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EXTRANJEROS**

Teaching and Learning English as a Foreign Language from the  
Principles of Critical Pedagogy

**Work Present as a Requirement for Obtaining the bachelor's  
degree as Licenciado en Pedagogía de los Idiomas Nacionales y  
Extranjeros**

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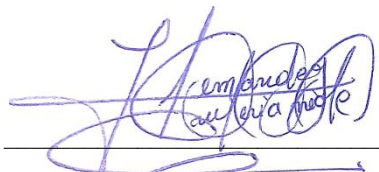
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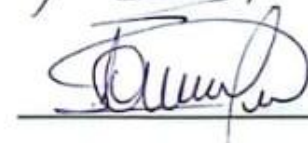
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## DEDICATORY

During my whole academic journey, I have always felt the effort, love, and support of my dad, **Franklin**. In every stage and in every difficult moment, you were there for me. Even when we were far from each other, your kindness and care always reached me. You showed me that being a father is not only about a bond, but about choosing to love, help, and guide someone.

To me, you represent fatherhood in the best way:  
you choose to stay before you must,  
and you show love through your actions.

Because of this, I have found my greatest joy: the joy of calling you *father* with a full heart, and the gratitude of appreciating all your effort for your children.

Thank you for giving me your love and support when things felt dark and difficult. This achievement is also yours, because your strength and support helped me reach this point.

***Nicole Suárez H.***

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Feeling grateful to life and to God is only the beginning, because in His divine generosity, He gave me my mother, **Olga**, the woman I admire with all that I am and love with all that I will be. Mom, all my gratitude lives in this life and extends into the next. **You are the primordial love of my existence, the essence that sustains every step I take, in shadow and in glory.**

You have always been my purest longing, my brightest memory, the artisan who, with infinite patience, sculpted the woman who today walks with strength and certainty.

Thank you for your foundations, for your silent teachings, for those lessons I now treasure as eternal treasures. For all that you have been and all that you will be in me, I owe you my soul, Mom. Thank you... a thousand times, thank you.

To my four great and beloved siblings, my perfect constellation, **Adrián**, the first of them, my older brother, a man full of virtues I have always admired. I love you and value you more than words could ever express. **Lesly**, a complete and steadfast woman, forged with the spirit of a warrior and virtues I deeply love. My two older siblings are my first joy; **their steps were my first compasses; their lives, my first lights.** They are, in my sky, essential stars.

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I am endlessly grateful for my family, for being my sacred space, my daily drive, my reason to always strive to be better.

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*Nicole Suárez H.*

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## RESUMEN

El presente estudio tuvo como objetivo evaluar la efectividad de la pedagogía crítica en el desarrollo de la destreza oral del inglés como lengua extranjera en estudiantes de segundo año de bachillerato técnico en contabilidad de la Unidad Educativa Isabel de Godín.

Dado que se observó que los estudiantes presentaban dificultades en su competencia comunicativa, se diseñó e implementó una intervención educativa de siete semanas basada en los principios de la pedagogía crítica. Dichos principios se centraron en la reflexión, el diálogo y la construcción del conocimiento a partir de situaciones reales y cercanas a los estudiantes.

En este estudio, se usó un enfoque cuantitativo y un diseño cuasiexperimental de tipo transversal. Se trabajó con una muestra no probabilística de 20 estudiantes, a quienes se evaluó utilizando la rúbrica de Cambridge B1 para medir su producción oral antes y después de la intervención. Para analizar dichos resultados, se utilizó la prueba de Wilcoxon, debido a que los datos no seguían distribución normal.

Los resultados mostraron una mejora significativa en la habilidad oral de los estudiantes. El promedio del pretest fue de ( $M = 2.93$ ,  $DE = 0.89$ ), mientras que el posttest subió ( $M = 6.25$ ,  $DE = 1.19$ ). El valor  $p$  de 0.00004227 permitió rechazar la hipótesis nula, lo que confirma que las estrategias que se aplicaron tuvieron un efecto positivo en la fluidez, pronunciación y organización de ideas de los estudiantes.

Por lo que se concluye que la pedagogía crítica ayuda a lograr un aprendizaje más profundo y participativo, ya que permite que los estudiantes se expresen con más seguridad, hagan conexiones entre temas vistos en clases y su realidad, y desarrollen un pensamiento más crítico. No obstante, también se presentaron algunos desafíos, como la dependencia de métodos tradicionales de enseñanza y la necesidad de aplicar esta metodología por más tiempo para que los estudiantes puedan llegar a ser más autónomos en su aprendizaje.

Se sugiere aplicar esta pedagogía también en otras habilidades del idioma como la escritura, la lectura y la comprensión auditiva. Además, sería útil trabajar con más grupos y usar un tipo de muestreo probabilístico y extender la duración de la intervención.

para ayudar a que los estudiantes desarrollen hábitos reflexivos y logren un aprendizaje más profundo.

**Palabras claves:** Pedagogía crítica, Destreza oral, Aprendizaje del inglés, Educación transformadora.

## **ABSTRACT**

This study aimed to evaluate the effectiveness of critical pedagogy in the development of oral English skill as a foreign language. It was applied to students from the second baccalaureate in the technical accounting program at Isabel de Godin High School. These students showed limited communication skills. Because of this, a seven-week educational intervention was designed and applied. It was based on the main principles of critical pedagogy, such as reflection, dialogue, and building knowledge from real-life experiences.

This study used a quantitative approach and followed a cross-sectional, quasi-experimental design. A total of 20 students were selected using a non-probability sampling method. The main instrument for evaluation was the Cambridge B1 speaking rubric which was used to evaluate the students' oral performance before and after the intervention. Since the data did not follow a normal distribution, the Wilcoxon signed-rank test was used to analyze the results.

The results showed a significant improvement in oral skill. The pretest average was ( $M = 2.93$ ,  $SD = 0.89$ ). The posttest average increased to ( $M = 6.25$ ,  $SD = 1.19$ ). Also, the Wilcoxon test result ( $p = 0.00004227$ ) allowed rejecting the null hypothesis. It confirmed that the applied strategies had a positive effect on students' fluency, pronunciation, and idea organization.

In conclusion, critical pedagogy supports meaningful and participatory learning. It helps students speak with more confidence, connect content to their context, and develop critical thinking. However, some challenges appeared. Some students depended on traditional teaching. Also, more time is needed to help them become independent learners.

It is recommended to use this pedagogy with other English skills (reading, writing, and listening). Future studies should use probability sampling and include more groups. Also, the intervention time should be extended to build reflective habits and support a transformative learning process.

**Keywords:** Critical pedagogy, Oral skill, English learning, transformative education.



## CHAPTER I

### 1.1. INTRODUCTION

English is often perceived as a challenging subject, particularly for students who have had negative experiences with it (Sanguino et al., 2023). In particular, speaking in English can feel intimidating. Traditional pedagogies often focus on memorization and repetition. These are passive methods where students are not encouraged to participate actively (Diert Boté, 2022). When this becomes a habit, learners may stop engaging in class. The teacher becomes the primary voice, while the students listen. This reduces their confidence and prevents them from using the language in real-life situations (Cortina & Winter, 2021; Morrell & Morrell, 2021; Torres, 2022). As a result, these methods do not help students connect learning with their own experiences. Therefore, it is necessary to explore pedagogical approaches that promote participation and build students' speaking skill in a meaningful way.

Pedagogy is very important for how students learn. When teachers change their pedagogy, they can use more interactive and student-centered ways to teach (Shah, 2021). One approach that helps with this is called critical pedagogy. This method asks students to think deeply, talk about their ideas, and connect what they learn in class to their own lives. Freire (1970) said that education should not just give knowledge. It should also help students express themselves, understand their world, and think critically (Valls-Carol et al., 2022; Giroux, 2024). This way of learning makes students more motivated, helps them feel who they are, and gives them the confidence to speak up. That is why choosing the right pedagogy is very important to improve how students learn.

The ideas behind critical pedagogy guide teachers to change how class works and help students learn better. These ideas help teachers make activities that link language to real life and personal experiences (Crookes, 2022; Bishop, 2023; Archer et al., 2024). One important part of these ideas is dialogue as a principle. Dialogue means that the teacher and students talk openly and share ideas with respect. Another principle is praxis. Praxis means thinking and acting together. It helps students think deeply and use what they learn in real life. When students reflect, they look at their own beliefs, experiences, and the society they live in. This makes learning more meaningful. These ways of teaching give students power by letting them have a say in their learning and helping them feel able to share their ideas.

As a result, students develop learner agency, the ability to take responsibility for their learning, make decisions, and contribute actively to class (Freire, 1970; Cortina, R., & Winter, M., 2021; Boyd et al., 2022; Tireli & Jacobsen, 2023).

In this context, this study focuses on applying the principles of critical pedagogy to improve oral English skill in secondary education. Although critical pedagogy was first developed for higher education, this study is significant because it adapts these principles to a school-level setting. When teachers use approaches, methods, strategies, and tools where the students become more involved. While traditional methods like repetition still have a place, critical pedagogy gives those tools a deeper purpose. Furthermore, this study explores how such methods can help students speak more confidently, think critically, and connect classroom learning with real life.

## **1.2. PROBLEM STATEMENT**

English has become a key area of research, especially in Spanish-speaking countries (Rintaningrum et al., 2023). In this context, the way English is taught plays a crucial role in students' ability to learn and use the language effectively. Traditional teaching methods often rely on memorization and repetition. These methods limit students' interaction and do not promote the development of real communication skills. Because of this, students may find it hard to speak English with confidence and fluency. This gap between what is taught in class and how language is used in real life is a problem in many schools (Praetorius & Charalambous, 2023).

With time, new ways of teaching have appeared. One of them is critical pedagogy. It started in the middle of the 20<sup>th</sup> century and became popular in the 1970s and 1980s. This happened because of the important work of Paulo Freire. Critical pedagogy is based on ideas like critical thinking, dialogue, and praxis (which means reflection with actions). These ideas help students take part in class and feel more confident (Topkaya, 2023). In English language teaching, critical pedagogy gives students the chance to speak, share their thoughts, and do activities that are meaningful to them (Shah, 2021; Valls-Carol et al., 2022).

However, even if it has many benefits, this method is not used much in the Ecuadorian classroom. In Ecuador, English is taught as a foreign language in most high schools. But in many cases, the focus is still on grammar. This makes a difference between what students need to say in real situations and what they actually learn. Because of this, students do not feel confident and do not have enough critical thinking skills to speak in real

conversations (Sempértegui, 2022). This problem is clear at the Isabel de Godin Educational Unit in Riobamba, Chimborazo. Even though the school started a bilingual secretarial program in 1970 (Sánchez, 1947), teachers still use traditional methods, and there has not been much progress.

To carry out this study, a quantitative method was used. This method uses numbers and data to measure changes in students' speaking. It helps to see progress in a clear and objective way. A pre-test and post-test were given to the students to compare their speaking before and after the activities. During the study, different interactive strategies were used. These strategies followed the principles of critical pedagogy, such as dialogue, reflection, and real-life topics. These helped students to participate more and communicate in meaningful ways. As a result, students improve their fluency, confidence, and their ability to speak in real situations. The test results showed that using critical pedagogy helped improve speaking skills in secondary school.

### **1.3. RESEARCH QUESTION**

How do the principles of critical pedagogy help second-year Baccalaureate students at Isabel de Godin Educational Unit in Riobamba, Chimborazo, improve their English-speaking skill, especially in fluency, confidence, and critical thinking, during the 2024 – 2025 school year?

### **1.4. JUSTIFICATION**

Speaking is a key skill in English language learning. It helps students express their ideas, share experiences, and interact with others (Akhter, 2021; Soans, 2022). In Ecuador, English is taught as a foreign language, but many students still struggle to speak fluently. In many schools, the focus is primarily on writing and memorization rather than on engaging in meaningful conversation. As a result, students often feel nervous and lack the confidence to express their ideas in English. These challenges still happen in secondary schools, where old teaching methods are still used, the teacher talks most of the time, and students just listen (Amoah & Yeboah, 2021; Chand, 2021; Meşe & Sevilen, 2021). Therefore, there is a real and urgent need to improve how speaking is taught. This study looks at a different way of teaching that focuses more on the students and helps them think about what they are learning.

This research is important for education because it uses the main idea of critical pedagogy. This theory is already well known, but it is not often used in secondary schools. So, this study helps to show how critical pedagogy can work in a place where it is not studied much. Although many studies highlight the benefits of critical pedagogy, most have been conducted at the university level and focus on adult learners. This research, however, targets adolescents at the Isabel de Godin Educational Unit in Riobamba, where students are between fifteen and sixteen years old. It fills a gap in the literature by examining how this pedagogical approach can be adapted to younger learners in a public-school context.

From a social and educational point a view, this study brings benefits for both students and teachers. Students become more confident, improve their speaking skills, and grow their critical thinking through meaningful conversations. Teachers also learn, as they find ways to adapt traditional lessons using simple but effective strategies based on critical pedagogy. The results of this study show that, even in strict school systems, teachers can make spaces where students participate, and they do not need to ignore national standards to do it.

Most students about critical pedagogy in English teaching use qualitative methods. But this study is different because it uses a quantitative approach. It uses standardized tests and cognitive tasks to check results. This makes it possible to see clearly how critical pedagogy helps not only with students' English speaking, but also with their critical thinking. This kind of method is important because it gives real data and shows that critical pedagogy can work well in secondary education. It shows that this pedagogical approach can be assessed objectively and applied successfully in structured school contexts.

In practical terms, this research offers clear and applicable suggestions. It presents real classroom strategies such as dialogue, based tasks, students' reflections, and contextualized content that teachers can apply without needing major institutional changes. It also shows that the approach is viable, as it was implemented successfully within the regular school schedule, with existing resources, and under teacher guidance.

Finally, this research does not remain in theory. It integrates academic foundations with classroom practice. Its main contribution lies in demonstrating that the principles of critical pedagogy can be effectively used to develop oral communication in English in

secondary education, a level where students need both language fluency and critical capacity to succeed in further academic and social contexts.

## **1.5. OBJECTIVES**

### **1.5.1. General Objective**

- To analyze the principles of critical pedagogy in the development of oral skill in teaching and learning English as a foreign language among second-year Baccalaureate students pursuing a Technical High School Degree in Accounting at the Isabel de Godin Educational Unit in Riobamba, Chimborazo province, during the 2024-2025 academic year.

### **1.5.2. Specific Objectives**

- To diagnose the initial level of oral proficiency in English among second-year Baccalaureate students.
- To apply strategies based on the principles of critical pedagogy in teaching and learning progress to enhance oral proficiency in English.
- To evaluate the improvement in oral proficiency in English after implementing the principles of critical pedagogy.

### **1.5.3. Research Hypothesis**

$H_0$ : The application of critical pedagogy principles does not significantly foster the development of students' oral English proficiency, particularly in terms of fluency, confidence, and critical expression, among second-year Baccalaureate students at the Isabel de Godin Educational Unit in Riobamba, Chimborazo, during the 2024 – 2025 academic year.

$H_1$ : The application of critical pedagogy principles significantly fosters the development of students' oral English proficiency, particularly in terms of fluency, confidence, and critical expression, among second-year Baccalaureate students at the Isabel de Godin Educational Unit in Riobamba, Chimborazo, during the 2024 – 2025 academic year.

## **CHAPTER II**

### **2.1. THEORETICAL FRAMEWORK**

#### **2.1.1. Research Background**

Learning a language has been important since ancient times. In early civilizations, people learned other languages for trade, travel, and diplomacy. Over time, language learning became part of education, especially during the Roman and Greek periods. In the modern world, learning a foreign language has become more important due to globalization. English became the most dominant among all languages, especially after World War II. It was considered the language of science, business, and international communication. As a result, many schools around the world began to teach English as a foreign language (Grigoriev, 2022).

In parallel, Teaching and learning have always been important in education. Since ancient times, the teacher and the students have had a close relationship. For a long time, it has been believed that the teacher gives knowledge, and the students learn from it. This relationship has always been the basis of the learning process. The word pedagogy, which comes from Greek, began to be used as a scientific term in the 17<sup>th</sup> century. Pedagogy studies how teaching and learning work together. It helps teachers understand how to guide students, and helps students become more active in their own learning. For this reason, teaching and learning are strongly connected through pedagogy (Rustamova & Umarova, 2024).

As time passed, pedagogy evolved and different approaches emerged, each shaping the way English was taught. In the 19<sup>th</sup> century, traditional pedagogy became common in formal education. It focused on the teacher as the center of the classroom. The Grammar-translation method was widely used. Students learned by memorizing grammar rules and translating text. This method was helpful for reading and writing, but not for speaking. John Dewey (1939) later criticized this model for making students passive. He believed learning should involve thinking and experiences.

Afterward, in the 1940s and the 1950s, behaviorist pedagogy became popular. Skinner (1957) said that students learn by repeating patterns. The Audio-Lingua Method was based on this idea. It used drills to build language habits. But Chomsky (1959) strongly believed that people have an inborn ability to learn language. This debate led teachers to search for better methods. Consequently, in the 1970s and the 1980s, humanistic pedagogy became popular. It was based on ideas by Carl Rogers and Abraham Maslow (1969). They

said students learn better when they feel safe and respected. Methods like Suggestopedia, the Silent Way, and Total Physical Response supported creativity and emotions. But Scrivener (1994) said these methods were hard to use in normal classrooms. He explained that they lacked structure and clear learning goals.

Eventually, at the close of the 1970s, Critical pedagogy began with the work of Paulo Freire. In his book *Pedagogy of the Oppressed*, he criticized traditional education. He called it a “banking model” because it treated students like empty containers. Freire said education should be based on dialogue, reflection, and action. His ideas gave students a voice and helped them think about their reality. However, Freire’s ideas were influenced by both ancient and modern thinkers. One of the most important influences was Socrates (470-399 BCE), whose method of teaching focused on dialogue. Socrates believed that asking questions and having conversations could help students understand deeper truths. Freire took this idea and applied it to his problem-posing education, where students and teachers interact through questioning and reflection.

One important influence on Freire was the ancient philosopher Plato (427 – 347 BCE). In *The Republic*, Plato talked about how education can help build a fair society. He believed that people should learn to think deeply about many topics. Freire took this idea even further. He did not want students to just accept what they are told. Instead, he encouraged them to think critically and use dialogue to question and change society.

Besides ancient philosophy, the ideas of Marx (1818 – 1883) also influenced Freire. Marx talked about class struggles and critical awareness. These ideas helped Freire see how education can help students understand social injustice. This belief is a key part of Freire’s ideas of *conscientization*. It means students learn to see the reasons behind things and understand how the world works.

Freire was also inspired by Christian Liberation Theology. This movement focused on justice, equality, and helping people who are treated unfairly. The teaching of Jesus Christ about standing up for the poor and oppressed shaped Freire’s belief that education should be a tool for social transformation, helping the oppressed gain a voice. Together, these ideas from Socrates, Plato, Marx, and Christian thought formed the foundation of critical pedagogy, which Freire kept on developing in the 20<sup>th</sup> century.

In addition, critical pedagogy offers key principles that support the development of speaking skills. These principles include dialogue, reflection, critical thinking, consciousness, and action (praxis). Freire believed that learning should start with dialogue,

where students and teachers talk together to share ideas and question the world. Through reflection, students think about their own experiences and connect them with what they are learning. Critical thinking helps them ask deeper questions and understand the meaning behind words. Conscientization means becoming aware of social problems. This awareness helps students talk about real issues that are important to them. Also, praxis connects learning with doing. It helps students use their voice to create change. These ideas make speaking in class more meaningful. It is not only for practicing language but also for building confidence, identity, and a sense of purpose.

Even though language teaching has changed over time to focus more on students, there is still little research about how critical pedagogy can help improve speaking skill in secondary school. Most existing studies focus on adult learners or higher education settings, leaving a gap in the literature regarding adolescents in public schools. This study addresses that gap by exploring how Freirean principles such as dialogue, reflection, and conscientization can be used to promote oral expression, confidence, and meaningful communication among Ecuadorian high school students.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1. Pedagogy and Its role in English Language Teaching and learning**

Pedagogy is an important idea in education. According to Richard and Rodgers (2014), pedagogy means both the theory and the practice of teaching. It includes how teacher teach, what they teach, and how they work with students. The word comes from Greek and means *leader of children*. A teacher is not just someone who gives information. Instead, teachers help students grow academically, personally, and socially.

From an academic view, pedagogy affects how students learn. Traditional teaching often makes the teacher the main source of knowledge, and students just listen and receive information. But good pedagogy encourages active learning. It helps students think deeply, ask questions, and take part in learning in a meaningful way. Kumaravadivelu (2003) says that good teaching lets students use language to solve real problems, not just memorize facts.

Besides helping students learn school subjects, pedagogy also helps their personal growth. It focuses on building students' confidence, independence, and responsibility. Transformative pedagogy asks students to think about their own experience and connect



what they learn to their lives. This helps students become more aware of themselves and more independent.

Pedagogy is also very important for students' social development. It promotes collaboration, dialogue, and mutual respect in the classroom. Critical Pedagogy, in particular, highlights the importance of student voice and dialogue as tools for learning and transformation. Through interaction with peers, students develop communication skills, empathy, and social awareness skills essential for active and responsible citizenship.

In summary, pedagogy is fundamental to English language teaching and learning. It shapes how students use the language for learning. It also helps their personal and social growth. A good teaching method encourages students to think deeply, reflect, and take part in learning in a meaningful way. Kumaravadivelu (2003) says that critical pedagogy helps students become thoughtful and independent. It prepares them to use English in many different and important situations. Because of this, pedagogy is very important not only to improve language skill but also to support the complete development of students (holistic).

### **2.2.2. From Traditional Pedagogy to Critical Pedagogy**

English language teaching has changed over time. Before, teachers were the main source of knowledge, and students only listened and repeated what they were told. This is called traditional pedagogy (Richards & Rodgers, 2014). Freire (1970) called it the *banking model* because students were seen as empty containers to be filled with facts. This way of teaching limits students' thinking and does not connect to their real lives. In response, new ideas in teaching focus on students' voices, reflection, and learning with purpose. These ideas are part of critical pedagogy. They include approaches. These methods help students use English not just to speak, but to think deeply and act in their world.

One key change in critical pedagogy is how speaking happens in the classroom. Instead of the teacher always talking, students and teachers have real conversations. Freire (1970) called this problem-posing education. In this approach, both students and teachers speak, listen, and learn together. Shor (1992) explains that this makes learning active, not just listening. Dialogic learning supports this idea. According to Alexander (2008), dialogic teaching encourages students to share ideas and respond to each other. When students talk with purpose, they practice language and develop critical thinking. Dogme ELT, or Teaching Unplugged, also supports this by focusing on natural conversation without relying on

textbooks (Medding & Thornbury, 2009). This makes speaking more meaningful and connects students' lives.

Asking questions is another important part of critical pedagogy. Instead of just giving answers, the teacher and students ask questions about real problems. Freire's (1970) problem-posing education is based on questioning. It helps students think about their own experiences and the world around them. Rhizomatic learning also values this by encouraging learners to follow their own questions and paths (Mackness & Bell, 2020).

This creates learning that grows in many directions, not just one way. Emancipatory pedagogy adds that questioning helps students see social problems and imagine change (Giroux, 1988). When students ask and reflect, they become more aware and ready to act.

Critical pedagogy also focuses on action. Learning is not only about speaking and thinking but also about making change. Community-based practicum connects classroom learning with real community problems (Richan, 1989; Eaton et al., 2020).

This gives students a chance to use English outside school while helping their communities. Eaton et al. (2020) explain that education should support both personal growth and social action. As a result, students become more active learners when they take action. They use English to improve both their personal lives and society. This makes learning the language more meaningful and impactful.

These methods together show how critical pedagogy changes the way English is taught. It shifts from simply memorizing information to engaging in speaking, asking questions, and taking action. By using problem-posing, dialogic learning, and community practice, students are able to learn the language in a deeper way and connect it to their own experiences. This helps them become confident speakers, critical thinkers, and active citizens.

### **2.2.3. Principles of Critical Pedagogy in English Language Teaching and Learning**

In recent years, English Language Teaching (ELT) has started to include ideas from critical teaching to help students understand real-world problems and speak up for themselves. This approach goes beyond teaching methods, focusing on developing students' critical thinking, awareness of social issues, and active involvement in their praxis, teachers aim to create more inclusive and transformative learning spaces.

Critical consciousness is about helping students understand the social, political, and cultural forces that affect their lives. In ELT, this means encouraging students to question

common beliefs and think about issues like power and inequality. For example, Wichanee and Thongrin (2024) showed that using critical reading strategies in the classroom helped students analyze texts and understand social injustices. Similarly, Bozkurt and Toptakaya (2025) argue that using critical pedagogy in English lesson allows students to engage with language in a deeper way and think about its social impact. By developing critical consciousness, teachers help students become more aware of their surroundings and more involved in their learning.

Dialogue is an important part of critical pedagogy, as it encourages open communication between teachers and students. Instead of seeing teachers as the only experts, this approach promotes collaborative learning through discussion and sharing ideas. Yildirim and Uzun (2021) emphasize that dialogic teaching fosters more humanizing educational experiences, allowing students to share their perspectives and learn from one another. In practice, this involves creating classroom environments where learners feel comfortable expressing their thoughts and questioning established norms. Such dialogic interactions not only enhance language skills but also promote critical thinking and mutual respect.

Praxis means thinking and taking action together. It is an important part of critical pedagogy. In ELTL, this idea helps students use what they learn in real-life situations. In this way, they can support social change. Bozkurt et al. (2023) explain that adding critical pedagogy in teacher training helps future teachers get the tools they need to deal with social problems in their learning. When students do projects that link classroom learning with problems in the community, they learn to use English to make a difference. This helps them not only understand social issues but also take action to solve them.

When teachers include critical consciousness, dialogue, and praxis in English classes, the classroom becomes a place for thinking, working together, and taking action. These ideas help students improve their language but also understand the world better. When students learn to ask questions, speak out, and take part, education becomes a way to create social change. As a result, teaching goes beyond grammar and vocabulary.

#### **2.2.4. Critical Pedagogy as Praxis in the Language Classroom**

Critical pedagogy is not only about pointing out problems. It is also about helping students think and act in meaningful ways. In today's world, students often copy and paste

information without thinking. They need to develop the ability to ask questions and connect ideas. Critical pedagogy gives them the tools to do this. It helps learners move from memorizing to understanding. Bharati and Nisanth (2024) explain that real education should include questioning, thinking, and taking action. The main goal is not to create victims but to help students think in a deep way and act with purpose.

One important idea in critical pedagogy is that students are not empty containers. They already have knowledge, culture, and life experiences when they come to class. Teaching should use these as a base. Torres (2022) says that students should be seen as subjects, not just as objects in the learning process. McLaren and Bosio (2022) also point out that critical pedagogy helps students become people who create knowledge with the teacher. Instead of only reacting to injustice, students learn to understand it and think critically about how to respond. This helps them speak up, take action, and grow with meaning. Cortina and Winter (2021) say that critical pedagogy respects local knowledge and questions the system of oppression. It does not do this by blaming people, but by helping students imagine better possibilities.

Critical pedagogy, then, is not only about naming injustice. It is about preparing learners to respond with thought and care. When students engage in reflection and dialogue, they develop the power to transform their lives and communities. Therefore, critical pedagogy is a path toward hope and change. It helps students ask hard questions and act with responsibility. It does not stop at critique; it moves toward action, creativity, and growth.

### **2.2.5. The importance of Oral Skill in Critical Pedagogy**

Oral skills are essential in critical pedagogy because they support student expression, identity, and participation. Speaking in class is not only about talking about grammar. It is a way for students to express their ideas through their culture and emotions. Freire (1970) believed that real learning begins with the voice of the learner. When students speak about their own realities, they feel more confident and respected. In this way, speaking skill help with more than just communication. It also supports critical thinking and helps students become more self-aware. This is very important in a classroom with students from different cultures, where each person brings their own traditions and backgrounds. When students speak, they can show who they are by sharing their culture and feelings that they belong in the class.

Socrates believed that people find truth by talking with others, not by staying silent. He asked his students to speak, ask questions, and think deeply. This kind of oral exchange helped learners understand themselves and their world (Soans, 2022). In critical pedagogy, the same idea appears when students use language to express their identities. Freire (1970) argued that teaching should respect the cultural background of each learner (Aliakbari & Faraji, 2011; Hwang et al., 2024). When students talk about their local customs, family stories, and experiences, they develop stronger cultural identities. Speaking allows them to preserve their history and values. In this sense, orality is not only a method for learning English but also a tool for cultural survival and empowerment. It helps students see that their language and culture have value in the classroom.

Oral expressions also help students feel that they belong. When learners can speak freely in class, they feel included and respected. For instance, Socrates' method was based on asking questions to everyone, not just those with power. This created a shared space for learning. In modern education, creating this kind of space is still important. In addition, dialogue is the key to building solidarity and community (Freire, 1970). Through sharing ideas, students stop feeling invisible and begin to feel like part of a group. According to Sanguino et al. (2023) speaking helps students feel connected to others. They become active members of the learning process. This connection improves their motivation and emotional well-being. Oral skills help create a classroom where every voice matters and where students feel safe to take part. Belonging, then, is not just emotional; it is also academic and social.

In conclusion, oral skills are very important in critical pedagogy. They help students share their thoughts, ask questions, and feel part of the learning process. Speaking in the classroom gives students the power to express their ideas and build their identity. When teachers respect students' voices, learners feel seen and valued. This supports cultural identity and helps students feel proud of who they are. Oral work also creates a sense of belonging. Students learn from each other and grow together. This makes learning more human and meaningful. By focusing on oral skills, teachers can create spaces where students think deeply and speak clearly.

## **2.2.6. Approaches and methodologies that support speaking and critical awareness**

### **2.2.6.1. Approaches.**

An approach is a way of thinking about teaching and learning. It gives teachers a general idea of how to teach. Approaches help decide what to teach and how students will learn. In addition, they focus on how children grow and learn. These help teachers use methods that fit students' age and needs. Approaches are not fixed. They change to support students at different times and places (Richards & Rodgers; 2014)

#### **2.2.6.1.1. *Problem-Posing Education***

Problem-posing education is an approach to teaching developed by Paulo Freire. He introduced this idea in his book *Pedagogy of the Oppressed* (1970). Freire believed that education should not be about memorizing facts. Instead, it should help students think, ask questions, and talk about real problems. In problem-posing education, teachers and students learn together. The classroom becomes a space for dialogue, not just an introduction. This kind of education helps people become free thinkers. They stop being passive and start being active in their learning.

This approach is based on the principles of critical thinking, dialogue, and action. Freire called it praxis, which means thinking and acting together to change the world. Students bring their life experiences into the classroom. They are asked to reflect on problems that affect their lives and communities. This approach supports students in developing critical consciousness (Nelson and Chen, 2022). Likewise, Brunstein et al. (2021) explain that students begin to understand their realities and can think about possible solutions. Learning becomes meaningful when it is connected to real-life situations.

#### **2.6.1.1.2 *Emancipatory Pedagogy***

Emancipatory pedagogy is a teaching approach that encourages students to become independent and critical thinkers. Rather than simply transmitting knowledge, it invites learners to question what they know and examine the reasons behind that knowledge. This approach is strongly influenced by the work of Freire, particularly his concept of problem-posing education, which shares similar principles. Emancipatory pedagogy supports students in taking an active role in their own learning and understanding how education relates to

real-world issues. It places a strong emphasis on social justice, identity, and human dignity. As a result, students begin to develop a deeper understanding of the purposes and meaning behind their education.

Emancipatory pedagogy works through dialogue, reflection, and action. It is not only the teacher who talks. Students also share ideas, ask questions, and connect learning to their lives. The goal is not to memorize facts. The goal is to understand problems and take steps to solve them (Cappiali, 2023). When students work together, they learn better and feel stronger. In the language classroom, this approach helps students express their thoughts and understand others. As Omodan (2022) points out, this creates a classroom where everyone learns and grows. It also helps students speak with confidence and meaning.

#### **2.6.1.1.3      *Reality pedagogy***

Reality pedagogy is a way of teaching that starts with students' real lives. It respects their culture, experiences, and the world they live in. This idea comes from Christopher Emdin (2016). He says teachers must teach based on students' realities, not just the textbook. Teachers using reality pedagogy do not just speak. They listen. They learn from students and build lessons with them. According to Ramirez (2018), this makes learning more meaningful. It also helps students feel respected and motivated. This approach includes five key tools, such as cogens (co-generative dialogues), coteaching, cosmopolitanism, context, and content. These tools give voice to students and help teachers adapt their teaching. Thus, this creates a strong link between life and learning.

These tools allow students to take an active role in their learning and encourage teachers to adapt their methods. First, cogens (co-generative dialogues) are talks that happen often between teachers and students. These conversations help everyone think about what is going well in class and what should be better. This helps build trust and makes the classroom more democratic (Roth & Tobin, 2004). Second, coteaching allows students to work together with the teacher to guide the lesson. This gives them a chance to take responsibility, think in a critical way, and feel more connected to the topic (Karlsen, 2024). Third, cosmopolitanism emphasizes the equal value and responsibility of all students in the classroom. It fosters a respectful and cooperative learning environment (Dunaj & Mertel, 2022)

In conclusion, reality pedagogy offers a powerful approach to teaching by making learning more relevant and responsive to students' lives. By using tools like cogens,

coteaching, cosmopolitanism, context, and content, teachers can create a classroom that values students' voices, cultures, and experiences. This approach not only fosters a more inclusive and democratic learning environment but also encourages students to take an active role in their own education.

#### **2.6.1.1.4      *Culturally Relevant Pedagogy***

Culturally responsive and relevant pedagogy is seen as teaching in a human and social act. It does not separate knowledge from the lives of students. Instead, it connects learning to identity, culture, and lived experience. This approach suggests that students do not arrive empty; they carry wisdom, values, and ways of seeing the world. Education, then, becomes meaningful when it listens to these voices and creates for them in the classroom (Billings, 2021; Brooks, 2022).

This approach also believes that teaching must speak to students' cultural realities. Learning is stronger when it includes students' language, family histories, and everyday experiences. Teachers are encouraged to design lessons that honor different ways of knowing. In this view, diversity is not a problem to fix, it is a resource to use (Will & Najarro, 2022; Franco et al., 2024). Culturally responsive teaching invites dialogue and curiosity, helping students see school as a place where their knowledge matters.

Another key idea in this approach is critical thinking. Students are seen not just as learners, but as people who can reflect and take action. Education becomes a space to question injustice, talk about inequality, and imagine questions and make sense of the world (Billing, 2021; Franco et al., 2024). The goal is to support learners in becoming thoughtful, engaged, and ethical members of society.

This approach is also growing outside of schools. In areas like health and communication, professionals are being asked to rethink how they serve others. It is no longer enough to know facts. They must also understand culture, power, and identity. In this way, culturally responsive practice becomes a lifelong process of listening, reflecting, and growing. Across fields, the message is the same "respect, humility, and justice matter" (Hyter & Salas, 2021; Brooks, 2022).



#### **2.6.1.1.5      *Dialogic Learning***

Dialogic learning is an educational approach based on dialogue, mutual understanding, and shared meaning. It views learning not as one-way delivery of knowledge, but as an active and collective process. This approach is inspired by sociocultural theories of learning, especially those of Vygotsky and Freire, who believed that people learn best when engaged in meaningful dialogue with others (Yildirim & Uzun, 2021; Riberito et al., 2021). Learning happens when people speak, listen, ask questions, and build ideas together. This can happen in class or on digital platforms (Pietersen, 2022).

This way of learning invites students and teachers to create knowledge together. In this process, both think about their own lives and realities. One method, called the "culture circle" helps students think critically by making them aware of social problems and working together to find solutions (Pieterston, 2022; Ribiero et al., 2021). Dialogic learning helps develop thinking skills, and it also supports independence and social understanding. It respects the experiences of all students and promotes communication that is open and respectful communication (Ribiero et al., 2021). Through these kinds of conversations, students get better at thinking critically and solving problems (Laird et al., 2023).

In a dialogic classroom, speaking has a purpose and is shared. Teachers and students exchange ideas and build meaning together. This is not the same as monologic teaching, which is based on control and only one person speaking (Laird et al., 2023). On the other hand, dialogic education helps students feel seen, respected, and supported (Pieterston, 2022). When students feel that others listen to them, they are more motivated to learn and take part in the class. This method also works well in areas like health education, where it helps families reflect, make decisions, and take responsibility for change (Ribiero et al., 2021).

To sum up, dialogic learning is a strong way to make education more inclusive, critical, and thoughtful. It helps students grow both in knowledge and in social skills by using shared dialogue (Yildirim & Uzun, 2021). This kind of teaching asks teachers to guide students instead of controlling them. It also creates a space where all voices are important. By supporting open and reflective conversations, dialogic learning creates powerful and meaningful learning experiences (Pieterston, 2022; Ribiero et al 2021).

### **2.6.1.2 Methodologies**

Methodology in teaching and learning means a planned system that teachers use to guide how students learn. Herrera and Guevera (2021) say that methodology is not just about what is taught but also how it is taught. It must fit the needs of the students and their learning environments.

#### **2.6.1.2.1 *Rhizomatic learning***

Rhizomatic learning is a concept in education inspired by the philosophical ideas of Deluze and Guattari. They used the metaphor of rhizome, a plant that grows in many directions without a central root, to describe knowledge as something that spreads and connects in multiple ways. In this view, learning is not a straight path but a network of ideas that learners explore based on their interests and experiences. This method values being flexible and open to different ways of learning. It accepts that students can begin from different starting points and still build meaningful understanding.

In practice, rhizomatic learning changes how the classroom works. Instead of always following a set curriculum, students can explore topics that interest them. They make links between different subjects and ideas. For example, Jahani et al. (2023) showed that when students had the chance to choose their own learning paths, their creative thinking improved. They were more interested in learning and could connect what they learned to their own lives. This helped them understand things more deeply. This method also supports a more equal relationship between students and teachers, where both play a role in the learning process.

Rhizomatic learning also focuses on making learning culturally relevant. Ismail et al. (2024) found that using local literature in reading lessons helped young students feel more connected to the texts. By relating stories to their own lives and communities. This method shows that when learning is connected to students' backgrounds and experiences, it becomes more meaningful and effective.

Furthermore, Rhizomatic learning supports the development of eco-conscious education. Dey (2025) argues that incorporating environmental themes into various subjects encourages students to think about sustainability and their role in the world. This holistic method helps students get ready to face complex global problems with critical thinking and the ability to adapt.

To sum up, rhizomatic learning gives a flexible and open way to think about education. It lets students explore knowledge in a non-linear way, connect learning to their own lives, and look at different points of view. By doing this, it supports creativity, critical thinking, and a better understanding of how different ideas are connected.

#### **2.6.1.2.2      *Dogme ELT (Teaching Unplugged)***

Dogme ELT, also called Teaching Unplugged, is a method of teaching English that focuses on real conversation and learner-centered activities. It was developed by Thornbury and Meddings as an alternative to the traditional method that depends on textbooks and fixed materials (Febrianto et al., 2024). Therefore, it does not require technology or expensive resources. Instead, it uses what students say and do in class as the main content. For this reason, it is very useful in schools with few materials, such as rural or low-income areas.

In addition, recent studies support the value of this method for improving students' speaking skills. For instance, Ali et al. (2023) explain that Dogme ELT helps students speak more fluently because it allows for spontaneous talk and interaction. Also, Abdalgane et al. (2022) found that more than seventy-five percent of learners improved their fluency using this method, and ninety-six percent said it helped them feel more confident in speaking.

This method is based on three key ideas. It is driven by conversation, uses few materials, and focuses on language that comes from real situations. As a result, teachers must be creative and ready to guide learning based on what happens in class. Moreover, Dogme ELT supports critical pedagogy because it respects students' voices, promotes dialogue, and gives learners more control over their learning.

#### **2.6.1.2.3      *Contextualized learning***

Contextualized learning is a method that helps students connect what they learn in class with real-life situations. This method focuses on making lessons more meaningful by using examples and tasks from students' own experiences, and easier to understand. This method also supports student-centered learning, where the teacher becomes more of a guide than a lecturer (Thamrin et al., 2024).

First of all, this method helps students improve their critical thinking skills through real-life tasks (Jubhari et al., 2022). Also, Wagle (2022) explained that when English lessons

were based on students' local situations, they became more active and confident. In addition, Agbunag (2022) found that students learned English better when the content matched their daily lives. These studies show that students not only perform better but also feel more motivated and involved when learning is connected to real contexts.

Furthermore, K.C. (2024) found that teachers saw more student participation and stronger understanding. However, some challenges remain. Teachers mentioned that large class sizes, limited resources, and fixed curricula make it hard to use this method fully. Even so, researchers agree that this method helps students think more deeply and learn more actively. In conclusion, contextualized learning is a powerful method in language education. It helps students understand better, feel more motivated, and use English in true situations.

#### **2.6.1.2.4      *Challenges in Implementing Speaking-Based Critical Pedagogy***

Critical Pedagogy is a good pedagogy that wants students to think more, ask questions, and be more active in class. Even though it sounds useful, many teachers find it hard to use in a real classroom. Panthi (2023) and Bharati & Nisanth (2024) explain that schools usually follow the traditional method where the teachers talk and students only listen. These methods do not leave much space for critical pedagogy, which requires students to participate more. Also, many teachers are not trained in critical pedagogy, at least do not investigate, so they do not know how to use it well. Thus, there are many problems when trying to use critical pedagogy in schools.

First, most teachers have large classes and not enough time to let every student speak (Kavenuke & Muthanna, 2021). Second, many teachers were trained in old methods, so they are not used to changing their style. Third, students are also used to just listening and doing what the teacher says. As Verdiyeva (2021) says, students often feel uncomfortable when asked to lead or think deeply because they are not used to this. Without help and support from schools, it is very hard for teachers to use critical pedagogy in the right way.

To sum up, critical pedagogy is a good method but using it in school is not easy. Teachers need better training, students need more support, and schools need to give more time and space for this kind of learning. As the studies show, it is not enough to want to change; teachers and schools need the tools and support to make it happen.

#### **2.6.1.2.5      *Passive Learning Habits and Their Effect on Orality and Agency***

In today's education context, it is concerning that, despite many new teaching methods and technologies, many students still learn passively. Learners often receive information without thinking, asking questions, or participating. They see the teacher as the only one who knows. This limits their autonomy and critical thinking (Freire, 1970; Shor, 1996). From a critical pedagogy view, this stops students from developing good speaking skills and from becoming active learners (Jahani et al, 2023).

Many students are so used to this passive way of learning that they do not want to change. They feel comfortable and safe. They prefer to repeat and memorize instead of thinking or speaking. They avoid reflecting on or making decisions. These habits hurt their ability to use English in real life. Oral skills need interaction, listening, and expressing ideas, not just repeating sentences (Benlaghrissi & Ouahidi, 2024; Setyowati et al., 2025). When students do not participate, they do not build confidence or agency (Dewey, 1938).

Even when the curriculum supports active methods, such as CLIL, the results are limited. In Ecuador, the CLIL approach should help students speak and think more. But some students stay passive, even in these programs. This is not only the teacher's problem. The students also need to change. Without effort from both sides, learning remains superficial (Lin & Chen, 2024). Students who do not reflect cannot grow as speakers or thinkers.

In conclusion, education must support the move from passive to active learning. However, this shift also requires the students' willingness to change (Nisha, 2024). Some learners resist this change. They feel fine memorizing and following rules (Alruwaili, 2024; CAO & Liu, 2024). Although critical pedagogy questions standardized exams, it does not reject assessment. Instead, it promotes teaching that develops autonomous thinking. Guamanga et al. (2024) showed that critical thinking improves learning, well-being, and academic performance. When these principles guide teaching, students become better problem-solvers, ready for real-life tasks and exams like TOEFL, Cambridge, or IELTS.

#### **2.6.1.2.6      *Co-Constructing Knowledge through Speaking Tasks***

Co-constructing knowledge means students learn by working together. They build ideas through speaking, listening, and thinking. This is different from traditional, where the teachers talk and students only listen (Campanella et al., 2022). In construction, learning happens through shared dialogue, reflection, and asking questions. Speaking tasks help students explain their ideas and understand others. These tasks help students think deeply and take more control of their learning (Dantzer & Perry, 2023).

Speaking tasks can be applied with different processes. For instance, Think Pair Share, Story Circles, and Opinion Corners support this process. They make students talk, listen, and reflect. These tasks are based on Vygotsky's sociocultural theory and Freire's critical pedagogy (Ortiz, 2022; Li & Tu, 2024). They move away from teacher-centered learning. Students become more active. They share their experiences and learn from one another. In this way, speaking tasks help students learn not only language but also how to think and work with others.

Also, tasks like Information Gap, Jigsaw, and Problem-Solving discussion promote dialogue, reflection, critical thinking, consciousness, and praxis (Crookes & Ziegler, 2021; Silva et al., 2023; Sahab et al., 2024). These speaking activities ask students to work together, ask questions, and solve real-life problems. Instead of memorizing facts, students use language to explore real topics and express their views. This helps them become confident speakers.

Thus, it becomes clear that speaking tasks that promote the co-construction of knowledge are very important. They help students improve their speaking skills. Moreover, these tasks shift learning from passive reception to active dialogue, where learners engage with ideas, peers, and real-world issues. By creating spaces for reflection and shared inquiry, teachers support not only language development but also the growth of independent, thoughtful individuals.

#### **2.6.1.2.7      *Student Voice in Oral Assessment and Reflective Feedback***

Standardized exams like TOEFL, IELTS, or Cambridge will likely remain part of academic life (Johnson & Tweedie, 2021). They offer structure and comparison. However, they do not always show the full picture of a student's growth, especially in oral skill. That is why it is important to balance these exams with alternative forms of assessment that include students' voices and actions.

Self-assessment, peer feedback, and student-led evaluation are key tools to support this balance. These methods enable students to participate in their learning process actively. For instance, when learners reflect on their speaking performance or give feedback to peers, they develop awareness and responsibility. This builds an agency, the power to make decisions and take control of their own improvement (Cui & Zhao, 2024).

Portfolios are also useful in the process. They let students collect audio or video samples of their speaking over time. With guided reflection, they can track progress and set goals. This type of ongoing assessment focuses on growth, not just results. It aligns with critical pedagogy because it values the learner's voice, experience, and development (Freire, 1970; Ishita, 2022)

In sum, while traditional exams are likely to remain part of education, it is essential to include student-centered forms of assessment. When learners engage in self-assessment, peer feedback, and reflection, they develop both their speaking skills and critical thinking. These practices make oral assessment more meaningful, personalized, and empowering for students, promoting greater responsibility and active participation in their own learning.

## **CHAPTER III**

### **3.1.METHODOLOGY**

In quantitative research, the ontological view assumes that reality is objective and can be observed and measured. According to Guba and Lincoln (1994), reality exists independently but may be shaped by human experiences. Although critical pedagogy emphasizes personal growth, reflection, and transformation, these internal processes can produce external, measurable outcomes. Therefore, adopting a positivist ontology in this study makes it possible to observe and measure changes in students' oral skill resulting from the application of critical pedagogy principles. The goal is not to measure the learners themselves, but to assess the observable outcomes of their learning process.

From an epistemological perspective, knowledge is something that can be observed and measured, aligning with the positivist assumption. Gálvex (2021) says that even though knowledge is shaped by social interaction, it can still be measured using clear indicators. In my research, I evaluated how critical pedagogy principles improve students' language skills. Duchatelet et al. (2024) agree that while learning involves personal experiences, these experiences can lead to measurable outcomes. Therefore, even though critical pedagogy principles focus on processes like dialogue and reflection, these can result in observable changes in oral skills. These changes can be tracked and measured using standardized tests with reflective assessments.

### **3.2. Approach**

Creswell (2008) defines the quantitative approach as gathering, analyzing, and interpreting data in numerical form. In this research, this approach was used to assess how principles of critical pedagogy contribute to the improvement of students' oral skill in real-life classroom activities, respecting their learning environment and interactions. Therefore, Creswell's definition emphasizes the importance of collecting and analyzing data in ways that support understanding and meaningful insights into students' progress in oral performance.



### **3.3. Design**

A quasi-experimental design, as Cabré (2012) explains, was used when a random assignment was not possible. Instead, researchers used a group that already exists. This design was taken at changes over time or how things are related in one group, usually in real-life situations. It was observed that one group (1G) and collected data from two times (2O). This helped them see and measure the results of an action or natural change without needing full control over the situation. Additionally, this design aligned with descriptive design as it involves observing and describing the changes to help understand the topic better (Tadayon & Pottie, 2021)

In this study, random assignments were not possible. So, the research was focused on one group of second-year baccalaureate students at Isabel de Godin. The students will be observed over time to see how their speaking skill change with the teaching strategies and methods used. This design followed critical pedagogy principles by ensuring that the learning would be real and connected to what they did in class.

### **3.4. Level**

This study used cross cross-sectional level, meaning that data were collected at a single point in time to examine the cause-and-effect relationship between variables. This level made it possible to understand how teaching methods, strategies, and other elements shaped the participants at a specific moment. A cross-sectional study was applied to measure outcomes using a pre- and post-test design within a defined timeframe (Mallah et al., 2021).

## **3.5. DATA COLLECTION TECHNIQUE AND INSTRUMENTS.**

### **3.5.1. Study population**

The population of this study included all second-year students pursuing Technical High School in Accounting at Isabel de Godin Educational Unit. This study focused only on this specific group. This decision was made for both pedagogical and practical reasons. Working with one group at a specific time allowed for a more focused a manageable application of critical pedagogy.

These selected students showed low oral proficiency and had limited communication skills in English. For this reason, using critical pedagogy in a controlled setting made it easier for the teacher to observe, guide, and evaluate their progress. Critical pedagogy principles were based on dialogue, reflection, and transformation. These element constants interact and build trust in the classroom. That is why, working with only one group, the teacher was able to create a safe environment where students felt motivated to speak, ask questions, and gradually develop their oral skill without the pressure of comparison to other groups.

In sum, focusing on one group reduced the external variables, such as differences in teaching styles, classroom environment, students' background, or schedules between groups that could have affected the analysis. By limiting these factors, it was easier to observe how the implementation of critical pedagogy principles affected the students' oral skill development.

### 3.5.2. Sample Size

The sample of this study consisted of 20 students from only the groups corresponding to the ''A'' parallel group of the second year in the Technical Baccalaureate in Accounting program. This was a non-probability sample selected through convenience sampling. This group was chosen because its characteristics were suitable for the study. Since all the students in the group were included, the sample was also considered a census within that group.

Table 1.

*Gender Distribution of the Participants*

<b>Gender</b>	<b>Number of Students</b>
Female	19
Male	1
<b>Total</b>	<b>20</b>

Note: The table presents the gender distribution of the 20 students from the second-year accounting program who participated in the study.

### **3.5.3. Technique**

The primary technique used in this quantitative study was oral performance assessment through a standardized speaking test administered before (pre-test) and after (post-test) the pedagogical intervention. This assessment technique did not interfere with the principles of critical pedagogy, which were embedded in the intervention itself to foster students' oral skill. The standardized exam is commonly used across diverse educational and professional fields to objectively measure oral proficiency (Alaamer, 2021). Therefore, it provided a fair and valid way for students to demonstrate their oral abilities developed through the critical pedagogy principles.

### **3.5.4. Instruments**

The instrument was the Cambridge Speaking Rubric. This Rubric looked at important parts of speaking, such as fluency, pronunciation, grammar, vocabulary, and interaction (Vasileiadou & Karadimitriou, 2021). It was applied the same way in both the pre-test and the post-test. It is important to say that using this standard tool did not go against the ideas of critical pedagogy used in the intervention. Instead, it was a clear and fair way to measure how well students could speak in formal oral exams, which are common in school and workplaces.

### **3.5.5. Intervention Section**

This section presents a well-structured intervention plan. It provided students with strategies, methods, and topics based on the core principles of critical pedagogy. These principles include praxis (reflection and action), dialogue, and the development of critical consciousness. Critical pedagogy requires time. It promotes deep thinking and active participation. Therefore, the intervention lasted seven weeks. This period allowed students to improve their oral English skills and reflect on their learning.

Student progress was assessed through a Cambridge Rubric. This tool measured their oral performance. However, in line with critical pedagogy, evaluation was not only teacher-led. It also included knowledge co-construction. To support this, several strategies were used, such as think-pair-share, giving personal opinions, self-assessment, peer feedback, and

individual and group reflection. The strategies helped students think critically, speak with confidence, and take responsibility for their learning.

Table 2.

*Summary of the Seven-Week Intervention Plan Based on Critical Pedagogy*

Session	Activity	Description
Week 1 Diagnostic Assessment	Cambridge B1 Speaking Test (Pre-test)	A standardized speaking test was applied to assess students' initial oral English proficiency. The format followed Cambridge B1 standards, including structured prompts and time-controlled answers. The assessment was conducted collaboratively with the classroom supervisor to ensure the reliability of the process and support accurate baseline measurement before the intervention.
Week 2 My Typical Food and What It Says about My Culture	Culture Recipe Presentation + Peer Comparison	Students presented a family recipe and discussed its cultural meaning. Then they compared their foods in opinion concerns using guided prompts. This session used culturally relevant pedagogy, peer feedback, and dialogue learning. Critical reflection focused on food, identity, and values
Week 3 The Ideal Education for My Community	Drawing and presenting an "Ideal School"	In pairs, students drew and described an ideal school, discussing how to make education fair and liberating.  Story circles were used to share real-life educational experiences. This activity encouraged a type of learning where knowledge connects in different ways, called rhizomatic learning. It also promoted conversation between people, known as dialogic engagement, and helped students

		take control of their own learning, which is referred to as students agency.
Week 4: Is technology helping Young people or just distracting them?	Sharing our views: Debate and corners activity	Students had a debate about whether technology is helpful or harmful for learning. Before starting, they took part in an activity called opinion corners, where they shared their thoughts and listened to others. This helped some students change their views. Talking with classmates and thinking without using devices helped them become more aware of how technology affects them and think more critically about it.
Week 5: Real problems in the community and Possible Solutions.	Solving problems together and sharing stories in circles	Students worked in groups to find problems in their community and think of real ways to solve them. In story circles, they shared personal experiences and linked them to bigger social issues. This activity helped them practice empathy, work together as a group, and understand how to solve problem based on real-life.
Week 6: Sharing my migration story or a Family Member's	Oral storytelling using our own symbols	Students tell their migration stories by using pictures or special objects that have meaning to them. The session promoted storytelling, personal agency, and empathy. Dialogic learning encouraged reflection on identity and shared struggles within the classroom.
Week 7 Post Assessment	Cambridge B1 Speaking Test (Post-Test)	The final session involved the same standardized Cambridge B1 speaking test used in Week 1 to measure oral progress after the intervention. This allowed for direct comparison with the initial assessment. As with the pre-test. The classroom supervisor helped with managing and checking the

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process to make sure the results were fair,  
clear, and reliable.

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Note: From Week 2 to 6, students were graded using Cambridge speaking rubric. Also, in all classes, we used activities like Think-Pair-Share, opinion corners, story circles, giving feedback to each other, self-checking, and thinking alone. These helped students speak up, think deeply, and learn together.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1. Results

##### Initial Diagnosis of Oral Competence Level

To diagnose the initial level of oral competence in English of the second-year high school in the accounting specialty, a standardized test based on the Cambridge B1 Speaking criteria was applied. This evaluation helped establish a reliable baseline before applying the teaching strategies grounded in principles of critical pedagogy. This data is evidenced in Table 3.

The overage score in the Pretest was ( $M = 2.93$ ,  $SD = 0.89$ ). This indicates a low level of oral performance, characterized by difficulties in fluency, pronunciation, and organizing ideas. This information was essential for identifying the specific needs of the group and designing intervention activities that are contextualized and consistent with the principles of critical pedagogy, such as dialogue, reflection, agency, and culture as the core of learning.

After the intervention, Posttest showed a higher average score ( $M = 6.25$ ,  $SD = 1.19$ ), reflecting a clear improvement in oral performance. However, the increase in the standard deviation relative to the mean suggests that the progress was not uniform. Some students improved significantly more than others, leading to a wider variation in performance.

Table 3.

*Analysis of measurements and standard deviations*

	Mean	Standard Deviation
<b>PreTest</b>	2.925	0.8925864
<b>PostTest</b>	6.250	1.1865474

Note: The results were obtained from data collection from 20 students in the second year of the Technical Baccalaureate in Accounting program.

## Assessment of Oral Competence Enhancement Following the principles of critical pedagogy intervention

The goal of this study was to evaluate the improvement in students' oral English skill after applying critical pedagogy principles. When the sample size was  $\leq 50$  students, the Shapiro-Wilk test was used to check whether the test scores followed a normal distribution. The results showed that both the Pretest scores ( $W = 0.7919$ ,  $p = 0.00066$ ) and the Posttest scores ( $W = 0.8913$ ,  $p = 0.0284$ ) did not follow normal distribution, as the p-values were  $\leq 0.05$ . This indicated that the data were not normally distributed around the mean. As a result, a non-parametric test was selected to compare the two sets of scores. These data are summarized in Table 4.

Table 4.  
*Normality test*

	W-statistic	p-value
<b>PreTest</b>	0.79188	0.0006554
<b>PostTest</b>	0.89128	0.0284

Note: The Shapiro-Wilk test results show that both Pretest and Posttest scores are not normally distributed ( $p \leq 0.05$ ).

To examine whether the variability in students' scores remained stable between the Pre test and Posttest, an F-Test for equality of variances was applied. This test helps determine homoscedasticity, which refers to having a similar level of dispersion (or spread) in both sets of data. Statistically, the test compares two hypotheses: the null hypothesis ( $H_0$ ) states that the variances are equal ( $\sigma_1^2 = \sigma_2^2$ ) while the alternative hypothesis ( $H_1$ ) suggests that the variances are different ( $\sigma_1^2 \neq \sigma_2^2$ ).

In this case, the F-test gave a result of  $F = 1.7671$  and a p-value = 0.2237. Since the p-value is bigger than the usual 0.05 significance level, we could not reject the null hypothesis. This means the data showed homoscedasticity, which tells us that the amount of variation between the two measurements times was statistically similar. The details of this analysis are presented in Table 5.

This result was important because it helped confirm that the comparison was valid. Although the average score increased significantly from  $M = 2.93$  to 6.25, the consistency in score dispersion suggested that this improvement did not occur due to random or uneven



variation across students. Instead, the improvement reflected a meaningful and general effect of the intervention.

As additional visual support, this consistency in dispersion can be observed in Figure 1, which presents the boxplot of the pre- and post-test scores. Although the Posttest boxplot appears slightly wider due to a small increase in standard deviation, the F-test confirmed that this difference was not statistically significant. In conclusion, homoscedasticity strengthened the reliability and interpretation of the results, showing that the improvement in oral performance occurred without an unstable increase in score variability.

Table 5.

*F-test for Equality of Variances Between Pretest and Posttest*

	<b>F-statistic</b>	<b>p-value</b>
<b>F-test</b>	1.7671	0.2237

Note: The F-test checked if the variances of the Pretest and Posttest scores were equal. The result showed there is no big difference between them. The 95% confidence interval for the variance ratio goes from 0.6995 to 4.4646. Because the p-value is greater than 0.05, we can say the variances are equal (homoscedasticity).

After confirming this stable level of dispersion, the next step involved determining whether the difference in overall performance was statistically significant. For this purpose, the Wilcoxon signed-rank test for paired samples was applied.

This Wilcoxon test yielded a statistic of  $V = 210$  with a  $p\text{-value} = 0.00004227$ . Since this value is much  $\leq 0.05$ , the difference between Posttest and Pretest scores is statistically significant. This indicates a clear improvement in students' oral performance following the intervention, based on principles of critical pedagogy.

Table 6.

*Wilcoxon Signed-Rank Test for Paired Samples*

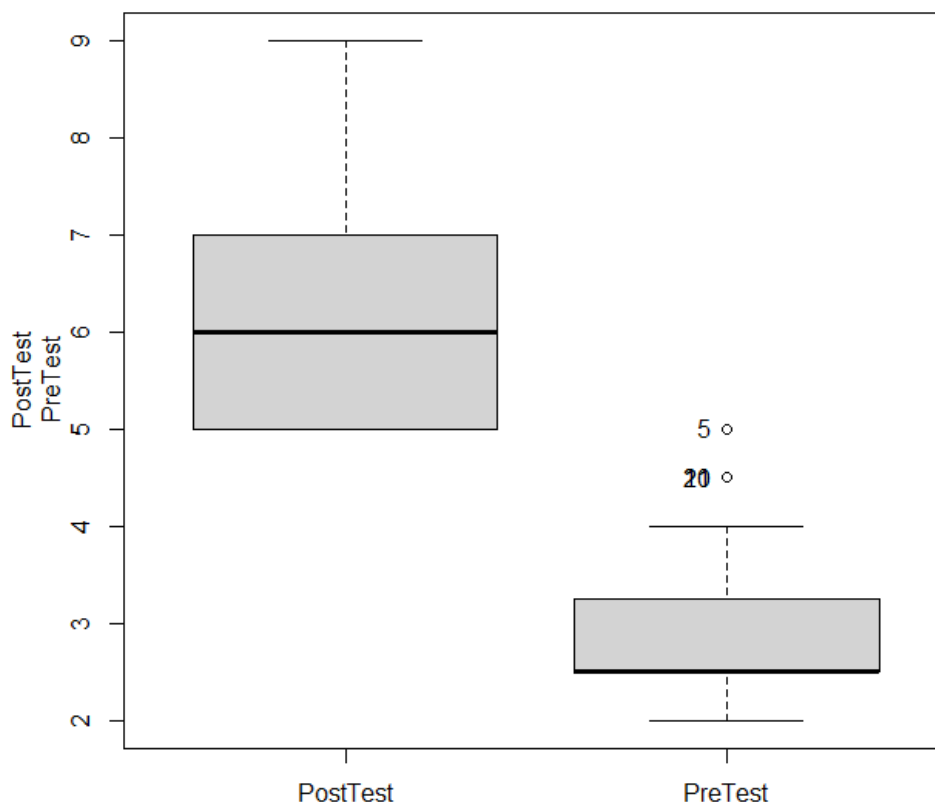
	<b>V-statistic</b>	<b>p-value</b>
<b>Posttest-PreTest</b>	210	0.00004227

Note: The values were measured at a 5% significance level. This means that the Wilcoxon test used a significance threshold for  $\alpha = 0.05$ . A  $p\text{-value} \leq 0.05$  indicates a statistically significant difference between the samples compared, with a 5% risk of committing a Type I error (rejecting the null hypothesis when it is true).

In conclusion, the null hypothesis is rejected, and the alternative hypothesis is accepted. This shows that using teaching strategies based on critical pedagogy helped students improve a lot in their fluency and accuracy when speaking English.

**Figure 1**

*Boxplot showing Pretest and Posttest oral performance.*



Note: The boxplot displays the distribution of scores before (Pretest) and after (Posttest) of students from the second-year accounting program.

Finally, this boxplot shows a comparison of students' scores before and after the intervention. The scores from the Pretest are lower, while the Posttest scores are higher. The central line in each box represents the median value. In the Pretest, the median is approximately 3, while in the Posttest, it is around 6.5. This difference indicates that there was an improvement in the students' performance after the intervention.

In addition, the boxes highlight the interquartile range (IQR), which refers to how the middle 50% of the data is distributed. The IQR is wider in the Posttest, suggesting that the scores were more varied at this stage. This wider spread is in line with the higher standard

deviation observed in the descriptive statistics. However, the F-test (as shown in Table 5) confirms that this increase was not statistically significant, meaning that, in statistical terms, the variation in scores remained consistent.

The lines extending (vertical) above and below the boxes, known as whiskers, represent the overall range in which most of the scores fall. In the Pretest group, two values appear as small circles. These are outliers, or individual scores that are unusually high compared to the rest. The numbers 5 and 20 next to them refer to the case numbers of those students in the dataset. These students achieved scores that were notably different from the group pattern. Although outliers do not influence the general trend, they provide insight into individual differences within the group.

In general, the graph helps to visually support what the statistical results show. The increase in the median and the change in the distribution pattern point to an improvement after the intervention. At the same time, the way the scores stayed consistent in their spread despite the wider range matches the outcome of the F-test and adds support to the interpretation of the Wilcoxon signed – rank test. Taken together, these results suggest that the students' oral performance improved in a meaningful and trustworthy way.

## **4.2. Discussion**

The comparison between pretest and posttest results clearly shows that students improved their oral English skills. This progress indicates that the teaching strategies applied during the intervention were effective in helping students develop their speaking abilities. More specifically, the use of approaches grounded in critical pedagogy seemed to motivate students to take a more active role in speaking activities. The most noticeable improvements were in fluency, pronunciation, and how well students organized their ideas.

In addition, the effectiveness of the intervention was supported by statistical analysis carried out using R, a specialized tool for statistical computing. The data revealed a right-skewed distribution, meaning that most scores were grouped toward the lower or average end, while a few students obtained significantly higher scores. These outliers extended the distribution's tail to the right and had an influence on the overall results.

The statistical results also showed changes in the scores of students after the intervention ( $M = 6.25$ ,  $SD = 1.19$ ). This result indicates that students improved overall, but the rate of improvement varied between individuals. These differences may be because

critical pedagogy values each student's experience and learning style. As McLaren (2007) explains, critical pedagogy empowers students to take an active role in their learning.

Key ideas from critical pedagogy, such as dialogue, agency, and reflection, had a significant impact on the students' progress. These concepts gave students the chance to express themselves more openly and relate the class content to their personal experiences. As stated by Herrera Molina et al. (2021), the principles of critical pedagogy support language development in ways that are more meaningful and connected to real-life contexts. This was reflected in the present study, as students began to speak with greater confidence and a clearer sense of purpose. Furthermore, the increase in the standard deviation shows that although all students improve, some did so more quickly than others.

Concerning the research purpose, which was to evaluate the effect of critical pedagogy principles on students' oral English proficiency, it was also necessary to examine whether the improvement observed after the intervention occurred in a consistent and stable way across the group. For this reason, an F-test was applied to compare the variance in students' scores between the pretest and the posttest. The results showed that there was no statistically significant change in the level of dispersion, meaning that the spread of scores remained consistent after the intervention.

Zhou and Wong (2023) point out that checking for homogeneity of variance is essential in educational research, as it helps ensure that changes in performance over time are interpreted more reliably. In addition, Creswell and Creswell (2018) note that stable variation in scores adds to the trustworthiness of the results, especially when different tools are used to measure the same learning outcome.

Although the posttest showed a slightly higher standard deviation, the F-test confirmed that this difference was not meaningful from a statistical point of view. Therefore, the improvement in oral performance cannot be explained by random or uneven changes in the group, but rather by the influence of teaching strategies based on critical pedagogy principles. This is supported by the findings of Herrera Molina et al. (2021), who state the pedagogical approaches rooted in critical theory produce not only cognitive but also consistent behavioral improvements among learners. In this way, the F-test complemented the Wilcoxon signed-rank test, which confirmed that the increase in oral scores was statistically significant. As Dörnyei (2007) notes, when both the magnitude and stability of change are demonstrated through statistical analysis, the findings have greater validity and academic value.

Additionally, these findings agree with Uyaguari Chalén (2024), who found that critical pedagogy improves learning by recognizing students' backgrounds and life experiences. Similarly, Aishorya & Nisanth (2024) state that students learn English better when they reflect on their culture, identity, and social context. These topics were part of classroom discussions and oral tasks during the intervention, helping students improve their speaking skills.

Despite these positive outcomes, some challenges appear. A few students had difficulty participating actively in the discussion or showed slower progress. This variation in learning pace is reflected in the wider range of scores after the intervention. Also, some students had higher scores even before the intervention, which helped the teacher identify different levels and adapt support accordingly.

Moreover, it is important to note that the successful application of critical pedagogy requires progressive and continuous implementation throughout the school year. A short intervention may not be enough to fully develop students' confidence, autonomy, and critical thinking skills. Another key challenge was the students' strong reliance on the teacher, which was a result of traditional teaching methods. Many of them were used to following direct instructions and depending on the teacher to guide all classroom activities. As a result, it was difficult for some to adjust to a more active and student-centered learning environment. Reducing this kind of dependency takes time and regular practice, so that learners can gradually take ownership of their own learning process.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

This study explored the effect of applying critical pedagogy in an EFL classroom and confirmed that it had a positive influence on students' oral proficiency. After a seven-week intervention, learners showed noticeable improvement in fluency, pronunciation, and the organization of their spoken ideas. The comparison between the pretest and posttest results provided clear evidence of this progress. These gains can be linked to the use of dialogic and participatory strategies encouraged students to speak more freely and reflectively.

The results obtained in this research are aligned with the findings of Uyaguari (2024), who in this study at the Santa Elena Educational Unit found improvement in meaningful learning, active participation, and critical thinking through the use of critical pedagogy. As in the present work, it becomes clear that this approach supports not only a deeper understanding of content but also the personal and social development of students. This alignment supports the importance of the present findings and points to the potential of critical pedagogy as an effective approach when applied within a specific context.

Still, even with its advantages, critical pedagogy is not commonly implemented in schools. Cabrera and Morocho (2021) note that this is largely due to the continued dominance of traditional teaching methods. Additionally, many educators see critical pedagogy as too theoretical or philosophical, making it hard to connect with the structure set by the national curriculum. Some believe it is difficult to adapt or include regular lessons, especially because it appears to conflict with standardized requirements and traditional teaching methods. This perception limits the use of dialogue, reflection, and students' participation, which makes it harder to achieve meaningful learning and the formation of critical thinkers.

Nevertheless, the findings are strong enough to offer several recommendations for future work, even though the scope of this study is limited and the results cannot be generalized to all educational settings. First, future studies should include all four language skills (listening, speaking, reading, and writing) to better understand how this pedagogy works in full. Second, it is important to use probability sampling and include more groups from different backgrounds to increase the reliability of the results. Finally, the intervention lasted just seven weeks, which may not be enough time to observe long-term changes. A

longer period of application could offer a deeper view of the real impact of critical pedagogy on language learning and students' autonomy.

## **5.2. Recommendations**

Based on the findings and scope of this study, the following recommendations are proposed to support future research and pedagogical practice:

Firstly, it is recommended to apply critical pedagogy to all English language skills, not only to speaking. Limiting the application to oral production offers a partial view of its potential. Critical pedagogy promotes reflective thinking, learner agency, and contextualized understanding of content. These principles apply to all language skills. Including reading, writing, and listening would help develop critical literacy more fully, which means questioning texts, interpreting their meaning, and building knowledge through a holistic language approach. Applying critical pedagogy in this wider way would help create learners who are not only skilled in language but also socially conscious and critically active.

Additionally, future students should consider using probability sampling and involve multiple groups. Relying on a single, non-random sample may limit how well the results apply to other populations. Since critical pedagogy focuses on diversity, inclusion, and the importance of context, researching different groups within the same setting could offer valuable insights on how social and cultural factors affect learning. Using probability sampling also improves the study's rigor by reducing bias in selecting participants and making the findings more reliable. Including more groups makes it possible to examine patterns and variations that reflect the complex nature of educational practice.

Finally, it is important to extend the duration of the pedagogical intervention. Critical pedagogy is a transformative process that requires time for change to take place. Key elements such as dialogue, reflection, and autonomy are not developed instantly; they evolve through sustained practice and interaction. A longer implementation period would allow students to internalize new ways of thinking and participating in class. It would also give teachers time to adapt their methods and build stronger relationships with learners. From a theoretical perspective, transformation in education, as proposed by Freire and other critical theorists, depends on continuity, praxis, and the co-construction of knowledge over time.

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## ANNEXES

- Evidence collected through the application



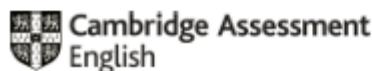
- Pre and post-test instruments



## B1 Preliminary

Sample Material for Special Arrangements Versions of Speaking Tests

Examinations from 2020



### Introduction

#### What happens?

For most examinations, blind candidates and candidates with visual difficulties may choose to take the speaking test **alone** or **with a partner**.

All tests have two examiners, the Assessor and the interlocutor, even though the candidate is taking the test alone.

The partner may be:

- another candidate who is visually impaired
- a 'dummy partner' (a colleague or friend who is not taking the examination, has a similar level of English as the candidate, and is familiar with the format of the Speaking Test). The dummy partner can be either visually impaired or sighted.

#### Who are Special Requirements versions for?

One the following pages are sample materials for both single and paired candidate formats, which include:

- Standard visual material
- Enlarged visual material
- Enlarged written prompts

Enlarged print versions with written prompts are for candidates with visual difficulties, and candidates who have a physical disability which makes it difficult for them to read normal-sized print or focus on pictures/photographs.

Brailled material will be supplied for blind candidates, or those with severe visual impairments who prefer to work from Braille. **Sample brailled material is not provided here, but note that brailled written prompts are the same as those used in enlarged material.**

#### What material is used with candidates who are visually impaired?

Most Speaking Tests like *B1 Preliminary* use pictures, photographs or other visuals as a stimulus for interaction. For visually-impaired candidates, a special version of the Speaking Test is produced.

Candidates can opt to use standard or enlarged visuals, written prompts (enlarged) or written prompts which have been brailled.

The following is an example of how the visual input might be adapted as a written prompt for *B1 Preliminary Speaking*:

### B1: Preliminary Speaking Test

#### Part 1 (2–3 minutes approx.)

##### Phase 1

##### Interlocutor

Good morning/afternoon/evening.  
Can I have your mark sheet, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....  
He/She is just going to listen to us.

What's your name? Where do you live/come from?  
Thank you.

(Interlocutor asks the following questions)

Where do you work or are you a student?

What do you do/study?

Thank you.

##### Back-up prompts

Do you have a job?  
Do you study?

What job do you do?  
What subject do you study?

Phase 2

Interlocutor

Select one or more questions from the list – see examples below – to ask the candidate.  
Candidate's name is used throughout.

Back-up prompts

- |   |   |
|---|---|
| How do you get to work/school/university every day?                             | Do you usually travel by car? (Why?/Why not?)             |
| What did you do yesterday evening/last weekend?                                 | Did you do anything yesterday evening/last weekend? What? |
| Do you think that English will be useful for you in the future? (Why?/Why not?) | Will you use English in the future? (Why?/Why not?)       |
| Tell us about the people you live with.   | Do you live with friends/your family?                     |
| Thank you.  |   |
| In the next part, we are going to talk to each other.                           |   |

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Interlocutor

I'm going to describe a situation to you. 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 to help him relax.

Place **Part 3** booklet, open at **Task 1**, in front of the candidate. Allow candidate adequate time to read the task.

Now, we're going to talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

All right? Now, we're going to talk together. Can you start?

Candidate/  
Interlocutor

⌚ approx. 2  
minutes

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, as appropriate:

- 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?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.



## Activities to help the man relax



**Cambridge**

English Qualifications

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical 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 characterised 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.			