given task (Council of Europe, 2001). Role-playing helps children improve

speech fluency by teaching various linguistic functions and fostering imagination. It helps students communicate meaning in various social situations and fosters creative thinking, which is essential for future careers. Educators can use role-playing to teach students how to communicate effectively in various social situations (Kowalska, 1991).

#### *F. The Challenges Faced by ESL Learners When Communicating Socially in English*

When it comes to social interaction in English, ESL students have several difficulties both within and outside of the classroom. These difficulties may have an impact on their confidence, motivation, and language-learning ability. Among the typical difficulties are:

**Lack of passion and defined objectives:** ESL students may lack a purpose or objective for learning English, which might lower their interest and level of participation in social situations (ESLstarter, 2022). Additionally, they could not have intrinsic motivation, which is the drive to study for one's fulfilment and enjoyment as opposed to demands or incentives from other sources (Dörnyei & Ushioda, 2011). Grammar drills, retention, and interpretation are examples of outdated and uninteresting techniques for instructing English. These approaches do not accurately portray the richness and diversity of real-life communication. There might not be enough possibilities for genuine and meaningful social interactions in English with these strategies (ESLstarter, 2022; Bridge, 2021). **Shame and embarrassment:** Because they are afraid of making errors, getting laughed at, or seeming foolish, ESL students may feel embarrassed or humiliated to speak English in front of people, especially native speakers. Additionally, they could experience anxiety and low self-esteem, which might make them less inclined to engage in social situations and speak (ESLstarter, 2022; ProLiteracy, 2016). **Time constraints:** Learners of English as a second language (ESL) can feel that they do not have enough time to study and practise the language, particularly if they have other obligations or duties like employment, family, or school. Additionally, they could have trouble locating acceptable partners or situations for English-language social interaction (ESLstarter, 2022; Bridge, 2021).

#### *G. Role of AOA in Enhancing Speaking Skills*

Speaking is the most active of the four fundamental talents and requires hard work, will, and religious practice. It involves using tone, intonation, and stress patterns, and acquiring proficiency in these is difficult. Developing a native English speaker takes time and involves a Mother Tongue Influence (MTI), which can be monitored through regular practice (Jena, 2014). Teachers can enhance students' speech abilities by creating an engaging environment through role-playing activities, which energize students and enhance their speaking abilities in the classroom (Elisa, 2019). Effective language usage requires proficiency in sociopragmatics, pragmalinguistics, and language, which are fundamental elements for maintaining positive interpersonal connections. These competencies are essential for communicative skills, allowing participants to engage efficiently and graciously in social environments. While many educators and second language learners believe that basic vocabulary and grammar rules are enough, speakers should consider the social, cultural, and pragmatic components of the language. EFL students often struggle with inadequate communication due to a lack of pragmalinguistic and sociopragmatic language proficiency (Kentmen et al., 2023). The action-focused approach to speaking views students as social agents with specific responsibilities in a specific setting. Activities are significant when viewed in their larger social context, using unique skills and intellectual, emotional, and intentional resources to complete tasks and achieve a predetermined outcome. This approach considers an individual's unique set of skills (Council of Europe, 2001).

Based on the literature review described earlier, the efficiency of using an Action-Oriented Approach for developing spoken English abilities amongst Indian tertiary-level students has not been investigated in any survey based on the opinions of ESL learners.

### III. METHODOLOGY

The study assessed how well the Action-Oriented Approach increased the spoken English ability of Indian tertiary students studying the language as a second language using both quantitative and descriptive approaches.

#### *A. Research Questions*

The following are the research questions that guided this study:

1. How do students perceive AOA to be effective in developing language proficiency in real-life and social contexts?
2. What are the opinions of Indian learners of English about the improvement of their level of English using the Action-Oriented Approach at the tertiary level?

#### *B. An Overview of the Study's Significance*

The literature assessment indicated above suggests that there is a dearth of studies on the effectiveness of the Action-Oriented Approach (AOA) in acquiring the language in India. The impact of using an Action-Oriented Approach to instruct English at the tertiary level in India has not been examined in survey research based on the opinions of ESL students. This study aimed to ascertain the hypotheses of Indian ESL students on the application of the AOA at the tertiary level to improve their command of the English language. To help all those who are ESL instructors, it is the aim of comprehending individual learning variances. Additionally, it could render personalised learning and instruction easier. It aids students in realising their capacity for quick and efficient learning. Additionally, it could help students

discover their strategies and ways to become more self-sufficient learners. By comprehending students' viewpoints and problems, educators and researchers may be able to create activities and resources that leverage AOA to help students become more fluent language learners.

### C. Study Objectives

This study aims to assess the viewpoints of ESL students on the application of the Action-Oriented Approach in college-level English language training. The primary objectives of the study are listed in the list below.

1. This study looks at how ESL pupils from India feel about using the Action-Oriented Approach to improve their English language skills in tertiary education.
2. To examine how AOA is perceived by the learners in social and real-world circumstances to develop language proficiency.

### D. Participants

Convenience sampling is a technique that allows researchers to easily collect data from an investigation group. This method differs from probability and non-probability sampling techniques. In addition to being accessible and convenient, researchers also consider similarities in demographics when using this method (Rahi, 2017). The study involved 156 second-year students from different engineering streams who were enrolled in the Undergraduate course at Vellore Institute of Technology, a deemed-to-be university in southern India. The study population was selected by a convenience sampling approach. Students who were able and eager to participate in the study were made more involved by this tactic. Based on their past ESL learning experience and familiarity with different English learning techniques, the participants were selected. Over a month, the researchers created and carried out several AOA activities, including role-plays, simulations, mini-projects, and problem-solving. Following the intervention, the students were invited to share their thoughts and feelings towards AOA by responding to a survey. To ascertain the learners' degree of motivation, engagement, contentment, and confidence in utilising AOA, the survey data were analysed. The study's purpose was to find out more about participants' opinions of the AOA and how well it works to advance tertiary students' language and communication skills.

### E. Instrument

Surveys are used to gather data about the characteristics and attributes of the respondents, examples include abilities, viewpoints, mannerisms, assumptions, and experiences (Fraenkel et al., 2012). Out of 160 participants in the research, only 156 answered the Google Forms surveys. The questionnaire section examined ESL students' perspectives on how the Action-Oriented Approach has improved English language competency among Indian college students while supporting the English language instruction process. This survey's perception section consists of fifteen items. A Five-point Likert scale with the options Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5) was employed to collect quantitative data. The survey data analysis outcomes were categorised using a grading system. For each statement, the respondents are asked to select one choice that best represents how they feel about the action-oriented approach. Pie charts displaying the percentage of respondents who selected each choice for each statement are used to portray the Likert scale data. The distribution of the respondents' preferences and opinions is shown visually in the pie charts. Descriptive statistics that describe the variability and central tendency of the Likert scale data are also included with the pie charts, such as mean and percentage. The mean and percentage were computed using calculations.

### F. Analysis of Data

The majority of the statistical analysis was done using IBM SPSS Statistics. In addition to Microsoft Excel, the researcher utilised SPSS to evaluate the data. To better achieve the goals of the inquiry, a qualitative analysis of the data was conducted. It is also feasible to describe, categorise, and analyse survey results. The computer program utilised the statistical measures of mean and standard deviation to examine the data.

## IV. RESULTS AND DISCUSSION

### A. An Overview of the Population's Statistics

The following table shows participant demographics by gender and age:

TABLE 1  
A DESCRIPTION OF THE PARTICIPANTS' DEMOGRAPHICS

	Number of Respondents	Percentages %
1. Gender		
Female	78	50
Male	78	50
Total	156	100
2. Age		
18-20	154	98.7
21-23	2	1.3
Total	156	100

### B. Validating the Questionnaire Using Cronbach's $\alpha$

The reliability of the data was confirmed using Cronbach's  $\alpha$  assessment of reliability, which is the most often used inner consistency metric among specialists (Franzen, 2013). Consistency is estimated using the degree of agreement amongst the component's responses from one particular evaluation. In statistics, a psychometric test's reliability is gauged by its Cronbach's alpha coefficient (Coolican, 2014). According to Hair et al. (1998), Cronbach's alpha is generally recognised to have a minimum value of 0.70. Based on the replies of the ESL learners, the raw data's Cronbach alpha coefficient was 0.906. This suggests that the ESL students' opinions on how the Action-Oriented Approach enhanced their proficiency in English at the Indian tertiary level were dependable and consistent. According to the ESL learners' perceptions' Cronbach alpha value, the data demonstrated a high degree of internal consistency. The veracity of the comments provided by ESL learners is seen in the table below.

TABLE 2  
ESL STUDENTS' PERCEPTIONS OF CONSISTENCY

	Cronbach's $\alpha$	Total Number of Items
Consistency	0.906	15

Table 2 illustrates how highly trustworthy English the opinions of students are, with a coefficient of = 0.906. The correlations in Table 2 show that there is a positive association between every item's value and the general impression variable. Although a score of 0.7 to 0.8 is considered exceptional and good, the value of 0.9 is displayed in the previous table. Additionally, it demonstrates that = 0.906, indicating a high degree of reliability for the study's items. The data has very good internal consistency as a result.

### C. Results of ESL Learners' Attitude Towards Implementing AOA in Indian ESL Setting

The present study classifies the research results and provides a satisfactory conclusion. The results of a survey asking ESL students about the usefulness of using the A to improve English language competence at the post-secondary level in India are examined.

TABLE 3  
ATTITUDE OF ESL LEARNERS TOWARDS EMPLOYING AOA IN INDIAN ESL SETTING

Item Number	Items	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)	Mean ( $\bar{x}$ )
1	'The Action-Oriented Approach' helps the learners to improve language proficiency in a variety of contexts.	33.3%	60.9%	5.1%	0.6%	0%	4.2692
2	Learning ESL through 'The Action-Oriented Approach' is enjoyable for me.	25.6%	53.2%	20.5%	0.6%	0%	4.0385
3	I am motivated to speak more actively in my ESL classes because of the AOA.	21.8%	45.5%	28.8%	3.8%	0%	3.8526
4	My communication competence in English is improved through the AOA.	18.6%	53.2%	24.4%	3.2%	0.6%	3.8590
5	My understanding of how society and culture impact and are impacted by the English language has increased because of the AOA.	22.4%	57.7%	17.3%	2.6%	0%	4.0000
6	Through the AOA, I can enhance my collaboration and cooperation skills with other learners.	26.3%	60.3%	11.5%	1.3%	0.6%	4.1026
7	AOA prepares me for real-life situations where I have to use English.	21.8%	57.7%	17.3%	2.9%	0%	3.9808
8	The AOA activities and projects help me to enhance my creativity and critical thinking skills while speaking in English.	20.5%	54.5%	21.2%	3.2%	0.6%	3.9103
9	The AOA is appropriate for students from a range of backgrounds and languages in ESL classes.	21.2%	53.2%	23.1%	2.6%	0%	3.9295
10	Projects and activities in the AOA provide students with the opportunity to apply English wherever and whenever they want.	25%	51.9%	20.5%	1.9%	0.6%	3.9872
11	'The Action-Oriented Approach' promotes English language skills through practical exercises, interactive activities, and goal-oriented tasks.	25%	59.6%	14.1%	1.3%	0%	4.0833
12	Students can apply what they learn to everyday situations as well as converse in the language they are learning with persons outside of the institute by collaborating on projects that follow 'The Action-Oriented Approach.'	25.6%	51.3%	21.2%	1.9%	0%	4.0064
13	'The Action-Oriented Approach' promotes speaking the targeted language with peers.	22.4%	57.7%	16%	3.2%	0.6%	3.9808
14	'The Action-Oriented Approach' helps pupils to make choices, think critically and act strategically when they work on language tasks or projects.	23.7%	57.1%	16%	2.6%	0.6%	4.0064
15	Every time I finish an AOA task, my confidence in my English-speaking abilities grows.	25%	50.6%	21.2%	3.2%	0%	3.9744

A large proportion of Indian ESL students, displayed in Table 3, felt that 'The Action-Oriented Approach' would improve their postsecondary English language proficiency and aid in the development of their language skills. Results indicate that ESL learners in India have a positive attitude toward the implementation of AOA at the tertiary level for improving English language proficiency.

Attitude of ESL Learners Towards Employing AOA in Indian ESL Setting.

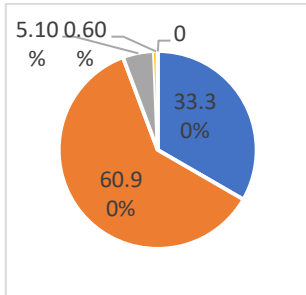


Figure 1. 'The Action-Oriented Approach' Helps the Learners to Improve Language Proficiency In A Variety of Contexts.

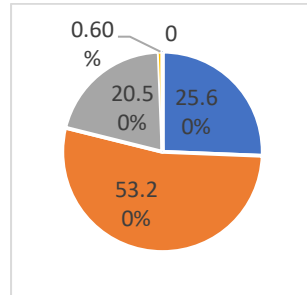


Figure 2. Learning ESL Through 'The Action-Oriented Approach' Is Enjoyable for Me.

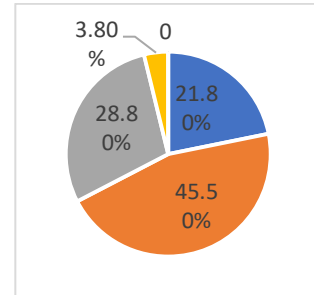


Figure 3. I Am Motivated to Speak More Actively in My ESL Classes Because of the AOA.

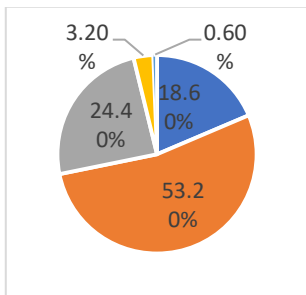


Figure 4. My Communication Competence in English Is Improved Through the AOA.

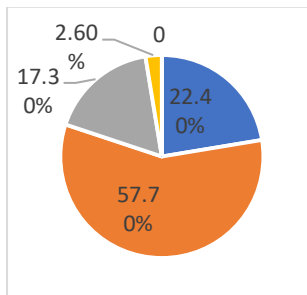


Figure 5. My Understanding of How Society and Culture Impact and Are Impacted by the English Language Has Increased Because of the AOA.

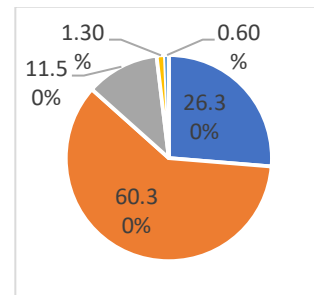


Figure 6. Through the AOA, I Can Enhance My Collaboration and Cooperation Skills With Other Learners.

Strongly Agree (SA) ■ Agree (A) ■ Neutral (N) ■ Disagree (D) ■ Strongly Disagree (SD) ■

94.2% of participants "Agree" and "Strongly Agree" with the assertion that the "Action-Oriented Approach" helps the learners to improve language proficiency in a variety of contexts" as presented in Figure 1. It implies that for ESL students to improve their language skills in a variety of situations, they require an action-oriented approach. 5.1% of the participants maintain a neutral perspective, and 0.6% disagree. The statement "I enjoy learning ESL through the Action-Oriented Approach" was agreed upon by the majority of participants, as Figure 2 illustrates. The large proportion of "Agree" and "Strongly Agree" responses (78.8%) indicates that ESL students think the 'Action-Oriented Approach' is a better way to make ESL lessons enjoyable in the classroom setting. 20.5% of the responses were neutral, with just 0.6% disagreeing with this assertion. The assertion "I am motivated to speak more actively in my ESL classes because of the AOA" was endorsed by 67.3% of participants, as shown in Figure 3. Figure 3 shows that 67.3% of the participants think that the Action-Oriented Approach quietly has pushed them to speak more actively in the ESL lessons. The priority that the Action-Oriented Approach places on tasks and activities is reflected in the optimistic outlook. 28.8% of those who voiced a neutral view in total. The proportion of people who disagreed was quite low (3.8%).

The vast majority of those who responded (71.8%) think highly positively of 'The Action-Oriented Approach,' as seen in Figure 4. Their ability to communicate is enhanced by the AOA. "Strongly Agree" and "Agree" responses together imply that the AOA improves students' English communication skills. It is crucial to bear in mind that 24.4% of respondents expressed neither favourable nor negative views and that the participants' combined replies (3.8%) indicated disagreement and strong disagreement. A significant proportion of those who took part in the study (80.1%) believe they have improved their understanding of the societal and cultural facets of using the English language as the foundation for real-world activities as a result of the 'Action-Oriented Approach,' as evidenced by the total number of "Strongly Agree" and "Agree" responses in Figure 5. This shows that ESL students believe they must comprehend and participate in the exercises, assignments, and projects that set the foundation for social and cultural elements. 2.6% of respondents disagreed, with only 17.3% expressing indifference. The sixth figure emphasises that to assist students in becoming outstanding team leaders in both their social and professional lives, they must constantly keep in mind the value of cooperation and teamwork at the individual and societal levels at the same time. The overall number of "Strongly Agree" and "Agree" ratings (86.6%) indicates that the statement "Through the AOA, I can enhance my

collaboration and cooperation skills with other learners" is viewed as having considerable value. 1.9% of respondents strongly disagree with the statement, while a sizable minority of respondents (11.5%) feel apathetic about it.

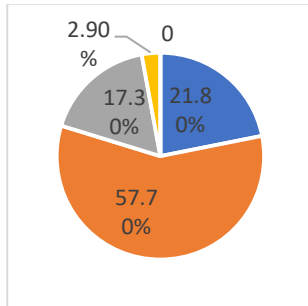


Figure 7. AOA Prepares Me for Real-Life Situations Where I Have to Use English.

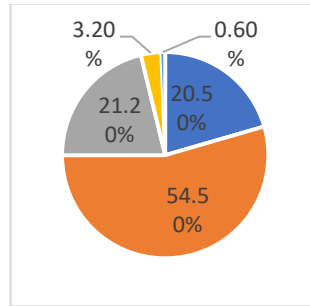


Figure 8. The AOA Activities and Projects Help Me to Enhance My Creativity and Critical Thinking Skills While Speaking in English.

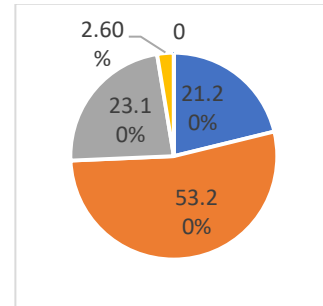


Figure 9. The AOA is Appropriate for Students From a Range of Backgrounds and Languages in ESL Classes.

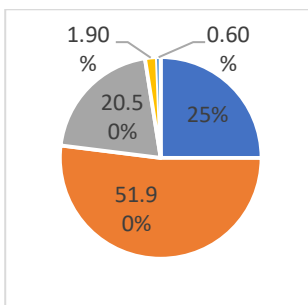


Figure 10. Projects and Activities in the AOA Provide Students With the Opportunity to Apply English Wherever and Whenever They Want.

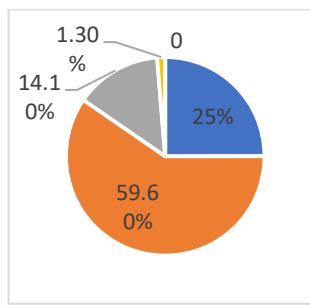


Figure 11. 'The Action-Oriented Approach' Promotes English Language Skills Through Practical Exercises, Interactive Activities, and Goal-Oriented Tasks.

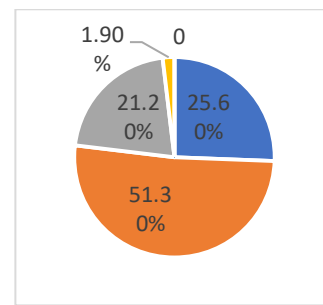


Figure 12. Students Can Apply What They Learn to Everyday Situations as Well as Converse in the Language They Are Learning With Persons Outside of the Institute by Collaborating on Projects That Follow 'The Action-Oriented Approach'.

Strongly Agree (SA) ■ Agree (A) ■ Neutral (N) ■ Disagree (D) ■ Strongly Disagree (SD) ■

A sizable amount of participants (79.5%) think that the Action-Oriented Approach prepares them for real-life circumstances where they have to use English, as seen by the combined proportion of "Strongly Agree" and "Agree" responses in Figure 7. The statement "AOA prepares me for real-life situations where I have to use English" was disagreed with by 2.9% of respondents, while 17.3% of participants expressed indifference. A significant proportion of those who participated (75%) expressed "Agree" as well as "Strongly Agree" with the statement, "The AOA projects and activities help me to enhance my critical thinking and creativity while speaking in English." These results are shown in Figure 8. This demonstrates how ESL students enjoy AOA-based education, which calls for projects and activities to stimulate creativity and critical thinking while speaking English. On the other hand, 21.2% of respondents have a more objective viewpoint, whereas 3.8% of respondents as a whole expressed disagreement. The data in Figure 9 clearly shows that 74.4% of respondents said they "Agree" as well as "Strongly Agree" with the statement, "The AOA is appropriate for students from a range of backgrounds and languages in ESL classes." It illustrates how a range of language and cultural backgrounds may be found among ESL students, and how the Action-Oriented Approach motivates students from multicultural and multilingual backgrounds to enrol in ESL classes. Of the respondents, 23.1% held a neutral attitude, and 2.6% disagreed with the survey.

Most participants agree with the statement that "Projects and activities in the AOA provide students with the opportunity to apply English wherever and whenever they want" as seen in Figure 10. The number of "Strongly Agree" and "Agree" responses (76.9%) indicates that ESL learners think they can use English anytime and anywhere they choose because of the projects and activities in the Action-Oriented Approach. Only 2.5 percent disagreed with this viewpoint, out of the respondents' total of 20.5% who stated a neutral opinion. Regarding "The Action-Oriented Approach promotes English language learning through practical exercises, interactive activities, and goal-oriented tasks". A large number of respondents (84.6%) had extremely positive opinions, as Figure 11 illustrates. The combined "Strongly Agree" and "Agree" responses show that the Action-Oriented Approach's goal-oriented objectives, interactive activities, and practical exercises should be used to encourage learners to practise speaking English. It is crucial to remember that just 1.3% of respondents disagreed with this point of view, while 14.1% of respondents expressed neither positive nor negative opinions. According to the data displayed in the 12<sup>th</sup> Figure, the majority of participants—76.9%—strongly concur with the assertion that /Students can apply what they learn to everyday situations as well as converse in the language they are learning with persons outside of the institute by collaborating on projects that



follow ‘The Action-Oriented Approach.’/ This illustrates how students may work together on collaborative projects to improve their English language proficiency and apply what they have learned to real-world issues in India. Of the participants, 21.2% held a neutral opinion, and just 1.9% disagreed with the statement.

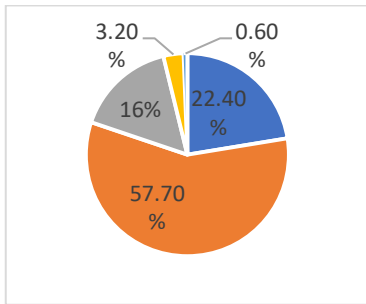


Figure 13. ‘The Action-Oriented Approach’ Promotes Speaking the Targeted Language With Peers.

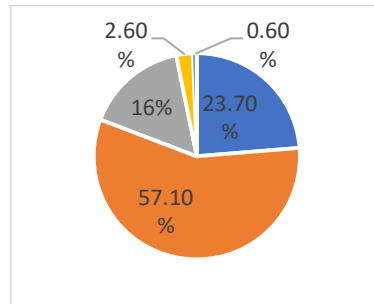


Figure 14. ‘The Action-Oriented Approach’ Helps Pupils to Make Choices, Think Critically and Act Strategically When They Work on Language Tasks or Projects.

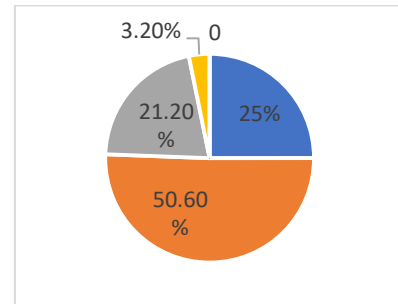


Figure 15. Every Time I Finish an AOA Task, My Confidence in My English-Speaking Abilities Grows.

Strongly Agree (SA) ■ Agree (A) ■ Neutral (N) ■ Disagree (D) ■ Strongly Disagree (SD) ■

The 13<sup>th</sup> Figure's results indicate that a large proportion of participants (80.1%) "Strongly Agree" and "Agree" that ‘The Action-Oriented Approach’ promotes peer communication in the target language. This illustrates how ESL learners value acquiring knowledge based on the AOA, which necessitates that the students complete team-building exercises. However, 3.8% of respondents disagreed with this assertion, while 16% of respondents had a more neutral opinion. The sum of the percentages of "Strongly Agree" and "Agree" responses in Figure 14 shows that the majority of those who participated (80.8%) have a positive perception of the statement "The Action-Oriented Approach helps learners to make choices, think critically, and act strategically when they work on language tasks or projects". Positive impressions imply that learning is action-oriented, or application-based, in the same way as it is when we use strategic behaviour and critical thinking in our daily communication with other fellow citizens of society. Just 16% of responders took a neutral position, while three percentage disagreed. Figure 15's merged proportion of "Strongly Agree" and "Agree" responses shows that a large proportion of the respondents (75.6%) agree with the statement "Every time I finish an AOA task, my confidence in my English-speaking abilities grows." This optimistic statement expresses the attitudes of ESL students towards language exercises and AOA, which ought to reflect the sentiments of social actors. English language learners should prioritise completing the activities in the Action-Oriented Approach (AOA) more highly, according to ESL learners, as these tasks boost learners' confidence while speaking English. Of those questioned, just 21.2% claim to be neutral. Conversely, a very small proportion of respondents (3.2%) do not agree.

The findings of the study show that most ESL students believe that improving their English language competence at the tertiary level in India using the Action-Oriented Approach would increase their comfort level in societal and real-life scenarios. This summarises the viewpoints on language learning and acquisition that language learners who employ the ‘Action-Oriented Approach’ have.

## V. CONCLUSION

This research study used a quantitative survey administered via Google Forms to find out what ESL students believed about the efficacy of ‘The Action-Oriented Approach’ in developing their language skills in English at the Indian tertiary level. The study was carried out to look at learners' attitudes and ideas about the ‘Action-Oriented Approach’ and how it affects the acquisition of the language. The findings of this study are noteworthy because of the reasons outlined above. The majority of ESL students in India are familiar with the 'Action-Oriented Approach' and other techniques, which improve their language comprehension. Participating students appreciate the benefits of incorporating everyday issues and collaborative tasks into teaching, encouraging student involvement and authentic language use. The survey findings showed that students believed the Action-Oriented Approach contributed to the development of sociocultural and pragmatic components of language acquisition in addition to linguistic ability. Prioritising 'task-based learning' and 'meaningful interaction' was thought to promote the growth of learners' autonomy and communication skills. The results of the study show that, in general, ESL students are in favour of using ‘The Action-Oriented Approach’ to assist language learners in gaining competency in a range of scenarios.) Take a look at Table 3. The statement "Action-Oriented Approach helps the learners to develop language proficiency in a variety of contexts" received the highest grade ( $\bar{x}=4.2692$ ) from the majority of ESL learners (94.2%). All things considered, this study broadens our comprehension of language-acquiring strategies, especially as they apply to India. The outcomes highlight the benefits of implementing ‘Action-Oriented Approaches’ in ESL classes along with the potential effects on students' language fluency in English. In the era of technology, along with AOA one can incorporate AI tools for language teaching. Language instruction and acquisition now make use of a wide range of AI technology. Language curricula have undergone significant change as a result of AI, especially in the areas of second language training and

acquisition (N & N S, 2023). The outcomes of this research are anticipated to influence curriculum design, training initiatives, and educational policies, raising the standard of instruction in the English language in India.

#### Recommendations

More participation from various Indian universities, institutes and schools would be beneficial to the study. It is suggested that future studies include qualitative data gathering with semi-structured participant interviews to synthesise the findings. Questionnaires were employed in this investigation to gather data. It could demonstrate whether the replies on the questionnaire from the ESL students match their response variable. To this end, high-quality data collection techniques that include audio recording, maintaining a diary, classroom observation, and journaling may be appropriate. It would be beneficial to evaluate the perspectives of learners from all backgrounds, including classmates, college, university and high school, by broadening the survey's questions. An experimental study could be carried out to check the efficacy of employing the AOA in ESL classrooms in India.

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