THAI NGUYEN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

VU THI BINH NGUYEN

THE USE OF GROUP WORK TO ENHANCE SPEAKING SKILL FOR STUDENTS AT TRAN PHU HIGH SCHOOL

(Sử dụng hoạt động nhóm để nâng cao kỹ năng nói cho học sinh tại trường THPT Trần Phú)

M.A THESIS

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M.A THESIS
(APPLICATION ORIENTATION)

Field: English Linguistics
Code: 8220201
Supervisor: Nguyen Thi Dieu Ha Ph.D.

STATEMENT OF AUTHORSHIP

The thesis entitled "*The use of group work to enhance speaking skill for students at Tran Phu high school*" has been submitted for the Master of English language.

I, the undersigned, hereby declare that I am the sole author of this thesis. I have fully acknowledged and referenced the ideas and work of others, whether published or unpublished, in my thesis.

My thesis does not contain work extracted from a thesis, dissertation or research paper previously presented for another degree or diploma at this or any other universities.

Signed ....

Vu Thi Binh Nguyen

Date ..../............/2019

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ABSTRACT

The present study aims to investigate the significance of using cooperative group work on improving students' speaking production and communicative skills in EFL classes. The present work is mainly attempts to investigate the students' awareness of the important of speaking skills in learning English at some high schools in Quang Ninh, Vietnam.

The study employs a mixed method to find the answers to three research questions. The researcher carried out the study in two phases; quantitative (questionnaires) and qualitative (semi-structures interviews) with 10 teachers of English at some high schools in Quang Ninh province. The present study is based on one main hypothesis that if teachers use cooperative learning technique in the oral expression course; then learners will feel more comfortable to use English spontaneously and their speaking skill will be enhanced.

The results of the study show that most of the students think that speaking is difficult for them because of the lack of real practice. They all agreed that co-operative group work will help them to talk more in a speaking class. It is also true for teachers who participate in the semi-structured interview.

The findings from this research provide evidence that cooperative group work is the right technique for developing students' language use and increasing their classroom oral participation in interactional environment. The main conclusion drawn from this study has shown that using cooperative learning help high school students in developing their self-confidence and reducing their classroom anxiety and inhibition.

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LIST OF ABBRIVIATIONS

CEFR: Common European framework of reference

EFL: English as a foreign language

ELLs: English language learning strategies

TEFL: Teaching English as a foreign language

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CHAPTER I – INTRODUCTION

1.1. Rationales

The main objective of learning a foreign language is to be able to communicate in that language. The students in Vietnam have many difficulties when they communicate in the English language. Improving the learners speaking ability in English is one of the most important challenges that Vietnamese teachers try to achieve. The problem we are confronted with here is that the importance of classroom participation is almost neglected and of little interest and the learners are just passive consumers of the knowledge.

It is generally accepted that knowing a language and being able to speak it are not synonymous because speaking is a skill which has to be developed and practiced inside and outside the classroom. We all know that speaking is one of the four macro language skills. For students who learn English as a foreign language in Vietnam, speaking can be seen as the most challenged task for them. This is because of some reasons. Firstly, the class size is large. There are often 30 to 40 students in a class that makes it impossible for teachers to take care of them individually. Secondly, students lack of background knowledge of the topic to be discussed. Thirdly, they might feel insecure about their performance in the target language or they do not want to lose face in front of their classmates so they are reluctant to speak in English. This can be solved by participation in speaking activities in groups that can limit the embarrassment while speaking English. This is the main topic of the study.

The use of group work has become more appealing in the teaching and learning process, as it is interactive and encouraging. Group work can be used in teaching varieties of language skills, namely speaking, listening, reading, and writing. Group work offers students opportunities to refine their understanding through discussions with members. It is often recommended for developing social interactions and language skills. It is also a means by which students can support, challenge and extend their learning together, for example by searching for information or through problem solving or working on creative tasks.

According to Douglas (2000: 11) group work can develop the students to interact with other students. It means that group work can develop quite warm,

friendly atmospheres in which members feel comfortable and accepted in their membership. The appropriate use of group work in language classroom brings several benefits for the students. First, group work demonstrates the ability of students to communicate, discuss, and cooperate with other students. Second, group work is an effective means of dividing the workload. Third, this allows for small sections or units to be completed providing a sense of completion for everyone and allows better management of the project as a whole. As the result, group work can promote students' practice, the quality of their talk, their motivation, and positive classroom atmosphere in teaching and learning speaking.

Based on the researcher's observation and preliminary interview in speaking class at grade 11 in Tran Phu high school, the researcher found some major problems regarding to the implementation of group work. First, from teacher's statements, it could be concluded that group work activity tended not to be success because most of their classes had a big numbers of students so the teachers face difficulties in controlling big classes, and controlling students not to make noise. Second, the teachers confused in how to implement the group work in teaching speaking. In this case, most of the students tended to be less initiative to find out any sources that can help them to understand the work to get a deep understanding.

From my point of view, one effective solution that can improve students speaking skills is using group work in English class. The benefits of this technique for students have aroused my interest and encouraged me to carry out the thesis *"The use of group work to enhance speaking skill for students at Tran Phu high school"*.

1.2. Aims of the study

The overall aims of this study are firstly to advance an understanding of the effectiveness of cooperative learning strategies in the classroom to enhance speaking skill. Secondly, the researcher would like to explore teachers' awareness towards cooperative learning activities such as pair works and group works. Finally, we would find out the effect of using cooperative activities in enhancing speaking ability. In order to achieve our aims, the following objectives have been identified:

- Identifying the students' speaking difficulties in an EFL class;

• Encourage students to speak, participate and overcome their fear and hesitation;

• Encourage teachers to implement the cooperative learning strategies in the classroom.

Besides, the researcher will utilize the information that experienced teachers have shared to find out about how they are implementing group work with students. By exploring their classroom experiences, the researcher will be able to provide rich data about how group work benefits students in the speaking classroom. The two different interviews will allow us to investigate further of how teachers using group work identify the growth of social, intellectual, and linguistic growth of students through using this strategy.

1.3. Research questions

With the objectives stated above, the study aims to answer the following research questions:

1. What are students' perceptions towards group working activities to enhance speaking ability?

2. What are teachers' awareness of the using cooperative learning?

3. How can cooperative learning technique affect the learners' speaking skills?

1.4. Hypothesis

In order to find the answers for above mentioned research questions we hypothesize that: If teachers use cooperative learning in the classroom; then learners will feel more comfortable, and their speaking skill will be enhanced.

1.5. Scope of the study

The study is carried out at Tran Phu Secondary school in Quang Ninh province. The study focuses on developing speaking skill for students in Tran Phu high school by using group work.

CHAPTER II - THEORETICAL BACKGROUND

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. The main aim of acquiring such language skills are to achieve a high development of abilities of receiving and producing the second language either in oral or written form. Speaking skills have always been considered as the most essential skill to be mastered and developed because it is necessary for displaying the language proficiency, learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. So that it is the teacher job and responsibility to develop learners' oral proficiency to allow them effectively use their background knowledge to respond coherently in a given communicative situation.

The central theme of this chapter is to discuss the place of speaking skills in foreign language teaching context with general issues about speaking; its various definitions,elements, the speaking processes, as well as the relationship between speaking and the other skills. Then, we will discuss some reasons of students" inability to speak English, and the most important we will discuss the various types of speaking as well as the speaking skills assessment.

2.1. Communicative language teaching

The foreign language teaching in general and English language teaching in particular has winessed many changes over the last few years. Many methods and approaches have been investigated, trialed and piloted. These changes have created a variety of methods with different principles and techniques. Among them we have the grammar–translation method, the total physical response, the natural approach, and many others. In the 1970s, a reaction to traditional language teaching methods and approaches began and spread around the world as older methods such as grammar–translation method, audiolingualism, and situational language teaching. With the growing need for good communication skills and the importance of English on today's world, teachers seek to discover a significant that meets the demand of students to use this language for communication. Thus, communicative language teaching (CLT) is viewed as the best approach for this purpose. It is mainly related to the idea of Harmer (2001: 70) which stated that "language learning will take care of itself". According to the center for applied linguistics members, communicative

language teaching is considered as the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

Therefore, on account of the limitations of the previous methods, CLT has been developed and it mainly focused on the students' ability to interact and communicate which was absent in the other methods. Nowadays, communicative language teaching is considered as an approach for teaching rather than a method; hence, it is based on the idea that language learning means learning how to use the language to achieve a better communication inside and outside the classroom. Richards & Rodgers (2001, quoted in Brown, 2007: 241) noted that "CLT is best understood as an approach rather than a method". CLT leads to a re-examination of language teaching goals, syllabi, and classroom activities and has had a major impact on changes in language teaching worldwide. Some of its principles have been incorporated into other communicative approaches, such as Task-Based language teaching, Cooperative language learning, and Content-Based instruction.

Spada (2007) distinguished two versions of communicative language teaching, weak and strong versions, both of which emphasized the importance of promoting learners' communicative competence in the target language. The weak version's general consensus was that communicative language teaching is a meaning-based, learner-centered approach to second language teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and the production of messages, not the teaching or the correction of the language form. Spada's strong version (2007: 275) described "communicative language teaching is an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy. When we compare the two versions we find that, the first one could be described as 'learning to use English' while the second one entails using English to learn it".

Communicative language teaching (CLT) refers to both processes and goals in language classroom. The central concept in CLT is 'Communicative Competence'. Therefore, it aims to make communicative competence the goal of language teaching; it means the ability to use the linguistic system effectively and appropriately. In other

words, its goal is making use of real-life situations in which communication is needed. Richards (2005: 3) declared that:

> "CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom".

A deep understanding of Communicative Language Teaching theory and its implication for classroom practice is very crucial for both teachers and learners, as it aims to help learners to use the target language for communication. In addition, to give learners freedom to say what they want and when they want.

Learners' and teachers' roles in communicative classrooms

When making a comparison between traditional and modern classrooms in roles that are played by both learners and teachers, one main disparity will be found. Traditional classrooms have adopted teacher-centered instruction where the teacher is considered the only responsible for the teaching process. Generally speaking, teachers determine the structure of classroom communication. They should do everything in the classroom so, s/he designs the course, presents the lesson and that, students do nothing except responding to their teacher. Whereas, modern classrooms are based on learner-centered instruction where learners have more responsibilities and roles.

Roles of the teacher

When we come across the concept learner-centered instruction, we may deduce that teachers have no role in the teaching process. However, this expression means that teacher's role is less predominant but not less important. Hence, according to CLT approach, the teacher has two major roles. The first role of the teacher in communicative language teaching is viewed as a facilitator of the communicative process; it means that s/he facilitates communication in the classroom that is to establish situations likely to promote communication. During the activities, s/he acts as an adviser by answering students' questions and monitoring their performance. He might make notes on their errors to be worked on at a later time. The second role as Richards & Rodgers (2001: 77) stated: "is to act as an independent participant within the learning teaching group". Thus, he might be a co-communicator engaging in the

communicative activity with students rather than being a model for correct speech. Besides, Hedge (2000: 26) identified important roles that can be played by teacher:

> As a controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback, as a prompter while students are working together and as resource if students need help with words and structures during the pair work.

Roles of the learner

According to communicative language teaching approach, the learner is no longer seen to be a passive recipient of language input but rather, plays an active role in the learning process. The emphasis of communicative language teaching on the process of communication leads to different roles for learners. The learner's role is a negotiator between himself, the learning process, interaction with the group's activities and classroom procedures. According to Richards & Rodgers (1986: 77), "The implication for the learner is that should contribute as much as he gains in the classroom and thereby learn in an interdependent way". Therefore, the learner is thought to construct meaning through interaction with others. Furthermore, since CLT gives the freedom to use the language, learners are basically required to interact with each other and not only with the teacher. They should learn the language in a cooperative manner. Larsen-Freeman (1991: 131) stated that:

> Students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

In other words, the learners' role in the classroom now, is that they have to participate in classroom activities that are based on cooperative approach of language rather than the individualistic one. Moreover, they have to become comfortable in group work or pair work tasks with listening to their peers, rather than relying on the teacher for a model; it means that students are expected to take the responsibility for their own learning.

2.2. The nature of speaking

Speaking is one of the four macro skills in addition to listening, reading and writing that are necessary for effective communication language in both first and second language learning contexts. As it was noted at the beginning of this work, the main objective of learning any foreign language is to be able to speak and communicate in that language. Hence, speaking is very important since it provides learners with the opportunity to hold successful conversation as well as manage interaction.

The learning of English speaking skills is a preference for a lot of English as a foreign/second language learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards, 1990).

According to Harmer (2007), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. Therefore, speakers should be both listeners and speakers at the same time for the effective communication.

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987). Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

Speaking is one of the most important skills of all the four language skills

because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

Of the most difficult skills language learners face in language learning is speaking skills. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & Mclaren, 2006).

2.3. The teaching and learning of speaking

Speaking is an activity of delivering massage, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their massage to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the massages and the listener can receive, process, and response the massages. Byrne (1984: 8) in Temungingsih (1997: 6) further says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intentions goal that he wants to achieve in the interaction. In speaking, there is a goal

or a purpose to be achieved by the speaker. Speaking involves two participants at least. It means that we cannot do it individually we need partner to communicate in the same language. Thus, speaking is a process of transferring information, ideas and expressions that used the good form of sentence in order to make the listener understand of what we are saying. In addition, speaking is described by Fulcher as much more than just a skill, it is actually "the ability that makes us human" (Fulcher, 2003). Speech is also referred to as a 'real time' phenomenon (Bygate, 1987), because one has to plan what to say, formulate the words and articulate with substantial speed as one speaks. Bygate (1987) distinguishes between language knowledge and language skills; knowledge is what enables people to talk and skills is knowledge actively carried out in interaction, something that can be imitated and practiced. He further states that language knowledge is basically a set of grammar and pronunciation rules, vocabulary and knowledge about how they are normally used; skills are considered to be the ability to use this knowledge. Brown (2000: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on that idea, there are three important points that have to be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them. In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs a speaker and a listener. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. Referring to this, transactional dialogue is suitable to measure students' speaking achievements since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Itkonen (2010) mentions other relevant features as proficiency and coherence. Equally, Louma (2004) includes components of speaking as pronunciation, and spoken grammar.

According to Rivers (1987) the teaching of speaking skills is more demanding on the teacher than the teaching of any language skills. There are five aspects must be fulfilled in a speaking classroom, they are: (1) Fluency which is defined as the

ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are join to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. (2) Grammar as defined by Heaton (1990) that grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1978) defines grammar as a correct arrangement sentence in conversation. (3) Vocabulary, the speaker cannot communicate well if he/she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what stated by Syakur (1987). (4) Pronunciation, which is the ability to produce easily comprehensible articulation (Syakur, 1987). Meanwhile Harris (1974) defines pronunciation as the intonation patterns. (5) Comprehension, comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1990). Defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it (Syakur, 1987). This idea means that if a person can answer or express the sentence well and correctly, it shows that he/ she comprehends or understands well. In terms of language teaching and learning, teachers and learners must do well on all of these five aspects. Moreover, in a speaking class, a teacher should give stimulus, guidance, direction and support the students in learning process. It means that the role of the teacher in learning process is as director and facilitator. Teacher also should motivate the students to do what the teacher asks them to do. Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

2.4. Speaking difficulties in foreign language learning

The goal of teaching the oral skill is to enhance the learners' communicative efficiency, but when they try to express themselves there is always hesitation, repetition, and too much pauses. Learners often find some difficulties when practising the speaking skills due to a lack of interest in the subject, lack of self-confidence…etc. Ur (1991) claim that there are four main problems in getting

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students speak in the foreign language in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

2.4.1. Inhibition

This problem which occurs more when EFL learners attempt to participate in the classroom, make them unfortunately face many difficulties that decrease the students" ability to speak confidently in front of their classmates, so that Guiora et all (1980; as cited in Brown, 2000: 148) concluded after designing an experiment, that there is a direct relationship between inhibition and pronunciation ability in second language. Ur (1991: 121) states that:

> "Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts".

In other words, inhibition make learners just passive observers, they rarely participate, express their opinions, feeling, or ideas, because of fear of making mistakes, being laughed, or being criticized by both teachers and students.

2.4.2. Nothing to say

The common expressions EFL Learners employ when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. Ur (1991: 121) confirmed that when he states "even if they are not inhibited, you often hear learners complain that they cannot think of anything to say". Monath & Kase (2007) share the same idea, since they believe that people often feel nervous when they have to talk in public meeting, and the lack of self-confidence and preparation make them think that they have nothing to say, and they are going to look like idiots.

2.4.3. Low or uneven participation

This problem refers to the amount of each student's talking time. Ur (1991: 121) states that "only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time". This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Those kinds of students found everywhere, because

there are always some students who want to talk all the time, they want to be dominant and they have no inhibition or shyness to speak in front of their friends, while others specially in groups don't prefer to participate only if they are obliged, while others don't speak at all and keep silent all the time. Pleuger (2001) argues that speaking in a foreign language is difficult task not only for young learners, but even for adults since it is not a matter of intelligence, but depends on how much we have spoken in our lives, so that it is teachers job and responsibility to help learners reduce their anxiety and decrease their self confidence for more practice of the language. Goh & Burns (2012: 234) share the same concern expressed so far when stated that "speaking lessons should not be limited to simply asking learners to complete a speaking tasks. There is more that teachers can do to help them gradually improve their speaking." Teachers should be careful by designing and selecting the appropriate classroom techniques, skills, strategies, and the most important emphasizing repeated tasks so that learners have further language resources for improving their first performance.

2.4.4. Mother tongue use

EFL learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Ur (1991: 121) confirmed that by stating: In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel "exposed" if they are speaking their mother tongue. Therefore, learners will never be able to use the foreign language correctly if they keep using their mother tongue. Harmer (2001: 131) states that "it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate level." Unconsciously learners use their mother tongue, but Harmer (2001) ensures that this is not only learner's responsibility; rather it seems to be an example of failure for both learners and teachers. In other words, teachers should be aware if they frequently use the learner's language in the classroom, because learners also will feel more comfortable to use their mother tongue in the classroom, and this of course may not help them to improve their proficiency level.

2.5. The relationship between speaking and other language skills

2.5.1. Speaking and writing

Brown and Yule (1983: 20) begin their discussion on the nature of speaking by distinguishing between spoken and written language. They point out that for most of its history; language teaching has been concerned with the teaching of written language. This language is characterized by well formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another.

A major difference between speech and writing is that the speaker does not typically use full sentences when speaking. In this case we can use the term utterance rather than sentence. They are short phrases and clauses connected with "and", "or", "but" or" that", or not joined by any conjunctions at all but simply spoken next to each other, with possibly a short pauses between them. The spoken language of idea units is simpler than written language with its long sentences and dependent and subordinate clauses. Written English is organized into paragraphs, pages, chapters and complete texts. There is also a situation where speakers use less specific vocabulary than written language. Examples of this include the use of 'things', 'it' and 'this'. They usually use syntax in a loosely organized manner and a set of fillers such as 'well', 'oh and 'uh' make spoken language feel less conceptually dense than other types of language such as expository prose.

Harmer (2005) found it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader cannot stop and ask a question to make things clearer. Whereas in speaking, we have the advantage of interacting with "co-participants", whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we

write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006: 60) state that we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.

To conclude, we should not think of spoken language as something unimportant or inferior. In fact, it is a very important element of language learning.

2.5.2. Speaking and listening

In foreign language teaching and learning, the speaking and listening are referred to as oral skills. Listening is seen as receptive skill while speaking as productive skill. It is impossible to produce things without receiving something. In other words, listening is the input for the outcome. However, the input only is not enough student need to understand the message (or the intake) to produce effective output. Avery and Ehrlich (1992: 36) distinguish between reciprocal and non-reciprocal listening. The latter refers to tasks such as listening to the radio or formal lectures where the transfer of information is in one direction, only from the speaker to the listener. Reciprocal listening refers to those listening tasks where there is an opportunity for the listener to interact with the speaker and to negotiate the content of the interaction. They stress the active function of the listening. Byrne (1976: 8) states that the listening skill is as important as the speaking skill, because both the speaker and listener have a positive function to perform. Thus, what makes up the whole communication is the interrelationship between speaker and listener during face-to-face communication. Listening is essentially an active process. Nunan (1989: 23) stated that "we do not simply take language in like a tape - recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge".

The listener has to identify and select those spoken signals from the surrounding sounds, to segment the signals into known words, to analyze syntax and extra meaning and then respond appropriately to what has been said. Usually, the listener's attention will be focused on the meaning rather than the form. Listening

processes involve two models: bottom -up and top down model. Bottom-up models work on the incoming message itself, decoding sounds, words, clauses and sentences. Working one's way up from. Top -down models use background knowledge to assist in comprehending the message. Receptive but not passive, listening is an active skill because it requires from the listener not simply to hear utterances but to listen and to understand what has been said. Smaller to larger units to obtain meaning and to modify one's prior knowledge.

2.5.3. Speaking and reading

Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. Bright and McGregor (1970: 53) were of the opinion that reading is 'the most pleasant route to command of the language' because it is via reading 'the student is most likely to find words used memorably with force and point.' It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996: 120), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important".

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stressed the importance of communication as: "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom."

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003: 68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the

reader already has (Grabe, 2001: 187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989: 131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

2.6. Cooperative language learning

One of the specific adaptive approaches of group work is cooperative learning. In their research study, Kutnick et al. (2006) found that small cooperative and collaborative learning is more effective for students to share their cognitive perspective and problem- solving skills than students working individually. However, cooperative group work is different from collaborative group work because it must include, and students need to demonstrate five specific principles for cooperative group work to be successful (Cheong, 2010; Chiriac & Frykedal, 2011; Gillies, 2003; Sachs, Candlin, & Rose, 2003; Schwartz & Pollishuke, 2013). According to Gillies (2003) and Chiriac and Frykedal (2011), in structuring cooperative learning, it must include these five key elements: positive interdependence, accountability, social and cognitive development, and interaction.

Cooperative learning is an effective way to encourage students to "want to learn more, like school better, like each other better, have higher self-esteem, and learn more effective social skills" (Johnson & Johnson, 1991:15). In cooperative learning groups, each student has a specific role and students are able to produce work based on everyone's input. By assigning roles in group work, students in the class will be able to contribute as well as gain from other members in their group. Furthermore, some of the benefits of cooperative learning include: academic gains across different subjects, increase in participation in classrooms, and more social interactions with peers (Gillies, 2003).

Therefore, cooperative learning is an essential strategy for supporting students in the mainstream classroom. For the strategy to be effective, it must be purposeful and meaningful for the students (Coelho, 2004). In cooperative learning, students will

benefit by working with peers with more proficient English skills who will provide oral feedback and be language models for the students in the classroom (Coelho, 2004).

Cooperative language learning differs considerably from traditional language teaching methods. Thus, comparing cooperative language learning with traditional language teaching will illustrate the principal characteristics of language learning. The table 1 below summarizes the main differences between cooperative language learning and traditional language teaching (based on the research of Johnson and Johnson, 1991; Nunan, 1989; in Zhang, 2010: 81).

	Traditional language teaching	Cooperative language learning
Independence	Non or negative	Positive
Learners' roles	Passive receiver and performer	Active participator, Autonomous learners
Teachers' roles	The center of the classroom, controller of teaching pace and direction, judge of students" right or wrong, the major source of assistance, feedback, reinforcement and support	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills
Materials	Complete set of materials for each student	Materials are arranged according to purpose of lesson. Usually one group shares complete set materials
Type of activities	Knowledge set recall and review, phrasal or sentence pattern practice, role play, translation, listening etc	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction

	Traditional language teaching	**Cooperative language learning**
Interaction	Some talking among students, mainly teacher student interaction	Intense interaction among students, a few teacher-student interactions
Room arrangement	Separate desks or students placed in pairs	Collaborative small groups
Student expectation	Take a major part in evaluating own progress and the quality of own efforts towards learning. Be a winner or loser	All members in some way contribute to success of group. The one who makes progress is the winner
Teacher student relationship	Superior-inferior or equal	Cooperating and equal

Table 1: Comparison of cooperative language learning and traditional language teaching (Zhang, 2010: 82)

Cooperative language learning represents the systematic and carefully planned use of group - based procedures. It seeks to overcome some of the weaknesses of traditional group work. It was typically informal, unstructured, and only used on rare occasions (Slavin, 1995: ix). Macaulay and Gonzalez (1996: 2) characterize it as follow:

> The instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups. There are many ways to structure such groups, but some of the key elements are building interdependence, the designing of interactive processes, and account ability … the building of social skills around such areas as decision making, communication, and conflict management is also fundamental to cooperative learning.

2.7. Group work in language learning

2.7.1. What is group work?

Before we can define what group work is, we need to make it clear what a 'group' is. It is clear that not every grouping of people is a real group. For example, people sitting in an airport terminal waiting for their flight are not a group, and neither are the people in the reading room of the public library. Brown (2000: 3) has offered the following minimalist, common-sense definition of groups: 'a group exists when two or more people define themselves as members of its and when its existance is recognized by at least one another.' In another words, a group qualifies as a 'group' when it has become a psychological reality for insiders and outsiders alike. We can, of course, try and provide a more detail and more descriptive definition. Barnes (1999: 2) defines 'a group is more than people who happen to be doing the same thing at the same time in the same place; to be a group, the people must have some connection, some way in which they come together (either literally or in their minds) with a common aim, purpose or function … there is a relationship between group members, defining the group itself and being defined by others as separate from the surroundings and its environment, which implies the potential for tension within several systems.

Cohen (2014: 66) defines group work as:

> 'Students working together in a group small enough so that everyone can participate on a clearly assigned learning task. Moreover, students are expected to carry out their task without direct and immediate supervision of the teacher. Group work is not the same as ability grouping, in which the teachers divide up the class by academic criteria so that they can instruct a more homogeneous group. It should also be distinguished from small groups that teachers compose for intensive instruction, such as the flexible and temporary grouping procedures often used in individualized reading instruction or differentiated instruction.'

2.7.2. Why use group work in language teaching?

It is clear that in order to maximise the opportunities to learn in your classroom, student teachers should not just learn on their own, but engage in

collaborative learning and support one another. Research shows that group work is one of the most effective ways of increasing learning outcomes. Slavin and colleagues (1995: 177) reviewed a great deal of evidence and concluded that "co-operative learning is one of the greatest success stories in the history of modern research". The four main reasons for this success seem to be:

Motivation: Students help one another learn because it is in their own interests to do so. This has the effect of increasing all-round effort, leading to more success in learning and therefore more motivation to work on challenging ideas.

Social cohesion: Students help their peers because they are part of the same group and it matters to them that the group succeeds.

Personalisation: If a particular student is having difficulties, it is likely that there will be someone in the group who can help out. Where groups are well-structured it is not always the same people helping or receiving help.

Cognitive elaboration: Those who contribute to discussions are forced to think through the ideas and clarify them for themselves and others.

If students are to get the help they need, especially in a large class, they must be available to help one another. Student teachers teaching one another can be surprisingly effective: in one study students learned almost as much when peer-tutored as they did from one-to-one instruction from their teacher, possibly because they feel less intimidated asking questions of a peer.

2.7.3. Group work in large classes

Using group work in large classes is one of the biggest concerns teachers have. Can it actually work? Often group work is seen as something that is not possible in large classes, especially in classes with very mixed attainments. Group work works well for all the learners as the evidence-based research indicates this will allow them to be a more active and effective learner. However, it can be challenging in a large class at the beginning. Some skills could help teachers to involve all students in a large class including: group formation, managing group work, different types of group work, reporting back from group work, using group work in the multilingual

classroom. These are discussed in detail in this theme. Many would say that the only choice in those classes is to lecture. However, when tutors and teachers actually try group work, even with young children, the experience is different.

Group work means that students can tailor their own learning, for instance choosing their own language, with peer support for quick translations and language clarifications. Group work can be used flexibly, to ensure that everybody is involved. You can vary group size, responsibilities within the group, and of course what activities are done. Motivated by co-operation and collaboration, student teachers discover where their unique strengths are and where those of others are - as well as discovering where they need to focus their learning and where they can help each other.

2.7.4. Group formation

Group formation is an important factor in creating positive interdependence. Richards and Rodgers (2001: 196) state that while the teacher breaks down his classes into pairs and small groups, many factors should be considered:

- Considering group size: typically group size is from two to four. This will depend on the tasks the students have to carry out, students' age, and time division.
- Assigning students to groups: groups can be teacher - selected, random, or students - selected.
- Suggesting student's role in groups: Each group member has a specific role to play, such as noise monitor, recorder, or summarizer.

2.7.5. Group work for speaking skills

Group work in language learning is a powerful educational approach principally because of its contribution in enhancing students' achievement and productivity and providing more opportunities for communication. From the perspective of second language teaching, McGroatry (1989; in Richards & Rodgers, 2001: 195) offers the potential advantages for ESL students in CLL classrooms:

- Increased frequency and variety of second language practice through different types of interaction.

- Possibility for development or use of language in ways that support cognitive development and increased language skills.

- Opportunities to integrate language with content - based instruction.

- Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

- Freedom for teacher to master new professional skills, particularly those emphasizing communication.

- Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

There are additional important benefits of cooperative learning. Slavin (1995: 60) found that the most important psychological outcome of group work is its effect on students" self- esteem. Students" beliefs that they are valuable and important learners are of critical importance for their ability to be confident decision-makers, and ultimately to be productive individuals. In cooperative classroom, motivation found to have great effect on enhancing students" performance Slavin (1995: 16) states that:

> Rewarding groups based on group performance (or the sum of individual performances) creates an interpersonal reward structure in which group members will give or withhold social reinforces (such as praise and encouragement) in response to group mates" task-related efforts.

2.8 Types of group work

2.8.1. Collaborative group work

Group work, or collaborative group work, is a teaching and learning strategy that can be utilized for all types of students and can take various forms in the classroom. Using group work as a pedagogical tool can be useful in numerous ways. It can be used to organize activities or tasks in the class where an assignment is given by the teacher and students are expected to work as a group to solve the group task

(Chiriac & Frykedal, 2011).

Through group work, students can develop social skills, build a sense of community, support and depend on each other for their learning experiences. Furthermore, also called Learner-learner interaction (Tuan & Nhu, 2010), during group work, the learners or the students are the main participants in the learning process while the teacher plays the role as the monitor allowing students to take ownership of their learning. Therefore, the teacher provides students with the opportunity to take ownership of their own learning.

In collaborative group work, every group member is involved in working on a given task to produce an outcome that they all agree upon (Chiriac & Frykedal, 2011; Kutnick, Ota, & Berdondini, 2006). This allows all types of learners, including English language learners, the opportunity to be in an environment where they can work together to discuss their ideas, share and listen to their peers' thinking process. Nair and Alwee (2012) state that opportunities are provided through group work for students to talk freely with their peers, which ultimately allows all students to practice and improve their oral language skills.

Working in pairs or groups is considered as one of the important factors to improve learners' communication. Different individuals have developed many approaches to group work over the last time. According to Toseland & Rivas (2009: 5) group work is defined as goal-directed activity with small groups of people aimed at meeting socio emotional needs and accomplishing tasks. It means that task is directed to individual members or a group and as a whole within a system of delivery. Gillies & Ashman (2003: 54) state that group work, in language class, is a cooperative activity, it is designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups. In cooperative activity the students share aims and responsibilities to complete a task assigned by the teacher in groups or in pairs.

It is said that, in group work, students learn to listen to different ideas, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member has more

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opportunities for independence and they can have some learning decisions.

Doel (2006: 32) shows that "group work is as much about helping a group to articulate a set of values as it is about learning new behaviors, sharing painful stories or achieving mutual goals". It means that, the group-work activity can be structured so that students focus on a single goal or activity at a time and group work is to get the students talking and explaining ideas to each other.

Blatchford & Kutnick (2009: 3) states that, there are four principles to be made successful of group work: first, the students and classroom need good organized and strategically managed its means that make the group work more effective in composition classroom seating arrangements and the characteristics of groups such as their size. Second, group-work skills have to be developed. Third, group-work activities should encourage the activist of group, and the last, the students should adopt a range of roles that are supportive of group work and that encourage the independence of students directly.

2.8.2. Pair work

Another form of group work, only involving two participants, is pair work. This type of group work fosters two students to communicate with each other as they teach and learn from each other. To enhance language skills, students need opportunities to practice with English proficient students. Through pair work, students are able to share in more talking time to freely communicate in the classroom (Nair & Alwee, 2012; Tuan & Nhu, 2010). In pairs, Tuan and Nhu (2010) argue, students can practice their oral language skills more efficiently than in a whole-class setting or with the teacher. Creating a more intimate and relaxed environment, two students working together in a group has more benefits than allowing the whole class to participate in a discussion. For example, a group strategy called 'think, pair, share' (Schwartz & Pollishuke, 2013: 50; also in Bennett, Rolheiser, & Stevahn, 1991; Kagan, 1990) involves two students turning to talk to the person beside them before participating in a whole class discussion. This helps students articulate their thinking with a peer partner before having to contribute in the large group, and works well in encouraging those reluctant learners to rehearse before speaking.

Furthermore, when two students are grouped together with one being more competent than the other, also called peer tutoring, Cheong (2010) state that it is more likely for the novice peer to freely express his or her thoughts and ask questions to his or her peer than to his or her teacher. Research also supports that tutors benefit from this process by "develop[ing] social and leadership skills, feel[ing] a sense of accomplishment, and enhance[ing] their own understanding of concepts after explaining them to someone else" (Coelho, 2004:41). Conversely, Helfrich and Bosch (2011) state that by pairing two students, with one student more advanced in English than the other, both students benefit equally through observations of one another and self-expression. This shows that students can benefit from participating in group work and have opportunities to enhance their oral language skills.

2.9. Student interaction

One of the greater benefits of implementing group work in the classroom is that students have the opportunity to communicate and interact with each other. By allowing students to interact with other students in the classroom, students can listen and have conversations with their peers. With limited interruptions by the teacher during group work, students can form discussions amongst themselves about the topic or problem being discussed. By participating in group work, all students are able to collaborate and have opportunities to exchange feelings, ideas, and thoughts (Tuan & Nhu, 2010). Therefore, within group work, student interactions are encouraged and fostered between students, which allows all students to develop and practice their social skills. Student engagement and interaction is especially important for students because as Tuan and Nhu (2010) further state, one of the ways in which students acquire the English language is through their environment and the interaction occurring between the students.

However, the challenge, as Long and Porter (1985) state, is that students are not given sufficient amount of time to practice their oral language skills they are learning. This is a problem because students need opportunities to have conversations and use the language with English proficient peers to develop and enhance their communicative skills. By incorporating group work, it naturally sets up the classroom

environment for student interaction, which allows students to have opportunities to acquire the language through listening and observing their peers.

Small group peer interactions are paramount for students to acquire the language and research has shown that students feel less pressure to be accurate at all times working in groups (Long & Porter, 1985; Tuan & Nhu, 2010). Wong Fillmore and Teale (as cited in Helfrich & Bosh, 2011), report that through opportunities to interact with native or native- like speakers, there was an increase in the language of instruction with ELLs. According to Tuan and Nhu (2010: 39), "interaction is a key of second language acquisition and exists as the central feature [,] it facilitates language learning and engages students in participating language learning activities". It is evident that through group work, students are provided with opportunities to engage in social interactions and conversations, which contribute to enhancing their oral language skills.

2.10. Classroom environment

Providing all students with a safe and an inviting environment will encourage students to explore their learning. When students participate and are engaged in group work, Long and Porter (1985) state that because it allows students to communicate face- to-face, it sets up a natural setting for conversation. Kutnick, Ota, and Berdondini (2006) further support that this natural environment in the classroom fosters students to communicate in a higher quality than during independent or teacher directed work period.

Furthermore, Tuan and Nhu (2010) also note that group work also creates a more relaxed atmosphere in the classroom, which increases the quantity and quality of language use in students. When students work in groups, they feel that they are not hurried to create and produce sentences or answers as they would in a whole-class discussion. Furthermore, "students are more likely to participate orally in class when they [feel] supported by [their] teachers and peers" (Long & Porter, 1985: 19).

Therefore, for students, group work will help create a safe and accepting environment, which will encourage students to participate and feel less anxious about

not being able to speak or understand the language well.

2.11. The role of the teacher with group work activities

Although group work is led by students and is created for student learning opportunities, it is the teacher's responsibility to organize students and prepare tasks for group work. As there are great benefits to implementing group work in the classroom for all types of learners, teachers need to use this strategy to maximize each student's learning opportunity to speak and listen to the English language (Tuan & Nhu, 2010). Teachers often fear implementing group work in the classroom because of either previous negative experiences with classroom management challenges or lack of ability to hand over control to the students (Chiriac & Frykedal, 2011; Kutnick et al., 2006).

However, Helfrich & Bosh (2011) and Chiriac & Frykedal (2011) stated that the role and attitude of the teacher during group work is integral for student learning purposes. Students will perceive group work as a positive learning opportunity if their teacher fosters that kind of attitude; however, without the teacher's support, students will more likely depend on their teachers and feel insecure or lack of trust in their peers during group work (Kutnick et al., 2006).

Using group work as a pedagogical tool will empower all types to students to participate and enjoy learning in the classroom. Therefore, within the classroom, teachers need to integrate students as fully as possible and not underestimate the role of peers in the education of students (Helfrich & Bosh, 2011). All students, including students, should be given the opportunity to contribute and all group members should be able to use each other as resources for the assigned group work. When grouping students together, teachers should also consider partnering native and non-native English-speaking students to work together so that they can learn from their different perspectives (Helfrich & Bosh, 2011).

Therefore, although students benefit from teacher-led activities, these types of activities should be implemented along with peer-focused activities so that students have the opportunity to practice their oral language skills with their fellow peers

(Helfrich & Bosh, 2011).

CHAPTER III - METHODOLOGY

This chapter is devoted to the design of the study which covers discussions of context of the study, participants, research design, data collection instruments as well as data analysis procedures for the effectiveness of cooperative language learning in developing students' speaking skills.

3.1 Context of the study

The study is carried out at Tran Phu high school in Quang Ninh province. There are over 1200 students following grades 10, 11 and 12. Most of these learners have studied English for 6 years at primary and lower secondary schools. One of the priority of the school is that students can achieve B1 (CEFR) by graduation. However, the majority of the students have been familiar with old fashioned of teaching and learning which focuses on reading and grammar. Communicative competence does not consider the aim of English language learning. This study would raise the teachers' awareness towards speaking dimensions of language teaching.

3.2. Participants

The participants of the study consist of 272 grade 11 students. The researcher chose these students because they have a year to study together at grade 10 so they know each other quite well. This is a favorable condition for communicative practice. Among the students participants, 142 (52.2%) are females and 130 (47.8%) are male students. The King students take up of 86% (234) and H'mong, Tay, Dao take up of 14%. In order to investigate teachers' awareness of cooperative activities in class, 10 teachers participate in a survey and interviews.

3.3. Research design

The present study employs a mixed method which consists of both qualitative and quantitative method. The combination of quantitative and qualitative approaches has gained popularity. This popularity is because research methodology continues to evolve and develop, and mixed methods is another step forward, utilizing the strengths of both qualitative and quantitative research. Creswell (2009: 203). In the present study, the quantitative phase is carried out first to obtain teachers and students'

awareness of their difficulties in teaching and learning speaking skills. The qualitative phase comes after as a source of information to consolidate what has gained from the quantitative phase. The sequential of the research is shown in figure 1 below.
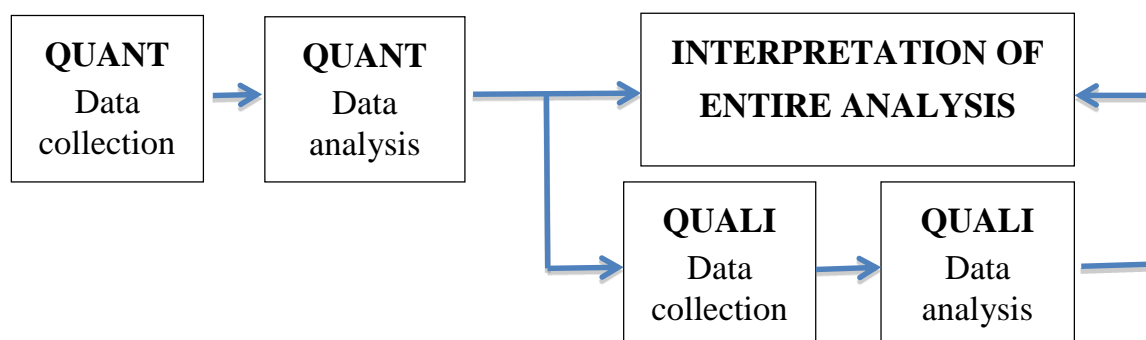

Fig. 1: The sequential of research design

3.4. Data analysis procedures

The data obtained from the survey will be analyzed using SPSS and Microsoft Excel software to find out the mean figures for different items. These results will then be used for interpretation of the findings. Interviews were conducted in Vietnamese, were recorded, transcribed and translated into English. Translations were checked by professional translators to ensure validity.

In the mixed-methods study, according to Yin (2008), the juxtaposition of quantitative and qualitative methodologies is needed to serve two purposes (a) *triangulation*, and (b) *complementarity*. This was achieved at the stage when inferences were drawn.

3.5. Administration of the questionnaires

3.5.1. Students' questionnaire

The questionnaire was administered to 272 students who are currently grade 11. Students were given identical instructions and explanations that may help them to complete the questionnaire. It is important to declare that the questionnaire were delivered to students through teachers and it takes the students nearly fifteen minutes to complete it. Almost all the questions were clear enough in order to help the students understand and thus provide us with the most appropriate response.

This questionnaire consists of fourteen questions which are organized in a logical order. They are closed questions requiring the students to pick up the appropriate answer from a number of choices, or to choose "Yes" or "No" answers followed by brief justification whenever necessary (See Appendix I).

3.5.2. Teachers' questionnaire

The questionnaire was administered to 35 teachers who are teaching English at high schools in Quang Ninh province. Some of them hold master degrees and some hold bachelor degrees. They graduated from different institutions in Vietnam. Their experience of teaching English ranges from 2 years to 15 years. Seven of them are teaching at schools in the mountainous and disadvantaged areas. The rest are working at schools in the urban areas.

This questionnaire consists of fifteen questions which are designed to obtain information about the uses of variety of co-operative activities in a speaking class. They are closed questions requiring the teacher to pick up the appropriate answer from a number of choices, or to choose "Yes" or "No" answers followed by brief justification whenever necessary (See Appendix II).

3.6. Administration of the interview

The interviews are carried out with ten teachers from Tran Phu high school, Quang Ninh province. The questions in the interview are semi-structured so the interviewers can express their ideas not only about group working techniques but also other issues related to language teaching. The core questions during the interview are as followed:

- How often do you use cooperative techniques during your speaking class?
- How do your students react to the activities?
- What are possible problems of using those cooperative techniques?
- Do you find the effectiveness of using those techniques in enhancing speaking ability?

CHAPTER IV - RESULTS AND DISCUSSIONS

In this part, the researcher will summarize the findings of the thesis. After that, the discussions will also be included.

4.1. Results of research question 1

The first research question tries to find out the students' perception towards group work activities in a speaking class. The summary of the result from the first questionnaire can be found in the Table 1 below.

Items	A	B	C	D	E	F
1. How do you find speaking in English?	0 *0%*	0 *0%*	152 *55.9%*	120 *44.1%*		
2. What is the most important skill that you need to develop?	180 66.2%	51 18.8%	20 7.4%	21 *7.6%*		
3. How often do you participate in the classroom activities?	77 *28.3%*	150 *55.1%*	29 *10.7%*	16 *5.9%*		
4. If you are afraid to talk in the classroom, is it because of	32 *11.7%*	24 *8.8%*	167 *61.4%*	20 *7.4%*	29 *10.7%*	
5. Do you feel comfortable in the oral class?	28 *10.3%*	244 *89.7%*				
6. If uncomfortable, what makes you feel so?	85 *31.3%*	62 *22.8%*	125 *45.9%*			
7. Do you think that in order to learn the language you have to speak it?	101 *37.1%*	171 62.9%	0 0%	0 0%		
8. Have you ever heard about cooperative learning?	59 *21.7%*	213 *78.3%*				
9. In oral expression session, do you prefer?	63 *23.2%*	74 *27.2%*	135 *49.6%*			

Items	A	B	C	D	E	F
10. Do you find it difficult to work with your classmates in groups?	117 *43%*	155 *57%*				
11. When you work in small groups, do you feel that you are?	60 *22%*	165 *60.7%*	47 *17.3%*	0 *0%*		
12. Which of the following problems do you usually face when working in groups?	78 *28.7%*	116 *42.6%*	13 *4.8%*	49 *18%*	16 *5.9%*	
13. Do you feel that cooperative group work helps you to	40 *14.7%*	32 *11.8%*	10 *3.7%*	83 *30.5%*	41 *15%*	66 *24.3%*
14. Do you think that cooperative learning helps you to improve your speaking skills?	196 *72%*	76 *28%*				

Table 1: Results of research question 1

There are 14 (fourteen questions) in the questionnaire. (1) *How do you find speaking in English*? There are four options as the answers *(A) very easy, (B) easy, (C) difficult, (D) very difficult*. None of the students said that speaking is easy. 152 students (55.9%) said that speaking is difficult, 120 students (44.1%) said that speaking is very difficult. That can be inferred that most of the students think speaking is a challenge skill for them. In the second question (2) *What is the most important skill that you need to develop*? There are four options as the answers *(A) Speaking, (B) Listening, (C) Writing and (D) Reading*. 180 students (66.2%) admitted that Speaking is the most important skill. About the same numbers of answers 20 and 21 for writing and reading respectively. This is rather strange that most of them find speaking is difficult but most of them said that speaking is the most important skill. Question number 3, *How often do you participate in the classroom activities?* There are four options as the answers *(A) Frequently, (B) Sometimes, (C) Rarely and (D) Never*. 16 students (5.9%) said that they never participate in the classroom activities

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and 150 students (55.1%) said that they sometimes participate in classroom activities. Only a third of the students said that they frequently participate in activities in a speaking class. This might be an explanation why they find speaking is difficult. In question number 4, *If you are afraid to talk in the classroom, is it because of (A) Fear of making grammatical mistakes; (B) Fear of making pronunciation mistakes; (C) Having deficient vocabulary; (D) Lack of self-confidence and (E) Fear of teacher's negative feedback,* 167 students (61.4%) confirmed that they do not have sufficient vocabulary to speaking. 32 of the students (11.7%) afraid of making grammatical mistake whereas 29 students (10.7%) afraid of teaches' negative feedback. 24 students (8.8%) and the last 20 (7.4%) agreed that they are afraid of making pronunciation mistakes and they lack of self-confidence. Question number 5, *Do you feel comfortable in the oral class?,* most of the students (244) affirmed that they do not feel comfortable if the speaking class. Only 28 of them (10.3%) agreed that they feel comfortable if the speaking class. In question number 6, *If uncomfortable, what makes you feel so?,*125 out of 272 students (45.9%) agreed that *(C)the different classroom activities* make them feel uncomfortable. 85 students (31.3%) said that *(A)the teacher* is the reason that make them uncomfortable while 62 students (22.8%) confirmed that *(B) the classes* are the main reason. Question number 7, *Do you think that in order to learn the language you have to speak it?,*171 students (62.9%) agreed and 101 students (37.1%) strongly agreed. None of them disagree or strongly disagree. Question number 8, *Have you ever heard about cooperative learning?,*213 students (78.3%) said that they have never heard about it. Only 59 students (21.7%) know what it is. In question number 9, *In oral expression session, do you prefer?* 135 students (49.6%) prefer group work, 74 students (27.2%) like working in pair and 63 students (23.2%) love working on their own. In the next question, question number 10, *Do you find it difficult to work with your classmates in groups?,* more than half of the students 155 (57%) find it easy to work with their friends, and 117 students find it hard to work in groups. Question number 11, *When you work in small groups, do you feel that your are,* 165 students (60.7%) find that they are motivated whereas 60 students (22%) said that they are strongly motivated and 47 of them (17.3%) agreed that they feel less motivated. None of the students find that they are not

motivated during their English speaking class. In question number 12, *Which of the following problems do you face when working in groups?,*116 students (42.6%) found that they find it difficult to express their ideas to the group members. 78 of them (28.7%) were afraid of making mistakes. 49 students (18%) imposed points of view while only 16 students (5.9%) had to face with their group members noise and 13 students (4.8%) did not like when other members correct their mistakes. In question number 13, *Do you feel that cooperative group work helps you to,* 83 students (30.5%) agreed that group work helps building good relationship among members. 66 students (24.3%) found that it helps them feel more comfortable, 41 students (15%) confirmed that it helps arguing the ideas to convince others, and 40 other (14.7%) believed that they can ask and respond for more questions while 32 students (11.8%) said that they can learn to listen to different opinion. Only 10 of them (3.7%) said that cooperative group work helps evaluate their peers' performance. Question number 14, *Do you think that cooperative learning helps you to improve your speaking skills?,*196 students (72%) agreed while 76 students (28%) disagreed. It is clear that students understand about the benefits of working in groups.

4.2 Result from questionnaire 2

In order to find out teachers' awareness towards the uses of cooperative language teaching and learning activities in classroom the researcher carried out a survey using questionnaire for teacher (See Appendix 2). The findings from the survey are summarized in the Table 2 below.

Questions	A	B	C	D
1. To what extent do you think your students value the importance of speaking in learning a foreign language?	3 30%	3 30%	2 20%	2 20%
2. Which of the following describes your students' level of oral performance in English?	0 0%	5 50%	5 50%	

Questions	A	B	C	D
3. Can you say that the majority of your students are motivated to speak in English?	7 *70%*	3 *30%*		
4. How often do your students participate in the oral expression session?	7 *70%*	2 *20%*	1 *10%*	
5. Do you think that students do not participate in because …	3 *30%*	4 *40%*	3 *30%*	
6. What do you find most difficult for teaching speaking?	2 *20%*	4 *40%*	2 *20%*	2 *20%*
7. Do you evaluate your students' oral production?	10 *100%*	0 *0%*		
8. If you answer YES, what do you prefer?	2 *20%*	2 *20%*	1 *10%*	5 *50%*
9. Do you agree that in order to learn the language, students have to speak it?	8 *80%*	2 *20%*		
10. Which of the following techniques do you use most?	5 *50%*	2 *20%*	2 *20%*	1 *10%*
11. How often do you use group work when teaching speaking?	7 *70%*	3 *30%*	0 *0%*	0 *0%*
12. Does cooperate language learning enhance your students' participation?	8 *80%*	2 *20%*		
13. Do you rise your students' awareness towards the value of cooperative learning?	15 *100%*	0 *0%*		
14. Do your students face problem working in groups?	8 *80%*	2 *20%*		
15. Do you think that cooperative group work technique improves learners' speaking skill?	15 *100%*	0 *0%*		

Table 2: Results of research question 2

In the first question, *To what extent do you think your students value the importance of speaking in learning a foreign language?,*6 out of 10 teachers (60%) agreed that the students find the important role of speaking in learning foreign language. 4 of them (40%) showed that their students understand a little and did not know about the important role of speaking. The second question, *Which of the following describes your students' level of oral performance in English?,*5 teachers (50%) stated that the students are at average levels, and the other 5 (50%) believed that their students are at low level of oral performance in English. Question number 3, *Can you say that the majority of your students are motivated to speak in English?,*7 teachers (70%)confirmed that most of the students are motivated to speak in English in speaking lessons while 3 teachers (30%) believed that the learners are not motivated speak in English during their speaking lessons. In the fourth question, *How often do your students participate in the oral expression session?,* most of the teachers, 7 (70%) said that their students frequently participate in the oral expression session. 2 of them (20%) stated that they sometimes take part in the activities and only one teacher said he/her students rarely participate in the oral expression session. Question number 5, *Do you think that students do not participate in because ...* 4 out of 10 teachers (40%) showed that the students are not interested in the classroom activities whereas 6 teachers (60%) assigned that the learners are shy and the classroom are overcrowed. In question number 6, *What do you find most difficult for teaching speaking?,* 4 teachers (40%) found pronunciation is the most difficult for teaching speaking while 6 of them (60%) found that grammar, vocabulary and sentence structure were the problem when teaching speaking. Question number 7, *Do you evaluate your students' oral production?*, all teachers agreed that they evaluate learners' oral production. In question number 8, *If you answer YES, what do you prefer?,*5 of the teachers (50%) preferred all types of evaluations including self-evaluation, peer-evaluation, and teacher-evaluation. 4 teachers (40%) preferred self-evaluation, peer-evaluation, and only one of them (10%) preferred teacher-evaluation. Question number 9, *Do you agree that in order to learn the language, students have to speak it?,* most of the teachers questioned,8 (80%), agreed that in

order to learn the language, students have to speak it. Only 2 teachers (20%) did not agree with the idea. In question number 10, *Which of the following techniques do you use most?,* 5 teachers use group work techniques in their class, 4 of them (40%) use role-play and problem solving techniques to teach, and only 1 teacher uses discussion in her/his lessons. Question number 11, *How often do you use group work when teaching speaking?,* 7 teachers (70%) said that they always use group work when teaching speaking while 3 of them (30%) said they often have group work activities in their speaking lessons. In question number 12, *Does cooperate language learning enhance your students' participation?,* 8 (80%), agreed that cooperate language learning improve their students' participation. Only 2 teachers (20%) did not agree with the idea. Question number 13, *Do you rise your students' awareness towards the value of cooperative learning?,* 10 teachers (100%) stated that they rose their students' understanding towards the value of cooperative learning. In question number 14, *Do your students face problem working in groups?,* most of the teachers, 8 (80%), agreed that their students have difficulties when working in groups. Only 2 teachers (20%) said that the students have no problem when working in groups. In the last question, *Do you think that cooperative group work technique improves learners' speaking skill?,* all of the teachers confirmed that cooperative group work technique improves their students' speaking skills.

4.3. Results of research question 3

In the last phase of the study, the researcher interviewed 10 teachers of English at Tran Phu high school in Quang Ninh province. The selected format is semi-structured interview because the researcher believes that by free talks she can gain more useful information to improve the teaching of speaking in classrooms. The interviews are conducted in Vietnamese language because all of the teachers and the interviewer are Vietnamese. The response then will be recorded and noted for further analysis. After that all the notes are transcribed and translated into English.

The first interviewee was an experienced teacher of English. She has been teaching English for over 15 years and holds master degree in English language

teaching. She is quite concerned about the teaching and learning of English, especially speaking skill. She understood that the communicative language teaching should focuses on speaking and listening, however, the time limit and exam-based syllabus prevent her from carrying out activities to promote speaking ability. She admitted that her students do not enjoy speaking too much. They paid most of their time doing grammar and pronunciation exercises which are useful for their graduation examination. For the question of possible problems when teaching speaking, the teacher said that most of the students do not talk even they know the answers. They are not willing to co-operate with other students. The teacher expected a change in the format of the graduation exam so that students shift their aims to speaking rather than grammar and readings.

The second teacher in the interview was a newly-graduated student. She was quite open and talked a lot about how to change students' attitudes about English language learning. The teacher emphasized the importance of productive skills. She used many co-operative activities in class and assigned many extra reading for students. However, as she said, her students are lazy and be dependent to some strong students. That means when she assigned homework, only some students work, the rest does nothing. She also agreed that the final exam format shapes the way her students learn English.

The third teacher in the interview is a young teacher. She started teaching two years ago. She admitted that students are not willing to participate in the speaking activities, especially group or pair work. Students are also reported that they have little knowledge to participate in the speaking activities. Sometimes the poor vocabulary prevents students from speaking. The teacher also mentioned the exam-based syllabus is the most challenges for the teaching and learning of speaking.

The fourth teacher in the interview said that she rarely carries out speaking activities in class because not many students pay attention to the activities or want to talk. What they want to work on is reading and grammatical exercises. She also noted

that students are negative and poorly activated speakers. That means they do not see the importance of speaking when studying English.

The last teacher in the interview is an old teacher who have been teaching English for nearly twenty years. She confessed that she herself rarely practice speaking. She tries to avoid speaking activities such as group works and pair works. She gave students a lot of reading exercises and tried to make them be aware of grammar points. She said that her students prefer doing those exercises to doing speaking activities.

CHAPTER V - CONCLUSIONS AND RECOMMENDATIONS

Through this thesis, the researcher hypothesized that if we are going to improve the students' speaking proficiency in the classroom, we should provide them with more opportunities to get the practice they need to use the language and speak it fluently without any hesitation or fear of making any kind of mistakes. We believe that the present application of cooperative group work to the field of language learning is very important for promoting participation and communication in the EFL classes because it creates a situation where learners are expected to assist each other, to discuss and exchange ideas with each other.

The analysis of students and teachers' results showed that the majority of the students (extroverts) show a great deal of interaction, motivation and willingness to participate in oral expression lectures for the sake of enhancing and developing their speaking skill and all teachers of oral expression module, agreed upon the idea that cooperative group work is a very motivating technique that helps the learners develop their speaking skill, this is confirmed after the analysis of the students and the teachers" results. Also, the obtained results confirmed our hypothesis that there is a positive correlation between cooperative group work technique and speaking skill. The positive findings revealed in this study show that well-structured and organized cooperative group work is an effective technique for enhancing EFL learners' speaking ability. The analysis also revealed that learners must be forced to interact with each other in order to master the art of talk which is difficult, since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

The results from teachers' survey show that all the teacher use speaking activities in speaking classes and they all evaluate students' speaking skill. Almost of the teachers agree that speaking activities enhance their students' speaking skills. Most of the teachers said that they actively carried out speaking activities while teaching. However, the interviews show some contradict results. Most of the interviewed teacher said that they rarely do speaking activities in class because

their students do not enjoy speaking as they prefer exercise for the final graduation exams.

By looking at the results from the quantitative research, the researcher found that most of students in the study think speaking is a difficult skill to develop. Most of them do not participate in speaking activities such as group work or pair work, but they do not speak because they do not want to make mistakes. Another reason for not speaking in class is that they do not have enough vocabulary. However, most of them said that speaking activities are motivated and they found cooperative learning method such as group work and pair work help them speak better.

As a final point, the present thesis has shed some light on the significance of using cooperative group work technique in increasing motivation and participation in learners for improving the learners' oral performance. Therefore, that it may be supported by further research for the sake of improving teaching/learning at high schools.

By looking at the results from qualitative and quantitative study, the researcher would like to suggest some ideas for teaching students at high schools as followed:

- To learn a language is not to focus on the structural patterns or communication. But the two should be used correctly in order to develop the speaking skills and communicative competence.

- Learners need to be provided with an effective instructional technique such as cooperative group work technique for improving the quality of learners" oral production which used by the successful teachers;

- Cooperative learning helps students negotiate meaning, come up with a diversity of ideas, feel less inhibited about speaking out, develop certain communicative techniques (such as turn- taking, arguing in response to others, polite interrupting, etc.), and last but not least, provide learners with more opportunity to practice their English among themselves without having to worry about the too many mistakes they make;

- Teacher's responsibility is to create a relaxed environment and friendly situation where the learners can use the target language without hesitation and

speak English language spontaneously;

- Both teachers and learners should be aware of the necessary skills for effective learning to take place.

All in all, this study is useful not only for the learners helping themselves to improve their speaking skills and to teachers contributing to their understanding of the rules for effective learning and the use of the appropriate methods. So the role of the teacher is to provide his students with the appropriate and successful method to develop the learners' learning process in general and oral production in specific.

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APPENDICES

Appendix I: Students' questionnaire (English version)

Dear students,

*We are preparing a research on "**The use of group-work to enhance speaking skill for students at Tran Phu high school**". We would be grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of this research we are undertaking. Please, circle the letter (A, B, C…) to indicate your choice.*

General information

Full name: …………………………………………………….

Class: ……………………………………………………………

Ethnic minority group: …………………………………………….

1. How do you find speaking in English?

   A. Very easy

   B. Easy

   C. Difficult

   D. Very difficult

2. What is the most important skill that you need to develop?

   A. Speaking

   B. Listening

   C. Writing

   D. Reading

3. How often do you participate in the classroom activities?

   A. Frequently

   B. Sometimes

   C. Rarely

   D. Never

4. If you are afraid to talk in the classroom, is it because of

   A. Fear of making grammatical mistakes

   B. Fear of making pronunciation mistakes

C. Having deficient vocabulary

D. Lack of self-confidence

E. Fear of teacher's negative feed back

5. Do you feel comfortable in the oral class?

   A. Yes

   B. No

6. If uncomfortable, what makes you feel so?

   A. The teacher

   B. Your classes

   C. The different classroom activities

7. Do you think that in order to learn the language you have to speak it?

   A. Strongly agree

   B. Agree

   C. Disagree

   D. Strongly disagree

8. Have you ever heard about cooperative learning?

   A. Yes

   B. No

9. In oral expression session, do you prefer?

   A. Individual work

   B. Pair work

   C. Group work

10. Do you find it difficult to work with your classmates in groups?

    A. Yes

    B. No

11. When you work in small groups, do you feel that you are?

    A. Strongly motivated

    B. Motivated

    C. Less motivated

    D. Not motivated

12. Which of the following problems do you usually face when working in groups?

A. Fear of making mistakes

B. I find it difficult to express my ideas to the group members

C. I do not like when students in my group correct my mistakes

D. Imposing points of view

E. Group members noise

13. Do you feel that cooperative group work helps you to

A. Ask and respond to more questions

B. Learn to listen to different opinions

C. Evaluate your peers' performance

D. Building good relationships among students

E. Arguing your ideas to convince others

F. Feel more comfortable

14. Do you think that cooperative learning helps you to improve your speaking skills?

A. Yes

B. No

Thank you for your cooperation!

Appendix I: Students' questionnaire (Vietnamese version)

Các em học sinh thân mến,

*Chúng tôi đang tiến hành nghiên cứu "**Sử dụng hoạt động nhóm để phát triển kỹ năng Nói cho học sinh trường THPT Trần Phú**". Chúng tôi rất mong nhận được sự hỗ trợ từ các em, thông tin các em cung cấp vô cùng quan trọng và giá trị cho nghiên cứu của chúng tôi. Hãy lựa chọn các thông tin (A, B, C ...) để xác nhận câu trả lời của mình.*

Thông tin cá nhân

Họ và tên: …………………………………………………………..

Lớp:……………………………………………………………

Dân tộc: ……………………………………………………………

1. Bạn thấy việc nói tiếng Anh như thế nào?

    A. Rất dễ

    B. Dễ

    C. Khó

    D. Rất khó

2. Kỹ năng là kỹ năng quan trọng nhất nào mà bạn muốn phát triển?

    A. Nói

    B. Nghe

    C. Viết

    D. Đọc

3. Bạn có thường xuyên tham gia vào các hoạt động trên lớp không?

    A. Thường xuyên

    B. Thỉnh thoảng

    C. Ít khi

    D. Không bao giờ

4. Nếu bạn sợ việc tham gia các hoạt động nói trong giờ học bởi vì

A. Sợ mắc các lỗi ngữ pháp

B. Sợ mắc các lỗi phát âm

C. Hạn chế về từ vựng

D. Không tự tin

E. Sợ những nhận xét tiêu cực của giáo viên

5. Bạn có cảm thấy thoải mái trong giờ học nói không?

A. Có

B. Không

6. Nếu bạn trả lời không thì điều gì làm bạn cảm thấy không thoải mái?

A. Giáo viên

B. Bạn cùng lớp

C. Các hoạt động trong lớp

7. Bạn có nghĩ rằng để học ngôn ngữ thì bạn phải nói được ngôn ngữ đó không?

A. Hoàn toàn đồng ý

B. Đồng ý

C. Không đồng ý

D. Hoàn toàn không đồng ý

8. Bạn đã bao giờ biết đến học hợp tác chưa?

A. Có

B. Không

9. Trong khi thực hành nói, bạn thích thực hành như thế nào?

A. Cá nhân

B. Theo cặp

C. Theo nhóm

10. Bạn có gặp khó khăn với các thành viên khi làm việc theo nhóm không?

A. Có

B. Không

11. Khi làm việc theo nhóm nhỏ bạn cảm thấy thế nào?

A. Hoàn toàn hào hứng

B. Hào hứng

C. Ít hào hứng

D. Không hào hứng

12. Khi làm việc theo nhóm bạn gặp phải khó khăn nào trong số những khó khăn được liệt kê sau đây?

A. Sợ mắc lỗi

B. Khó khăn trong việc diễn đạt ý cho những thành viên trong nhóm

C. Không thích bị những thành viên trong nhóm sửa lỗi

D. Đưa ra những quan điểm trái ngược nhau

E. Ồn ào

13. Bạn có cảm thấy làm việc theo nhóm giúp bạn

A. Hỏi và trả lời được nhiều câu hỏi hơn

B. Học hỏi và lắng nghe được nhiều ý kiến khác nhau

C. Đánh giá được trình bày của người khác

D. Xây dựng được quan hệ với các bạn khác

E. Tranh luận và bảo vệ ý kiến với những người khác

F. Cảm thấy thoải mái

14. Bạn có thấy hoạt động nhóm giúp bạn phát huy kỹ năng Nói?

A. Có

B. Không

Xin cảm ơn sự cộng tác của bạn!

Appendix II: Teachers' questionnaire (English version)

Dear teachers,

*We are preparing a research on the "**The use of group-work to enhance enhance speaking skill for students at Tran Phu high school**". We would be grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of this research we are undertaking. Please, circle the letter (A, B, C...) to indicate your choice, and specify your answer when needed.*

General information

Your full-name: …………………………………………………………..

Your institution: ………………………………………………………….

Your qualification: ………………………………………………………….

Your experience of teaching English: ……………………….….. years

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1. To what extent do you think your students value the importance of speaking in learning a foreign language?

    A. Very much

    B. Much

    C. Little

    D. Not important

2. Which of the following describes your students' level of oral performance in English?

    A. High

    B. Average

    C. Low

3. Can you say that the majority of your students are motivated to speak in English?

    A. Yes

    B. No

4. How often do your students participate in the oral expression session?

    A. Frequently

    B. Sometimes

    C. Rarely

    D. Never

5. Do you think that students do not participate because?

    A. They are shy.

    B. They are not interested in the classroom activities.

    C. The overcrowded classroom.

6. What do you find most difficult for teaching speaking?

    A. Grammar

    B. Pronunciation

    C. Vocabulary

    D. Sentence structure

7. Do you evaluate your students' oral production?

    A. Yes

    B. No

8. If you answer yes, what do you prefer?

    A. Self-evaluation

    B. Peer-evaluation

    C. Teacher-evaluation

    D. All of them

9. Do you agree that in order to learn the language, students have to speak it?

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

10. Which of the following techniques do you use most?

    A. Group work

    B. Role-play

    C. Problem solving

    D. Discussion

11. How often do you use group work when teaching speaking?

    A. Always

    B. Often

    C. Rarely

    D. Never

12. Does cooperative language learning enhance your students' participation?

    A. Yes

    B. No

13. Do you rise your students' awareness towards the value of cooperative learning?

A. Yes

B. No

14. Do your students' face problems working in groups?

A. Yes

B. No

15. Do you think that cooperative group work technique improves learners' speaking skill?

A. Yes

B. No

Thank you for your cooperation!

Appendix II: Teachers' questionnaire (Vietnamese version)

Thưa quý thầy/cô,

*Chúng tôi đang tiến hành nghiên cứu "**Sử dụng hoạt động nhóm để phát triển kỹ năng Nói cho học sinh trường THPT Trần Phú**". Chúng tôi mong muốn nhận được sự hỗ trợ từ quý thầy/cô, thông tin thầy/cô cung cấp vô cùng quan trọng và giá trị cho nghiên cứu của chúng tôi. Hãy lựa chọn các thông tin (A, B, C ...) để xác nhận câu trả lời của mình.*

Thông tin cá nhân

Họ và tên: …………………………………………………………………………

Đơn vị công tác:………………………………………………………………..

Trình độ chuyên môn: …………………………………………………………

Số năm giảng dạy Tiếng Anh: ……..…………………………………………...

1. Theo thầy/cô, học sinh đánh giá tầm quan trọng của kỹ năng Nói trong việc học ngoại ngữ như thế nào?

  A. Rất quan trọng

  B. Quan trọng

  C. Ít quan trọng

  D. Không quan trọng

2. Khả năng nói của học sinh như thế nào?

  A. Tốt

  B. Trung bình

  C. Kém

3. Thầy/cô có cho rằng phần lớn học sinh đều hào hứng tham gia hoạt động nói trong giờ học tiếng Anh?

  A. Có

  B. Không

4. Học sinh có thường xuyên tham gia vào các hoạt động nói trong giờ học không?

  A. Thường xuyên

B. Thỉnh thoảng

C. Ít khi

D. Không bao giờ

5. Thầy/cô cho rằng lý do học sinh không tham gia vào hoạt động trên lớp vì?

A. Học sinh xấu hổ

B. Học sinh không thích tham gia các hoạt động trên lớp

C. Lớp học quá đông

6. Theo thầy/cô việc khó nhất trong dạy kỹ năng Nói là gì?

A. Ngữ pháp

B. Ngữ âm

C. Từ vựng

D. Cấu trúc câu

7. Thầy/cô có đánh giá kỹ năng Nói của học sinh không?

A. Có

B. Không

8. Nếu có, thầy/cô muốn đánh giá như thế nào?

A. Tự đánh giá

B. Đánh gía chéo

C. Giáo viên đánh giá

D. Tất cả

9. Thầy/cô có cho rằng để học ngoại ngữ, học sinh cần phải nói được không?

A. Hoàn toàn đồng ý

B. Đồng ý

C. Không đồng ý

D. Hoàn toàn không đồng ý

10. Kỹ thuật nào thầy/cô sử dụng nhiều nhất trong giảng dạy?

A. Hoạt động nhóm

B. Đóng vai

C. Giải quyết vấn đề

D. Thảo luận

11. Thầy/cô có sử dụng hoạt động nhóm trong giờ dạy nói không?

A. Thường xuyên

B. Thỉnh thoảng

C. Ít khi

D. Không bao giờ

12. Thầy/cô có cho rằng hoạt động theo nhóm thúc đẩy sự tham gia của học sinh không?

A. Có

B. Không

13. Thầy/ cô có nâng cao nhận thức của học sinh về tầm quan trọng của hoạt động nhóm không?

A. Có

B. Không

14. Học sinh của thầy/cô có gặp khó khăn trong việc hoạt động theo nhóm không?

A. Có

B. Không

15. Thầy/cô có cho rằng hoạt động nhóm giúp nâng cao khả năng Nói của học sinh không?

A. Có

B. Không

Xin cảm ơn sự hợp tác của quý thầy/cô!