

## Carousel brainstorming strategy in teaching speaking

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### Abstract

This study mainly determined the effectiveness of carousel brainstorming in the teaching of speaking to the Grade 11 students of Don Vicente Rama Memorial National High School during the school year 2019-2020. A quasi-experimental design was used where the whole class of Grade 11 students taking up Oral Communication subject was made to answer the researcher-made questionnaires in a form of mock job interview before the carousel brainstorming strategy was implemented. After the implementation, they underwent another set of mock job interview to identify whether or not the aforementioned strategy was effective. Findings show that the students' speaking proficiency during the pretest denotes they need improvement in the four components, namely: vocabulary, pronunciation, fluency and organization of ideas. On the other hand, the posttest results of the students' speaking proficiency reveal great improvement. It could be inferred that the intervention was effective for the enhancement of the students' speaking ability. Given this result, the lesson guides integrating the aforementioned strategy is highly recommended to be utilized in teaching Oral Communication. Therefore, carousel brainstorming is a student-centered, classroom-based, and active learning strategy that promotes higher-order thinking, social interaction and cooperative learning.

**Keywords:** English teaching, speaking skills, quasi-experimental, Cebu, Philippines

### Introduction

Carousel brainstorming is a collaborative strategy for students to get involved in the generation of ideas and involving them in an issue and in capturing innovative ideas or piggy backing on other learner's suggestion. It is an inclusive process as everyone can contribute and share insights (Lestari, 10). In addition, this technique requires students to access background knowledge on what they have learned by thinking about subtopics within a broader topic.

As often observed by teachers, students are inhibited about trying to say things on language not familiar to them for the fear of committing mistakes and of being criticized (Ur, 5). As affirmed by Brown (38), during teaching-learning process, students face frequent difficulties in speaking English language namely, the linguistic and nonlinguistic matters which hinders them to express their thoughts.

Particularly, students in Senior High School need attention and help in their speaking ability. Only few can express their ideas orally using English language because majority lack the confidence to express them in class. The students, as observed by the teachers and administrators, displayed uneasiness, unpleasant mannerism, cautious in uttering the words and even become speechless during the discussion. In addition, students got worried on how to organize their ideas and are conscious of getting corrected. There were also instances where students, upon answering the teacher's questions, begged to use the vernacular language so they can talk, and even preferred to do group activities so that someone could help them, or at worst, prefer to stay silent. Teachers become more worried that the students are still incompetent in using the target language knowing that they will be immersed in the real world.

Furthermore, Cook (5) stressed that to be able to cope with this language problem, learners should exploit oral compensatory strategies to practice expressing themselves in a natural setting. Free-flowing communicative activities

should be utilized where learners are not conscious of the structure of the sentence using English language every time they speak out. This is the major reason for seeking better strategies that would involve the collaboration among students where all of them have the opportunity to speak spontaneously, express confidently and share ideas concisely. One of the strategies taken into consideration and focus is carousel brainstorming.

Carousel brainstorming is anchored on Hymes' theory of Communicative Competence as the tacit knowledge of a language and the ability to use it in effective and meaningful manner. In other words, a language user needs to use the language not only correctly based on linguistic competence but also appropriately based on communicative competence through meaningful interaction. Carousel brainstorming can be best defined as meaningful interaction especially in learning the second language. In addition, the social interactionist theory as introduced by Lev Vygotsky further supports that the social interaction of the learner with his environment and within the context has its essential role in developing the target language. Social aspects are essential to oral language proficiency because this is where learners are encouraged to listen, to share their thoughts and to give appropriate feedback which will eventually come after the learners learned the basics of communication.

### The Problem

This research determined the effectiveness of Carousel Brainstorming as a teaching strategy in teaching Oral Communication to the Grade 11 students of Don Vicente Rama Memorial National High School during the academic year 2019-2020.

Specifically, the study looked into the following dimensions:

1. What is the participants' proficiency level in oral communication during the pretest in terms of?

- 1.1 vocabulary;
- 1.2 pronunciation;
- 1.3 fluency, and
- 1.4 organization of ideas?
2. Using the Carousel Brainstorming Strategy (CBS), what is the participants' proficiency level in oral communication during the posttest in terms of the above-mentioned variables?
3. Is there a significant difference between the pretest and the posttest scores?

### Null Hypothesis

Ho<sub>1</sub>: There is no significant difference between the pretest and the posttest scores of the students.

### Method

This study utilized a quasi-experimental design where the whole class of Grade 11 students were able to answer questions made by the researcher through a mock job interview. Quasi-experiment is a nonrandomized design which means respondents are not randomly assigned to conditions. This is to ensure that the groups being studied are as similar as possible in age and teaching styles used in the study. Lesson plans or lesson guides with carousel brainstorming strategy integration activities were used in eight sessions. The lessons were based on the competencies found in the second quarter of the Oral Communication subject for Grade 11 students as can be gleaned from the curriculum of the subject. The same tests were administered again as a posttest. The mock job interview served as the pretest and posttest of the respondents. The responses respondents were held with confidentiality. The respondents of the study were non-randomly selected Senior High students. There were 40 Grade 11 Senior High School students of Don Vicente Rama Memorial National High School regardless of gender. Based on initial assessments, these students find it so hard to express their ideas using the universal language or lack of oral proficiency of the English language. The researcher prepared for the pretest and posttest that was utilized in order to assess the students' level of speaking skills and to know the significance before and after the intervention. The instrument used in this study was a researcher – made questionnaire. The said questionnaire consists of a set of personal questions for a mock job interview. This test covers the mock job interview. This is a communicative language performance designed by the researcher with personal questions that were similar to the actual job interview. The interviewers asked some questions and gave time for the respondents to answer. The interview was conducted at the conference room of the school for it is away from disturbances. Each respondent was given 7-10 minutes to answer the given questions. Each interview was recorded and rated based on the speaking rubrics. Interviewers sit in different corners to avoid being influenced by each other's way of rating the students.

The study was then conducted within a month, with two sessions each week. The sessions started with a clear explanation about Carousel Brainstorming.

Prior to the implementation of the Carousel Brainstorming Strategy, an extemporaneous speaking activity which is a performance task, was conducted that served as preliminaries for the pretest. The pretest was administered which consists of one instrument – the interview. Aside

from the researcher, two other raters scored the students' speaking ability. The first rater was the Oral Communication subject teacher. And, the other rater was the coordinator of the English department who has worked for more than 5 years in the institution. Before the administration of the test, the respondents went through an orientation and briefing about the topic and competencies included in the test. The students were assured of the confidentiality of the results of the tests. During the implementation of Carousel Brainstorming, the researcher utilized 8 lesson guides for 8 sessions which is good for second quarter where the aforementioned strategy was used twice a week.

The students were divided into groups; one of the members was appointed as the leader of each group. The teacher and the researcher made sure that the leader for each station had direct access to their respective or assigned subtopic and were given time to analyze and discuss among the members the topics assigned to them. The assigned leader always made sure that the members should participate during the course of discussion and took down important details or notes.

The members of the group were encouraged to ask questions for clarification. The teacher's role was to facilitate the process; he or she roamed from one group to another, observing the class. If any group was having trouble for instance, a member is dominating or disruptive, he should make an intervention and the leader also is responsible to settle the conflict with the teacher's guidance.

The procedure of carousel brainstorming strategy is as follows: 1) Generate the number of subtopics and write each subtopic on a separate piece of poster board or chart paper; 2) Divide the class into groups according to the number of subtopics and which will rotate around the room during this activity; 3) Assign the sub-topic for each group so that they can study ahead of time; 4) Direct each group to sit in their station; 5) Inform the groups that they are going to discuss and share ideas in each station. Usually 10 minutes is sufficient. Numbering the stations will make this easy for students to track. Thus, group 1 would rotate to station 2, group 2 will rotate to station 3 and so on; 6) Using a stopwatch or timer, begin the group rotation. Continue until each group reaches their last station; 7) Before leaving the final station, have each group select two representatives to share their ideas from their station to the entire class.

The scoring of the oral test was done by the researcher and the English teachers. The respondents were rated without reference to other test scores. These ratings were based on the scoring criteria adapted from Marek (3) and modified by the researcher herself. The criteria for scoring comprised vocabulary, pronunciation, fluency, and organization of ideas. This was used to compare the computed mean results and to find out what level the students' speaking skills fall on their pretest and posttest.

### Result

#### Participants' Proficiency Level in Oral Communication during Pretest Scores

Tables 1 - Table 4 presents the pretest level of the speaking skills of the students before the carousel brainstorming strategy was employed.

**Table 1:** Students' pretest speaking level in terms of vocabulary (n-40)

	Scores	Frequency	Percentage	Proficiency Level
VOCABULARY	4	0	0%	Mastery
	3	3	7.5%	Proficient
	2	15	37.5%	Approaching Proficiency
	1	22	55%	Needs Improvement
Total		40	100%	

The table above shows that the students' vocabulary was dramatically low for the reason that more than half of the students got low score which means they really need improvement. Out of 40 students, 22 of them which is equivalent to 55 percent got the score of 1 in vocabulary which means that students used limited and incorrect words as they responded to the questions during the mock job interview. This implies that learners need to widen their vocabulary or the choice of words in speaking. Moreover, 37.5 percent of the class or 15 students were in the approaching level as to the choice of words that they utter. Students used minimal words to present events and ideas. On the other hand, only 3 of them or 7.5 percent were already proficient. Only few of them used color language in expounding their ideas. Some students who were not able to answer the questions during the mock job interview. They kept asking the teacher or interviewer to translate the question into mother tongue or the dialect in order for them to understand and respond to the question.

**Table 2:** Students' pretest speaking level in terms of pronunciation (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Pronunciation	4	0	0%	Mastery
	3	7	17.5%	Proficient
	2	21	52.50%	Approaching Proficiency
	1	12	30%	Needs Improvement
Total		40	100%	

Table 2 depicts the proficiency level of the pronunciation of the students. It indicates that 12 students or 30 percent needs improvement as to the correct production of sounds of letters and words. As observed, some of them have difficulty in enunciating the words or even carrying out the correct stress of the word which leads to misunderstanding during the mock job interview. Teaching pronunciation is being constantly overlooked. The school does not give much importance to this area, henceforth there is no facility that could address this language problem. Sometimes, they ought to pronounce both words exactly in the same way. Some of them were nervous during the interview and they were not so conscious with the words they uttered. Furthermore, more than half of the respondents or 52.50 percent of them was in the approaching proficiency level. This implies that most of them need improvement in articulating the words to be able to speak clearly. Also, 17.5 percent of the respondents were proficient which means only 7 of them were good enough in pronouncing the words during the conversation. Nevertheless, none of the respondents were not able to get the highest score which is 4. Hence, students are expected to speak well since they are already Senior High School students which means everything, they have learned from Elementary to Junior High School years will be applied in Senior High School. On the other hand, incorrect stress and intonation definitely change the meaning of the word or message you are trying to convey. According to Lapp (33), teaching pronunciation is one of

the difficulties encountered by most language teachers. Students do not get much scope for speaking English in an English language class or other subjects that uses English as a medium of instruction. This results in lack of practice or exercise to improve the pronunciation skill. Due to the constraints of time in class, they cannot correct some mispronounced words of the students. It becomes hard for the teacher to work on proper pronunciation for almost 35 to 40 students per strand or section. There were some instances also that some teachers of English are traditional ones who have poor pronunciation skills. As a result, some students cannot achieve the proper pronunciation due to the influence of the teacher's local accent that makes the students adopt the wrong pronunciation.

**Table 3:** Students' pretest speaking level in terms of fluency (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Fluency	4	0	0%	Mastery
	3	6	15%	Proficient
	2	18	45%	Approaching Proficiency
	1	16	40%	Needs Improvement
Total		40	100%	

Table 3 reveals that 16 respondents or 40 percent needs improvement in fluency which means there were a lot of them who cannot express their ideas smoothly and find difficulty in remembering or thinking for words to use. Additionally, almost half of the students or 45 percent of them were in the approaching proficiency level in fluency. This implies they need more practice in speaking with the use of the target language. This is to address the difficulty in communication which is lack of fluency to express ideas. On the other hand, only 15 percent of the respondents were in the proficient level for there were only 6 of them got the score of 3. This signifies that few of them can speak well without hesitations and interruptions during the process of communication. Also, none of the respondents were in the mastery level or proficiency. In other words, students got low score in this component. Students do not seem to develop good fluency in speaking. This lack of oral fluency tends to make communication unsuccessful because sometimes the recipient does not understand the message since the interaction is interrupted by a lot pauses and hesitations. Indeed, they worry too much about the quality of ideas. Based on the observation during the initial assessment, students tend to utter a lot of fillers Worse situation was, they were hesitant to respond to the question in the interview.

**Table 4:** Students' pretest speaking level in terms of organization of ideas (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Organization of Ideas	4	0	0%	Mastery
	3	7	17.5%	Proficient
	2	18	45%	Approaching Proficiency
	1	15	37.5%	Needs Improvement
Total		40	100%	

Based on the presentation, the data indicate that the proficiency level of the students in terms of organization of ideas was decreasing. This can also pose a challenge to many students. Students who struggle to articulate or

express their ideas may have trouble in classifying and assembling information while speaking. Out of 40 respondents, 15 of them fall under the needs improvement level which means 37.5 percent was not able to establish a logical sequence of ideas upon answering the series of questions. This suggests that many of them need to develop their logical thinking in presenting profound ideas and personal experiences. Moreover, almost half of the students or 45 percent of them were in the approaching proficiency level. It is evident that a lot of them spoke concisely and clearly organizing their thoughts as they elaborate or expound during the course of conversation. Nonetheless, 17.5 percent of the respondents were in the proficient level which points out that at least 7 out of 40 were good in explaining their ideas explicitly.

In sum, the above data tell us that nobody was in the mastery level in organizing the ideas. Majority of them need to enhance the logical manner of presenting ideas and apply some transitional devices to connect the ideas efficiently.

**Participants’ Proficiency Level in Oral Communication during Posttest Scores**

Tables 5-8 showed the result after carousel brainstorming strategy was employed. The same modified rubric was used to measure the four variables namely: vocabulary, pronunciation, fluency, and organization of ideas.

**Table 5:** Students’ posttest speaking level in terms of vocabulary (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Vocabulary	4	2	5%	Mastery
	3	10	25%	Proficient
	2	21	52.5%	Approaching Proficiency
	1	7	17.5%	Needs Improvement
<b>Total</b>		40	100%	

Table 5 reflects the result of students’ proficiency in vocabulary after the utilization of carousel brainstorming strategy. It can be seen that 17.5 percent or 7 out of 40 students of them still need improvement due to inadequate vocabulary. It would be possible to resolve this problem if the teacher continued to expose the students in authentic conversation because they can learn new words from each other, provide innovative vocabulary instruction that increases comprehension and adopt vocabulary-related activities to maximize their effectiveness. The teacher’s role is to bridge knowledge through which he can enable his students to overcome their difficulties in speaking and reach their language learning goals. In addition, research shows that second language learners need to acquire as many as one thousand additional words a year (Nunan 17). This problem may affect the writing skills of the students especially if they are told to construct essays or formulate articles. Thus, learners need to be able to show their schema or prior knowledge of the field through the use of the specialized vocabulary. Furthermore, the same table shows that many students were in the approaching proficiency level or 52.5 percent of them were able to improve after the series of meaningful interaction among them. The teacher observed that students used idiomatic expressions and they were no longer cautious of the words and expressions they utter. On the other hand, there were 25 percent or 10 respondents who were already proficient. Fortunately, there

were 2 or 5 percent of the respondents who fully attained the mastery level. This may mean that the strategy used by the teacher greatly helped in accumulating the students’ vocabulary skills. This is a good indication that there is progress compared to the result during the pretest.

**Table 6:** Students’ posttest speaking level in terms of pronunciation (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Pronunciation	4	4	10%	Mastery
	3	13	32.5%	Proficient
	2	18	45%	Approaching Proficiency
	1	5	12.5%	Needs Improvement
<b>Total</b>		40	100%	

It can be seen in Table 6 that 5 students out of 40 or 12.5 percent still needs improvement in pronunciation and enunciation. However, 18 respondents or 45 percent which is almost half of them is in the approaching proficiency level. On the other hand, 13 students or 32.5 percent are in the proficient level which means that there was progress compared to the proficiency level prior to the implementation of the carousel brainstorming strategy. This implies that the language teacher needs to exert more effort in order to eradicate this speaking problem among senior high school students. Based on the result, 4 respondents or 10 percent were able to achieve the mastery level in pronunciation. The teacher exerted his utmost effort in helping the students. It was mentioned by the students during the interview that their teachers before just let them study on their own or do the traditional way of teaching.

**Table 7:** Students’ posttest speaking level in terms of fluency (n-40)

	Scores	Frequency	Percentage	Proficiency Level
Fluency	4	1	2.5%	Mastery
	3	14	35%	Proficient
	2	23	57.5%	Approaching Proficiency
	1	2	5%	Needs Improvement
<b>Total</b>		40	100%	

As shown in Table 7, there were 2 respondents or 5 percent who need improvement in terms of oral fluency. If the strategy will be used continuously there is a possibility that this would totally be eliminated. It is difficult for the students to speak well and with ease because they do not get a lot of exposure to communicate in the target language outside the classroom or even at home. Also, 23 of them or 57.5 percent were in the approaching proficiency level. Students produce a spontaneous speech compared to the previous mock job interview. They are no longer conscious of making mistakes and are unafraid of criticisms. In addition, the same table shows that 14 or 35 percent of the respondents were in the proficient level which denotes that many of them are doing well in their speeches. Yet, there was only one student who was able to achieve the mastery level of proficiency in oral fluency. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it impedes language acquisition. A high affective filter exists when a person is too pressured by outside factors to relax and allow the

acquisition process to occur. This is because according to the students they were bombarded with a lot of school works that they were pressure with the deadlines of all the outputs in all subject areas. Additionally, outside factors include a stressful learning environment such as too much instructional focus on error correction, pronunciation and form, or a humiliating learning situation where the student is forced to produce language before he or she is ready. To ensure acquisition of the second language, it is important that the teacher maintain a relaxed and enjoyable learning environment. With the application of the said strategy, the scores of the students increase which implicitly makes them good and fluent speakers. They improved based on fluency and accuracy while developing it in the classroom setting. The strategy itself helped students to cope with the language problem.

**Table 8:** Students’ posttest speaking level in terms of organization of ideas (n=40)

Organization of Ideas	Scores	Frequency	Percentage	Proficiency Level
	4	5	12.5%	Mastery
	3	14	35%	Proficient
	2	14	35%	Approaching Proficiency
	1	7	17.5%	Needs Improvement
<b>Total</b>		40	100%	

As seen in Table 8, there were 5 students or 12.5 percent who reached the mastery level in terms of organization of ideas and thoughts. By comparing from the pretest result, none of them at first reached the mastery level but after the intervention, it is clearly revealed that there are some students who stepped up in the highest proficiency level. As per oral communication teacher’s suggestion, they used different transitional devices or connectors to link their ideas, which was observed by the researcher also. Moreover, 35 percent of the total population was already proficient. Students improved in categorizing, ordering, and sorting out ideas and some of them follow patterns like chronological, biographical, cause-and-effect and problem-solution. Organizing ideas is necessary for the reason that it improves clarity of thought in a systematic way and it also increases the likelihood that the speech is efficient. This signifies that students are reliable and credible speakers. Moreover, there were 14 of them who were in the approaching proficiency level. They somehow demonstrated ideas that were clear and coherent that the listener can understand the content of the speech. An organized speech of a speaker has a positive impact to the listeners. Information that is organized around a main idea followed by supporting details is easier to understand the ideas as a whole. Thus, it also shows credibility and thorough knowledge of the topic. However, at least 7 students or 17.5 percent still need improvement in this aspect. These students may be affected by their family, personal and financial problems. On the other hand, the intervention had a positive impact to students’ capability in following the instruction. With the use of carousel brainstorming strategy, students were interactive during the small group activity in which they had discussed all the subtopics of the subject. Through discussion, students learned to practice organizing and uniting their ideas while explaining them in front of their classmates within the group. With this, there is a high possibility that learners will turn out to be effective speakers.

The totality of the posttest results reveal that the speaking proficiency level in four components increased compared to the pretests results. The mastery of the students in one criterion also shows mastery among the other components. Thus, the implementation of the carousel brainstorming strategy in the classroom setting provided more substantial advantages on the use of the target language in the activities and tasks given. The “afraid or fearful” and the “shy type” learners were given good shots of sharing their own organized ideas with the help of their classmates.

**The Significant Difference between the Pretest and Posttest Scores**

The results have shown that the mean of the pretest and posttest scores of Grade 11 students in Oral Communication subject is significantly different. It is evident that the mean of the pretest scores is 6.95 which increased to 9.35 after the intervention was employed. It denotes that there is progress of the students’ speaking ability in the four components of speaking skills. Through the use of carousel brainstorming strategy in teaching, have improved the speaking proficiency level of the learners in the four areas tested.

**Table 9:** The Mean Difference of the Students’ Pretest and Posttest Scores

t-Test: Paired Two Sample for Means	Post test	Pre-test
Mean	9.35	6.95
Variance	4.694872	4.458974
Observations	40	40
Pearson Correlation	0.816518	
Hypothesized Mean Difference	0	
Df	39	
t Stat	11.70366	
P(T<=t) one-tail	1.24E-14	
t Critical one-tail	1.684875	
P(T<=t) two-tail	2.48E-14	
t Critical two-tail	2.022691	
Decision: Reject Ho		

Based on the table above, it has different variance. Variance refers to the average of the squared differences from the mean. Hence, in the pretest, the variance is 4.458974 while the posttest variance is 4.694872; so, it is considered homogeneous. Besides, the variance which 2.16 in the posttest and 2.11 in the pretest. This could mean that the difference of their variance is a matter 0.05 which is very small. During the pretest, the score clustered around the mean with a variance of 2.11 while in the posttest, they still go with the variance of 2.16 which means those students who *needs improvement* go up to *approaching proficiency and proficient level* and those students who were in the proficient level goes up or have reached the mastery level. However, the students who still need improvement after the intervention might be affected with internal and external factors.

In fact, there were 40 respondents who were being observed. The Pearson correlation is 0.81 which means that the posttest account 64% in the pretest so there is a strong positive relation between the pretest and the posttest scores. Df (degrees of freedom) pertains to the value that allows you to say that you are correct and 1 is considered to be bias so since there were 40 respondents, by simply subtracting it we come up with 39 as the degrees of freedom. Moreover, the T-stat is actually the computed t-value. By comparing

the computed t-value with the critical value which is 2.2 so this is way up; therefore, there is a significant difference or the difference is highly significant. Thus, the decision is to reject the null hypothesis of the study.

The Grade 11 students need improvement in their speaking proficiency level at first yet; after the implementation of carousel brainstorming strategy, they were able to improve in a shorter span of time. In this case, students who were considered as “low” during the pretest cope with those students who were already proficient or those who got high scores during the mock job interview.

Students are not into communicating each other. Perhaps, this is because of the time constraints where very little time was allotted to correct or enhance the learners’ speaking skills, since the focus of learning were not on the language proficiency but in the content of a particular topic. This may also implies that teachers who were teaching these students may not be a language teacher. Also, it is implicated that there were no activities provided to develop the higher order thinking skills and language through interactive learning, or that activities given to the students did not cater to the needs of the learners in their speaking skills. According to Elkind (2) in his concept of constructivism, learners do not passively acquire or absorb a new understanding; instead, they make meaning from their present learning experiences or they bridge their prior knowledge to their present understanding. The significant difference could be due to the spontaneous implementation of the carousel brainstorming strategy where different components of speaking skills were enhanced. Habitual practice of speaking serves as reinforcement that has positive impact to the learners.

### Findings

The following results were obtained:

1. The pretest result of the students’ speaking proficiency showed that there were many students who need improvement in the four components namely: vocabulary, pronunciation, fluency and organization of ideas.
2. The posttest result of the students’ speaking proficiency revealed that there was a great improvement with their speaking skills.
3. The result also showed that there was a high significant difference between the pretest and posttest scores of the speaking skills of the Grade 11 students during the mock job interview. The mean in the pretest was 6.95 while the posttest mean was 9.35.

### Conclusion

The present research assumed that carousel brainstorming strategy enhances students’ speaking ability. Based on the theories, the findings and the analysis, the present study arrives at the conclusion that the carousel brainstorming as a learning strategy is therefore effective in enhancing students’ speaking skills provided that it is appropriately and evidently implemented in the classroom setting. It is an effective technique in employing varied skills through providing equal opportunities to the learners. Moreover, it authenticates Vygotsky’s Social Interactionist Theory which states that the key to effective language proficiency is the establishment of the purposeful authentic-task experiences through social interaction. Hence, the teacher serves as the

facilitator of learning who guides the students in shaping their own meaningful learning and in developing 21<sup>st</sup> century skills namely: critical thinking, collaboration, communication, and creativity.

### Recommendations

Based on the findings and conclusion of the study, the following suggestions are hereby recommended:

1. That the implementation of EOP (English Only Policy) helps students to empower their oral communication, not just during the course of discussion but also in their usual conversation inside the classroom and most of all not just in English subjects but also in other disciplines.
2. That the teacher use Carousel Brainstorming Strategy in teaching speaking to improve students’ speaking ability.
3. That the Carousel Brainstorming Strategy be utilized not only in an English class but also in other disciplines or subjects like Science, Mathematics and Filipino.
4. That the teachers employ spontaneously carousel brainstorming strategy to fully address the speaking problems namely: vocabulary building, proper pronunciation, oral fluency and logical organization of ideas.

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