

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

LE THI THUY VAN

**TEACHING GRAMMAR IN CONTEXT TO IMPROVE
SPEAKING SKILLS FOR PET CANDIDATES**

**(Dạy ngữ pháp theo ngữ cảnh để cải thiện kỹ năng nói
của các thí sinh làm bài thi PET)**

**M.A THESIS
(APPLICATION ORIENTATION)**

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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DECLARATION

The writer fully declares that the study entitled “**Teaching grammar in context to improve speaking skills for PET candidates**” is carried out by herself with the purpose of fulfilling the requirement for the Master Degree of English Language at School of Foreign Languages – Thai Nguyen University.

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ABSTRACT

Speaking is one of the most important skills in learning a foreign language, which has a great effect on your failure or success. There are many aspect affected the speaking skill and one of those is grammar. Grammar is one of the most important criteria to assess speaking skill of the PET. In an attempt to increase the band score for the PET candidates' speaking skill at the EEG center, the researcher did this thesis with the purpose of finding out the effects of the technique teaching grammar in context. To find out the effects of this technique, an experimental research was carried out through some steps, using a two data collection instruments, including questionnaires, and pre and post speaking tests. The results showed that all of the students have a positive attitude toward this technique and they think this technique helps them learn grammar better. In addition, it also helps the students to improve the score of the PET speaking skill for the student at the EEG center. Hopefully, this study will make a small contribution to help students improve their speaking skill and teachers have more techniques to make their grammatical lessons become more interesting.

CHAPTER I: INTRODUCTION

1.1. Rationale

In this day and age, English has become one of the most widely used languages all over the world. In terms of the number of native speakers, it does not own the largest number, but the widest reach of language spoken. This language was considered as an international language, which is the official language of more than 50 countries in the world and acts as the working language of almost all international organizations. In addition, it is the most used language of the internet. Due to the popularity of English, a multitude of people in different countries learns English to serve their work or study.

In Vietnam, there is a huge number of people at different ranges of age learning English. It is one of the core subjects at all school levels. Vietnamese students start learning English quite early. In some major cities, such as Ho Chi Minh, Ha Noi, Thai Nguyen, etc, children have become accustomed to this subject, when they are from 4 to 5 years old or even younger.

Almost all students at Vietnamese universities have to achieve an English certificate to graduate. There are many test types for them to choose, such as IELTS, TOEFL, TOEIC, PET and so on. In Thai Nguyen, most students learning at EEG center want to get the B1 level to serve their jobs and study. They opted for the Preliminary English Test (PET) as an English certificate.

To reach the B1 level, EEG center students who do not major in English have faced to many difficulties and speaking is one of the challenging skills for them. One of the problems that they had is grammar mistakes. They often used English grammar incorrectly when they spoke; therefore, they were not confident in their speaking. Being afraid of making grammar mistakes confused them to express their idea and affected their fluency.

Because of these problems, in order to help students improve their speaking score for the PET, it is necessary to apply effective techniques to teach speaking skills. One of those is teaching grammar in context.

These reasons urged the researcher to do this study “*Teaching grammar in context to improve speaking skills for PET candidates*”. I hope that this study provides the English teachers an effective technique to teach grammar for PET candidates to help them improve their speaking score.

1.2. Aims of the study

This study aimed at:

- Evaluating whether the technique of teaching grammar in context improves the speaking competence of PET candidates at EEG center.
- Finding out students’ attitude towards this technique.

1.3. Scope of the study

This study investigated the improvement of the PET candidates’ speaking skills at EEG center by using the technique of teaching grammar in context, who wants to achieve level B1. The preliminary English Test consists of 4 skills, but due to time limitation, this study focused only on how teaching grammar in context affects PET speaking skills. The other skills with other techniques were not the concern of this study.

1.4. Research questions

1. To what extend does the technique of teaching grammar in context have effects on the PET candidates’ speaking competence?
2. What is the student’s attitude towards the technique of teaching grammar in context?

1.5. Significance of the study

“Teaching grammar in context to improve speaking skills for PET candidates” is a research that is expected to bring benefits to readers, learners and teachers.

For teachers, this study can provide a deeper understanding about the technique of teaching grammar in context, which can be applied in teaching speaking skills for PET candidates.

For learners, contextual grammar lessons can help students have deeper understanding about structures to use correctly and improve their speaking competence.

For readers, this study can be a reference source for those who want to conduct a research related to contextual grammar teaching, especially for the PET candidates.

1.6. Research design

This study includes 5 chapters as following:

Chapter I, Introduction, consists of the rationale, the aims, the scope, the research questions, the significance and the research design.

Chapter II, Literature review, covers the theoretical basis, including some definitions, the role of teaching grammar, why we should teach grammar in context, Preliminary English Test (PET) and some previous studies.

Chapter III, Methodology, presents the methods used to collect and analyze the data. It includes the participants, instruments for data collection, and data analysis.

Chapter IV, Finding and discussion, illustrates the findings of this research and then, discusses the findings.

Chapter V, Conclusion, gives a summary of the research findings and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

This chapter provides the related theoretical background to support for the study. There are four sections, including some definitions, the role of teaching grammar, why we should teach grammar in context, Preliminary English Test (PET) and some previous studies.

2.1. Some definitions

2.1.1. Definitions of grammar

Grammar can be defined in many ways. In 1999, Thornbury suggested that “Grammar is partly the study of what forms (or structures) are possible in a language”. From his perspective, grammar is seen as a field to study all possible cases of a language. He considered it as “a description of the rules that govern how language’s sentences are formed”.

Ur (1988) defined that “Grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language”.

Language structure can be characterized in numerous ways, but simply, it can be understood as the way that words are put together in arranging to form sentences.

2.1.2. Definition of context

In Oxford dictionary, context is “the situation in which something happens and that helps you to understand it”. In 1990, Widdowson contended that “...pragmatic equivalence can only be established by considering what utterances count as in context...the context, whether linguistic within the discourse or extra linguistic within the situation, will provide the conditions whereby an utterance can be interpreted as representing a particular message or communicative act”. As he said, instructing and learning exercises must be based on important settings, since meaning blends from setting.

In 2007, there is another researcher who studied on this topic named Kokshetau. He indicated a number of diverse sorts of context; however, in this study, three of them will be concentrated more, which are formulated information, the students' world and the outside world.

2.1.3. Teaching grammar in context

Teaching grammar in context is a technique of inductive method of teaching grammar, which involves in presenting examples to illustrate a particular concept. Dr. M. Meenadevi (2017, P92) stated that “ The main goal of the inductive teaching method is the retention of grammar concepts, with teacher using techniques that are known to make an impression on students' contextual memory”. Riddell (2003, p.46) stated that teaching grammar in context means “students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it”. One of the most effective ways for teaching grammar in context is using dialogues. Thornbury (1999, P.76) highly recommended “The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectation of how language is used in the real world: people use language in primarily to talk to each other”. Apart from dialogues, teachers can use other authentic materials to teach grammar such as stories or short videos. From these point of views, teaching grammar in context can be understood that the teachers do not present the structure directly, but indirectly via conversations, stories, etc. By this way, students will understand deeply about the structures they are learning.

The technique of teaching grammar in context is widely used by many teachers in all over the world. According to Thornbury (1999, P69), language and context have a close connection, which has effects on finding out the intended meaning of a word or a phrase. As he mentioned, context plays a very important role in both learning and teaching grammar.

2.2. The roles of teaching grammar

2.2.1. The necessity of teaching grammar

Grammar is considered as a vital part in learning and teaching English. Greenbaum (1991) illustrated some reasons for the necessity of teaching grammar. One of those reasons is that grammar is important for punctuation. Besides, it is useful in both non – literacy and literacy interpretation. It is undeniable that learners cannot use English properly, if they do not use the grammatical rules to put words together to make sentences. In Oxford dictionary, the word “grammar” is defined as “the rules in a language for changing the form of words and joining them into sentences”. Grammar is not a skill, but a component of a language, which makes a great contribution to users’ proficiency. In the work of David Nunan, he considered grammar as bricks at the bottom of a wall or in other words, grammar is the same as a foundation to develop other things, which are more difficult. As their opinions, grammar is one of the important aspects of a language that the learners need to pay more attention.

For English learners, grammar instruction has a crucial role, which helps them have a better improvement. Krahnke (1985, p598) indicated that grammar instruction is always important to any language learners. When doing the research on the topic of “Necessity of grammar teaching”, Jianyun Zhang (2009) proved that grammar needs to be taught rather than acquire naturally. She indicated that “learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction”. Learning grammar with instructions can help students master grammar quickly and they do not need to waste time on studying by themselves.

In communication in general and speaking skills in particular, language learners need to learn grammar to communicate effectively. Without grammar, conversations made become meaningless. To support this idea, John Warriner (n.d, p.8) also clarified the role of grammar in talking, which provides a convenient and indispensable set to apply in speaking skills.

Grammar instruction will give the learners an understanding about how to form sentences correctly. Emery (1978, p.1) pointed out the importance of grammar instruction, she wrote “Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observations, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and functions of the parts that make up the larger unit, the sentence, the better equipped...” To illustrate the importance of teaching grammar, Azar (2007) also highlighted “One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, hear and write, intelligible”. Ellis (2006, p.84) also said that language learners can apply grammatical forms, if they are instructed fully.

Aside with speaking, reading, listening and writing skills, grammar is indispensable which support for those skills to help the learners improve their language comprehension. With the grammar instruction, the learners can develop quickly. For PET candidates, grammar is also very important because it is one of the assessment criteria for the speaking tests. Therefore, grammar instruction is necessary for them.

2.2.2. Different approaches of teaching grammar

Learning English grammar is quite boring; this explains why students do not like grammar lessons much. To cope with this, teachers have a tendency to find out different teaching methods to raise students’ interest and help them learn more effectively. There remain a huge number of approaches used in teaching this component of English. Richard and Rodgers (2001) in the research on approaches and methods in language teaching illustrated that “As the study of teaching assumed a more central role within applied linguists from the 1940s on, various attempts have been made to conceptualize the nature of methods and to explore more

systematically the relationship between theory and practice within a method". In this study, some common methods will be presented briefly.

Scott Thornbury (1999, P29) gave the definition of both inductive and deductive approaches for teaching English grammar to distinguish. He illustrated that the deductive approach starts with giving a rule and then, examples, while the inductive approach starts with examples before giving the rule. Thus, the difference between inductive and deductive approaches is the way structures are presented.

Deductive approach

Scott Thornbury (1999, p30) has listed possible benefits and drawbacks of this approach. At first, he showed some advantages for both learners and teachers. One of the most outstanding benefits of this approach is time saving. English grammar consists of numerous rules of form. Therefore, if the teachers use deductive approach, they do not need to spend much time on eliciting from the examples. Besides, this approach enables to confirm the expectations of many students, who like analytical learning style about classroom learning. Additionally, the deductive approach is also beneficial for the teachers because they can anticipate and prepare for language points before coming up.

Although this approach has many advantages, it also has some disadvantages. Firstly, for some students who are younger cannot understand the concepts when starting the lesson by presenting grammar. Secondly, the teachers' instruction is sometimes at the expense of both interaction and involvement. Thirdly, it is difficult for students to memorize the explanation. Finally, this approach can make the learners believe that to learn a language well, they just need to know the rules.

From the opinion of Thornbury (1999), the deductive approach is a more teacher centered approach. To follow the deductive approach, the teachers will introduce about the new concept that they are going to learn, give an explanation for it, and take time for their students to practice.

Inductive approach

The inductive approach reverses the deductive one, which “learners studies examples and from these examples derives an understanding of the rule” (Thornbury, 1999, p49). Similar to the deductive approach, Thornbury (1999, p54) also illustrated the positive and negative points of the inductive approach as followings:

The inductive approach creates chances for the learners to work rules out by themselves. The learners discover the rules from examples, so the rules become more memorable, serviceable and meaningful. Furthermore, the students become more active during the learning process. It challenges the learners to make them more interested in lessons. Besides, the inductive approach offers a greater self-reliance for students to support their autonomy.

Aside with the advantages, this approach has some disadvantages. The first thing can be seen is energy and time wasting. The students have to spend much time on learning about the rules. Also, sometimes, they can find the wrong rules.

In fact, each approach can bring different effects on the learners; however, the way the teachers applied can limit or even omit the negative effects to provide the learners’ grammar competence enhancement.

2.3. Why we should teach grammar in context

Anderson (2005) considered teaching grammar in context as a meaningful framework to context between reality and the targeted language. He also added “Many researchers stress the fact that learners need to experience grammatical conventional in various contexts in order to control and use them correctly”. Nunan (1998. P.103) also advocated this viewpoint, he wrote “An approach through which learners can learn how to form structures correctly, and also how to use them to communicate, meaning. If learners are not given opportunities to explode grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings”. Context and

learning grammar has a close connection that supports each other. Without context, learners can form incorrect or even meaningless sentences.

Teaching grammar is always a challenge for any teacher. David Nunan pointed out that “In textbooks, grammar is often presented out of context...These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structure in context”. He took evidence from the work of Halliday (1995) to clarify the closed relationship between discoursal contexts and grammatical knowledge. If students in communicative classes have opportunities to learn grammar in context, they will surely understand deeply when and how to use each form of grammatical structures. Additionally, they will have the ability of expressing their thoughts more clearly. In fact, the given structures in textbooks are difficult for learners to understand because they are out of the real context. The learners cannot know how these structures work in real communication. Long & Doughty (2009, p.523) gave the idea as “One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar – at least, they know the rules explicitly – but they fail to apply them in communication”. As this opinion, almost learners can understand usage, and formulas of the grammar patterns, but they do not know how to apply them in a sentence. To deal with this, learning grammar in context is a good way to help them know exactly how the rules are applied in sentences.

Harmer (1991, p.57) presented in this work that “Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context”. Wajnryb (1990, p.6) said that “Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills”. Teaching grammar in context will provide the learners opportunity to have a closer look at how the structures are used in the real context and get a deeper understanding. This is helpful for both speaking and writing skills.

The requirement of teaching grammar in context

Many educators are very conservative and they always disagree with new approaches to maintain the traditional method. Others neglect the role of learning grammar in communication. Concerning to the requirement of teaching grammar in context, Barnitz (1998) listed some points as followings:

Firstly, knowledge about grammar is crucial and learning the way of language works will support learners much for other skills.

Secondly, using traditional method to teach grammar has no effect on learners' progress of developing other skills.

Thirdly, students do not need so much instruction on grammatical forms because it can make them overwhelmed and become more passive to compose or comprehend.

Finally, students need more time for practicing, instead of focusing too much on analyzing grammatical rules.

Each educator will have their own opinion about teaching grammar methods. However, grammar and context should be connected to provide students a solid knowledge about this foreign language and help them feel more confident expressing their messages.

2.4. Preliminary English Test (PET)

2.4.1. Preliminary English Test

The Preliminary English test is an exam of the Cambridge, which tests the competence of the learners in four skills, including reading, speaking, listening and writing. This test is designed to reflect the language use in real life; therefore, the topic of this test is familiar with the learners. The score of the PET is ranked from level A2 to level B2.

2.4.2. Format of PET speaking test

The standard format of the test includes two examiners and two candidates. Each pair of candidates will have from 10 to 12 minutes to complete this part. This skill consists of four parts, and each part has different forms of requirements.

In the first part, an examiner will interact with each candidate in turn by asking some questions related to past experience, future plans or present circumstances. Initially, this conversation aims at testing the students' ability of using the daily language to communicate in an everyday setting.

Next, this is a simulated situation, which the candidates need to work in pair. They are given a picture and asked to discuss together. In this part, the candidates have to use the functional language to suggest, discuss, recommend, and negotiate to give the agreement.

The third part is an extended turn, which the candidate has to describe the given color photograph.

The last part of the speaking test is time for candidates to interact with each other and conduct a general conversation. The topic of this part is developed from the part 3.

The criteria to assess the speaking skill of this exam includes: discourse management, grammar and vocabulary, interactive communication, and pronunciation.

2.5. Some previous studies

The effect of teaching grammar in context was illustrated in many studies with different levels and backgrounds of subjects. The participants of these studies were university students. In this section, three relevant studies are listed.

The study by Murti Bandung was conducted to illustrate the effectiveness of contextual teaching and learning method in teaching speaking. The participants of this study were classified into two classes, including control class and experimental class. The contextual teaching and learning method was used in the experimental class, and the conventional method was used for the remain. The result showed that teaching speaking through the method of contextual teaching and learning was quite successful.

Fariza & Khalida (2012) investigated the effectiveness of teaching English as Foreign Language grammar in context. This was a case study of third year pupils in Middle schools in Algeria. To illustrate whether and what extend this technique can be adapted, and the satisfaction of both teachers and students with the way they are teaching and learning, they used questionnaires for both teachers and students to collect the data. The sample for teacher questionnaires was 27 teachers, whom were teaching in the middle school from different places, while the sample for students was 50 third year students at the Middle school Tohami Abd Rahman in Bouri Bou Arriridj and Ikhoua Barket in Biskra. The result showed that teaching grammar in context developed students' language and without teaching grammar in context, the students were not able to make even a simple sentence.

The group of researchers, whose names are Kiki Astuti, Hery Yufrizal and Budi Kadaryanto, conducted the study "The implementation of contextual teaching learning in teaching speaking". This was also a classroom action research and done at the SMP N I Tanjung Bintang Lampung Selatan second grade. This study was implemented with two kinds of instruments, including observation sheet and speaking test. The collected data were divided into the data of the learning process and learning product. After analyzing the data, these researchers concluded that the contextual teaching and learning can enhance the speaking score of the students.

As the results of these studies, it is clear that the technique teaching grammar in context has positive effects on both writing and speaking skills. It enables to improve students' speaking ability. Although there are a huge number of studies conducted with the effectiveness of teaching grammar in context, no study focuses on the effects of this technique on improving speaking skills for PET candidates in general, and PET candidates at the EEG center in particular. This forced me to do this topic with the purpose of finding out its effects on the students and its influences.

CHAPTER III: METHODOLOGY

In this chapter, the research methodology, the study setting, participants, data collection, data collection procedure and data analysis will be discussed.

3.1. Method of the study

This study is an experimental research. According to John W. Creswell (2009, p12), the experimental research can be used to identify the influences of a specific treatment, which is assessed by comparing two groups. This study followed the experimental research of John W. Creswell (2009) and participants are divided into a control group and an experimental group with the number of 10 students for each group.

To collect the data for this study, a mixed quantitative – qualitative was used to ensure the objective for the final results. The qualitative data was collected from the questionnaires. Following the Likert scale, the questionnaire sheet was designed to cover two parts, including students' attitude towards the technique of teaching grammar in context and its effects on speaking skill of PET candidates. The quantitative data was obtained from the results of students' pre and post speaking tests.

3.2. The study setting

The study was carried out to investigate the effects of the technique teaching grammar in context on speaking skill of PET candidates at the EEG center. This English center is situated in Thai Nguyen city. Students there come from universities with different majors in Thai Nguyen province, and some of them are working at companies in Thai Nguyen city. The classrooms were fully equipped with projectors, speakers, white board, and the internet connection to offer the best condition for the teachers to teach there.

The common points of these students are that they are non – major English students and they want to get Level B1 for different purposes. They finished one 4 month course at EEG center before starting a new course to prepare for PET named

Intensive course for PET, so they enable to communicate in English, but they only make simple and short sentences. This course was designed to help students get ready for the PET exam, which provided knowledge, skills and techniques to do the test.

The teacher has suitable degrees and certificates to teach students. She has 2 year experience of teaching PET for non – major English students to obtain Level B1. She understands students’ needs, their ability and requirements for speaking skill of PET.

3.3. Participants

This study involved in 20 students learning at the EEG center who are from different universities in Thai Nguyen city and do not major in English. They are from 20 to 30 years old.

Those 20 participants were divided into 2 groups, including the control and experimental groups. Both of them took part in doing questionnaires, pre and post speaking tests. The experimental group participated in a process of applying teaching grammar in context technique, while the control group did not.

All the participants did a pretest before starting this course. The results of the pretest were used to classify students into either experimental or control group.

3.4. Data collection instrument

This study aims at illustrating the effects of teaching grammar in context technique on improving students’ speaking skills for PET and how the learners feel about the way they are being taught. For these purposes, questionnaires for students would be distributed to students at 2 PET intensive course classes at the EEG center. Besides, pre and post speaking tests would be conducted to clarify the effects of this technique.

3.5. Questionnaires

There are many reasons for choosing the questionnaires. Firstly, this type of data collection is simple, easy for students to do and time saving.

Secondly, the questionnaire can be given to a large number of students at the same time and results are more objective because they do not have time to discuss with their friends.

The questionnaires were completed by 20 students of two groups at the end of this course to collect the data. These questionnaires consisted of 2 parts. The first part was designed to collect students' responses about what extend this technique helped them improve speaking skills for PET. The second part included questions to examine the students' satisfaction towards the technique of teaching grammar in context.

3.5.1. Pretest and posttest

Tests was divided into a pre – test and a post – test in order to evaluate how the technique of teaching grammar in context affected the PET candidate competence before and after applying. The pre – test and post – test used the first test sourced from PET objective; however, the pre - test was carried out before and the post – test was implemented after applying the technique of teaching grammar in context. The tests lasted from 10 to 12 minutes for each pair. These tests were used to assess the performance of the participants in speaking skill. The control group and experimental group used the same tests to serve the purpose of comparing the influence of the technique.

3.5.2. Materials

At the EEG center, the course book used for the Intensive course for PET is PET destination published by Cambridge. This book contains necessary vocabulary and grammatical knowledge for the PET, consisting of 40 units. Adapting this book, for speaking skill, the EEG center made the detail lesson plans focused more on speaking skill for the PET, which last 12 lessons and 2 hours for each.

3.5.3. Applying the technique of teaching grammar in context for PET candidates

Each unit in the course book provides fully grammatical knowledge needed to support for the PET. As mentioned above, for PET speaking skill, there are 12

lessons and these lessons are divided into 4 sections equivalent to 4 parts as the format of speaking test given by Cambridge. Some appropriate ways of the technique teaching grammar in context were applied.

Table 3.1 Speaking topics and Grammar patterns

Units	Grammar patterns
Unit 1: Daily routine	Present simple tense
Unit 2: Hobby	Like/love + V-ing / to Verb Be interested in + V-ing/ N Be into + V-ing / N Enjoy + V -ing / N Be keen on + V-ing/N
Unit 3: Family and home	Prepositions: in, on, at, outside, inside, under, above, next to, near, behind, in front of, opposite to.
Unit 4: Work / study	Present continuous tense
Unit 5: Party	Past simple tense
Unit 6: School	There are/ there is..... This is/ that is..... Have/ has
Unit 7: Travel	Future simple tense
Unit 8: Sports	Yes / no questions
Unit 9: Music	Wh – questions
Unit 10: Friends	Comparisons Many / much
Unit 11: School	What time.....? How often.....?
Unit 12: Food and drink	Relative clauses

- Procedure of applying teaching grammar in context technique

Step 1: Pre – teaching

Before giving the structures, the teacher will show the contexts for students connected to the grammar patterns they learn. It can be a conversation, short videos, or short stories to let students watch or listen several times.

Step 2: While teaching

The teacher asks students some questions related to the videos, conversations or stories to figure out what grammar patterns they learn in that lesson. After that, students and teacher watch or listen again to see how these grammar patterns can be used and note down some sentences to analyze the formulas and usage.

Step 3: Post teaching

The teacher can let students to work in pairs or groups to be role play to practice and then, ask them to make their own conversation based on the learnt structures. Teacher calls pairs or groups to see their performance, and give comments.

3.6. Data collection procedure

The PET intensive course at the EEG center lasts for 3 months, and 3 lessons per week. The speaking skill is taught in 12 lessons. This experiment was carried out in 4 weeks. During this time, the researcher was responsible for teaching both control and experimental group. With the purpose of assuring the validity and reliability, the data collection procedure included these following steps:

Firstly, the pre speaking test was done with the control and experimental groups on 1st of February, 2019 when the technique of teaching grammar in context has not applied yet. This pre – test was retrieved from the Preliminary English Test number 1 of Cambridge. It was recorded and assessed by following the PET speaking score chart of Cambridge. The results of the pretest were used to compare

with the results of the post – test to indicate the influences of the technique teaching grammar in context.

Secondly, after having the results of the pretest, the researcher applied the technique of teaching grammar in context for the experimental group in 12 weeks. Other techniques were applied for the control group.

Thirdly, the survey questionnaires were distributed for students to collect the data. This questionnaire form consisted of 7 questions. There were 3 questions about students' attitude towards this technique and 4 other questions were designed to know how this technique affected their speaking skills.

Finally, the students of the control and experimental groups did the post speaking test. This posttest was also recorded and used the PET score chart to assess. The results of the pre and post speaking test were compared to find out whether this technique is effective.

3.7. Data analytical method

The results of pre and post speaking tests were used to compare students' progress during a period of applying this method to show the effects of this technique on the PET candidates. Some steps were taken to analyze the data.

Firstly, the results of both pre and post speaking test were collected and presented in a table to find out the highest and lowest scores of the PET candidates' speaking performance. The writer calculated the Range (R) to see the difference between the highest (H) and lowest (L) scores of the PET candidates by applying the following formulas:

Range = The Highest score – the Lowest score

Secondly, mean was computed to find out the average score of all participants to examine the speaking performance of all PET candidates as a whole. The general formula was used to find out the mean:

$$M = \frac{\sum x}{N}$$

M: mean

$\sum x$: Sum of all participants' scores

N: The number of respondents

Thirdly, the proportion of the number of the PET candidates who pass the level B1 was calculated by using the following formula:

$$P = \frac{\sum p}{\sum s} \times 100\%$$

P: the proportion of students who pass the PET with Level B1

$\sum p$: The sum of students who pass the PET with Level B1

$\sum s$: The sum of students participated

The score for passing the Level B1 of the PET was calculated based on the Cambridge English scale score below:

Table 3.2 Cambridge English scale score

Practice Test Score	Cambridge English scale score	CEFR Level
27	160	Level B2
18	140	Level B1
12	120	Level A2
7	102	-

Finally, to check the enhancement of the PET candidates on their speaking performance, the formula to calculate as following:

$$P = \frac{T2 - T1}{T1} \times 100\%$$

P: Percentage of students' enhancement

T1: Pre speaking test

T2: Post speaking test

CHAPTER IV: FINDING AND DISCUSSION

In this chapter, the result of the research is discussed to find out the effects of the technique teaching grammar in context on the PET candidates' speaking skills. It consists of interpretations, analysis and discussions of the data collected from sample students. This chapter presents the data gathered from different data collection instruments, including questionnaires, pre speaking test and post speaking test, which are analyzed by using table, chart and textual discussions.

4.1. Results from questionnaires

The questionnaires were distributed to the students of both control and experimental groups on 30th of April, 2019 when they finished the Intensive Course for PET at the EEG center. These questionnaires were done at the same time. There were 20 students carried out the questionnaires, including 19 students from different universities in Thai Nguyen city whose ages are ranged from 18 to 23 and one none student who is working in Thai Nguyen city.

4.1.1. Students' attitude towards the technique of teaching grammar in context

To learn about the attitude of those students towards the technique teaching grammar in context, 3 related questions were made with the purpose of collecting their opinions. The results gained from the questionnaires were presented as the following table:

Table 4.1. Students' attitude towards the technique teaching grammar in context

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Learning English grammar is very important for PET in general, and PET's speaking skills in particular.	0%	0%	0%	85%	15%
2. I am interested in learning English grammar in context because it is easy to understand and memorize.	0%	0%	0%	70%	30%
3. I do not feel under pressure when I learn English grammar in context.	0%	0%	10%	50%	40%

As presented in the table, all students show their agreements with different levels. They think that grammar plays a vital role in the PET in general and speaking skills of this test in particular. In the assessment form of Cambridge, grammar is one of the four criteria to assess the speaking skills. The students enrolled in the Intensive course for PET at the EEG center completed the first four month course to learn and practice pronunciation, and communication skills before; therefore, one of the most important things that they need to learn more is grammar to avoid making grammatical mistakes when speaking.

The second question is about personal's interest in learning grammar in context. All of them are into this technique because they find it easy to understand and memorize the structures. Every grammar patterns, which they were taught in this course to serve their speaking skills for the PET are put in the real contexts to ensure that the students can understand deeply when and how to use them properly. Besides, the students also have chances to analyze the formulas and usage by themselves via the real contexts. By this way, student can remember the structure longer and easier.

Grammar is not a new thing for any students in both control and experimental groups because those students started learning English when they were at the secondary school followed the English curriculum of Vietnamese Ministry of Education and Training. However, many students find difficult to learn grammar or they can learn by heart the structures, but then they quickly forget or cannot apply correctly in speaking or writing. This was shown in their results of regular tests during the courses at the EEG center. 90 percent of the sample students claimed that learning grammar in context helps them feel more comfortable and not under pressure, while 10 percent of them feels neutral.

In general, most of the participants have a positive attitude towards the technique of teaching grammar in context, but with different levels. Some of them may agree, while the others strongly agree or even they may feel neutral.

4.1.2. Students' viewpoint about the technique of teaching grammar in context

In the second part of the questionnaires, there are 4 questions designed to collect the students' answers to know their opinions about the technique of teaching grammar in context. The results were analyzed from the data gathered from the students in control and experimental groups and presented as the table below:

Table 4.2: Students' viewpoint about the technique teaching grammar in context

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4. Teaching grammar in context is a good technique to help me understand and use grammar properly in speaking.	0%	0%	5%	65%	30%
5. This technique helps me memorize structures quickly and remember them for longer time.	0%	0%	0%	0%	100%
6. This technique helps me speak English faster and more confidently.	0%	10%	30%	60%	0%
7. Learning grammar in context helps enhance my vocabulary.	0%	5%	10%	15%	70%

As mentioned above, the purpose of this part is to find out the viewpoint of the participants about the applied technique in this research. Each question of the questionnaires got the different answers from the participants.

They have different ideas about the improvement that the technique of teaching grammar in context brought to them. 95 percent of the participants agreed that teaching grammar in context is a good technique that helps them understand and use grammar properly in speaking skills. In addition, there is 5 percent of them who did not agree or disagree with the positive effect of this technique on their speaking skills for the PET. These results demonstrated that in the opinion of the participants, this technique is helpful for their speaking skills to get ready for the PET.

The biggest problem that the students have to face when learning English grammar is that they forget the structures easily and it takes a long time to learn a new structure. However, 100 percent participants believed that if they are taught grammar in context, they can memorize the structures quickly and remember it for longer time. In the fact that the technique of teaching grammar in context is not a new technique, but it has not applied at the EEG center yet; especially for the PET course. Therefore, when applying this technique for the PET candidates, each participant will have their own ideas towards this technique.

One of the barriers that make students at the EEG center feel unconfident to speak English is grammar. All most all of them are afraid of making grammatical mistakes when speaking English. This was showed clearly via their speaking performance during the courses. Therefore, when students can use basic structures correctly, they can speak English better. Aside with learning grammar and vocabulary, the materials used for the lessons mostly are spoken materials which provide the students opportunities to practice listening skill as well as pronunciation because they can imitate what they heard. More than a half of the participants advocated that this technique helps them speak English faster and more confidently, while 10 percent of them did not find the improvement in their fluency and 30 percent of them are neutral.

In terms of vocabulary enhancement when learning grammar in context, more than 80 percent of the students who participated in doing the questionnaires believed that the technique of teaching grammar in context helps them to improve their vocabulary. Only 5 percent of them did not find the improvement for their

vocabulary. When learning grammar in context, students will be provide with the real contexts throughout stories, videos, films, etc. By this way, students can learn more words from those and they also know properly how to use those words in the real conversations.

In short, many students who participated in the questionnaires approved that the technique of teaching grammar in context brings them some positive effects on their language proficiency. Besides, some other students have not seen the enhancement yet on their fluency or vocabulary.

4.2. Results from pre and post speaking tests

4.2.1. Data from the pre speaking test

The pre speaking test was done before the Experimental research. The Control group had the pre speaking test on Friday, 1st February, 2019, while the Experimental group did it on Sunday, 3rd February, 2019. The test is the first test retrieved from the book named Objective PET of Luise Hashemi and Barbara Thomas, the Cambridge University Press. The scores were taken in five criteria that the Cambridge gave, which are Grammar and vocabulary, Pronunciation, Discourse Management, Interactive Communication and Global Achievement.

Table 4.3. The Control group's pre speaking test score

Participants	PET score
C1	109.2
C2	102
C3	102
C4	109.2
C5	102
C6	102
C7	105.6
C8	112.8
C9	130
C10	133.3

The results of the pre speaking test was presented in the table above, there was no candidate who passed the level B1. The highest score was 133.3, while the lowest is 102. The range remained 31.3 that indicated the significant difference between the highest and lowest. The mean score was 110.81 and there was no student who passed the level B1 in the pre speaking test.

Table 4.4. The Experimental group's pre speaking test score

Participants	PET score
E1	109.2
E2	102
E3	102
E4	109.2
E5	102
E6	102
E7	102
E8	112.8
E9	123.3
E10	130

The same as the Control group, before applying the technique of teaching grammar in context, the lowest score was 102 and the highest is 130 as in the table above. The range score of the Experimental group was 28. The score for grammar and vocabulary criteria was ranged from 1 to 2. The mean score of this group was 109.45 and similar to the Control group, no one reach the level B1.

4.2.2. Data from the post speaking test

The post speaking test of the Control group was recorded on Wednesday, 1st May, 2019 and the Experimental group was carried out on Thursday, 2nd May,

2019. The writer used the same test for both the pre and post speaking test to find out the improvement of the PET candidates in their speaking performance of the PET. The results of the post speaking test of all respondents showed the considerable difference from the pretest.

Table 4.5. The results of the Control group's post speaking test

Participants	PET score
C1	140
C2	140
C3	130
C4	102
C5	127.7
C6	141.2
C7	140
C8	140.6
C9	125
C10	122

In comparison with the results of the pre speaking test, this group improved much. The average score was 139.7. It means that the average score of these participants increased from 110.81 to 139.7. Furthermore, if in the pre speaking test, there was no participant who could reach the level B1 of the PET, in the post speaking test, they showed an improvement when 50 percent of them reached it. The highest score was 141.2 and the lowest was 102. However, a half of the participants did not reach the level B1. They still need to work harder to achieve the level B1 as their expectation.

Table 4.6. The results of the Experimental group's post speaking test

Participants	PET score
E1	141.2
E2	143
E3	144.4
E4	137
E5	142.2
E6	141
E7	142.2
E8	148.8
E9	153.2
E10	150

Compared to the results of the Pre speaking test of the Experimental group, with the same test, the Experimental group improved significantly. They got higher scores for the PET, especially their grammar was better than before. They enable to get higher mark for the grammar and vocabulary criteria. In addition, the number of the students who did not reach the level B1 in the pre speaking test decreased sharply to 1. It means that only one student failed to pass the level B1. The other students passed this test with the higher score. The highest is more than 150, while the lowest is 137. The difference between the highest and lowest was about 13. The average score of the Experimental group was calculated by using the following formula:

$$M = \frac{\sum x}{N}$$

The mean was 144.3, which was improved much compared to their pre speaking results. In addition, to compute the proportion of the participant, who passed the level B1, the following formula was used:

$$P = \frac{\sum p}{\sum s} \times 100\%$$

By using this formula to calculate the proportion of the students who reach this level, the results of the post speaking test showed that 90 percent of them did it. This is a good sign for both the students and the teacher because they reached their target. However, these students still need a long term effort to improve their speaking performance more. When applying a technique into any classes, one of the most important thing is to find out how the students improve after that work; therefore, the writer calculated the percentage of the students' enhancement by using the formula:

$$P = \frac{T2 - T1}{T1} \times 100\%$$

In the post speaking test, the writer calculated the students' enhancement in the speaking performance based on the results of both pre and speaking test of this group, which was 31.8%.

Additionally, the results of the post speaking test presented the progress of every student. E9 can be taken as an example, he got 123.3 for the pre speaking test, and his PET score for the post speaking test increased to 153.2 to become the best student. Apart from this participant, there were many others who had the significant advancement, such as E1, E2, E3, E4, E6, E7, E8, and E10.

To make it clearer, the results of both pre and post speaking tests of two group was showed through the diagram below:

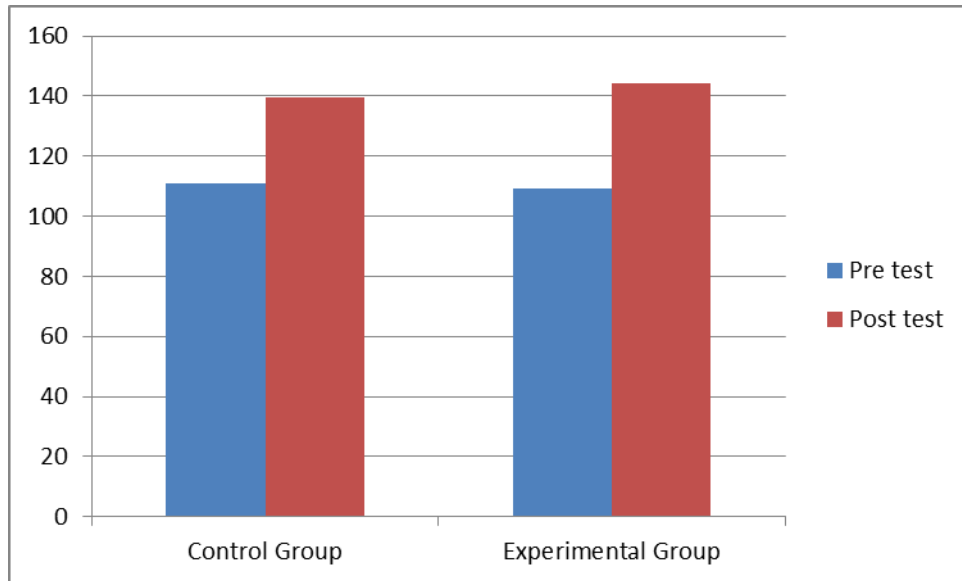


Chart 4.1: The average scores of both groups

Looking at the chart, it is clear that these groups nearly have the same results of the pre speaking test or even the results of the Control group is even higher. In the post speaking test, both groups witnessed an increase and there remained a big difference between them. The Experimental group had a higher average score that showed their better improvement.

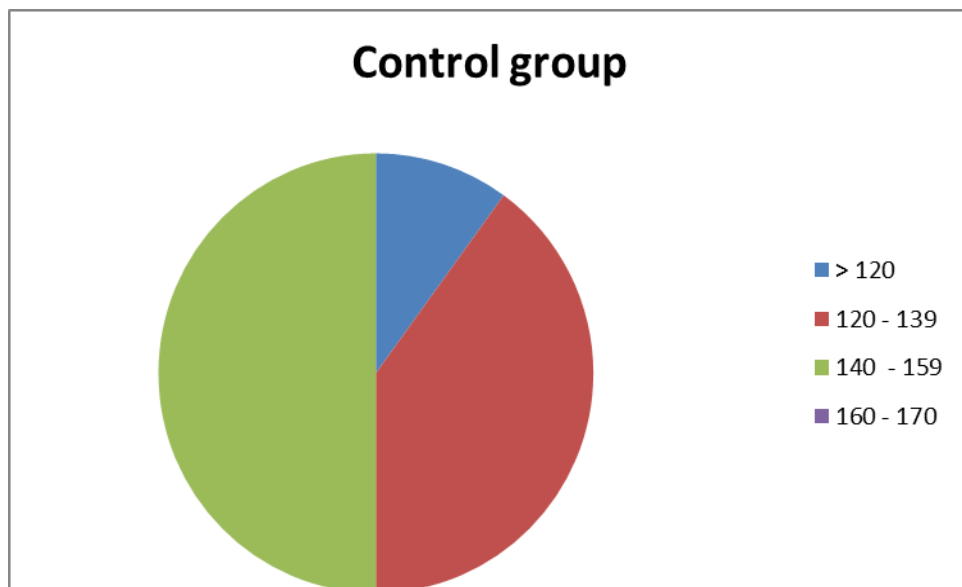


Figure 4.1. The proportion of the Control group's post speaking test

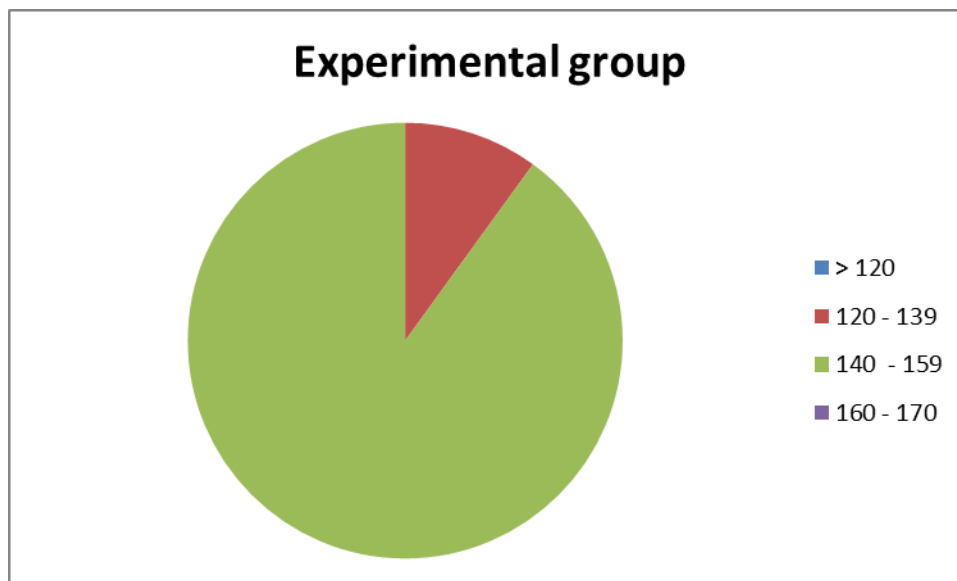


Figure 4.2. The proportion of the Experimental group's post speaking test

The figure 4.1 and 4.2 showed a big gap between the two groups in the results of the post speaking test. As the scale of the Cambridge, if students want to get the level B1, they need to get at least 140. If they get under 140, they will achieve the level A2. The proportion of the students who got under 120 of the control group was 10 percent, while the Experimental group's was 0 percent. Besides, from this chart, it is clear that the proportion of the students who passed the level B1 of the Experimental group is higher than the Control group.

4.2.3. Students' progress in their Grammar competence

Moreover, the results of post speaking test indicated the progress of these participants. The score of the Experimental group for the grammar and vocabulary criteria increased rapidly, while the control group rose slightly. The highest score for these criteria is 5.

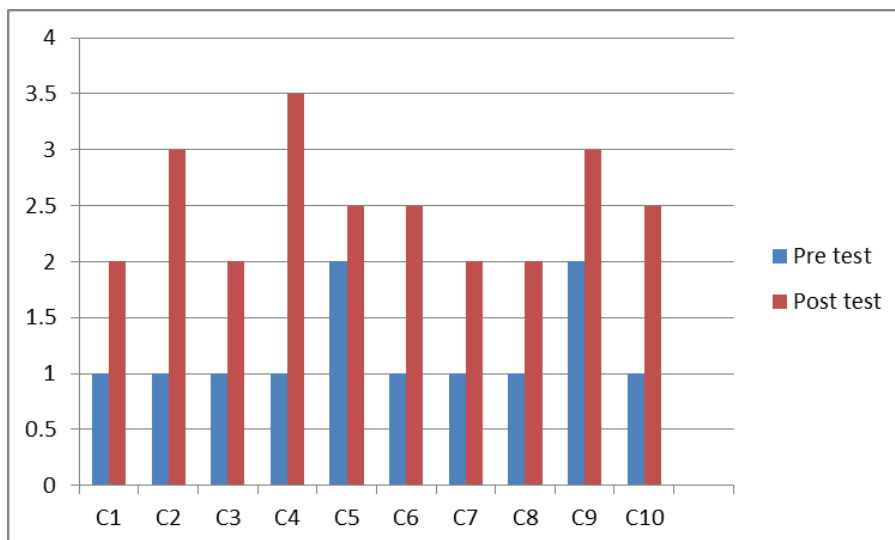


Chart 4.2: Grammar assessment in the pre and post speaking test of the Control group.

Looking at this chart, all of the participants in the Control group increased their score. Most of them had a progress after the course, but they still need to work harder and harder. The score of C4 went up from 1 to 3.5, while C2 raised from 1 to 3. The results of the pre speaking test showed that the highest score was 2, which belonged to C5. However, this students did not develop much after the course. She just increased 0.5 for the post speaking test, compared to the pre test she did before. Overall, all participants of this group rose at least 1 mark.

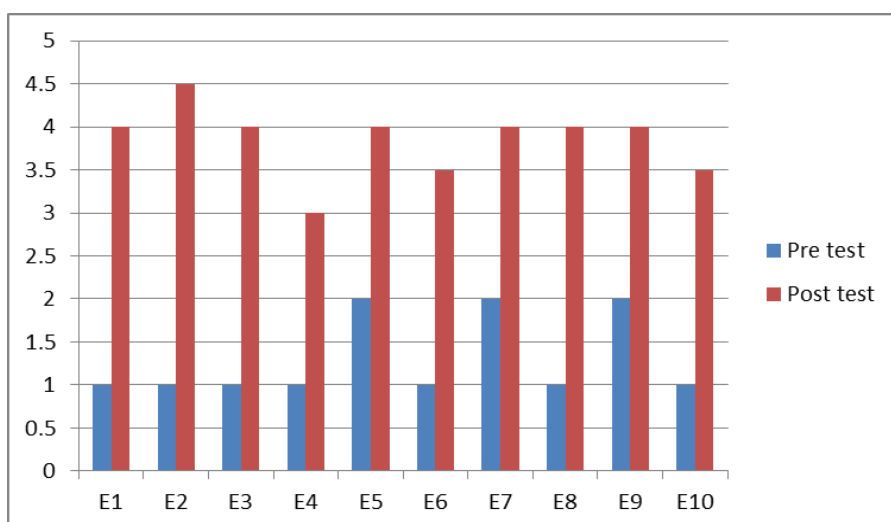


Chart 4.3. Grammar assessment in the pre and post speaking test of the Experimental group

This chart compares the difference in the results of the pre and post speaking tests of the Experimental group. It is clear that this group rose significantly, at least once as high as the results of the pre speaking test. From the post tests, it is obviously that after being taught with the technique of teaching grammar in context, the Experimental group got the higher score for grammar and vocabulary criteria in the PET scale. Nearly all of them got 4 per 5, while the control group made more mistakes for this criterion. E2 is one of the best students. His score increased by 3.5 after the Intensive course for the PET. E4 did not reach the goal as he expected before, but his mark for grammar criteria changed from 1 to 3. E7, E8 and E9 reach the same level after the course, even though they had different background. As his performance in the class, his grammar competence was better and better.

In short, based on the results of the pre and post speaking tests, it is clear that the technique of teaching grammar in context has good effects on the participants. It helped the respondents of the Experimental group improved their score much better than before. Furthermore, it also contributes to enhance the overall score of the speaking tests for the PET. The score for the grammar competence of the Experimental group is higher than the Control group.

4.3. Discussions

From the collected data, the discussions will be made based on the research questions of this study. Therefore, to what extent the technique of teaching grammar in context has effects on the PET candidates' speaking competence and the students' attitude towards the technique of teaching grammar in context will be clarified in the following parts.

4.3.1. To what extent the technique of teaching grammar in context has effects on the PET candidates' speaking competence

In the PET, grammar plays a vital role, which is one of the most important criteria for this test and support their writing skill. Therefore, it is very necessary for students to learn grammar to have a good performance for their PET when they had a good foundation after the communication courses before. The results of the post

speaking test of the control and experimental groups indicated that the technique of teaching grammar in context has a positive effect on their speaking performance. Aside with improving their grammar competence to help them use grammar properly in each conversation, the writer realized that the students become more confident to speak and they are no longer afraid of speaking English and they are able to have longer and clearer answers for any question.

In addition, their range of vocabulary is also expanded. The students can learn more new words from materials used in the class. Furthermore, those words are in context, so it is easier for the students to learn and remember.

The technique of teaching grammar in context mostly used auditory materials and they have chances to listen or watch first. Therefore, their listening skill was also improved when they could understand the questions easily and give correct answers.

4.3.2. The students' attitude towards the technique of teaching grammar in context

The students found interesting when they learn English grammar in context. Most of the students who were taught grammar in context did not get bored with learning grammar. From the observation of the writer in every lesson, the students are even more excited when they have grammar lessons. In addition, many students said that they did not feel under pressure when they learn grammar with this technique. The technique of teaching grammar in context is not a new technique, but this is the first time it was applied in the Intensive course for the PET at the EEG center.

CHAPTER V: CONCLUSION AND SUGGESTION

There are two main parts in this chapter, including conclusion in which the writer will summarize the main points of this study, and suggestion in which some recommendations will be given for further studies in the future.

5.1. Conclusion

In chapter I, the reasons for choosing this topic were given to explain more clearly about the writer intention and the importance of the study. Furthermore, it also provided the scope or limitation of the study. In chapter II, some related background information and previous studies were presented to support for this study. Chapter 3 illustrated the methodology that the writer used when carrying out this work. Some data collection instruments were applied to gather the data, such as questionnaires, pre speaking test and post speaking test. The results of these instruments were discussed in chapter 4.

The data collected from the questionnaires showed the viewpoint of the students towards the technique of teaching grammar in context. All of the respondents believed that this technique is effective for their speaking performance of the PET and this was proved through the results of the post speaking test in both groups. The speaking score for the PET of the Experimental group improved much compared to the control group. Besides, all of the participants enjoyed this technique. They felt more comfortable and easier to learn grammar. Furthermore, this technique helped them remember grammar structures quickly and longer.

The data gathered from the pre and post speaking tests demonstrated the differences between the control and experimental groups. These groups seemed to have the same level at the beginning. However, after applying the technique of teaching grammar in context, the Experimental group was more outstanding and their results are improved much, while the control group showed the slight changes. As expected, some students in the Control group reached the target, but unfortunately, other students remained the same score as the pre speaking test or even worse than that.

Due to the limitation of the time and number of the students in each class for the Intensive course for the PET at the EEG center, this study has several limitations. The sample size is small with 20 students participated, which should be expanded to larger groups. The findings of the study were done with the students who had a good foundation, so it might be not generalized to the other students with different levels.

Because of the short time, the writer just focused on structures that the students often see in their speaking test based on the experience of the writer; therefore, some other grammar patterns were not concerned in this study.

5.2. Suggestions

This studied was carried out in such a long time with the Experimental and Control group. It helped the writer have a clear look at the importance of grammar in the PET in general and speaking skills in particular. The Experimental group comparatively gained the better score as expected. The writer would like to give some advices as follows:

5.2.1. For teachers

Grammar is not a key point in communication and sometimes, teachers can ignore it; however, for the examination, grammar has become a very important criteria. Therefore, it is important to teach the students how to use grammar structures properly. It is the fact that the students often feel boring in grammar classes and it is difficult for them to remember and structure. Sometimes, they learn and then, they forget what they learnt easily. The teachers need to apply new technique and have more activities to help students feel more excited to learn grammar.

The teacher can apply the technique teaching grammar in context for the PET classes. However, it is better to use different materials to gain their interest. Before applying this technique, the teacher needs to take time to learn about the strength and weakness of the students by giving them a test. Understanding the

students is the best way to know what they are good at and what they need to improve. Based on these things, the teacher can have better lesson plans and know exactly what grammar patterns their students need to learn more.

Besides, practice is crucial in developing speaking skills. Teaching grammar in context helps the students understand deeper and know how to use. However, without practice, the student cannot master. Furthermore, practice speaking day by day is a good way to increase their band for the PET. To motivate the students practice, the teachers can let their students to make conversations by themselves after learning any grammar structures based on the provided materials.

Furthermore, during teaching speaking skills, teachers should give the students tests regularly to help them know their level in order that the students can set their goal and have plans for their learning.

5.2.2. For students

There are several basic steps that the students need to carry out to become more active and achieve the goal:

Firstly, it is vital to let teachers know their expectations, difficulties and target. They can tell the teachers to get their advices for learning English in general and speaking skills in particular. Besides, this is good for the teachers because they can based on it to design suitable lesson plans for the students.

Secondly, the students need to participate in all activities in classes actively. If the teacher gives them time to practice speaking in pairs or groups, they should join and try to speak as much as possible. From the personal teaching experience, the writer saw that practice is the best way to develop speaking skills.

Finally, self – study at home is always important. There are many ways to practice at home; however, the students should follow the orientation of the teacher to have the right direction to reach the target.

5.2.3. Suggestions for further studies

The writer would like to give some recommendations for the further research, which may be useful for researchers who are interested in this topic. In

this research, the writer was satisfied in spite of unavoidable limitations; however, the writer believes that this study will make a way for those who want to find out more effective techniques to apply into teaching to help students make a progress in their English proficiency. In the future, the further studies for this topic should expand the sample size with a larger number of the students to have more conclusive findings. In addition, further researches should be done with a longer time to bring more knowledge to the students. Besides, more and more new techniques will be experimented to find out the effects. This will help both teachers and students have more different techniques to apply in order to deal with the problems of the students and improve their speaking skills.

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APPENDIX I SAMPLE LESSON PLAN

Unit 1: Home town

In this unit, the present simple tense with adverbs of frequency such as always, often, usually, sometimes, rarely will be introduced. The teacher has chosen a dialogue between two friends as an authentic setting to teach grammar. The dialogue was recorded by two foreign teachers at the EEG center as the material for teaching this course.

Procedure	Teacher's activities	Students' activities
Pre – teaching (5')	<p>I. Warm up (5')</p> <p>Teacher will ask the students some questions related to the topic they learn:</p> <ol style="list-style-type: none"> 1. Do you often get up at 6? 2. What time do you go to school? 3. What time do you go to sleep? 4. What do you often do at the weekends? <p>- Teacher introduces the topic.</p>	Students answer the questions and guess the topic.
While – teaching (35')	<p>- Teacher plays the conversation between two friends twice.</p> <p>Conversation:</p> <p><i>Raph: What time do you usually get up on weekdays?</i></p> <p><i>Shellas: I usually get up at 7 a.m. And you?</i></p> <p><i>Raph: at 6:30. What do you do on weekends?</i></p>	<p>- Students listen to the conversation.</p> <p>- Students answer the questions.</p>

	<p><i>Shellas: Well. It depends. Now, it is the school year, so I usually have to go to school on Saturdays.</i></p> <p><i>Raph: What about Sundays?</i></p> <p><i>Shellas: On Sundays, I always stay at home to do housework and cook some foods. I sometimes go out with my friends.</i></p> <p><i>Raph: Do you play sports at weekends?</i></p> <p><i>Shellas: No. I rarely play sports.</i></p> <ul style="list-style-type: none"> - Teachers ask the students these questions: <ol style="list-style-type: none"> 1. What does shellas do at weekends? 2. What does he do on weekdays? - Teacher asks the students to listen to the conversation again and put these words in the right order: <i>Go to school, do house work, go out with friends, play sports, stay at home, and cook.</i> - Teacher asks the students which activity Shellas does on weekdays and which one he does on Saturdays, and Sundays. - Teacher asks the students to pay more attention to these sentences: <i>I usually get up at 7 am</i> <i>I always stay at home to do housework and cook some foods.</i> 	
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	<ul style="list-style-type: none"> - Teacher gets the students' attention to the structure of the sentences and asks them to underline the verb to find out the structure used in the sentences. - Teacher explains the present simple tense. - Teacher asks the students to write four sentences about Shellas based on the sentence pattern: For example: Subject + Adverb of frequency + Verb +.... - Teacher lets the students to listen the conversation again to check. 	
<p>Post – teaching (50')</p>	<ul style="list-style-type: none"> - Teacher asks the students to work in pair and practice the model dialogue. - Teacher asks the students to work in pairs and make their own conversations using the structure learnt. - Teacher calls each pair to perform in front of the whole class. - Teacher gives comments and corrects their mistakes, if any. 	<ul style="list-style-type: none"> - Students listen and follow the teacher requirements

Unit 2: Hobby

In the second sample lesson, the teacher will teach some basic structures to talk about hobby in context.

Procedure	Teacher's activities	Students' activities
Pre – teaching (5')	<p>II. Warm up (5')</p> <ul style="list-style-type: none"> - Teacher lets the students to play game “<i>Passing ball</i>” to draw their attention. - Teacher asks the students some questions: <ol style="list-style-type: none"> 1. What do you like to do in your free time? 2. Do you like reading books? 3. Do you often watch TV in your spare time? - Teacher introduces the topic. 	Students answer the questions and guess the topic.
While – teaching (35')	<ul style="list-style-type: none"> - Teacher shows the students the text about Brian. <p><i>My name is Brian. I am 20 years old. I come from Japan. In my free time, I like reading books and listening to music. I also enjoy playing sports much. I often play soccer with my friends at weekends. I'm into singing, but I am not good at it. I have a little brother. He is really interested in dancing and he is always</i></p>	<ul style="list-style-type: none"> - Students listen to the conversation. - Students answer the questions.

	<p><i>willing to perform whenever we ask. He keen on watching TV and cooking, but my mom never lets him do. I love my brother much, he is so cute. We are keen on playing games together in every evening before going to sleep.</i></p> <ul style="list-style-type: none">- Teacher asks the students to read the text and answer the questions:<ol style="list-style-type: none">1. What is his name?2. How old is he?3. What does he like doing in his free time?4. What does his brother enjoy doing?5. Is he interested in singing?6. What are they keen on doing together?- Teachers highlights the sentences used structures with <i>like, enjoy, be into, be interested in, and be keen on.</i>- Teacher asks the students to figure out these structures.- Teacher lets the students to read the text again to check.- Teacher explains and asks the students to give more examples.	
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<p>Post – teaching (50’)</p>	<ul style="list-style-type: none"> - Teacher asks the students to read the text. - Teacher asks the students to work in pairs and make their own conversations using the structure learnt. - Teacher calls each pair to perform in front of the whole class. - Teacher gives comments and corrects their mistakes, if any. 	<ul style="list-style-type: none"> - Students listen and follow the teacher requirements .
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APPENDIX II

QUESTIONNAIRE

Thai Nguyen University
School of Foreign Languages

Dear students,

This questionnaire is designed with the purpose of collecting relevant data for the study entitled “Teaching grammar in context to improve speaking skills for PET candidates”. Therefore, I do hope that you will give genuine response to make a great contribution to the success of the study. All your answers will be used for the study purpose only and kept private. Thank you for your cooperation!

Part I: Background information

1. Full name (Optional).....
2. University:.....
3. Age:.....
4. Gender: Male Female

Part II: Questions

The questionnaire is designed to gather the information about students’ feeling and opinions after experiencing the teaching grammar in context technique. There are 7 questions in total, including question 1 to 3 for students’ viewpoint about the technique of teaching grammar in context and question 4 to 7 for feeling of personal interest. Please put a tick (✓) in the appropriate column.

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
36. Learning English grammar is very important for PET in general, and PET’s speaking skills in particular.					
37. I am interested in learning English grammar in context					

because it is easy to understand and memorize.					
38.I do not feel under pressure when I learn English grammar in context.					
39.Teaching grammar in context is a good technique to help me understand and use grammar properly in speaking.					
40.Learning grammar in context helps enhance my vocabulary.					
41.This technique helps me speak English faster and more confidently.					
42.This technique helps me memorize structures quickly and remember them for longer time.					

APPENDIX II

PRE AND POST SPEAKING TEST

Part 1 (2–3 minutes)

[to both students] Good morning/afternoon/evening.

Can I have your mark sheets, please? [examiner takes the mark sheets, which will have been given to students before they enter the room]

I'm [name] and this [second examiner] is [name]. He/She is just going to listen to us.

[to student A] Now, what's your name?

.....

Thank you.

[to student B] And what's your name?

.....

Thank you.

[to student A and then again to student B]

What's your surname?

.....

How do you spell it? / How do you write your family/second name?

.....

Thank you.

[to student A and then again to student B]

Where do you live? [or Where do you come from? / Do you live in *place name*?]

.....

Do you work or are you a student in *place name*? What do you do/study?

or

Do you study English at school? [or Do you have English lessons?] Do you like it?

.....

Thank you.

[to student A and then again to student B, one or more of these questions]

Do you think English will be useful for you in the future?

Tell us about your school.

What do you enjoy doing at the weekends?

What did you do yesterday?

.....

Thank you.

[to both students]

In the next part, you are going to talk to each other.

Part 2 (2–3 minutes)

[to both students] I'm going to describe a situation to you.

At the end of term, your class is going to spend a day at the seaside. Talk together about the things you will do there.

[give students Picture 1A]

Here is a picture with some ideas to help you. *[give students a few moments to look at the picture]*

I'll say that again.

At the end of term, your class is going to spend a day at the seaside. Talk together about the things you will do there.

All right? Talk together.

.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to make a suggestion, e.g. Some people might like to go for a walk.]

Thank you. *[take back picture]*

Part 3 (3 minutes)

[to both students]

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of one way of travelling.

[to student A]

Here's your photograph. *[give student A Photo 1B]* Please show it to *Student B* but I'd like you to talk about it. *Student B*, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

.....

Thank you. *[take back photo]*

[to student B]

Now, *Student B*, here's your photograph. *[give student B Photo 1C]* It also shows a way of travelling. Please show it to *Student A* and tell us what you can see in the photograph.

.....

Thank you. *[take back photo]*

Part 4 (3 minutes)

[to both students]

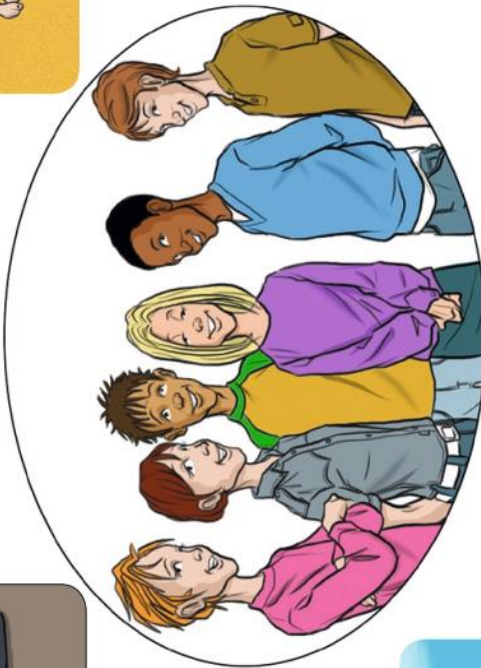
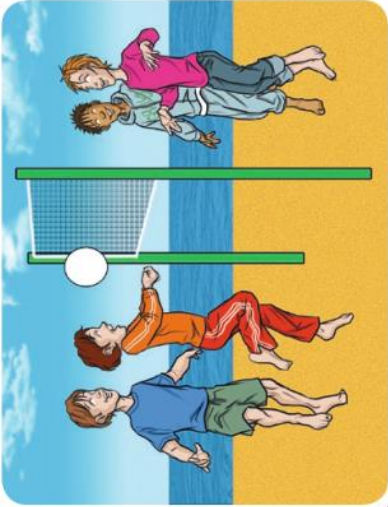
Your photographs showed different ways of travelling. Now, I'd like you to talk together about how you would choose to travel.

.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to offer a comment, e.g. I prefer to fly but I know it's not good for the environment.]

Thank you. That's the end of the test.

1A



1B



1C



APPENDIX III: PET SPEAKING SKILLS ASSESSMENT BY CAMBRIDGE
The Analytical Assessment Scales

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

The Global Achievement scale

B1	Global Achievement
5	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>