

# The Effect of Action-Oriented Approach on Low-Performing Students' Achievements

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## Abstract

Teaching a foreign language to low-performing students necessitates thinking multi-dimensionally. It is not only to convey the knowledge to the students, but also it is to be able to take into consideration their needs, expectations, interests, and backgrounds. Thus, educators use some approaches as a base and apply a lot of teaching methods to provide learning in the best way according to their students. However, it is not easy to reach all of the students. Thanks to the CEFR (Common European Framework of Reference)'s Action Oriented Approach (AOA), educators can reach the objectives of their curriculum even by considering Inclusive Education and increasing the active participation of low-performing students. In this study, it is aimed to determine how an AOA is effective in low-performing students' achievements. This study was conducted during 4 weeks with a 1-hour duration of 12 classes. A quasi-experimental method with one pretest-posttest group and the sequential explanatory pattern was employed to explain and narrate quantitative results of the effect of the AOA on low-performing students' achievements. There were 9 students 3 girls, and 6 boys who were in 8th grade (13-14 years old). They were chosen according to their cumulative grade point average (GPA) in English lessons the previous year. All of the students had a standardized achievement pretest and posttest. The data were supported by a parental questionnaire which was prepared by taking an expert opinion. At the end of the study, it was observed that there is a significant difference between the previous and current achievements of the students. Moreover, according to the parents' interview forms, it was understood that there has been a positive change in the attitudes of students toward English lessons and learning English.

**Keywords:** CEFR, low performing students, action-oriented approach

## Eylem Odaklı Yaklaşımın Düşük Performanslı Öğrencilerin Başarıları Üzerindeki Etkisi

### Öz

Düşük performanslı öğrencilere yabancı dil öğretmek çok boyutlu düşünmeyi gerektirir. Öğrencilere sadece bilgiyi aktarmak değil, aynı zamanda onların ihtiyaçlarını, beklentilerini, ilgi alanlarını ve geçmişlerini de göz önünde bulundurabilmektir. Bu nedenle, eğitimciler bazı yaklaşımları temel alır ve öğrencilerine göre en iyi şekilde öğrenmeyi sağlamak için birçok öğretim yöntemi uygular. Ancak öğrencilerin tamamına ulaşmak kolay değildir. CEFR'nin (Avrupa Ortak Referans Çerçevesi) Eylem Odaklı Yaklaşımı (AOA) sayesinde eğitimciler, kapsayıcı eğitimi dikkate alarak ve düşük performanslı öğrencilerin aktif katılımını artırarak bile müfredatlarının hedeflerine ulaşabilirler. Bu çalışmada, AOA'nın düşük performanslı öğrencilerin başarılarında ne kadar etkili olduğunu belirlemek amaçlanmıştır. Bu çalışma 4 hafta boyunca 12 derste 1'er saatlik sürelerle yürütülmüştür. AOA'nın düşük performanslı öğrencilerin başarıları üzerindeki etkisinin nicel sonuçlarını açıklamak ve aktarmak için tek ön test-son test gruplu yarı deneysel bir yöntem ve sıralı açıklayıcı desen kullanılmıştır. Çalışmaya 8. sınıfta (13-14 yaş) öğrenim gören 3'ü kız, 6'sı erkek 9 öğrenci katılmıştır. Öğrenciler, bir önceki yıl İngilizce derslerindeki genel not ortalamalarına (GPA) göre seçilmiştir. Tüm öğrencilere standartlaştırılmış bir başarı ön testi ve son testi uygulanmıştır. Veriler, uzman görüşü alınarak hazırlanan bir veli anketi ile desteklenmiştir. Çalışma sonunda öğrencilerin önceki başarıları ile şimdiki başarıları arasında anlamlı bir fark olduğu görülmüştür. Ayrıca veli görüşme formlarına göre öğrencilerin İngilizce dersine ve İngilizce öğrenmeye yönelik tutumlarında olumlu yönde bir değişim olduğu anlaşılmıştır.

**Anahtar Sözcükler:** Avrupa Ortak Dil Çerçeve Programı, düşük performanslı öğrenciler, eylem odaklı yaklaşım

## INTRODUCTION

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The acquisition of a foreign or second language has long been recognised as a significant objective for nations and regions. Numerous approaches, methods, and approaches have been employed throughout the instructional sessions in order to effectively attain these objectives by catering to the diverse needs, interests, and backgrounds of students, who exhibit varying learning styles and proficiency levels. The Grammar Translation Method, Direct Method, Audio Lingual Method, Total Physical Response, Silent Way, and Communicative Approach are well-recognised and influential methodologies in language teaching. Over time, the significance of effective communication in practical contexts has come to the forefront, superseding the emphasis on grammatical structures, precision, and rote memorization. When engaging in the process of teaching and learning, it is of utmost importance to be abreast of current advancements and updates. The field of language instruction has undergone significant transformations with the advent of the communicative approach. This approach places considerable emphasis on authentic communication in real-life situations, while also incorporating the introduction of new vocabulary and grammatical structures within certain contexts or themes. The current methodology incorporates a sociocultural dimension that promotes greater participation and encourages students to assume an active role in their educational process. The approach has undergone a transformation into an action-oriented methodology, wherein pupils are regarded as active contributors to society who are required to fulfil many responsibilities, encompassing not just linguistic objectives but also those within a wider social framework. The Council of Europe (2001) asserts that language instruction and acquisition should encompass not only linguistic exercises but also incorporate socio-cultural and pragmatic elements of interpersonal communication, wherein language is viewed as a means to achieve objectives beyond linguistic proficiency (Kaliska, 2016). Current research in language education indicate that the AOA (Approach-Oral-Aural) has brought about major changes in traditional foreign language teaching strategies or procedures. The statement proposes directing one's focus towards actions referred to as tasks, which necessitate completion either as a collective endeavour or on an individual basis. According to Coşkun (2017), language learners engage in the process of language acquisition through the use of language. During the instructional session, there exists variability in the rate and efficacy of student learning. The presence of pupils with varying levels of proficiency in a classroom poses a challenge in ensuring comprehensive learning opportunities. In the context of English language instruction, certain students exhibit reticence in verbal expression, hesitancy in engaging in exercises, or apprehension stemming from concerns with adherence to grammatical conventions and limited lexical repertoire. To facilitate inclusive instruction and promote engagement among all students, educators should employ diverse instructional methods or approaches within their classes. This includes strategies that cater to the needs of low-performing students. In this study, the term "action-oriented approach" is employed to differentiate the social action viewpoint from both the communicative method and task-based language training (Acar, 2020b). In Turkey, there is a significant body of research dedicated to the study and enhancement of English language acquisition. Nevertheless, a deficiency persists in effectively engaging and supporting all students in achieving academic excellence and fostering their active involvement. The objective of this study is to assess the efficacy of the Common European Framework of Reference for Languages (CEFR) action-oriented strategy in enhancing the academic performance of students with low proficiency in English.

An answer is tried to be given to the question “ *Is there a significant difference between the achievement pre-test and post-test scores of the students' success whose English levels are lower than their peers in the English course where the "Action-Oriented Approach" teaching is applied?* ”

## **Literature Review**

### ***Teaching English to Low-Performing Students***

According to Carman (2015), those who face challenges in their academic performance or fail to meet the expected level of competency are classified as low achievers. According to Nath et al. (2017), a low-achieving student refers to an unclassified student who is encountering academic difficulties or demonstrating substandard performance. Educators have identified a subset of students, sometimes referred to as low achievers, who need academic assistance. This designation is not solely based on their performance on examinations or in-class activities. Additional attributes exhibited by students with low academic performance include consistently earning grades below the average and demonstrating minimal or negligible advancement in their academic pursuits. While it is not universally applicable, it is worth noting that certain low achievers, commonly referred to as LA, may have learning difficulties. Students who demonstrate low academic performance and meet specific criteria, such as a discrepancy between their intellectual abilities and actual achievements, are eligible to receive specialised educational support (Carman, 2015). In the realm of education, it is imperative for educators to use a personalised approach when instructing students, seeing each learner as a unique individual. These entities exhibit distinct

characteristics and possess varying requirements. High-achieving students have the ability to derive knowledge and skills from a wide range of instructional methods or pedagogical approaches. In addition, individuals have the capacity to acquire knowledge and skills independently. Nevertheless, certain students require individualised attention and care. Students should experience a sense of security and freedom during the learning process. English lessons should not be seen as formal settings. Educators must recognise the significance of offering increased support to their students through the provision of comprehensive feedback, while refraining from exhibiting any prejudices towards students who perform at different levels (Hendrickson, 1978). Students perceive that their academic performance, whether it is high or low, is influenced by internal factors, implying that they believe they have the ability to impact their grades. Furthermore, they perceive this relationship to be unstable, suggesting that grades can fluctuate over time. Additionally, students believe that they have control over the amount of effort they invest in their learning endeavours. According to Rosito (2020), individuals who attribute their success or failure in the learning process to their level of effort perceive that their academic outcomes could be enhanced by increasing their exertion. Therefore, instructors have the ability to capture the attention of their pupils by employing various instructional strategies. Educators should refrain from discontinuing instruction or disregarding students during sessions; instead, they ought to actively seek out the underlying factors contributing to their subpar academic performance. Consequently, the implementation of this approach can lead to enhanced engagement and increased enjoyment among students during instructional sessions.

### ***What is CEFR?***

The CEFR, or Common European Framework of Reference for Languages, is widely recognised as a comprehensive guidebook for language acquisition, pedagogy, and evaluation. The development process of the Council of Europe (CoE) was extensive, leading to the eventual release of the Common European Framework of Reference for Languages (CEFR) in 2001 (Council of Europe, 2001). According to the Council of Europe (2018, p. 25), the objectives of the CEFR's development encompass the advancement of a constructive articulation of educational objectives and results across various educational levels, the establishment of transparent and well-defined benchmarks for assessment to guide curriculum reform and pedagogical practices, and the provision of support to students, teachers, course designers, examining bodies, and educational administrators in order to align and harmonise their endeavours. The introduction of the Common European Framework of Reference for Languages (CEFR), which prioritizes an action-oriented approach and learner-centered education, has resulted in significant changes in the field of language learning. The objective of language acquisition is to effectively utilise a target language in many contexts and domains encountered in everyday life. This objective is comprised of three key components: accuracy, appropriateness, and naturalness. According to Běrešová (2019), The spectrum of linguistic proficiency encompasses six levels, denoted as A1 through C2. Levels A1 and A2 are classified as belonging to the Basic Users category, while Levels B1 and B2 are categorised as Intermediate Users. Levels C1 and C2, on the other hand, are classified as Proficient Users. Learners experience improvement in both communication skills and language proficiency. The Common European Framework of Reference (CEFR) facilitates the acquisition of effective learning strategies and progression from basic to advanced proficiency levels. This framework empowers learners to effectively use their newly learned knowledge and skills. According to Zaki and Darmi (2021), a skilled learner attempts to employ the language in a manner that is both natural and fluent, while also ensuring its acceptable usage within specific contexts.

The current era is characterised by a globalised society. The current state of affairs is characterised by a quick pace of change. Therefore, it is imperative to stay abreast of the requirements associated with this transformation. The acquisition and utilization of a foreign or second language is crucial in facilitating a comprehensive understanding of the global landscape. The users of a foreign language must address and resolve some crucial inquiries, such as "Do I possess a comprehensive understanding of my language skills?" or "Am I capable of accurately assessing my proficiency, particularly when I venture abroad?" Undoubtedly, individuals possess the capacity to employ a language; nonetheless, a crucial aspect is in the ability to articulate one's proficiency level. One may assert their proficiency in reading, listening, writing, or speaking; nonetheless, this alone does not serve as a definitive criterion. It is imperative that individuals possess a uniform degree of proficiency as universally recognised by all individuals and institutions across many domains. The CEFR provides a comprehensive response to the aforementioned inquiries. This tool is widely utilised on a global scale to facilitate language proficiency assessment and monitoring for students and educators alike. Therefore, individuals can utilise this tool to enhance their metacognitive abilities and assume accountability for their educational pursuits, thereby fostering a constructive approach to lifelong learning. The process of acquiring knowledge might be likened to embarking on an extensive expedition.

The Common European Framework of Reference (CEFR) provides an assessment of our current position in this endeavour. The CEFR should not be regarded as a valid assessment framework. Furthermore, it should be noted that this approach cannot be classified as a teaching technique, as it does not provide a specific instructional framework or methodology for teaching. In contrast, it can be regarded as a comprehensive descriptive framework applicable to all languages. It generates a pathway for the student. The individual possesses knowledge of the final destination to be reached upon completion of said voyage. There is a lack of explicit "can do" assertions pertaining to grammar or vocabulary. The purpose of this design is to elucidate the mechanisms through which language users engage in communication and comprehend written and spoken situations. The CEFR for Languages: Learning, Teaching, and Assessment, published by the Council of Europe (CoE) in 2001, is widely recognised as the authoritative benchmark for language instruction and acquisition. It places particular emphasis on fostering communicative competence and facilitating the sharing of knowledge (Little, 2007). The CEFR places significant emphasis on several important concepts. These include the encouragement of coherence and transparency within the language profession, the utilisation of a common metalanguage, the prioritisation of communicative language use or "language for a social purpose" rather than mere linguistic proficiency, the ability to effectively employ all linguistic repertoires to convey meaning in specific contextualised conversations, and the recognition of partial language competences or uneven language skills. In alignment with the actions taken by various European countries in modifying their educational programmes to address the instruction and acquisition of a second or foreign language, the Ministry of National Education (MoNE) has elected to revise the English as a Foreign Language (EFL) curricula and instructional resources in Turkey, in accordance with the Common European Framework of Reference for Languages (CEFR). Therefore, starting from 2004, the Ministry of National Education (MoNE) recognised the Common European Framework of Reference (CEFR) as a benchmark for making adjustments to our English as a Foreign Language (EFL) curricula (Zorba & Arikan, 2012).

#### ***Action-Oriented Approach in CEFR***

In the field of second or foreign language studies, there has been a shift in focus from linguistic inputs and mental information processing to the observation and analysis of language users' behaviours and expressions during their engagement in meaningful activities (Lier, 2007). The Common European Framework of Reference for Languages (CEFR), which has implemented the action-oriented approach, has been increasingly prominent in the formulation of curricula for English language instruction (ELT) in European Union countries and other nations such as Turkey (Acar, 2020a). The authors of the Common European Framework of Reference for Languages (CFERL) adopt a novel approach in their publication. The approach employed in this context is primarily focused on action, as it considers users and language learners as "social agents" that are part of a society and have duties to accomplish in certain situations, environments, or domains, which extend beyond language-related activities. Acts of speech are an integral component of language activities; yet, a comprehensive understanding of these behaviours necessitates consideration of their broader social framework (Puren, 2021). The primary focus of the action-oriented strategy lies in the role of language within the context of communication (Supunya, 2022).

The action-oriented method encompasses four distinct domains of language use, namely public, personal, occupational, and educational. Additionally, this approach provides educators with a range of activities, tasks, and tactics that can be employed in their action-oriented training. According to Curriculum Service Canada (n.d.), the CEFR aims to surpass the communicative approach by placing emphasis on active language utilisation that fosters the development of five language competencies, namely spoken production, spoken interaction, listening, reading, and writing, which encompasses the necessary skills for interactive writing. Action-oriented assignments are designed to meet the many situational communication requirements of learners on a regular basis. According to the Council of Europe (2018), the activities are perceived as open-ended and require students to employ their knowledge and skills in order to complete specific tasks within a specific social context, utilising various tactics. Pragmatism posits that educational theory and practise are founded upon two fundamental concepts. One perspective posits that education ought to serve a social purpose, while another viewpoint suggests that education should provide children with practical experiences in the actual world (Sharma et al., 2018).

The objective of this approach is to remove the learner from the confines of the educational setting and encourage them to perceive language acquisition as a customary endeavour akin to a daily regimen. When engaged in a task, students will utilize their individualised knowledge and skills, linguistic proficiencies, learning strategies, as well as their distinct interests and objectives, in order to develop a solution that is tailored to their particular circumstances. The consideration of the learning environment and the reference world or domain is essential for teachers when designing activities. The instructor should thereafter direct their attention towards a more specific aspect of the situation and develop a task that is customised to address it. During the course of the assignment, the

students will employ their acquired knowledge to devise a resolution to the problem or formulate a response to the given task. Subsequently, the researchers will proceed to offer their empirical observations or proposed resolution to a pre-established demographic, necessitating the delivery of a presentation that is contextually suitable. According to Fischer (2020), The action-oriented approach prioritises the use of language in communication over the rote memorization of isolated linguistic components that may have limited practical uses. Therefore, it is imperative for language educators to adopt this method as a fundamental strategy in their instructional practises. The Council of Europe (2018) has identified various communication applications. An action-based approach to teaching and learning encompasses various methodologies, including task-based, project-based, and content-based approaches. Rather than being structured around a particular curriculum, the agency assumes the role of the central construct. (Lier, 2007) conducted a study on this topic. Action-based teaching is an instructional approach that places a high emphasis on the role of human agency. According to Ahearn's (2001) "provisional" definition, agency can be broadly understood as the socioculturally mediated capacity to engage in purposeful action. The introduction of the action-oriented approach by the CEFR has led to a shift in the objective of language teaching. This shift involves moving away from the mere transmission of information and instead focusing on engaging in collaborative activities both within and outside the classroom. Consequently, the emphasis has moved from training individuals to be effective communicators to training them to be active participants in social contexts (Acar, 2020b).

## METHOD

### Research Design

This study aims to incorporate the four fundamental language skills, namely reading, listening, writing, and speaking, in accordance with the Common European Framework of Reference for Languages (CEFR), with the objective of enhancing learners' linguistic proficiencies. A mixed methods approach, integrating both quantitative and qualitative methodologies, was employed in order to address the stated problem statement. The study employed a quasi-experimental methodology with a one-group pretest-posttest design, following a quantitative research approach. The decision to not include a control group in the study was made based on practical considerations, as it was deemed more convenient to work solely with the researcher's class. A comprehensive understanding of the class was possessed, during the preceding academic year. Furthermore, we anticipated the opportunity to witness the progress of my students during the instructional sessions and exercises associated with the action-oriented approach. Studying alongside classmates in that particular class proved to be beneficial due to our role as their class counsellor. If a control group had been selected, the process of observing the students within that group would have presented challenges.

Therefore, the decision to carry out the study using a sample of students with whom we had prior familiarity with is made. A quasi-experimental design is employed by researchers in situations where a true experimental design is not viable due to various factors. These factors may include the formation of intact groups in clinical settings, the inability to withhold treatment from a particular group, or the unavailability of suitable control or comparison groups (Dawson, 97). The study employed an explanatory sequential design. The mixed-methods sequential explanatory design is comprised of two discrete phases, namely a quantitative phase followed by a qualitative phase. In this study, the researcher initially collects and analyses quantitative (numeric) data. The initial phase generates quantitative outcomes, which are afterwards elucidated by the qualitative (textual) data. These qualitative data are collected and analysed in the second part of the study. The intermediate stage of the study serves as a bridge between the initial quantitative phase and the subsequent qualitative phase, with each phase building upon the other (Ivankova et al., n.d.). In order to gather comprehensive data pertaining to the study, a semi-structured interview protocol was administered to the parents of the student. The utilisation of this particular approach for data collection is deemed appropriate due to its ability to identify various features of the phenomena by drawing upon existing information. The second rationale is the efficacy of semi-structured interviews in exploring individuals' viewpoints and ideas (Barriball & While, 1994). Interviews are considered helpful for qualitative research due to their reliance on fewer ongoing observations, which may reduce participant reluctance to engage. Additionally, interviews allow the researcher to have more control over the direction of questions (Zhang, 2010). The third element is to the subjects' limited understanding of the research topic. Furthermore, employing this method enables the interviewer to maintain concentration on the topic under discussion, while affording the participants increased chances to express significant ideas and observations (Kallio et al., 2016). A lesson plan spanning a duration of four weeks was developed for the action-oriented approach lessons, incorporating insights from an expert in the field. The lesson plan is prepared with the help of A Guide to

Reflective Practice for Core French Teachers: The Action-Oriented Approach, module 3 and Sarı, (2020). The lesson plan is depicted in Table 1 (in Appendix). The achievement tests pertaining to the tasks were generated using the MoNE (Ministry of National Education) EBA Education Informatics Networks Portal for the pre-test and post-test sessions. In the final stage of the study, the viewpoints of the student's parents were collected using a semi-structured parental questionnaire.

### Research Samples

In the study, there were 9 students including 3 girls and 6 boys who were in 8th grade (13-14 years old) in a state middle school in Konya province in Türkiye. They were chosen according to their cumulative grade point average (GPA) in English lessons. Their achievement levels were low compared to their peers. As a result, they were called "Low-performing students" during the study.

### Data Collection Procedure and Instruments

The themes "In the Kitchen" and "On the Phone" for the assignments were selected from the course book titled "Mastermind Ortaokul ve İmam Hatip Ortaokulu İngilizce 8 Ders Kitabı" authored by Assoc. Prof. Dr. İler et al. in 2019. The method of data collection was carried out in four distinct phases. The initial pre-test phase was implemented to assess the students' level of knowledge pertaining to the subject matter of the work. The tests were acquired from the MoNE (Ministry of National Education) EBA Education Informatics Networks Portal. The selection of tests was based on specified subjects. The initial topic of examination was to the domain of culinary activities, specifically within the confines of a kitchen setting. The assessment encompassed a total of 16 inquiries. Following the administration of the test, the obtained results did not demonstrate satisfactory levels of performance. Commencing promptly, the lessons were initiated as the second element of the study. In every instructional session, the activities pertaining to the thematic content were implemented. On occasion, the students assume the roles of clients or waitstaff within a dining establishment, while at other times they adopt the position of chefs, imparting culinary instructions. Following the initial theme, a post-test was administered to the pupils. The second theme, "on the phone," underwent the same procedural application as the first theme. During the activities pertaining to the assigned topics, the students alternated between assuming the role of callers and recipients. The educational component of the study had a duration of four weeks, during which a diverse range of assignments were implemented to enhance students' language proficiency. There were three weekly lessons, with each lesson having a duration of one hour. During the last stage of the study, data was gathered through the utilisation of open-ended questions within a written semi-structured interview format, which was administered to parents. To ensure the content validity of the interview questions, the perspectives of an expert in the field of special education and a professional in the field of English Language Teaching (ELT) were sought. Based on their perspectives, two specific questions were excluded from the study due to their lack of relevance to the research objectives. The revised and acceptable inquiries are:

- 1- What are your views on the increase in your child's success in learning English with English language teaching using the "Action Oriented Approach"?
- a- What are your views on your child's attitudes toward learning English (her/his love and willingness towards the lesson, her thoughts...)?
- b- What are your views on your child's willingness and motivation to do his/her homework while learning English?
- c- What are your views on your child's participation in English lessons enthusiastically, answering questions, and raising his/her hand?
- d- What are your views on whether your child spends special time in English lessons or learning English?

### Data Analysis

According to (Creswell, 2014), there were six processes in the data analysis: acquiring the data, preparing the collected data for future analyses, reading through the data thoroughly, coding the data, establishing themes, and interpreting the themes. The test results were analyzed by SPSS Programme.

### Research Ethics

The ethical issues were taken into account. The students were informed about the purpose and conditions of the study, and they were asked if they would participate voluntarily by the researcher. A consent agreement was made because it was certain that the students would take part. Students and their parents were also informed of discussions and responsibilities, and the researcher assured them that information would remain confidential.

## FINDINGS

The purpose of this section is to give the analysis and interpretation of the data that has been gathered on the effect of the action-oriented approach on the achievements of low-performing students in English lessons. Based on statistical calculations, this study will be analyzed and explained.

### Pre-Test and Post-Test Results

**Table 2.** Unit ‘in the Kitchen’ and ‘on the phone’ Pre-Test / Post-Test Results

		PRE-UNIT 1			POST-UNIT 1
		Correct Answers- Number of questions			Correct Answers- Number of questions
In The Kitchen	<del>Student 1-GZÜ</del>	5/16		<del>Student 1</del>	5/16
	Student 2-ŞNC	8/16		Student 2	9/16
	Student 3-HTO	2/16		Student 3	8/16
	Student 4-MÇ	5/16		Student 4	8/16
	Student 5-AT	5/16		Student 5	8/16
	Student 6-NEA	6/16		Student 6	10/16
	Student 7-YD	5/16		Student 7	5/16
	Student 8-EB	3/16		Student 8	2/16
	Student 9-NEŞV	6/16		Student 9	6/16
On The Phone	<del>Student 1-GZÜ</del>	6/12		<del>Student 1</del>	6/12
	Student 2-ŞNC	6/12		Student 2	9/12
	Student 3-HTO	3/12		Student 3	8/12
	Student 4-MÇ	4/12		Student 4	8/12
	Student 5-AT	5/12		Student 5	5/12
	Student 6-NEA	4/12		Student 6	6/12
	Student 7-YD	3/12		Student 7	5/12
	Student 8-EB	3/12		Student 8	8/12

As is seen in table 2 there are score differences of the students' pre-post test results. Only 3 students finished then process with equal correct answers and only one student decreased his/ her correct answers. Other students increased their correct answers in 2 units after a training process with Action-Oriented Approach.

**Table 3.** Normality Test Results

	Mean	Std. Deviation	Min-Max	Skewness	Std. Error	Kurtosis	Std. Error
In The Kitchen Pre Test	5,0000	1,85164	2,00-8,00	-,180		,350	
In The Kitchen Post Test	6,7778	2,48886	2,00-10,00	-,739	,752	,178	1,481
On the Phone Pre Test	4,0000	1,41421	2,00-6,00	,341		-1,089	
On the Phone Post Test	6,7778	1,48137	5,00-9,00	,188		-1,670	

When the Skewness and Kurtosis values of the scales are examined, it is concluded that these values are smaller than -1,500 and +1,500 (as a result of Skewness / Std. Error and Kurtosis / Std. Error). The fact that these values are less than -1,500 and +1,500 explains the normal distribution of the scales (Tabachnick & Fidell, 2013).

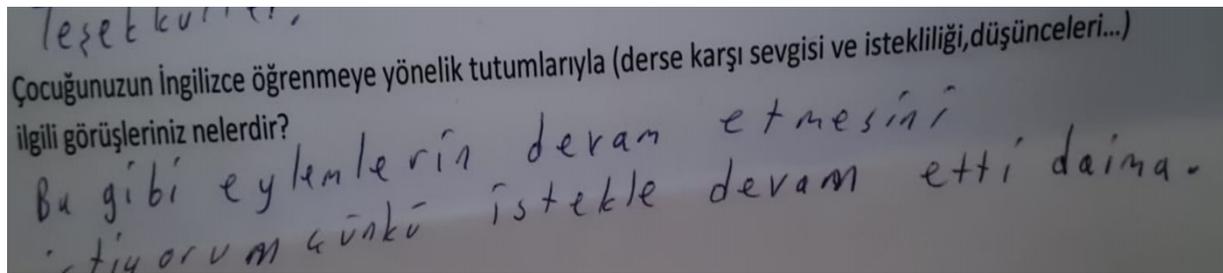
**Table 4.** Paired Sample t-test Results

		N	Mean	Std. Deviation	t	P
In The Kitchen	In The Kitchen Pre Test	8	5,0000	1,85164	-2,366	,050
	In The Kitchen Post Test	8	7,0000	2,56348		
On the Phone	On the Phone Pre Test	8	3,7500	1,28174	-5,118	,001
	On the Phone Post Test	8	6,8750	1,55265		

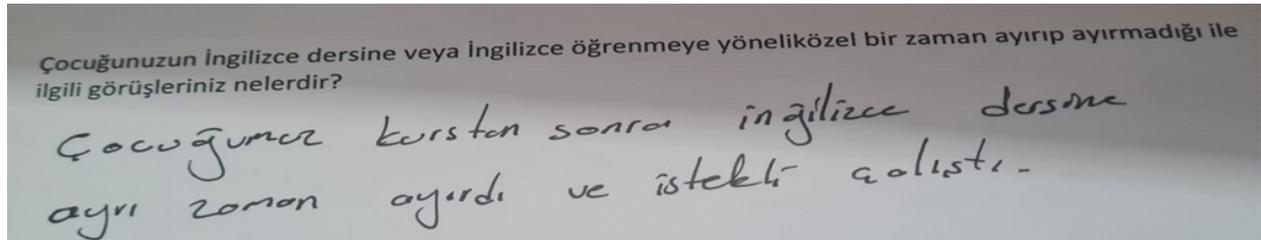
As a result of the Dependent T-Test, it is concluded that there is a significant difference ( $p \leq 0.050$ ) between the pre-test results and the post-test results. When the average scores are examined, it is seen that the post-test values increase compared to the pre-test values. In this case, it can be said that the training/ education applied on the students is successful.

### Interview Results

There were 9 parents in the study. The questions in the semi-structured parent forms were answered and their opinions were taken by the researcher. One of the students was a child of an immigrant family. He didn't come to school after examinations. He didn't attend 2 AOA lessons, either. Therefore, one of the forms couldn't be filled. However, despite one missing form, all of the parents presented positive views. Besides, they said that their children developed positive attitudes toward the lessons and the English language. The reply of student GZÜ's parent to the question "*What are your views on your child's attitudes towards learning English (her/his love and willingness towards the lesson, her thoughts...)?*" was *I want approaches like this to continue because my child has always been willing to go to class.*



The reply of student NEA's parent to the question "What are your views on whether your child spends special time in English lessons or learning English?" was *After the course, our child had a separate time for the English lesson and worked willingly.*



## CONCLUSION AND DISCUSSION

From this study, it is concluded that no matter at what level students are, the action-oriented approach (AOA) and its real-life related tasks are so fruitful. Furthermore, this study demonstrates that using AOA as an intervention to the lesson given allowed all of the participants except one student to improve to varying degrees. That student didn't have any improvement in her level of knowledge. The students appreciated the lessons when AOA was used, finding it useful and joyful to use to fulfill the tasks. Numerous nations around the world, including Turkey, have embraced the CEFR. To provide a fuller picture of the application of the CEFR framework and, more significantly, its underlying action-oriented methodology in classrooms, additional thorough research is needed (Suaykratok et al., 2019).

A study focused on on teachers' perceptions of the benefits and drawbacks of implementing CEFR-informed practice in FSL classrooms. This province-wide survey included 943 primary and secondary school students and 93 FSL teachers. The CEFR and activities and materials based on the CEFR were introduced to the participating instructors. After that, teachers used the materials in their classrooms for around three months. After this time, teachers took part in focus groups and interviews to discuss how they felt about the action-oriented approach of the CEFR. Teachers claimed that lessons based on the CEFR improved students' motivation (Faez et al., 2011).

After the conventional grammar-translation method, a study aims to redraft the theoretical underpinnings of translation in language learning and to dissect the underappreciated role of translation in the emerging methodologies during the second half of the twentieth century up to communicative and action-oriented approaches. The study's goal is to reintroduce translation-based learning in line with the action-oriented methodology, which is founded on the incorporation of intercultural communication competence into language teaching. In this qualitative phenomenographic study, the researcher looked at information gathered from ten specialists and identified three broad groups. The core theme, which was broken down into three areas (role, impact, and awareness through translation), was the influence of translation on intercultural communicative skills. It has been determined that translation is a method for bridging cultural gaps in language instruction and that the function of translating is akin to mediation. Translation is a complex process that involves interfering with language, culture, and inter-subjective pragmatic interactions in addition to being a transcoding activity (Aydinalp et al., 2020).

### Limitations and Suggestions

Several shortcomings were identified in the study. The time frame of four weeks designated for this study proved to be inadequate for many students to sufficiently engage in practise and familiarise themselves with the assignment requirements. As individuals engage in practise and develop proficiency in their responsibilities, they

will encounter a multitude of potential possibilities. A more extensive investigation can be undertaken using the identical subject.

Another constraint that was encountered was to the individuals that took part in the study. The investigation was conducted using a single group consisting of nine students. A study employing both a control group and an experimental group can be expanded to include a larger sample size of students.

The present investigation was carried out with a sample of middle school students. A research could be conducted involving students at the primary, secondary, or tertiary education levels. Conducting a study involving both young learners and adults would yield valuable insights.

This study may be of value to future scholars as they engage in comprehensive investigations of the vast range of teaching practises facilitated by AOA on a worldwide scale.

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## APPENDIX

**Table 1.** The Four-Week Lesson Plan Prepared According to the Tasks in An Action-Oriented Approach.

UNIT 3 IN THE KITCHEN (2 weeks) (5 hours)		
LEARNING GOALS	AUTHENTIC SITUATION	ACTION-ORIENTED APPROACH
STUDENTS	In what circumstances would you come across this situation?	-What is the purpose of the task? -What will be acquired and accomplished at the end of the task? TEACHER
<p><b>1-Describing ingredients of a recipe</b></p> <p><b>2-Describing simple processes</b></p> <p><b>3-Giving information about a traditional food</b></p> <p>-I will be able to ask for and give information about the ingredients of a recipe.</p> <p>-I will be able to describe the steps of a recipe.</p> <p>-I will be able to ask and talk about traditional food.</p>	<p><b>1)</b> When somebody asks for a recipe for a tasty dish.</p> <p><b>2)</b> When you tasted a dish and wonder about its ingredients and process.</p> <p><b>3)</b> In a restaurant or a café, when a customer wonders about the ingredients of an unknown dish in a foreign country.</p> <p><b>4)</b>When you wonder about a different cuisine.</p>	<p><b>1)</b> The teacher has the students watch a video related to kitchen tools, food, cooking methods, and processes. <b>(Vocabulary and listening activity)</b></p> <p><b>2)</b>The teacher shows some flashcards about different food and asks the students to guess what they are. <b>(Speaking activity)</b></p> <p><b>3)</b>The teacher wants students to sit in groups, gives each group the steps of a different recipe mixedly, and wants the students to put them in order. The groups exchange the recipes. <b>(Collaboration)</b></p> <p><b>4)</b>Each student chooses a dish from the flashcards and asks their peers questions about it. <b>(Speaking activity)</b></p> <p><b>5)</b>The teacher makes a salad and tells the process of it in front of the students.</p> <p><b>6)</b>The teacher wants the students to make a salad and talk about how to make it. <b>(Speaking activity)</b></p> <p><b>7)</b> The teacher has the students listen to the process of a recipe. Then, the teacher gives each student a fill-in-the-gap worksheet about the recording and wants the students to fill in the gaps.</p> <p><b>8)</b>The teacher wants the students to write the salad recipe. <b>(Writing activity)</b></p>

**UNIT 4 ON THE PHONE (2 weeks) (5 hours)**

<b>LEARNING GOALS</b>	<b>AUTHENTIC SITUATION</b>	<b>ACTION-ORIENTED APPROACH</b>
<b>STUDENTS</b>	<b>In what circumstances would you come across this situation?</b>	<b>What is the purpose of the task?</b> <b>What will be acquired and accomplished at the end of the task?</b> <b>TEACHER</b>
<b>1-Following phone conversations.</b> <b>2- Stating decisions taken at the time of speaking.</b> -	<b>1)</b> When you introduce yourself in a phone conversation. <b>2)</b> When somebody calls you and asks if his/her friend or one of your family members is there. <b>3)</b> When you want to leave a message for the person you couldn't reach. <b>4)</b> When you are a secretary, and somebody wants you to connect him/her to the doctor or the manager.	<b>1)</b> The teacher has the students watch a cartoon about a phone conversation. <b>(Listening activity)</b> <b>2)</b> The teacher shows some flashcards about the structures used during a simple phone conversation and wants the students to repeat them. <b>(Speaking activity)</b> <b>3)</b> The teacher gives each group a different phone conversation mixedly and wants the students to put them in order. The groups exchange phone conversations. <b>(Collaboration)</b> <b>4)</b> The teacher chooses a student and wants him/her to choose a flashcard. Then, the teacher wants the student to guess what to say after that statement. <b>5)</b> The teacher wants the students to make a phone conversation with their peers. <b>6)</b> The teacher wants the students to write the phone conversation they made with their peers.