

Exploring the Development of Communicative Skills in English Teaching Students: A Phenomenological Study During Online Instruction

Authors : Estephanie S. López Contreras, Vicente Aranda Palacios, Daniela Flores Silva, Felipe Oliveros Olivares, Romina Riquelme Escobedo, Iñaki Westerhout Usabiaga

Abstract : This research explored whether the context of online instruction has influenced the development of first-year English-teaching students' communication skills, being these speaking and listening. The theoretical basis finds its niche in the need to bridge the gap in knowledge about the Chilean online educational context and the development of English communicative skills. An interpretative paradigm and a phenomenological design were implemented in this study. Twenty-two first-year students and two teachers from an English teaching training program participated in the study. The students' ages ranged from 18 to 26 years of age, and the teachers' years of experience ranged from 5 to 13 years in the program. For data collection purposes, semi-structured interviews were applied to both students and teachers. Interview questions were based on the initial conceptualization of the central phenomenon. Observations, field notes, and focus groups with the students are also part of the data collection process. Data analysis considered two-cycle methods. The first included descriptive coding for field notes, initial coding for interviews, and creating a codebook. The second cycle included axial coding for both field notes and interviews. After data analysis, the findings show that students perceived online classes as instances in which active communication cannot always occur. In addition, changes made to the curricula as a consequence of the COVID-19 pandemic have affected students' speaking and listening skills.

Keywords : attitudes, communicative skills, EFL teaching training program, online instruction, and perceptions

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