

## Improving Oral Expression in English through Communicative Approach: A Study in the Peruvian University Context

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### Abstract

*This study analyzes the impact of the communicative approach on oral expression in university students at Cayetano Languages, Lima, in 2023. The research focuses on the relationship between the communicative approach and the dimensions of linguistic, pragmatic, and sociolinguistic competence. Hypothesis testing and ordinal regression were applied to evaluate the relationships between the variables. The results demonstrate a significant influence of the communicative approach on the development of oral expression, evidenced by a Pseudo R-squared of 28.3%. Additionally, a positive association with the dimensions of linguistic, pragmatic, and sociolinguistic competence was found. These findings support the importance of implementing pedagogical strategies based on the communicative approach in English language teaching. This study contributes to the understanding of enhancing communicative skills in the university context.*

**Keywords:** *Communicative Approach, Oral Expression, Linguistic Competence, Pragmatic Competence, Sociolinguistic Competence*

### INTRODUCTION

This study delves into language teaching, highlighting the communicative approach as its focal point. In this context, the communicative approach emerges as a key methodology in the quest to enhance oral expression among university students at Cayetano Languages, Lima, in 2023. The communicative approach fosters effective communication and intercultural skills, in line with global needs. Despite this widely adopted approach, an unresolved research question persists: how does the communicative approach impact oral expression in university students? This query motivates a thorough analysis of the relationship between the communicative approach and the dimensions of linguistic, pragmatic, and sociolinguistic competence.

This study aligns with Language Theory, which, in its evolution over recent decades, has seen classic researchers such as Halliday (1970), Widdowson (1979), Canale & Swain (1980), Krashen and Terrell (1983) articulate situations and conceptions about this approach. In the same vein, Sanmuganathan (2020), Quintero et al. (2021), and Dewaele & Li (2020) propose a different approach to strengthening English communicative skills, incorporating the emotional component. Additionally, the Theory of Connectivism by Siemens (2004) and Shadieff & Yang (2020) provides epistemological support and is geared towards new learning in digital contexts to meet users' expectations as an ideal innovative tool for learning English (Ríos et al., 2021). As a substantive theory, the Communicative Approach is presented, unfolding as a methodological component in communicative activities. Bordón (2018), Barboza et al. (2022), and Abdusalimovich (2023) identify two important objectives pursued by the communicative approach: pragmatic and linguistic.

Bernal (2010) provides information on the justification of the study, which is essentially based on the following levels: (1) theoretical justification, proposes to demonstrate the solutions of a model, confront it with theory and obtain conclusive results. It will be shown that the educational intervention program through applicative

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workshops is based on pedagogical methodology for English instruction and generates an epistemological reflection. (2) In its practical justification, this study proposes the resolution of a problem and presents strategies that contribute to achieving it. The research is extremely valuable, as it seeks to benefit the participants through the application of the communicative approach to strengthen oral competence in English. In addition, in its methodological justification (3), it presents relevant and appropriate information on the inclusion and development of a plan of communicative actions as methodological resources to facilitate the understanding and application of the English language.

Regarding the communicative approach variable, Bordón (2018) argues two important objectives or dimensions pursued by the communicative approach: the pragmatic dimension and the linguistic dimension. Similarly, the Council of Europe (2018) provides detailed information about dimensions: grammatical and lexical components. Thus, the methodology for teaching verbal communication skills in any language involves the application of five strategic-discursive components, as detailed by Dragomir & Niculescu (2021) along with Tursunovna (2022) and Simion (2022). These components include adequacy for selecting ideas and arguments, coherence for progressively developing information, cohesion for linking arguments and ideas, lexical variation and register for using stylistic features, and finally, correction for monitoring spoken discourse.

This research is oriented towards a fundamental purpose: to explore and understand the impact of the communicative approach on the skill of oral expression in English. The underlying hypothesis posits that the communicative approach has a significant impact on the development of oral expression in university students. The specific objectives focus on analyzing levels of communicative competence, examining linguistic and pragmatic dimensions, and evaluating the relationship between the communicative approach and oral expression.

In this context, the study aims not only to contribute to scientific and pedagogical knowledge but also to social progress. Mastery of oral expression in English is essential not just for career success and intercultural communication but also aligns with the ideals of quality education. Cayetano Heredia University Languages, as a local institution, stands as a focal point for the education of bilingual university students.

## **LITERATURE REVIEW**

These studies collectively underscore the effectiveness of the communicative approach in English learning, highlighting the importance of innovative and student-centered pedagogical strategies. The combination of quantitative, qualitative, and mixed methods in these investigations provides a comprehensive understanding of how different pedagogical approaches can enhance linguistic competence in various educational contexts.

The study addresses the effectiveness of the communicative approach in English language teaching, highlighting both national and international research. Among the studies conducted in Peru, the work of Cuestas (2023) stands out, demonstrating the efficacy of the "Talkative" program in improving the oral expression of 56 participants, using a quantitative approach. Similarly, Pariona (2022) employed a descriptive correlational quantitative approach with 165 participants, finding that more than 58% improved in communicative skills such as discursive competence and linguistic and sociolinguistic abilities. Chávez (2022), combining the communicative approach with constructivism, emphasized its positive impact on the communicative competence of university students through a qualitative methodology.

Internationally, studies reinforcing these conclusions are observed. Gonzales et al. (2020) analyzed factors influencing English learning, finding a low incidence of 23.1% in effective learning, suggesting the need to improve various pedagogical strategies. In this context, Vélez-Intriago (2022) demonstrated the impact of the communicative approach on oral expression, with a mixed approach of surveys and interviews, revealing that 61.9% of the participants were familiar with this approach.

On the other hand, Rivera-Fortty et al. (2021) investigated the impact of the communicative approach in non-formal contexts, with an educational workshop for Ecuadorian university students, finding significant improvements in oral skills. Barberán and Reza (2021) applied the CLIL method in an educational workshop, achieving that 78% of the participants improved their level of English. Finally, García (2020) explored the improvement of oral communication through the communicative approach and the staging of situations,

concluding that this approach can notably enhance students' oral capacity, although 20% still required reinforcement in grammatical structures.

Regarding the second variable, oral expression, both nationally and internationally. In the Peruvian context, various researchers have adopted diverse methodological approaches to enhance oral skills in university students. Alcázar (2022) implemented the "Speaking Club Online" program, achieving a significant increase in oral competence levels. Rivera (2021) evaluated the "Speak Out" program, based on classic linguistic theories, and observed a notable advance in oral expression. Vera (2020) focused on the effects of gamification, finding improvements in oral and written communication skills, and Miranda (2018) investigated the relationship between participative education and communicative competence, with positive results in students' linguistic performance.

Internationally, Rodríguez et al. (2022) in Cuba studied the strengthening of verbal interaction through an intervention program, obtaining mixed results in improving oral skills. Molina (2021) analyzed linguistic attitudes towards American and British English accents, revealing varied preferences and attitudes. Cedeño et al. (2020) evaluated the impact of e-learning on oral production, showing significant improvement thanks to conversation and exposure strategies. Gutiérrez (2020) demonstrated the effectiveness of the "English songs" strategy in speaking competence, and Villafuerte (2019) examined progress in communicative fluency, reporting improvements in communicative competencies.

The integration of different types of methodological design in research, such as the combination of causal correlational designs with experimental and applied ones, represents a robust and multifaceted strategy in the field of academic research. This methodological amalgam aligns with the theory of triangulation proposed and discussed by Forni & De Grande (2020). The triangulation of data, researchers, methodologies, and theories not only strengthens the credibility of the results but also enriches the understanding of the studied phenomenon.

Methodological triangulation, as highlighted by Mujica-Sequera (2022), is particularly relevant in this integrative approach. By combining causal correlational designs with experimental ones, researchers can explore and establish relationships between variables, as well as examine causes and effects more precisely. Experimental designs provide rigorous control over independent variables, allowing for clearer inferences about causality. At the same time, causal correlational designs facilitate the understanding of natural interrelationships between variables in less controlled contexts, but more representative of real conditions.

The present research is based on general and substantive theories that provide solid epistemological support, especially with respect to the communicative approach in language teaching. Alfonso (2022) highlights the historical relevance and effectiveness of the communicative approach, which has been part of linguistic pedagogy for over half a century and has become synonymous with quality and innovation. This approach, according to Halliday (1970), focuses on the importance of formal language options, such as phonetic expression and morphosyntax, essential for pronunciation and grammar. These elements are fundamental for effective and comprehensible interaction with interlocutors. Additionally, the contribution of researchers such as Widdowson (1979), Canale & Swain (1980), and Krashen and Terrell (1983), who have enriched the understanding and application of the communicative approach, covering aspects from linguistic and sociolinguistic competence to situations and new conceptions of this approach, is highlighted.

On the other hand, recent studies such as those by Burns (2019) and Kosimov (2022) emphasize the development of linguistic skills in a second language (L2), presenting a triad of critical components for effective expression. These include language and discourse knowledge, which involves understanding and applying linguistic patterns and grammatical structures along with vocabulary; basic speaking skills, allowing for the immediate oral manifestation of ideas; and communicative strategies, encompassing cognitive and metacognitive approaches, as well as interaction strategies. This comprehensive theoretical framework demonstrates the importance of a holistic approach in language teaching, where theoretical and practical aspects are combined to achieve effective communicative competence.

The research incorporates fundamental theories that underpin the communicative approach in language

teaching, highlighting the relevance of the communicative model developed by Krashen and Terrell (1983). This model emphasizes vocabulary as an essential tool for transmitting meanings and messages, underscoring the importance of spontaneous and natural linguistic learning. Pascual et al. (2022) and other researchers such as Sanmuganathan (2020) and Dewaele & Li (2020) complement this approach by including the emotional component in language learning. They emphasize that affectivity and visual exposure are crucial for the effective learning of vocabulary and for maintaining student motivation and interest. This holistic approach recognizes the importance of a welcoming and affective learning environment, as well as the need to provide constructive feedback.

Vygotsky's Sociocultural Theory also supports the communicative approach, as indicated by Ibañez & Pentang (2021). This theory suggests that didactic strategies should positively influence oral production, facilitating participants to interact timely and use grammatical constructions and vocabulary appropriate to their educational level. Navarro (2018) underscores the importance of didactic methodologies focused on communicative activities for learning idiomatic expressions and idioms. These activities, of significant value, are essential for the practical application of the language in everyday and professional contexts, emphasizing the relevance of interactive and contextualized learning.

Finally, the Connectivism Theory, proposed by Siemens (2004) and expanded by Shadiev & Yang (2020), provides a modern perspective on learning in digital contexts. This theory highlights the importance of Information and Communication Technologies (ICTs) in English language learning, as emphasized by Muñoz-Basols & Gironzetti (2018). Technology becomes an essential facilitator in the current educational context, where educational gamification and digital access play a key role in adapting learning to the current generation, according to Basurto et al. (2021). This connectivist approach underscores the importance of strategies that promote the production and analysis of various oral genres, and social interaction, fundamental for the development of communicative competencies in an increasingly digitalized world.

The communicative approach, as described by Bordón (2018), focuses on two fundamental dimensions: pragmatic and linguistic. This perspective highlights the importance of teaching the use of the subjunctive mood in Spanish and English through contextualized practice, considering both implicit and explicit grammar teaching, as suggested by Duque (2020). This approach recognizes the value of carefully selecting lexicon and grammatical structures to adapt them to different levels of linguistic competence. The independent variable in this study, the communicative approach, is defined by activities and skills that promote communicative competence, encompassing both the grammatical component, which facilitates the creation of grammatical structures for effective idiomatic expression, and the lexical component, essential for oral comprehension and production. Both components are crucial for the speaker's message to be clearly and precisely understood by the receiver.

Regarding the grammatical component, as illustrated by Alaudinova (2022), and Nor et al. (2016) (it involves both deductive and inductive methods in grammar learning. In the deductive approach, students start from a general rule to reach specific conclusions, while in the inductive method, specific cases are used to formulate generalizations. According to Burroughs et al. (2021), and Tarish et al. (2020) the deductive approach familiarizes students with the explicit use of grammatical categories. Assen & Otting (2022) emphasize the need to understand and acquire grammar within a social environment like a study center, where the grammatical system is learned and applied in various contexts, including understanding conversational norms and the proper use of forms of address.

The lexical component, as detailed by Barturén (2019), and Dokhan, et al. (2016) is equally crucial. It involves not only knowledge of a wide range of vocabulary but also its precise use in constructing sentences, facilitating the receiver's understanding of the message. Rufat & Calderón (2018) and Ting et al. (2016) emphasize that vocabulary is an integral part of language, fundamental for effective interaction. Teaching and learning strategies must be closely linked to vocabulary, adapting to the student's level, from beginner to advanced. Moreover, Oxford & Gkonou (2018) highlight the importance of the cultural component and the need to practice oral production in real contexts, where not only grammatical and lexical knowledge is applied, but also pronunciation, intonation, and fluency skills, essential for effective communication in various situations and

contexts.

In English teaching, Bueno (2020) emphasizes the need for communicative activities that integrate psychological and pedagogical aspects to maintain participation and interest in class sessions. According to Alaudinova (2022), skill in oral expression is centered on its use in communicative and social contexts, highlighting the importance of fluency, creativity, and the ability to interact and listen. Dragomir & Niculescu (2021), Tursunovna (2022), and Simion (2022) suggest five strategic-discursive components in the teaching methodology: adequacy in the selection of ideas, coherence in the development of information, cohesion in the union of arguments, lexical variation and register for the use of stylistic features, and correction in the monitoring of discourse Jam (2019). This constant practice in verbal communication not only improves grammatical and lexical competence but also facilitates the formulation of ethical and critical judgments, the development of creativity, and the capacity for dialogue, crucial skills in the workplace, as highlighted by García and Bravo (2017).

The dependent variable in this study, oral expression, is defined as the linguistic ability related to the formulation of speeches orally, a communicative skill that integrates both the grammatical and lexical components, as well as pronunciation skills. This ability is developed through various levels, from A1 (Beginner) to C2 (Mastery), according to the Common European Framework of Reference for Languages (CEFR), which also includes pragmatic and sociocultural knowledge. According to the CEFR, oral expression is broken down into three components: (1) linguistic, which implies mastery of vocabulary, pronunciation, and grammar; (2) sociolinguistic, crucial for effective communication by understanding and using social, cultural, and contextual norms; and (3) pragmatic, focused on the appropriate use of language in different contexts. These elements are fundamental for effective communication in a variety of social and cultural environments.

In relation to this variable, Hasnain & Halder (2021), Mamani (2020), Rodríguez-Solis (2022) and Rashid et al. (2023) highlight oral expression as an essentially communicative skill, whose main objective is the transmission of meanings. Oral expression is manifested through active interaction with other social agents, which involves not only the emission of messages but also participation in an interactive communicative process. This skill, therefore, is not limited solely to mastery of the linguistic structure of the language but also encompasses the ability to use language effectively in real social situations, adapting to different contexts and participants for clear and effective communication.

## **METHODOLOGY**

This study follows a rigorous methodological approach to investigate the relationship between the communicative approach and the development of oral expression in university students at Cayetano Languages, Lima, in 2023. To achieve this, it employs a mixed research design combining quantitative and qualitative elements, allowing for a deep and holistic understanding of the issue.

In the methodology chapter, the research is presented as a basic study, according to CONCYTEC (2018), with the aim of formulating or modifying existing theories in the field of communicative skills in English teaching. A quantitative evaluation approach is adopted, based on descriptive and inferential statistical techniques to quantify the relationship between the variables studied. Following Hernández-Sampieri and Mendoza (2018), the study applies a hypothetical-deductive method within a positivist paradigm, implying a rigorous and structured methodology, based on previous theories and using statistical treatment to interpret quantitative data. The hypotheses of the study, which seek to establish causal correlations between the variables, are fundamental to determining the influence of the communicative approach on oral expression.

The research design is defined as non-experimental transactional or cross-sectional, meaning that the variables are not manipulated and phenomena are observed in their natural state. According to Hernández-Sampieri and Mendoza (2018), a causal correlational research level is followed, with the aim of establishing cause-and-effect relationships between the communicative approach and oral expression in English Jam (2016). This design allows for the observation and analysis of the incidence of one variable on another in a natural context, without direct intervention by the researcher.

Regarding the variables and their operationalization, the study focuses on two main ones: the communicative approach as an independent variable and oral expression as a dependent variable. According to the CEFR, the communicative approach is conceptually defined as activities linked to communicative competence in a language, evaluated through a rating scale applied to university students. Oral expression is defined as a linguistic skill that involves the production of oral discourse, integrating linguistic, sociolinguistic, and pragmatic components, according to the levels of the CEFR. The research seeks to examine how the communicative approach influences oral expression, covering aspects such as grammar, lexicon, and pronunciation, and how these manifests in real communicative situations.

In the study, the unit of analysis focuses on the university students of Cayetano Languages, considered essential for data collection and analysis according to Hernández-Sampieri and Mendoza (2018). The study population includes university students from various faculties enrolled in English courses at Cayetano Languages, part of the Universidad Peruana Cayetano Heredia (UPCH) in San Martín de Porres, Lima, Perú, estimated at more than a thousand students. This population, defined by its educational and demographic context, provides a representative framework for investigating the relationship between the communicative approach and oral expression in English.

The sample, constituted non-randomly, was selected based on specific inclusion and exclusion criteria. The inclusion factors focused on university students of both genders who attended English classes from Monday to Saturday. A total of 100 subjects meeting these criteria were selected. The exclusion criteria eliminated students who were not under the supervision of the researcher and students from different levels of study. The sampling was intentional and non-probabilistic for convenience, including only those students who met the pre-established criteria, thus ensuring a representative and suitable sample for the purpose of the research.

For data collection in this research, a digital survey was implemented as the main technique, facilitating the automation and efficiency in obtaining data. This survey, specifically designed to measure the dependent variable of oral expression, was administered to the students of Cayetano Languages. To ensure validity and accuracy in measuring oral expression, an ordinal rating scale was used, which included 16 indicators aligned with the dimensions of study established by the researcher. This instrument, following Hernández-Sampieri and Mendoza (2018), allowed quantifying various aspects of oral expression, assigning numerical values to different levels of competence, such as "achieved", "nearly achieved", or "not achieved". The implementation of this methodological technique ensured an objective and systematic evaluation of the variable under study.

The instrument used to measure oral expression was an ordinal rating scale, considered an effective evaluation tool for measuring and quantifying various variables. This type of scale, which comprises statements with assigned numerical values, facilitated the evaluation of attitudes, opinions, and knowledge of students about oral expression in English. The inclusion of a rating scale in the research design provided a reliable and structured method for collecting quantitative data, allowing for a detailed and precise analysis of the dependent variable. This methodology reflects a rigorous and methodical approach to data collection, ensuring that the results obtained are representative and reliable for the study population.

Regarding the ethical aspect of the research, the ethical principles mentioned by Briones-Mera (2020) were strictly followed. Respect for intellectual rights was ensured, guaranteeing the integrity and transparency of the study. The use of APA standards underscored the researcher's commitment to academic honesty and ethical responsibility. Informed consent of the participants was a key component, in line with the principle of autonomy, ensuring that participants were well informed and voluntarily consented to participate. The principles of beneficence and non-maleficence were fulfilled, using the researcher's experience and knowledge to enrich the scientific corpus and avoid any harm or manipulation of data. Finally, the principle of justice was respected by treating all participants with equal dignity and consideration, reflecting a commitment to ethics at every stage of the research process.

To ensure the validity and reliability of the results, methodological rigor measures are implemented. These include data triangulation, where the study's quantitative results, general and specific theories, and findings from previous studies are contrasted and mutually validated. Furthermore, a process of cross-validation through expert analysis is conducted, ensuring the consistency and coherence of the findings.

The course of this research focuses on providing a comprehensive understanding of how the communicative approach impacts oral expression. The use of an appropriate methodology and the incorporation of robust data collection and analysis techniques enable a holistic approach to the relationship between the studied variables, providing a solid framework for the in-depth analysis that follows in the results and discussion.

## RESULTS

### Analysis of the Descriptive Results of the Variables Under Study

#### Levels of the Independent Variable: Communicative Approach

**Table 1 Levels of the Communicative Approach in University Students at Cayetano Languages, Lima, 2023**

Levels	Frequency	Percentage
Not Achieved	15	15,0
Nearly Achieved	35	35,0
Achieved	50	50,0
Total	100	100,0

*Note:* Survey conducted among the students.

This table presents the results of a survey conducted among students at Cayetano Languages in Lima in 2023, focusing on the levels of achievement in the Communicative Approach. The survey categorizes students into three categories based on their performance: "Not Achieved," "Nearly Achieved," and "Achieved." Out of the 100 students surveyed:

**Not Achieved:** 15 students, representing 15% of the total, were classified in this category. This indicates that these students did not reach the expected level in the communicative approach.

**Nearly Achieved:** 35 students, equivalent to 35% of the sample, were placed in this category. This suggests that these students were close to achieving the desired level in the communicative approach, but still have areas for improvement.

**Achieved:** The majority, 50 students or 50% of the total, were classified in the "Achieved" category. This means that these students successfully reached the expected level in the communicative approach.

In summary, 50% of the surveyed students successfully achieved the desired level in the communicative approach, while 35% were close to achieving it, and 15% did not. These results could indicate an overall effectiveness of the teaching program at Cayetano Languages, although they also highlight areas where improvement could be made, especially in helping those students who are close to reaching the desired level or who did not achieve it.

#### Description of the Dimensions of the Independent Variable

**Table 2 Levels of the Dimensions of the Communicative Approach in University Students at Cayetano Languages, Lima, 2023**

Levels	Componente gramatical		Componente lexical	
	Frequency	Percentage	Frequency	Percentage
Not Achieved	24	24.0	18	18.0
Nearly Achieved	35	35.0	17	17.0
Achieved	41	41.0	65	65.0
Total	100	100.0	100	100.0

*Note:* Survey conducted among the students.

The table shows the results of a survey on the achievement levels in the dimensions of the Communicative Approach (Grammatical Component and Lexical Component) among university students at Cayetano

Languages in Lima, in the year 2023. The results are divided into three categories: "Not Achieved," "Nearly Achieved," and "Achieved," for both the grammatical and lexical components.

### Grammatical Component

**Not Achieved:** 24 students, representing 24% of the total, did not reach the expected level in the grammatical component.

**Nearly Achieved:** 35 students, equivalent to 35% of the sample, were close to achieving the desired level in the grammatical component.

**Achieved:** 41 students, or 41% of the total, successfully reached the expected level in the grammatical component.

### Lexical Component

**Not Achieved:** 18 students, representing 18% of the total, did not reach the expected level in the lexical component.

**Nearly Achieved:** 17 students, equivalent to 17% of the sample, were close to achieving the desired level in the lexical component.

**Achieved:** The majority, 65 students or 65% of the total, successfully reached the expected level in the lexical component.

Overall, the results indicate that students at Cayetano Languages perform better in the lexical component compared to the grammatical component. While 65% achieved the desired level in the lexical component, only 41% did so in the grammatical component. This might suggest that, although the students show stronger lexical competence, they could benefit from a reinforced focus on grammar to balance their skills in the communicative approach.

### Description of the Dimensions of the Dependent Variable

**Table 3** Levels of Development of Oral Expression in the English Language among University Students at Cayetano Languages, Lima, 2023

Levels	Frequency	Percentage
Not Achieved	8	8,0
Nearly Achieved	6	6,0
Achieved	86	86,0
Total	100	100,0

*Note:* Survey conducted among the students.

This table displays the results of a survey conducted among university students at Cayetano Languages in Lima in 2023, focusing on the levels of development in oral expression in the English language. The results are divided into three categories: "Not Achieved," "Nearly Achieved," and "Achieved," and are presented as follows:

**Not Achieved:** 8 students, equivalent to 8% of the total, were classified in this category. This indicates that a small percentage of students did not reach the expected level in oral expression in English.

**Nearly Achieved:** 6 students, representing 6% of the sample, were placed in this category. This suggests that an even smaller percentage of students were close to achieving the desired level in oral expression in English, but still have areas for improvement.

**Achieved:** The majority, 86 students or 86% of the total, were classified in the "Achieved" category. This means that a large majority of the students successfully reached the expected level in oral expression in English.

In summary, 86% of the surveyed students successfully achieved the desired level in oral expression in English, while only 6% were close to achieving it, and 8% did not. These results indicate a high effectiveness in the

development of oral expression skills in English among the students of Cayetano Languages, but also highlight the importance of continuing to support those students who have not yet reached the desired levels.

**Tabla 4 Niveles de las dimensiones en el desarrollo de la expresión oral del idioma inglés en estudiantes universitarios de Idiomas Cayetano, Lima, 2023.**

Levels	Linguistic Competence		Pragmatic Competence		Sociolinguistic Competence	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Not Achieved	1	1.0	0	0.0	7	7.0
Nearly Achieved	13	13.0	64	64.0	85	85.0
Achieved	86	86.0	36	36.0	8	8.0
Total	100	100.0	100	100.0	100	100.0

*Note:* Survey conducted among the students.

The table presents the results of a survey conducted in 2023 among university students at Cayetano Languages in Lima, focusing on the levels of development in different dimensions of oral expression in the English language. The dimensions evaluated are: Linguistic Competence, Pragmatic Competence, and Sociolinguistic Competence. The results are divided into three categories: "Not Achieved," "Nearly Achieved," and "Achieved."

### **Linguistic Competence**

**Not Achieved:** Only 1 student, equivalent to 1% of the total, did not reach the expected level.

**Nearly Achieved:** 13 students, or 13% of the total, were close to achieving the desired level.

**Achieved:** The majority, 86 students or 86% of the total, successfully reached the expected level in linguistic competence.

### **Pragmatic Competence:**

**Not Achieved:** No student was classified in this category.

**Nearly Achieved:** The majority, 64 students or 64% of the total, were close to achieving the desired level.

**Achieved:** 36 students, or 36% of the total, reached the expected level in pragmatic competence.

### **Sociolinguistic Competence:**

**Not Achieved:** 7 students, or 7% of the total, did not reach the desired level.

**Nearly Achieved:** The vast majority, 85 students or 85% of the total, were close to achieving the desired level.

**Achieved:** 8 students, or 8% of the total, reached the expected level in sociolinguistic competence.

In summary, the students of Cayetano Languages showed a high level of achievement in linguistic competence, but the results vary significantly in pragmatic and sociolinguistic competences. While the majority achieved or were close to achieving the desired level in pragmatic competence, sociolinguistic competence presents a notable area for improvement, with a vast majority of students nearly reaching the desired level. This suggests that, although the students have a solid foundation in linguistic competence, they could benefit from a reinforced focus on pragmatic and sociolinguistic aspects for more effective communication in English.

## **DISCUSION**

### **Consonance with Previous Studies and Theories incorporating Quantitative Results**

In the Cayetano Languages study, it was observed that a significant 86% of students achieved the desired level

in linguistic competence, a finding that parallels research by Alcázar (2022) and Rivera (2021). These authors reported notable improvements in oral expression through the communicative approach, aligning with the postulates of Krashen and Terrell (1983) on the importance of vocabulary and grammar. Additionally, the integration of psychological and pedagogical aspects in teaching, supported by Bueno (2020) and Alaudinova (2022), appears to have contributed to 86% of students achieving adequate linguistic competence, reinforcing the effectiveness of this approach.

The methodology used, promoting strategic-discursive components as per Dragomir & Niculescu (2021), Tursunovna (2022), and Simion (2022), is reflected in the high percentage of students (86%) who reached an adequate level in linguistic competence. This underscores the importance of teaching verbal communication skills holistically, encompassing adequacy, coherence, cohesion, and correctness. This comprehensive approach seems to have contributed to 13% of students being close to reaching the desired level in linguistic competence, demonstrating the relevance of holistic and well-structured linguistic teaching.

The compliance of the methodology with the CEFR standards, highlighted by Hernández-Sampieri and Mendoza (2018), is evident in the survey structure applied at Cayetano Languages. The survey reflected that 86% of students achieved the desired linguistic competence, 13% were close, and only 1% did not achieve it. These results, aligned with the CEFR guidelines, demonstrate a commitment to educational excellence and international relevance, ensuring language teaching that meets global standards of quality and effectiveness.

### **Discrepancy with Previous Studies and Theories**

Despite the overall high effectiveness of the communicative approach evidenced in the study, there is a significant discrepancy compared to some national and international precedents. For example, research by Rodríguez et al. (2022) and Molina (2021) suggests challenges in implementing the communicative approach, especially regarding the integration of cultural and contextual components. At Cayetano Languages, although 86% of students achieved linguistic competence, the cultural and contextual dimension appears to have been less emphasized, as indicated by lower performance in pragmatic and sociolinguistic competencies.

Furthermore, while authors like García and Bravo (2017) emphasize the importance of linguistic education that promotes critical thinking and creativity, the results from Cayetano Languages show that only 8% of students achieved an adequate level in sociolinguistic competence. This suggests a potential gap in the development of critical and creative skills in the teaching process, contrasting with the theoretical and practical expectations proposed by these authors in the context of the communicative approach.

Finally, although the communicative approach is widely recognized for its effectiveness, as noted by authors such as Krashen and Terrell (1983), in the context of Cayetano Languages, the approach appears to have been less effective in developing sociolinguistic and pragmatic competence. With only 8% of students achieving sociolinguistic competence and 36% achieving pragmatic competence, these results indicate the need to review and possibly adjust the methodology to improve in these specific areas. This addresses a notable discrepancy with theoretical expectations and the results of other research in the field of the communicative approach.

### **CONCLUSION**

This research has comprehensively explored the effectiveness of the communicative approach in the teaching of English, with a particular focus on the development of oral expression skills among university students. The findings provide substantial evidence supporting the efficacy of the communicative approach, a cornerstone in modern language pedagogy. The study revealed that a significant majority of the participants, as high as 86% in some aspects, achieved or nearly achieved the expected competency levels in both linguistic and communicative skills. This success rate underscores the fundamental role that an interactive, student-centered approach plays in facilitating linguistic proficiency, especially in oral expression.

The quantitative and qualitative analysis of the data, grounded in a robust theoretical framework, highlighted the critical importance of integrating both grammatical and lexical components in language instruction. The study's alignment with theories posited by renowned linguists such as Krashen and Terrell (1983), and its adherence to the standards set by the Common European Framework of Reference for Languages (CEFR),

have proven instrumental in achieving these positive outcomes. The integration of diverse teaching methodologies, including both deductive and inductive approaches to grammar and lexicon as suggested by Alaudinova (2022) and Barturén (2019), respectively, has been shown to significantly enhance students' oral proficiency.

However, the research also identified areas requiring further attention and development. While the communicative approach has been effective in enhancing overall linguistic competence, discrepancies were noted in the development of sociolinguistic and pragmatic competencies. This gap suggests a need for more targeted strategies that focus on cultural nuances and the practical application of language in diverse social contexts, as highlighted by Oxford & Gkonou (2018) and others. Furthermore, the varying levels of success in different aspects of language competency call for a more nuanced, individualized approach to language teaching, accommodating the unique needs and learning styles of each student.

In conclusion, this study reaffirms the value of the communicative approach in language teaching, particularly in enhancing oral expression skills among university students. The results advocate for a balanced integration of grammatical, lexical, sociolinguistic, and pragmatic elements in language instruction. As the field of language education continues to evolve, this research contributes to a growing body of knowledge, underscoring the need for adaptable, student-centered teaching methodologies. Future research should aim to address the identified gaps and explore innovative ways to further enrich the communicative approach, ensuring its relevance and effectiveness in a rapidly changing global landscape.

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