BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên: Nguyễn Thu Phương

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

APPLYING GROUP WORK TECHNIQUES WHEN TEACHING SPEAKING SKILLS TO ENGLISH-MAJOR SOPHOMORES AT HPU

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Tên đề tài: Applying Group Work Techniques When Teaching Speaking Skills to English-Major Sophomores at HPU.

NHIỆM VỤ ĐỀ TÀI

1. **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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2. **Các tài liệu, số liệu cần thiết**

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3. **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Th.S Bùi Thị Mai Anh

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

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Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
      Sinh viên   *Giảng viên hướng dẫn*

Nguyễn Thu Phương   **Bùi Thị Mai Anh**

Hải Phòng, ngày... tháng... năm...

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Th.S Bùi Thị Mai Anh

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Nguyễn Thu Phương

Chuyên ngành: Ngôn ngữ Anh

Nội dung hướng dẫn: Applying Group Work Techniques When Teaching Speaking
                        Skills to English-Major Sophomores at HPU

1.   Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2.   Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ   ☐   Không được bảo vệ   ☐   Điểm hướng dẫn   ☐

Hải Phòng, ngày 24 tháng 02 năm 2023

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

Bùi Thị Mai Anh

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Nguyễn Thu Phương

Chuyên ngành: Ngôn ngữ Anh

Nội dung hướng dẫn: Applying Group Work Techniques When Teaching Speaking

Skills to English-Major Sophomores at HPU

1. Phần nhận xét của giảng viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ...... tháng 02 năm 2023

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

QC20-B20

ACKNOWLEDGEMENT

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PART 1: INTRODUCTION

1. Rationale

When learning a foreign language, learners need to learn all four skills. It is writing, reading, speaking and listening skills. Thanks to these skills, learners can master and use foreign languages well. Of all four skills, speaking skill can be considered as the one that requires learners to spend the most time learning and practicing. Most students have difficulty in learning to speak at first. In fact, learning to speak well is one of the keys to help learners discover this interesting language step by step.

Among speaking activities, group work is one of the effective methods in teaching speaking because of its advantages. Group work provides students with more opportunities to speak a foreign language and it encourages students to participate creatively. Moreover, group work is also an opportunity to help develop your English speaking ability.

It is well known that the focus of teaching speaking is certainly to improve the students' speaking ability. Therefore, language teaching activities in the classroom should be geared towards maximizing individual language use. This requires teachers not only to strive to create a warm and human classroom atmosphere, but also to provide the opportunity for each student to take turns speaking in as many forms as possible. Thereby giving appropriate comments and methods to improve and enhance English speaking level for each student.

Stemming from the above reasons; "*Applying Group Work Techniques When Teaching Speaking Skills to English-Major Sophomores at HPU*" was conducted. The researcher hopes that this study will provide learners with a relatively complete and detailed view of how to improve communication skills.

2. Aims of the Study

The objects of this study are:

The first objective is to study the various aspects of speaking that serve as an overview and the features and characteristics of teaching speaking.

The second purpose is to find out the reality of teaching English communication skills.

Findings and discussions were collected from the survey questionnaire conducted at HPU and interviewed teachers. I hope that findings and discussions will help to create a situation where speaking is taught skills at HPU are clear as well as the general situation in our country.

The next objective is to study group work techniques in teaching speaking skills, to investigate students and teachers' attitudes towards speaking lessons and group work methods.

The last and most important aim is to suggest some effective group work techniques that can be applied in speaking lessons.

3. Scope of the Study

The use of group work can be applied to the four macro skills of the English language. However, such a wide scope extension in this field is not possible due to the limitation of the graduate paper. Furthermore, there are many sources of literature and research while my personal experience is limited and poor.

 Therefore, in this graduation paper, I would like to focus on: Understanding the reality of teaching speaking skills and the use of group work in speaking skills. The population participating in the study is about 30 second-year students and teachers from the Faculty of Foreign Languages at HPU.

4. Method of the Study

To achieve the main objectives, the researcher consulted a number of ideas from Supervisors and people who are well versed in the subject. All theories have been carefully selected and gathered through reference books and documents on Internet sites. In addition, a survey was conducted among second year English majors at HPU about their attitudes, assessments of problems, and difficulties

they faced when speaking and doing group speaking activities. A survey questionnaire that was designed as the study's key data collection tool for data collection and analysis was used. In addition, the researcher had interviews with two teachers to find out their recognition, attitudes, problem assessment and difficulties they encountered when teaching speaking techniques in groups.

5. Design of the Study

The study consists of three main points: Introduction, Development, and Conclusion.

- ➢ Part I: Introduction shows reasons to choose the study, the aims, scope, methods, and design of the study.
- ➢ Part II: Development
- ➢ Part III: Conclusion summarizes the discussed parts in the paper and some suggestions for further study.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Speaking Skill

1.1. What are Speaking and Speaking Skills?

Speaking is the skill that students will be judged most in real life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensively. However, speaking is in many ways an undervalued skill. This, perhaps, is because we can almost all speak, and so have the low opinion of it. Speaking is often thought of as a popular form of expressions.

Speaking, on the contrary, is a skill which deserves attention a bit as much as literacy skill. Our learners often need to speak with confidence in order to carry out many of their basic transactions.

There are a number of definitions of speaking which are listed as follows. According to Oxford Advanced Learner's Dictionary (2005), speaking is the activity of using voice to say something.

Speaking, as stated by Chaney & Burk (1998), is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."

Meanwhile, Bygate (1997) defines that "speaking is often thought of as a popular form of expression which uses the unreligious colloquial register". However, the research concentrates on analyzing the definition given by Brown (1994) and Burns & Joyce (1997).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burn &Joyce, 1997).

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical

environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situation (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

For example, when a salesperson asks "May I help you?", the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-talking exchange.

Speaking requires that learners not only know how to produce specific points of language (linguistic competence) such as grammar, pronunciation, or vocabulary, but also understand when, why, and in what ways to produce language (sociolinguistic competence). Furthermore, speech has its own skills, structures, and conventions different from written language (Burns &Joyce, 1997; Carter& McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills consisting of listening, speaking, reading, and writing, speaking is the second one which sometimes called "output" or the process of information production. The relationships among the four skills are represented as follows.

	Spoken	*Written*
Input	Listening	Reading
Output	Speaking	Writing

Traditionally, when people describe speaking skills, they often focus on speaking and listening skills separately in a context of public speaking.

Recently, however, Brown (1981) has expanded definitions of speaking skills by giving three trends of oral communication activities. One trend has been to focus on communication activities that reflect a variety of setting one-to-many, small

group, one-to-one, and mass media. Another approach has been focus on using communication to achieve specific purposes: to inform, to persuade, and solve problems. A third trend has been to focus on basic competences needed for everyday life, such as giving directions, asking for information, or providing basic information in an emergency situation.

It can be said that speaking skills cover a wide range of competences with speaking in public, persuading and influencing others, making a case, chairing a meeting, sharing information.

1.2. Types of Speaking

In speaking class, according to Burn, A & Joyce, H (1997), students must be exposed to three key items:

1.2.1. Form-focused speaking.

Form-focused instruction, that is, attention to detail of pronunciation grammar, vocabulary, and so forth…

When learners begin speaking in another language, their speaking will need to be based on some form- focused learning. An effective way to start is to base speaking on some useful, simple memorized phrases and sentences. These may be greetings, simple personal description, and simple questions and answers. As their proficiency and experience in the language develop, most of these sentences and phrases may be re-analyzed and incorporated into the learner's system of knowledge of the language; language use based on memorization can be the starting point for more creative use of the language.

1.2.2. Meaning-focused speaking.

Meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes.

In addition to form-focused speaking, language learners should be exposed to and given chances to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

1.3. Opportunities to improve fluency.

Elements of all these above should be presented throughout a speaking program with emphasis on form-focused instruction at the elementary levels and as the learner's progress on meaning-focused instruction at the higher level.

1.4. Types of Speaking Activities.

"Speaking as activity in class is much more complex than one might at first think"

-Riddell, 2001:116-

1.4.1. Topic-based activities.

Topic-based activities ask participants to talk about a controversial subject, the main objective being clearly the discussion process itself. A good topic is one to which students can related using ideals form their own experience and knowledge. Some question or suggested lines of thought can help to stimulate discussion, but not too many arguments for and against should be "fed" to the class in advance, leave room for their own initiative and originality.

1.4.2. Task-based activities.

Task-based activities ask students to perform something where the discussion process is a means to an end. A task is essentially goal-oriented: it requires the groups, or pairs to achieve an objective that is usually expressed by an observable result, such a brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary.

Ur (1996:124) pointed out that the task-based activity scores higher with most groups on all criteria: there is more talk, more it is probably to base most oral activities on tasks.

2. Teaching Speaking Skills

2.1. Why teachers should give students a variety of speaking activities?

It is important to provide the students with a variety of speaking activities because:

▪ A variety of speaking activities will enable students to cope with different situations in reality.

▪Variety helps keep motivation high because any kind of activity, if overused, may become less interesting.

▪ Variety may suit students of different learning styles because each student has his own learning style so some kinds of activities may suit some students while others may suit other students.

2.2. Simple tips for teachers to have a successful speaking activity

Students will zone out within the first five minutes if teacher dose not catch their interest.

Here are six ways you can generate interest in a speaking activity (provided by http://www.nclrc.org)

➢ Put students in pairs or groups. This will be less stressful for shy students than speaking in front of the class.

➢ Make sure students are able to have controlled practice before engaging in fluency activities.

➢ Make speaking activities fun, interesting, and purposeful. The student must

see a reason to communicate with others. This is why "information gap" activities can work well to encourage speaking.

➢ Change the dynamics of the classroom, change the layout or ask the students to move into different groups.

➢ Make sure that the activity is carefully planned and clearly explained. If students are unsure what is expected of them, they will be less likely to talk.

➤ If needed, give students time to prepare for the activity. Think about it. If you were learning Italian and needed to call a plumber in Rome to come fix your toilet, you'd be sure to prepare yourself for the conversation. You'd look up the essential vocabulary in the dictionary. You might write out a script of what you want to say and practice it in the mirror. Give your students time to prepare for the activity, especially if the language is new for them. If you follow these simple tips, you are sure to have a successful speaking activity.

3. Group Work

3.1. Definition of group work.

What do you think of when you think of a group work? When think of a group work, everyone working together to achieve one goal. However, more and more, a group project is becoming a 1-2person effort, but the entire group gets credit for the work. It seems that people have lost track of what is important in a group project, and students are becoming dependent upon students who are willing to do most of the work. It knows that when it does a group project, it would never let the project be turned in without me getting to view the finished project first. It seems crazy to me that someone would allow a project to be turned in with their name on it without ever seeing the finished project or for more troubling matters, never even helping or viewing the project at all.

According to Joe Landsberger, the philosophy of working in groups involves shared and/or learned values, resources, and ways of doing things. However, each group, and each individual, will only be as effective as they are willing to embrace and/or respect differences within the group.

The main objective of any group project is the outcome. The entire group wants the outcome to be good; however, the whole point of group work is for everyone in the group to work as a team to accomplish the outcome of the project. It is important for everyone to work together. When one person is not helping with the group effort or working on their part of the project, it causes the whole group to strain, and can also cause detrimental defects to the outcome of the project.

3.2. The purpose of group work.

The aim of group work is to produce better (more effective, more detailed, more comprehensive) presentations and reports. This is achieved through the combined talents of group members, contributing knowledge and ideas.

One difficulty with group work is that you can't work as quickly as you can by yourself. Patience, communication skills and commitment are all required to make the most of the contributions of all group members. Thus, effective group work requires each member to focus on the process rather than just the product.

3.3. The advantages and disadvantage of group work.

It is obvious that group work brings many advantages in teaching speaking. That is, as Beckman (1990) and Collier (1980), Students learn best when they are active involved in the process. Researchers report that, regardless of the subject matter, students working in group tend to learn more of what is taught and retain it longer than the same content it presented another instructional format. Students who work in group also appear more satisfied with their classes.

There are many ways to stimulate students in learning speaking. When you choose "group work", you might be sure to reduce reckon the advantages and disadvantages indicated below:

3.3.1. Advantages of group work.

3.3.1.1. Students have more language practice.

Group work is one of the effective methods in teaching speaking because of some following advantages:

First, Barhara Gross Davis observes that a scene of responsibilities to fellow students in group work can provide good motivation and encouragement. Furthermore, he also denotes that discussing a subject with others can often help student's understanding.

Second, group work makes students have more chance to practice speaking. They can express the individual ideas. As Swain (1985) wrote "we learn to

10

speak by speaking" and that goes for teachers as well as students. The more student practice, the more students can improve opportunities, which as an individual student aren't so readily available.

3.3.1.2. Students are more joined.

Students gain inside into group dynamics and can develop their interpersonal skill. They can also expose to other points of view. Another is that students can remember what they discussed and learn in the class.

According to Haveyetal (2002), one of the advantages which group work brings is that output of the group work is usually more than the sum of individual efforts. In additional, the ideas are also generated so that the solving are more than individual effort.

More importantly, working in groups can make some mistakes of students about pronunciation and the ability to solve the conflict ideas between members in groups. Working in groups encourages students to be more involved and to concentrate on the task. All the students are involved in the activity.

3.3.1.3. Students feel more confident.

We can't deny that group work always makes lectures more interesting, (Prossor and Trigwell, (1998). Group work allows students discuss and reflect on their own experiences, which step by step will help students more self-confident.

Obviously, group work, under proper condition, provides the opportunities for students to take part in and develop their abilities in speaking English. Moreover, they can promote their abilities in front of crowed.

3.3.1.4. Students help each other.

Group work encourages students to share ideals, knowledge and help each other. In a discussion, activity student a give each other new ideas.

3.3.2. Disadvantages of group work.

3.3.2.1. Student becomes lazier.

Good students sometimes feel dragged by poor or lazy students and may find them doing a tremendous amount of task amount of task. This makes lazy students lazier and they do not cooperate with others.

3.3.2.2. The class is noisy.

The size of each group is also one of the disadvantages of group work if teacher puts students into groups bigger than three students, the students will not get enough chance to speak in such a large group they switch off, start fid getting, get frustrated, let hard-working students do all the work fall asleep.

3.3.2.3. The class is uncontrolled.

It is rather hard for the teacher to keep control when students work groups. They are very noisy and lack concentration on the lecture. The above disadvantages can be solved if careful thought and planning could be prepared. Of course, in some cases teacher can't know exactly what will occur, but teacher should predict what could be happened. Moreover, the teacher himself must be convinced of the effective use of this technique. If teacher wants to encourage students in learning speaking.

3.3.2.4. Students make mistake.

During a group work activity, the teacher can't control all the language used, and should not try to do so. When doing controlled language practice in groups, Doff, (1988) suggested the number of mistakes could be reduced: By giving enough preparation, the activity can be done with the whole class first by checking afterwards. The teacher can ask some groups what they said and then correct mistake if necessary. The above disadvantages can be solved if careful thought and planning could be prepared. Of course, in some cases teacher can't know exactly what will occur but teacher should predict what could be happened. Moreover, the teacher himself must be convinced of the effective use of these techniques if the teacher wants to encourage students in learning speaking.

In general, group work is one pedagogical strategy that promotes participation and interaction. It also fosters a deeper and more active learning process. In addition to exposing students to different approaches and ways of thinking, working with other students in group can promote a sense of belonging to combat anonymity, isolation or even shyness that often accompany a student's experience at a large campus. Working together in groups also gives students the opportunity to learn form and teach each other.

CHAPTER II: A STUDY ON SPEAKING SKILLS TEACHING FOR 2nd - YEAR ENGLISH MAJOR STUDENTS IN HPU

1. Reality.

1.1. Teaching Staff.

HPU has a fairly teaching staff with lots of experience and enthusiasm. All of them are graduated from university, most of them are MA. They are interested in teaching profession and always define clearly the importance of education for human development and get to know student's expectations. Therefore, they are all enthusiastic, responsible in their work and try their best to give the most effective lectures to students.

1.2. The Students.

The university has more than 500 students enrolled in 5-6 different departments. Most of them have been learning English about 7 years, some students get acquainted with English form their high school education. Theirs activeness and eagerness in an English lesson could be easily observed.

Besides, they are quite good at learning English even English skill. They know the importance of English languages in their life. However, they seem to pay attention to written or read English form more than speaking form. This is partly due to the fact that all of them have to learn in order to pass the exam.

Therefore, during the time I observed at HPU, I found that a new and strange way for teaching English is so necessary. Students enjoy coming English periods with funny activities in order to help them memorize the given words and phrases easily.

1.3. English teaching and learning condition at HPU.

At HPU, each classroom of the second year English major students is equipped a radio in English lesson. Additionally, the teachers sometimes use projector to make English lessons more interesting and effective. Teachers often organize English contests encourage students to express their abilities. Moreover, there

are many useful activities to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English speaking skill. It can be said that, the study conditions are quite enough and convenient for students to

study English effectively. These factors have great influence on the results of the students in general and the second year English major students in particular.

In fact, they have just graduated from high school to study in a brand new condition, it is at university. Certainly, their English is very common. they do not have much knowledge about any specific fields, especially the speaking skill with the textbook interact with some funny activities, they are taught according to specific topics in order to practice and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

2. Survey.

2.1. Introduction.

2.1.1. The University.

HPU was founded on 24th, September 1997. It is the youngest non-state owned university in Vietnam. However, it has but it is reputation through qualified teaching staff and glamorous infrastructure "training is vitality". It has cooperated with many organization as well as institutions in the world like GAP for teacher exchange program.

2.1.2 Class size, time available.

The university has 2 classes of 2nd-year English Major students at the moment. Each class has about 30 students. Each week, there are 3 periods of speaking lesson in

50 minutes/period.

2.1.3 Participants.

10 survey questionnaires were thoroughly completed by two teachers and 30 students at the second year English majors attending HPU.

2.2. Methodology.

The objective of the current part is to outline the research methodology used and demonstrate that the researcher has followed recognized procedures in this study. It will explain why the method was chosen and provide a detailed explanation of how the research was conducted.

2.2.1 Rationale behind the use of survey questionnaire.

Survey questionnaire is chosen for this study because of four main reasons. First of all, it is believed that survey questionnaire is an inexpensive way to gather data form a potentially large number of respondents. Secondly, it can reach a large number of people in a very short time. As commented by Richards (1994, p.10), it is useful in "gathering information about affective dimensions of teaching and learning such as beliefs, attitudes, motivation, preferences…and enables a teacher to collect a large amount of information relatively quickly".

Another advantage of this tool is that the collected data are relatively easy to summarize and report as all the informants answer the same questions. Last but not least, one of the most important reasons to choose this tool is that the survey questionnaire gives the students an opportunity to express their opinions and needs without fear either to be embarrassed or to be punished.

Students are not required to write their names when answering questions because traditionally Vietnamese students are afraid of making their names known.

2.2.2 Purpose of the survey questionnaire.

With a view to providing a thorough insight into the real situation of teaching speaking, a survey within the scope of the study is conducted in HPU. The major aim of the study is to collect and analyze data regarding the recognition and the utilization of speaking. This chapter is designed for the following purposes:

-To find out the belief and attitude of teachers towards the need to improve Student's ability to speak English.

-To concern the English major's awareness of the importance of English speaking skills.

-To study how speaking skill is taught in class.

The findings are served as the cornerstone for the technique suggestion in the next chapter.

2.2.3 The design of the survey questionnaires.

In process of identifying the student's speaking learning, a survey questionnaire designed.

The survey questionnaires consist of 10 alternative questions in which 5 questions are raised to students and 5 questions are designed for teachers to study the reality of teaching and learning speaking skill in HPU. Students were asked to tick the most suitable answers which correspond with their opinion. In the question, there are 3 or 4 options, the informants can choose more than choice one. The questionnaires are designed as below:

The survey questionnaires for students:

➢ Question 1: Techniques you often apply to improve your speaking.
➢ Question 2: Studying on kinds of working in speaking activities.
➢   Question 3: Advantages students encounter when using group work in speaking lesson.
➢ Question 4: Disadvantages students have when using group work in speaking lesson.
➢ Question 5: Student's expectation while taking part in speaking lessons.

The questionnaire was designed for 30 second-year students in Department of Foreign Languages at HPU. It is natural that they have been learning speaking as major subject for second years at university.

In an attempt to assure the objectiveness, faithfulness and effectiveness, the students were not required to write their names as well as other personal information when answering the questions. Besides, the students were provided with clear and detailed guidance and instructions before completing the questionnaire. The given time for them to complete each question was three to five minutes.

In the process of the survey, 30 survey papers were handed out and all of them were collected. The number of papers meeting the primary demand of the researcher was 30 (100%).

The interview questions for teachers:

- ➢ Question 1: Getting to know kinds of working in speaking activities as well as the teacher activities to encourage their students to speak
- ➢ Question 2: Kind of interaction.
- ➢ Question 3+4: Teacher's difficulties and advantages when teaching speaking.
- ➢ Question 5: Finding out teacher's opinion on current used these activities in speaking lessons

2.3. Data and Analysis.

2.3.1. Technique of data analysis.

The collecting data that is the researcher get the data from the students especially for 2nd–year English major students at HPU.

The researcher attends to the data, which are the result of applying teaching speaking using group work.

In the following section, the researcher explains about procedure of teaching speaking using group work. The produces are diving into four stages. They are socializing the group work. Individually or grouping, distributing the group work to students, each students gets one unfinished group and the punch lines sheet. Here reading becomes the preliminary activity before students do oral

activities. After giving the treatment, give some questionnaires then made calculation of result from survey questionnaire.

2.3.1.1. Analysis of the research.

There, the analysis of the research uses the descriptive analysis. Based on this method there has some advantages and weakness. Some of the advantages of using teaching speaking using group work are as flows:

-The student can be used various activity and interaction between students like small discussions and sharing ideas.

-The use of group work improves learning outcomes: it fosters learner responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class.

However, this may bring disadvantages, as follow:

-Teacher has to make preparation, he must spend much time to select some suitable group work activities and design them.

-Not every student would take.

➢ Questionnaires for students:

1. Which techniques do you often apply to improve your speaking?

a. Using group work

b. Learn through Role-play.

c. Using picture and game.

2. What kind of work do you like in speaking activity?

a. Individually

b. In pairs

c. In groups

3. In your opinion, what are the advantages do you have when using group work techniques in speaking lesson? (You can choose more than one)

a. Students have more language practice.

b. Students are more involved.

c. Students fell secure.

d. Students help each other.

e. Others…………………………………………………………………

4. In your opinion, what are the disadvantages do you have when using group work techniques in speaking lesson? (You can choose more than one)

a. The class is noisy.

b. The class is uncontrolled.

c. Students are make mistakes.

d. Others…………………………………………………………………

5. Choose activities that you find interesting to apply more in a speaking lesson (You can choose multiple answers)

a. Role play

b. Game

c. Free-talk

d. Debate

e. Information gap

f. Story-telling

g. Interview

h. Picture description

i. Song

➢ Interview for the teachers:

Question 1: In speaking activities, your students often work individually, in pairs or in groups? Which kind do you prefer and why?

Question 2: Do you prefer talking to students or letting students talking to each other?

Question 3: What difficulties do you have while teaching speaking skills?

Question 4: What advantages do you have while teaching speaking skills?

Question 5: Choose activities that the teacher applies more in a speaking lesson. (You can choose multiple answers)

a. Role play

b. Game

c. Free-talk

d. Debate

e. Information gap

f. Story-telling

g. Interview

h. Picture description

i. Song

2.3.2. Questionnaires for students:

After the survey was implemented, the statistic was totaled up and indicated throughout the following charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. This number is counted in percentage unit and the kind of chart are bar, pie, table...The data can be easily saw in the chart and in the right of chart are the explanations.

*Question 1-Appendix 1: Which techniques do you often apply to improve your speaking?*

This question is to find the techniques that the students often apply to learn speaking. Looking at the chart, we can easily see that students mainly learn speaking by using group work only (60%). It is the traditional way of student when studying speaking. The other students (30%) think that using pictures and

games is the good technique to apply for learning speaking. And (10%) for the students choose learning speaking through role-play.
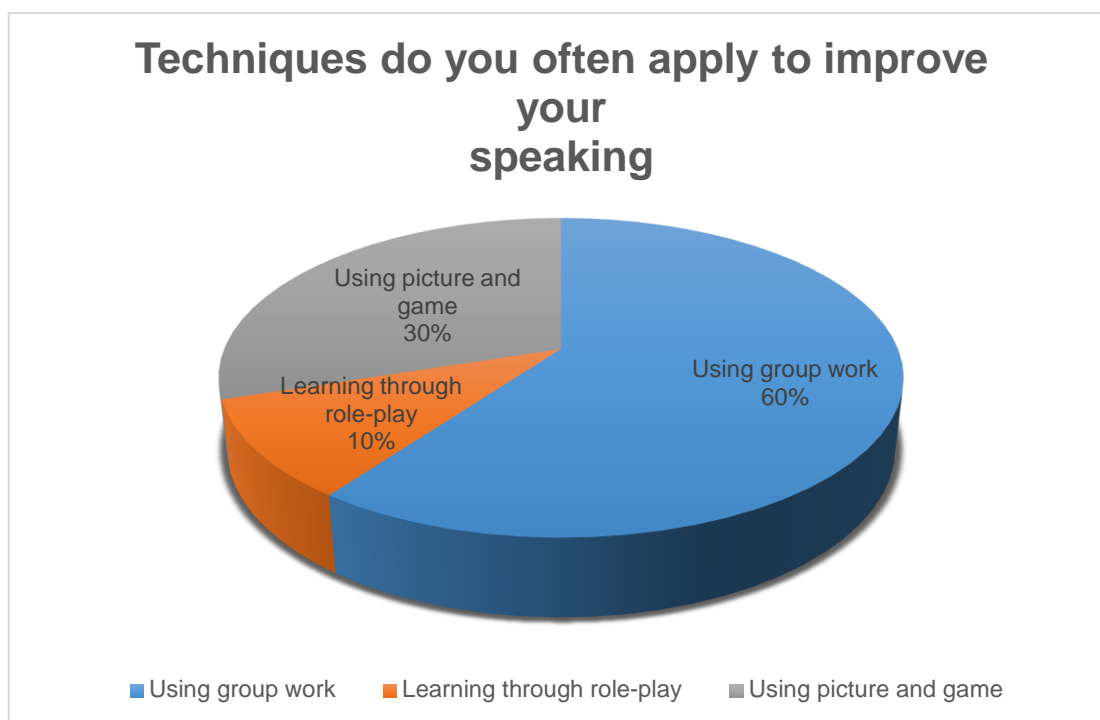
Question 2-Appendix 1: Kinds of working activities in speaking activities.

The pie chart illustrates 3 types of activities in a speaking lesson: individually, in pairs and in groups. Working in group takes up most percentage among 3 activities, (60%) that is almost 2 times in compared with in pair activities (20%). Meanwhile, working individually only occupies a small percentage, (10%) in a speaking lesson toward the student's opinion. It proves that students come to realize that with working in groups, they would have more opportunities and motivation to practice speaking English. In other words, students are likely to think that they will learn better from theirs friends. Thus, it is no doubt that most students choose working in groups as their favorites.

KIND OF WORKING IN ACTIVITIES

In pairs 30%

In groups 60%

Individually 10%
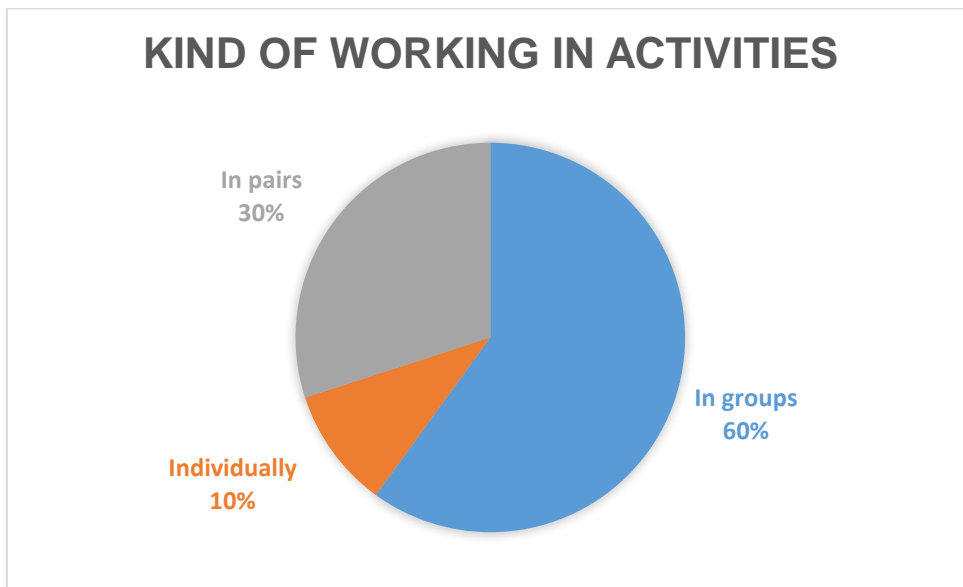
Question 3-Appendix 1: In your opinion, what are the advantages do you have when using group work technique in speaking lesson?

We can see, it is necessary to emphasis and account to the advantages the students have when using group work technique in speaking lesson. According to the analysis in question 2, most students adore working in groups. This gives them effectiveness in speaking, as they feel more language practice. The number of students who considers it as their advantages when using group work in speaking lesson takes account for (40%). Besides that (30%) of them said the students are more involved in the activity. Moreover, (20%) students say that shy students feel more secure and more willing to speaking. Particularly, (10%) says that it encourages students to share ideas.

Advantages	*Students*
More language practice	40%
Students are more involved	30%
Students feel secure	20%
Students help each other	10%

Question 4- Appendix 1: Students' opinions about students' disadvantages when using group work technique in speaking lesson.

Disadvantages	Students
The class is noisy	50%
The class is uncontrolled	25%
Students make mistake	24%
Other advantages (lack of word, lazy…………..)	1%

Along with the advantages, many factors affect the students when using group work technique in speaking lesson. It is true that students often have disadvantages in using this technique. Naturally (25%) of the students say that the class is uncontrolled because some students take advantage of this doing outside the activity. The mentioned tips above seem to be useful for them. The other students (24%) asserted that during a group work activity, the teacher can't control all the language used and should not try to do so. Therefore, students make mistake. The number the students thought that the class is noisy is not small (50%). Thus, it is necessary for us to find out the methods to reduce this situation.

Question 5-Appendix1: Activities students expect teachers to apply more in a speaking lesson.

Penny Ur (1981) offers a variety of types of oral activities, including communication games but also including a wider variety of group activities. Penny Ur classifies into three main types: brainstorming, organizing, compound activities, basing on her classification, the activities are grouped as following:

- ➢ Brainstorming activities: game, song, discussion, and free talk
- ➢ Organizing activities: picture description, story-telling

Disadvantages Students

The class is noisy 50%

The class is uncontrolled 25%

Students make mistake 24%

Other advantages (lack of word, lazy……) 1%

- ➢ Compound activities: debate, information-gap, interview, and role-play.

As we can from the chart below, (50%) students prefer brainstorming activities. This makes us think of the two sides. Firstly, it is understandable that these types of activities (game, song, discussion, and free talk) are very cheerful, funny and interesting. It can motivate their speaking. But on the other side, students seem to like to playing more than speaking or learning with a certain given topic. In contrasted, the compound activities, which should be much concentrated, only occupy (30%). Perhaps, the students find these activities not attractive or maybe they have not practiced them yet like information-gap. A fewer percentage (20%) than these two activities above is organizing activities are so boring that students do not pay much attention to. Hence, it is necessary for teacher to vary activity to make it interesting for the students. It should not be used too often, regularly and activity that may lead to overuse that activity, and soon make students bored with it.

Brainstorming	Compound	Organizing
50%	30%	20%
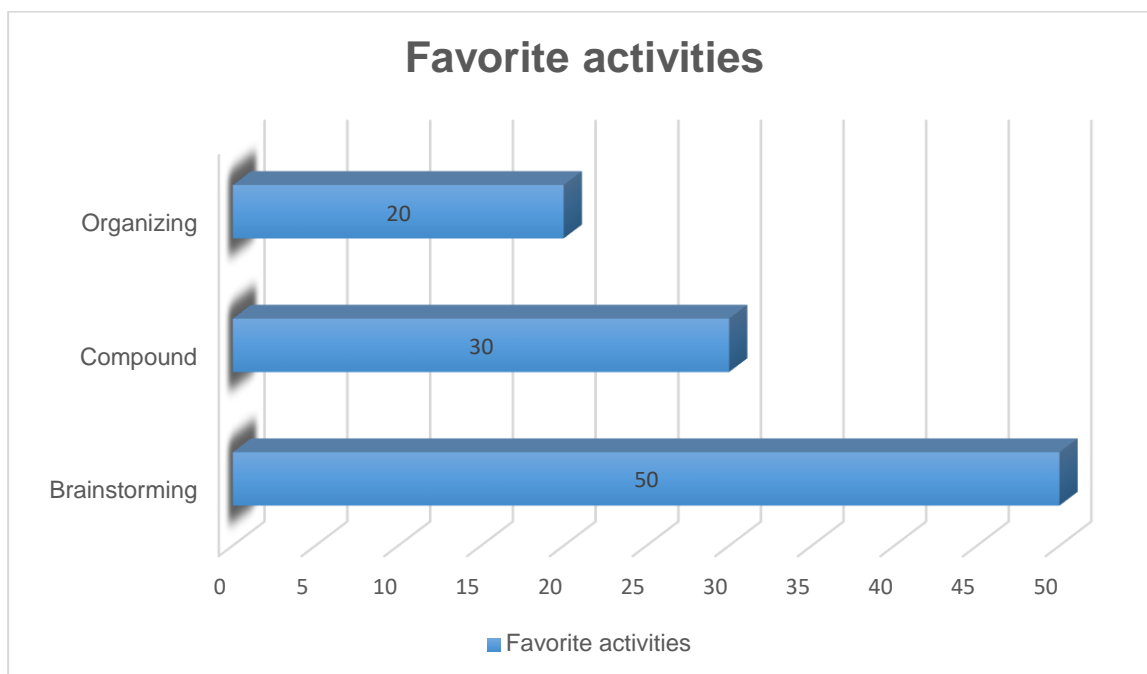
2.3.3. Interview for the teachers.

The two teachers were interviewed and asked some questions about theirs English teaching in speaking lessons. The interviews were summarized as below:

The two teachers have much experience in teaching English as they have been teaching for 7-15 years.

Question 1-Appendix 2: Work arrangement.

Both teachers prefer using group work, nevertheless, the do not think that group work should be used much, it depends on topic. Group work, moreover, has its own advantages and disadvantages. The advantage is that they can learn from each other, have more ideas, more chance to speak. In contrast, if there is one talkative student in group, he or she will make the others silent. In it, there was a teacher who pointed out in great detail that:

- Advantages:

1. If students are able to work together, for example on a problem-solving task, they are more likely to experiment with different techniques in order to try and solve it. They can also learn faster from positive and negative feedback.

2. When students are able to overcome all the conflict, stress, and long hours that come with group assignments, the end result of getting a good grade can be extremely satisfying and motivating.

3. Teamwork is a staple part of academic life and allows students to explore complex tasks. This provides students with an opportunity to improve their communication skills, collaboration and provides a larger capacity for brainstorming different ideas.

4. Learning in a group leads to better memory recall and understanding. This is because students remember more from group discussions than if they listened to the same content in a more instructional format.

- Disadvantages:

1. When working with others, it's natural that disagreement will arise due to differences in opinions. Some students find it difficult to accept criticism from their peers and struggle to get on board with ideas that aren't their own.

2. With a lot of group projects, it's common to find 1-2 students taking the bulk of the workload, whilst other members essentially freeload. This can lead to conflict and breed bitterness amongst the different group members – especially if the student feels others are being rewarded for their hard work.

3. When working in a group, it's quite common for students to go off-topic, especially if the task involves discussion. Some students may use that time to gossip, do other tasks, or loaf around. This results in the group work session being less effective and productive.

4. Working in a team can be extremely time-consuming as a student. Not only do meetings have to be scheduled outside of class hours but they have to co-ordinate with everyone's schedule.

5. Not all students learn at the same speed. Some may need more time to fully understand the task and process the information they're being taught. On the flip side, some students may grasp the material very quickly. Therefore, when working as a group, certain students are either forced to hurry up their learning to the extent that they either learn nothing or resort to copying. Alternatively, those who work faster may actually be going too fast, attempting to move onto the next task before everyone is ready. This can lead to conflict as students may get frustrated by the learning process.

Question 2-Appendix 2: Kind of interaction.

The two teachers always give students chance to talk with them. However, it should not be taken so long time. Only if the students have question about topic, then teachers will answer not only for them but also for the whole class. The kind of interaction between teachers and students will make the students close to the teachers. Talking about topics in class time, helps students to process their learning, through integration of information. Talking with other pupils enables them to learn from one another. Sometimes a peer can explain something differently than a teacher can, which enables learning. Listening to how a peer thinks about a concept or uses language around a certain topic is beneficial for learners. Encouraging students to discuss topics means they are engaging in the practice of using academic language, a vital skill for further academic achievement. Talking helps build connections between students and strengthens classroom community; this is needed more than ever.

Question 3-Appendix 2: Teachers' disadvantages when teaching speaking.

The most common difficulty teachers face when teaching is the noise in the class. It is clear that with such a nosy class, teachers have many difficulties controlling it. In contrast, if the student dislikes the topic or finds it too difficult,

they should remain silent. One teacher expresses her students sometimes lazy, for example, they did not bring what she asked and even did not do homework. Besides, choosing the most suitable types of speech for classroom practice in a particular language course is a very difficult decision. The personality and attitude of each individual learner towards the process of learning to speak and learning in particular are also problematic. Inhibitory syndrome – fear of making mistakes, losing face, being criticized; Shyness is also an issue. The fact that there is nothing to say – learners have difficulty finding the motivation to speak, form a relevant opinion or comment is a note. In addition, low or uneven participation – often due to a tendency for some students to dominate in groups and the use of mother tongues – is especially common in less disciplined or less motivated classrooms, learners find it easier or more natural to express themselves in their native language.

Question 4-Appendix 2: Teachers' advantages when teaching speaking.

Through the survey, teachers pointed out positive aspects such as:

- Can both explain grammar rules well and empathize with your students at the same time

- Know the difficulties and exceptions when it comes to teaching tenses and conjugations because you had to study them, too.

- Spelling skills might be even better than a native English speaker, because you spell words from knowledge, instead of feeling.

- Pronunciation may be clearer and easier to understand for your students than a thick Australian or American accent.

Question 5-Appendix 2: Activities teachers apply more in a speaking lesson.

Both teachers prefer using role play, debate, discussion, and free talk. Sometimes, they use games, interviews, and picture descriptions. For song, information-gap, and story-telling they rarely use, even never use. This conveys that the teachers so focus on some activities. This is not a good way in teaching speaking. It should be better to vary the activities to make students more interested in speaking lesson.

3. Findings and Discussion of Findings

Based on the results of the survey, the aim of the current part is to clarify some major findings which are mainly related speaking skills teaching for 2nd-year English major students at HPU.

As the survey and interview are restricted to only a small number of students and teachers, surely the result can not reflect the real situation of teaching speaking skills at HPU. Nevertheless, it is hoped that the findings and discussions following can give useful information to some extends.

3.1. For students

The students soon realize the importance of speaking skill with this positive attitude; they will have effective way to learn English. Because English is not only major subject in their studying but also important in their future jobs. The students also express their good attitudes toward speaking lessons. Most of them finding speaking lessons interesting for them. Nevertheless, a small number of the students think that speaking lessons are not interesting. This means that speaking lessons are not satisfied and meet all the student's need. It should be found out their demand to make the speaking lessons more interesting and effective.

A majority of students prefers working in group while doing speaking activities. This proves that students can learn better from working with their friends. Them it is clear that working in group is most student's favorites.

This also leads to their favorite kinds of interaction which is interaction in group. Besides, it should be noted that interaction with teacher is another student's choice.

According to students, the least frequently used techniques seem to be the most effective ones, to some extents (pictures description, discussion, …). Especially, playing games is the techniques students wish to be applied the whole lessons.

Regarding to student's disadvantages when using group work in class, it is noticeable that most students lack of vocabulary, shyness and fear of making mistakes. Psychology barrier (in-confidence, nervous…) is one of the problems that prevent students from expressing their thoughts in English. Actually, their

own efforts and the supports of teachers are indispensable to help them overcome those difficulties.

3.2. For teachers

The teachers also share the same view with students on the importance of speaking skill. However, there are some differences in their awareness of improving fluency and accuracy. One of focuses on improving fluency while the other focuses on accuracy. This is because of their different recognition about their student's level. It should be, anyway, concerned to the student's need.

Mostly, teachers use group work to motivate the students in speaking. However, their lessons, in some extents, do not meet the student's needs. It is possible because of poor or boring activities. Teachers should have more various activities again and again. Moreover, teachers should take chances to close to their students by talking to them.

Both teachers have the same opinion of mistake correction. They often correct student's mistakes after their speech to encourage students to speak. Because if students keep quiet, it will lead to their difficulties when teaching speaking. Conversely, the noisy class leading to impossible to control in another common difficultly that teacher often faces with. It is hoped that these findings and discussion will help more people to acknowledge the situation and techniques of teaching English speaking skill in the Foreign Language classroom and stimulate further study in this area.

With this chapter 2, through survey questionnaires for the teachers and students, we have an overview on English teaching and learning situation in HPU as well as the fluency of a doped teaching techniques and their effectiveness form teachers and student's point of view.

CHAPTER III: IMPLICATION

1. Reasoning

Current situation of learning and studying English speaking in HPU has been unfolded. Through the study, it is found that techniques in student's favor are frequently used by the teachers such as: using discussion, using picture, using game, using group work…In fact, there are also some interesting techniques for studying English Speaking, for example, studying from talking with foreigners, listening to the news on TV, on interest…These are really simple and popular ways to study speaking with a better result. Each of them can be applied many small techniques. For the limitation of this research paper, I only present the applicability of some techniques in studying English speaking. The applicability will concentrate on some suggested techniques using group work to help the 2nd year students have more pleasure and effectiveness in learning English speaking.

2. Ways to Arrange Group Work

Students working in groups is one of the most effective and efficient teaching strategies for all classrooms. There is a multitude of benefits, and students engage in learning at a higher level. Students learn how to tackle more complex problems than they could on their own. They experience other's ideas for problem-solving and combine their knowledge and skills. Students see the value in teamwork and share different perspectives.

The world needs them to learn to collaborate and work together to solve problems. Most of what students will need to know in their professional careers involves working in groups or with others. There are also advantages to both teacher- and student-assigned groups. Teachers typically possess autonomy in the classroom, but involving students in creating groups makes them develop a sense of ownership.

> ➢ Teacher-Assigned Groups

Teachers assign students to specific groups based on many different reasons. These purposes may include reading or skill levels, interests, and a multitude of other reasons. Teachers delegate roles and responsibilities and assign every kid a different job such as timekeeper, recorder, speaker, and illustrator. The roles must be meaningful and interdependent. This is an effective way to hold each

other accountable and increase productivity. However, it is also important to incorporate time to recharge after group work because some students prefer to work independently.

When assigning groups, it is vital to vary the groups periodically. Teachers incorporate motivating tasks and time for enjoyment. Teachers assign tasks that are just above students' ability and that they could not figure out on their own. The students focus on relevant topics and information on real-world scenarios. The assignment and expectations must be specific and organized. The teachers ask questions that should elicit varied responses.

During this time of online instruction in education, there are many learning curves and challenges. Utilizing online groups is a great idea and promotes involvement and engagement at a higher level as it does for in-person learning. Teachers may use digital grouping organizers to assign groups to online learning environments. A few examples of digital student organizers are: Random Student Generator, Class Dojo, Random Group Maker, and the Team Shake app (Techie Teacher, 2018.) Group dynamics are different online but can be beneficial in that students are interacting with each other. Utilizing platforms such as Zoom and Google Meet enhances the experience and makes learning more engaging in that students can see and hear each other.

➢ Student-Chosen Groups

When students have autonomy and choice in the classroom, they inevitably become more involved and interested in the assignment. The students become more fulfilled while working on assignments that are enjoyable to them. They know the expectations and can put their own thoughts and experiences into the learning process. Students become empowered in the learning process, and the sky is the limit!

Another way to group students is to let them develop the questions on assessments or questions they want answered. Traditionally, teachers always ask students the questions. The level of learning in these types of environments is effective but reaches a much higher level of engagement and retention when they are directly involved with asking questions.

➢ Reading Levels

This type of group is heterogeneous and allows students to learn from each other. Students can be placed in ability groups where they are all performing comparably, or they can be placed in a group with a higher-level reader, two average readers, and a lower-level reader. Both types of groups have advantages and allow students to gain a deeper understanding of what they are studying. As they hear each other read and practice skills, they are exposed to more vocabulary, expression, and comprehension.

➢ Interests

Students can also participate in group activities based on their interests. This type of group arrangement can be academic, vocational, sports-related, or any other common interest they share. Students talk to others, increase their interpersonal skills, apply conflict resolution, and perform problem-solving techniques in this type of environment. They may meet new friends and not feel evaluated because they have things in common. This type of grouping encourages active learning, communication, and motivation.

Group work is formatted to fit the students' curriculum, thus providing a unique experience for critical thinking and consolidation of ideas in a team format. Working in groups allows students to appreciate diversity, become more tolerant, and be exposed to a variety of other experiences that working independently does not provide. Every opportunity to work in a group will reap benefits for students and teachers in all classrooms.

In short, There are a number of ways to form groups. Groups need to be rearranged form time to time to allow students to work with a variety of peers. Small groups or learning teams can be formed in three ways:

➢ Randomly:

Random group assignments avoid cliques and ensure that students interact with different students throughout the semester numbering the students (counting off or numbering off):1,2, 3 and 4…students who have the same number will make a group.

●Grouping according to the eat proximity

●Grouping according to the months of birth

●Grouping according to colors of clothes or their favorite colors

●Grouping according to the alphabetical list

  ➢ Teacher- selected: once teachers know their students fairly well, teacher selected groups can be useful for pairing weak and strong students, students with common interested or shared learning styles…

  ➢ Student-selected: students choose the partners with whom they think they can work well.

Group size can vary as can the length of time that students work together.

Groups that work together for 10 to 45 minutes might be 4 to 6 people.

Groups can be formal or informal. Informal group '10 minute buzz group' (3-4

students discuss reaction to a reading assignment) formal group assignments can serve semester-long group projects. Whether formal or informal, it is useful to assign roles within the group (example: leader, recorder, reporter to the class, time keeper, or facilitator) for choosing group leader, teacher should vary the ways, so each student is a leader at least one time.

● Teacher ask each group to choose their own leaders

● Teacher gives standard of the leader, for instance, the leader is the one who is smallest/tallest/biggest/oldest/youngest/best in English…

If students are not used to working in groups, establishing some ground rules with the class about respectful interaction before the first activity can foster positive and constructive communication.

3. Suggested activities using group work to teach speaking skills for the

2nd-year English majors

Classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course.

3.1. Story telling.

The speech abilities needed for story telling are essentially the same ones required for all speaking activities. Story telling encourages students to experiment with voice, tone, eye contact, gestures and facial expressions. It also lots them practice techniques for holding audience attention. Storytelling encourages reading motivation and aids listening comprehension. It can lead directly to story writing.

3.1.1. Make story.

An exam of group interaction activity is "make a story": "Beauty and the Beast"

Students are divided into groups of four (sometimes five and six), each of the members has its role. For example, the four essential roles in a group and two optional roles can be following:

1. English checker whose role is to check that all the member in his group speak English all the time; to remind the participants in his group of the time planned for the activity and to finish the task on times.

2. Secretary who takes notes of discussion that is going on in his/her group.

3. Reporter whose task is to report the activity in class after that activity is finished.

4. Leader who makes sure every member is participating in the discussion, to call on any member to speak out.

5. Clarifier who clarifies assignments with the teacher and other members of the group if necessary (optional).

6. Encourage whose job is to encourage to speak "yes, I agree"; "go on, please"; "what did you say?"

►After that each group is give picture:

"Beauty and the Beast - Belle's Story". The story is a meaningful lesson about courage, honoring promises. More special in that story is that sincere love can do miracles.

→The group's task is seeing the pictures in order to create a story. The length of this activity allowance is 15-20 minutes.

→After the activity is finished, the reporters from each group report or real their story to the rest of the class.

Group 1: Once upon a time, an Enchantress turned a handsome prince into a terrible beast when she discovered his selfishness.

She left behind an enchanted rose. If the prince did not find true love before the last rose petal fell, he would remain a beast forever.

In a village nearby, Belle lived with her father. More than anything, Belle wanted an adventure like those she read about in her beloved books.

Gaston wanted to marry Belle, but she refused.

Belle thought he was a beastly bore, and Gaston didn't understand why she was always reading. "It's not right for a woman to read," he said.

Belle's father, Maurice, was an inventor. His latest invention was an automatic woodchopper, which he was taking to a contest at the county fair.

 "You'll win first prize!" Belle declared.

On his way to the fair, Maurice got lost in the woods. A pack of wolves chased him to the gates of a nearby castle.

Not sure what he would find inside, Maurice entered the castle grounds cautiously.

Maurice could never have imagined the hideous beast that confronted him.

Thinking Maurice had come to stare at him, the Beast was furious. Without mercy, he locked this unwanted visitor in the dungeon.

When her father's horse came home alone, Belle went in search of her father and found him locked up.

Belle begged the Beast for Maurice's freedom. "Take me instead," she offered.

The Beast agreed, making her promise to stay in the castle forever!

On her first night, Belle met the castle servants. The spell cast by the Enchantress had turned them into enchanted objects!

They were funny, friendly, and treated Belle like a special guest.

At dinnertime, Belle refused the Beast's invitation to join him, which made him roar with frustration.

He was anxious to end the spell – and felt Belle was a sign of hope.

Mrs. Potts, the teapot, and Lumiere, the candelabrum, told him to be patient and, above all, kind.

Later that night, Belle came upon the magic rose the Enchantress had left behind.

As Belle reached out to touch it, the Beast appeared and grabbed the precious rose. "Get out!" he yelled.

Belle fled the castle on her horse but was attacked by the same wolves that had chased her father.

Risking his life, the Beast saved Belle. In the days that followed, Belle began to see the goodness in the Beast.

One evening, the Beast again invited Belle to dinner. This time she accepted.

After dinner, the Beast asked Belle to dance. As they whirled around the ballroom, the Beast realized he was in love with Belle.

Because of his love, the Beast let Belle return home to see her father.

When Gaston heard her speak fondly of the Beast, he grew jealous and stormed the castle.

Gaston stabbed the Beast and then was accidentally knocked off the roof.

Belle pulled the Beast to safety. "Please don't leave me," she sobbed. "I love you."

As she spoke, the last rose petal fell. Then a shower of sparks filled the air. The Beast began to transform……into a handsome prince!

The enchanted objects were filled with joy as they too turned back into humans and watched their prince and Belle fall in love Anew.

➝At the end, teachers can ask the class to choose a best story or they can give comment or mark on each group.

For example: "you spoke clearly and your classmates enjoyed your story. I especially like your story tone of voice and your description.

3.2. Communication activities

3.2.1 Role play.

A role play is a spontaneous conversation between some people who are imagining they are other people or imagining they are in different situation.

Roles plays are generally used foe free speaking practice.

In other words, role-play is any speaking activity when he either puts himself

into somebody else's shoes, or when he stays in his own shoes but put himself into an imaginary situation.

- Prepare at home:

Divide the class into groups, each group may have 5 students. Each group will have a leader who makes sure that he will distribute the roles to the selected characters.

Give them the theme of the role play to ask each group to prepare the plot, characters, and dialogues of the role play at home by themselves.

- In class:

Call each group to present their "prepared produced" in front of the class with the time allowance is 10-15 minutes

+ An example application for role plays as follows:

Title: CINDERELLA

Characters: Cinderella, Prince, Fairy, Stepmother, Step-sister and supporting character.

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother

waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving. the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on,

but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

+ After each group finishes their role-play. Teacher and the rest of the students in the class can choose the best actor or actress to reward the prize.

3.2.2. Discussion.

Discussion assists students in the development of reasoning, critical thinking, and problem- solving skills. It gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions. Clarify or modify idea, resolve differences, and find alternative solutions… as well, discussion can serve as a means of building consensus among group members.

Groupings of three to five are good for effective discussion. Everyone is able to contribute to the discussion as a listener and as a speaker. In addition, a small group draws out quieter students who may not contribute to larger group discussions.

Let students suggest the topic for discussion or choose from several optional.

Students are likely to be more motivated to participate. If the topic is television program, plans for a vacation or news about mutual friends.

Weighty topics like how to combat. Pollution is not as engaging and place heavy demands on students" linguistic competence.

Before discussion begins, it is necessary for the group to establish the purpose: it is important that discussion questions are consistent with the purposes set by the group.

Students could generate a list of question to address before beginning the discussion. Such a list might include:

▪What role will each group member take?

▪What do we already know or believe about the topic?

▪What do we want or need to find out?

▪How will we go about finding answers to our questions?

▪How will we assess what we have accomplished?

▪With whom will we share our findings?

This activity can be applied to topic: "Celebrity"

♦Teacher sets the topic "Talking about celebrity"

♦Give students input (both topical information and language with which to say it), for example:

The term celebrity has two meanings:

Celebrity or celeb refers to an individual or group of people who have a reputation and are widely recognized by the public, with the direct consequence of being noticed by the mass media. They can be famous doctors, famous players, famous painters, singers, comedians...

Famous person or celebrity means a person who has a reputation because of having merit to society and being recognized by society. They can be politicians, military, cultural, scientists...

The issues mentioned to celebrities will be personal information (birth name, artist's name, date of birth, zodiac sign...), private life information (love, family, scandals...), unique career, hobbies…

♦Put students in groups of five according to their favorite colors or their view of job. During the activity, the roles of each member are as follows:

-A leader: to make sure all the member is participating in the discussion, to call on any member to speak out.

-A language checker: to make sure all the members are using English, to checks any difficulties in expressing themselves

-A time keeper: to keep time for smooth

-A reporter: to report what group discus in front of class

-A secretary: to make notes of what each member mentions.

♦After students have changed their seats to form groups; the teacher gives each group these handouts: "Celebrity"

♦Teacher give the task: "Each group will have 10 minutes to decide which celebrity you will choose and given your reasons then each group will have 15 minutes to report your result to the whole class".

♦While discussing, students listen to all ideals, ask probing question, summarize or paraphrase ideas, express support for one another, and check for agreement. Besides, giving reasons for or defending viewpoints, they practice integrating ideas and appreciating others viewpoints

♦Have students report to the class on the results of their discussion.

For example:

Group 1: My team's choice is Ronaldo - Football superstar. Cristiano Ronaldo dos Santos Aveiro was born on February 5, 1985. He has a collection of 5 Golden Balls, 4 Golden Boots and countless other awards. However, in order to achieve the current glory, he had to go through countless difficulties that seemed to have brought him down. But with his love for football, he overcame them all.

Ronaldo joined the Sporting Football Academy in Alcochete. Here, he was ridiculed a lot by other children. However, he still worked hard and with his talent, he had many opportunities for promotion.

However, at the age of 15, Ronaldo was diagnosed with tachycardia syndrome. Thinking that he would have to give up his career again, he was still determined to follow this path. A year later, he was noticed by many managers of big clubs and wanted to sign him. After much concern, he chose MU as his "first" stop.

Here, the number 7 followed him throughout his professional life. During the 6 years of playing at MU, he had many glorious moments, there were also ups and downs because of accidents and injuries caused by matches, but Ronaldo still overcame them all. Thanks to those times with Ronaldo's football history at Manchester United that became the driving force, the relentless fighting that made up his success.

At the end of 6 years playing at MU, he played a total of 292 matches and contributed to the club 118 goals. Besides, he also had many noble football titles that any player at that time dreamed of.

Regretted not to bring him to the club at first, Real Madrid made amends with about £80 million to get him in their squad. He at Real Madrid adapted very quickly and set many new records. He brought home countless awards personally as well as for his team. Initially, he was given the number 9 shirt back, but then he was also able to wear the number 7 again according to his wish.

Real coach at that time commented that he was a person who lived with a love of football. Indeed, he has set records and broken them because of the love he has for the sport.

After leaving Real Madrid, he moved to play for Juventus club. Perhaps this will be the club he plays for the last time in his professional football career. Here, his aura has never been extinguished. It was suspected that his age would make his playing style passive but his performances have dispelled those doubts.

Ronaldo has regularly featured in the Euro and World Cup seasons, since he was called up to the official team. In each season, he has contributed goals, participated in many tournaments and made a strong mark.

Group 2: We're in love with singer Taylor Swift so we'll talk about her. Taylor Swift is an American singer, songwriter, and musical actress. She is the first daughter of Scott Kingsley Swift and Andrea Gardnerha. Her father is a stockbroker and her mother is a housewife.

From a young age, she began to love country music. Taylor Swift has developed a love for Patsy Cline and Dolly Parton.

At the age of 11, she started recording self-demo at home with karaoke songs. Taylor left copies at every record label in town. However, she was flatly rejected and forced to return home, the dream seemed to have ended.

At the age of 12, Taylor Swift started writing songs and playing guitar. She also regularly visits Nashville and writes songs with local musicians. When Taylor Swift was 14 years old, her family decided to move to a suburb of Nashville so she could focus on pursuing a singing career.

When she was 15, she turned down a contract with RCA because the company wanted to keep her in an artist development agreement.

Starting with the single Tim McGraw was broadcast in early 2006 – her self-titled debut album. Taylor participated in composing all the songs on her album. Album achievement reached #19 on the chart. It later reached #1 on the Country Albums Chart and #5 on the Billboard 200.

At the end of 2008, released the 2nd studio album that reached #1 on Billboard's hot 200 album chart right after its release. Although it has only just been released, it has been quite successful. This also made Taylor Swift more famous.

In early 2010, Taylor recorded the song "Today Was A Fairytale" for the movie Valentine's Day, the song broke the first week download record of "Womanizier" with 325,000 downloads and debuted at #2 on the Billboard Hot 100 and reached No. #1 on the Canadian Hot 100.

Taylor Swift is a peachy singer with a long dating list. At the age of 31, she has dated nearly 20 famous male artists. After breaking up, Taylor Swift will often compose a song for each guy.

In 2020, Taylor Swift announced that she would release the album Folklore. And within the first week of its release, the album sold more than 2 million copies. She also broke the Stream album record for a female artist on Spotify. By the end of 2020, the ninth album and also sister to Folklore called Evermore was released. This strong comeback makes Taylor Swift's name more explosive than ever.

♦After the discussion is over; teacher asks the whole class for the final decision: "you have listened to your friends" reports. Now it is time for you make up your mind.

To self-assessment and reflection, members of the discussion group should assess and report on their success as a group. An assessment from could be filled out by one group member, based upon the consensus of the entire group.

Through well-paired communication activities such as role plays and discussion, teachers can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their selfconfidence as speakers and to their motivation to learn more.

3.3. Picture Description.

This is simple activity but productive activity for students.

▪ Put students in groups of four. Each member in group is assigned a role: a leader, a language checker, a time keeper and a writer.

▪Providing an interesting picture of each group of students.

▪Before description begins, it is necessary for the group to establish the purpose: it is very important. Students could generate a list of word before beginning the picture description.

Variation: they will 20 minutes to say as many sentences as they can that describe it; a writer marks a tick on a piece of paper representing each sentence. At the end, group report how many ticks they have.

An example is describing people picture below: Describing People.

Cut out some pictures of people from magazines - pop stars, sportsmen, TV

Stars…

This use of activity of small-group cooperative activities in the most effective procedure to encourage students to think creatively in divergent ways that fester new and novel solutions to problems.

3.4. Games.

Games have been shown to have advantages and effectiveness in teaching learning speaking. Games bring in relaxation and fun for students thus helps learn and retain vocabulary more easily. Games usually involve friend's competition and they keep learners interested. These create the motivation learners of English to get involved and participate actively in learning activity.

3.4.1. Find the difference game.

Objectives: increasing student's flexibility and creativeness. Students will also learn how to observe and find the differences among similar pictures or things with fastest speed.

Procedures:

- Teacher gives students some pairs of similar pictures

- Let students observe in few minutes then each of group show its idea. Any group which find most differences, it will win and receive a gift.

Example given: Teacher shows 2 pictures which contain 10 differences:

- Ask students to find these in 2 minutes.

- Each group of students will work to find and then show their result.

3.4.2. "Who am I?" game.

Objectives:

- Improving student's imagination and their ability of guessing.

- Give students more chance to practice making Yes/No question.

Procedures:

- Teacher divides class onto small groups then instructs the rule: each group proposes a representative coming to the blackboard. Teacher will tell students the name of a person maybe a well-known one.

- Other group will make Yes/No questions to find out who the person is, for example:

♦ Are you Female?

♦ Are you Famous?

♦ Are you young?

♦ Did you come to Viet Nam?

The student who is in the blackboard only answers Yes or No without any explanation.

Which group finds out the answer first will get one point. If the other groups have no answer, the first group will get point.

Each group takes turn to make quiz. The group which gets most points will be the winner the loser has to sing a song in front of the class.

PART III: CONCLUSION

In short, speaking skill is one of the central factors and occupies an important position in communication. In teaching English, it is an aspect that needs special attention and careful guidance. Developing speaking skills is a real challenge for many teachers because students do not live in a professional and total English speaking environment. It all comes down to simply attending schools where English is taught as a core subject (e.g., 120 minutes a week). In this context, it is really difficult to achieve a good standard of output quality because there is a huge difference in student input. There are too few classroom hours, and most teachers, even though fluent in the English language, are still not native speakers to speak the native language 100% accurately. In addition, it is difficult to find real-life situations that motivate students to communicate in a foreign language. Mention the use of teamwork in speaking activities that will gradually help students speak English fluently and appropriately. This is also done by the needs of students.

This study is titled: "Applying Group Work Techniques When Teaching Speaking Skills to English-Major Sophomores at HPU" is designed to explore and delve into the above-mentioned issues above. However, errors and omissions are inevitable. It has not been studied as thoroughly and deeply as it should be. Therefore, the author would like to receive both critical and benevolent reviews from readers. Teaching speaking skills as well as using group work in teaching is a big issue that has been paid much attention. My graduation essay deals with only a very small part of this with the main purpose of improving the speaking and speaking ability of the students.

My suggestion for further research and research on this issue is: Techniques for using group work in listening/speaking/reading/writing skills for specific subjects. How does this technique improve skills in English subjects, especially speaking skills? Effective ways to use teamwork in teaching speaking skills. I hope that in the near future, more activities for group work will be available

studied to help learners learn English well.

This study was conducted with the desire to make a contribution to the teaching and learning of speaking skills to people related to this field, and hope that it

will be useful to everyone. It is also expected to suggest some topics for further study.

Due to the short time and limited knowledge of the researcher on this issue, errors and shortcomings are inevitable. So we look forward to receiving everyone's sincere welcome and evaluation. All comments, comments and suggestions formed from readers are a great source of motivation and love for the researcher.

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Appendixes

APPENDIXE 1: SURVEY QUESTIONAIRE

QUESTIONAIRE FOR THE 2nd-YEAR ENGLISH MAJORS IN DEPARTMENT OF FOREIGN LANGUAGES OF HPU

Here are some questions about your English study at HPU. I hope you can give answers that are most satisfactory to your point of view. Your answers will help me a lot in my research. Don't stress, choose 1 answer that you think are most suitable for each question. Thank you very much.

1. Which techniques do you often apply to improve your speaking?

a. Using group work

b. Learn through Role-play.

c. Using picture and game.

2. What kind of work do you like in speaking activity?

a. Individually

b. In pairs

c. In groups

3. In your opinion, what are the advantages do you have when using group work techniques in speaking lesson? (You can choose more than one)

a. Students have more language practice.

b. Students are more involved.

c. Students fell secure.

d. Students help each other.

e. Others…………………………………………………………………………

4. In your opinion, what are the disadvantages do you have when using group work techniques in speaking lesson? (You can choose more than one)

a. The class is noisy.

b. The class is uncontrolled.

c. Students are make mistakes.

d. Others………………………………………………………………………

5. Choose activities that you find interesting to apply more in a speaking lesson (You can choose multiple answers)

a. Role play

b. Game

c. Free-talk

d. Debate

e. Information gap

f. Story-telling

g. Interview

h. Picture description

i. Song

APPENDIX 2: INTERVIEW QUESTIONS FOR TEACHER

Here are some questions to support my research. All questions are related to teaching and learning English, especially teaching and learning English speaking skills. I hope you can help me with ideas and answers from your wonderful experiences. This is very helpful for me and my research, thank you very much.

Question 1: In speaking activities, your students often work individually, in pairs or in groups? Which kind do you prefer and why?

Question 2: Do you prefer talking to students or letting students talking to each other?

Question 3: What difficulties do you have while teaching speaking skills?

Question 4: What advantages do you have while teaching speaking skills?

Question 5: Choose activities that the teacher applies more in a speaking lesson. (You can choose multiple answers)

a. Role play

b. Game

c. Free-talk

d. Debate

e. Information gap

f. Story-telling

g. Interview

h. Picture description

i. Song