

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên: Nguyễn Thị Nguyệt

Giảng viên hướng dẫn: Th.s Phan Thị Mai Hương

HẢI PHÒNG - 2023

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**A STUDY ON GROUP WORK APPLICATION TO
IMPROVE SPEAKING SKILL FOR FIRST-YEAR
LANGUAGE MAJORS AT HAI PHONG UNIVERSITY
OF MANAGEMENT AND TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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2. Các số liệu cần thiết để thiết kế, tính toán

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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ABSTRACT

As of 2022, there are 67 countries and 27 regions where English is the main language, besides most countries use English as a second language. Among the four skills of listening, speaking, reading and writing, learners prefer speaking skill because it is used frequently in daily life. However, students still have difficulty learning speaking skills. Therefore, this study was conducted to introduce group work techniques, specifically group discussions, as a method to improve speaking skills for first-year students at Hai Phong University of Management and Technology. . This is a research report on using group work to improve speaking skills of first-year students at Hai Phong University of Management and Technology. The purpose of the study The study investigated and evaluated the effectiveness of the research group in improving speaking skills in English. Go through other online interviews to see the group's performance status in detailed studies. With surveys and face-to-face interviews to collect data for research, the research results will help students make significant progress in English communication.

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PART A: INTRODUCTION

1. Introduction

In learning English, learners must try to be active in the learning process to acquire knowledge and develop reflexive skills in speaking English through group activities in speaking skills lessons. Evaluating the effectiveness of group activities in the process of teaching speaking skills is very important to see the quality of students' acquisition and receptivity. According to linguist Khamkhien, speaking is one of the most important skills when learning any foreign language, besides there are also preliminary assessments of the effectiveness of group activities in teaching skills. Mentioned but only mentioned the level and frequency of participation without studying the influencing factors. Students have the right to actively participate in learning. In particular, students have to carry out group learning activities such as debate in class, divide study groups according to different topics, make presentations in front of class, write group essays, etc. to create favorable conditions for students to continue studying. Acquire knowledge, learn to capture reflexes. In quickest way. However, group learning has not been effectively implemented by students, there is still a mindset of dependence and dependence, and there are disagreements and opinions among group members. ... Through which research shows that students do not have study skills, group association leading to effective debate time, group exercises have not achieved the desired results

2. Objectives of the study

- general objective: to find out the reality of using group activities to improve speaking skills for first-year students at Hai Phong University of Management and Technology
- specific objectives: systematically survey and research on the status of group study skills in order to improve English speaking reflexes, thereby finding the

causes of inefficiencies and proposing solutions to help students improve their English speaking skills, confidently communicate effectively and thoroughly

3. Scope of the study

Due to the small scale of the study and the limitation of time, this study only focuses on examining how group-work techniques are used to improve the speaking skills of a group of Six-ty first-year students At Hai Phong University of Management and Technology.

4. Significance of the study

This study is conducted with the expectation that its finding will provide readers with useful information. Specifically, this study will bring evidence to support the positive effects of using group-work on improve students' speaking skill. In addition, it is expected that the thesis will better inform the teachers of a studentcentered approach to teaching speaking skills in order to gain the highest participation of students

PART B: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1. Rationales

Teaching speaking skill is of great importance in second language learning. Lerris (1999) asserts that teaching speaking helps learners to use language more fluently and speaking is a chance to notice the gaps between what they want to say and what they can say. Group-work techniques are widely accepted to be an effective way to encourage students to use the language and to motivate them to become more involved. Richards and Loc Khart (1994) point out that students not only play more active roles in the learning process but also get the benefits of sharing ideas with their team members through taking part in groups. Doff (1988) states that students feel less anxiety when they work privately with their peers than when they are in front of the whole class. Group-work can help shy students, who never say anything in a whole class activity. How to promote students' speaking skill is still a challenging question. Nine years' experience as a teacher of English at HaUI has helped the researcher realize the fact that students are usually reluctant to speak when they are asked in speaking lessons. They find it difficult to express their ideas in English. In addition, their participation in speaking classes is unequal. To tackle these problems, group-work activities are taken into a careful consideration in order to enhance students' speaking skills.

1.1. Nature of speaking skill

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

The learning of English speaking skills is a preference for a lot of English as foreign second language learners. Language learners sometimes evaluate their

success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards, 1990).

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

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

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

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity

either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

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

1.2 The concept of speaking

Speaking is an act of making a sound. We can say that "speak" means to talk, or to express our thoughts and feelings in spoken language. Speaking usually implies conveying information. It can range from an informal comment to an academic presentation to a formal address.

1.3 What is speaking skill?

Speaking is one of the most important skills when learning any language. Speaking is a reflexive and soft skill that enables us to communicate effectively. These skills allow the speaker to convey his message smoothly and persuasively. Speaking skills also help ensure that people will not be misunderstood by those who are listening. In short, "Speaking" is a productive skill in speaking mode. It, like other skills, is initially more complex and involves more than just pronouncing words.

1.4 The concept of speaking skills in English?

Speaking skill is the skill of using sound to express one's thoughts, opinions and words for the purpose of expressing opinions, conversing and communicating with listeners. Through a conversation, the speaker and the listener exchange information with each other. According to Florez (1999: 98), speaking is an

interactive process by which learners produce information and receive information to create meaning. According to Thornbury (2005: 78), speaking in a second language is different from speaking in a native language because learners lack vocabulary and grammatical knowledge; the process of arranging grammar and words is not automatic in the creation of a second language. Harmer (2001: 23) stated that speaking has many different aspects including two main categories, namely accuracy and fluency. Accuracy is the correspondence between learners' words and what they actually say when using the target language and the correct use of vocabulary, grammar, and pronunciation is accomplished through activities that have instruct. Fluency is the ability to maintain speaking confidently, with little hesitation or unnatural pauses, or word search (Bailey, 2003). Therefore, speaking competence occurs when a speaker is able to communicate by exchanging information accurately and fluently with the right choice and use of vocabulary and structures. Speaking is the ability to express something by putting ideas into words so that people understand the message being conveyed; is the ability to exercise linguistic knowledge in practical communication to express one's ideas, feelings, thoughts, and needs.

1.5 Teaching speaking in a classroom

In a foreign country, students hear spoken language regularly and the without any conscious effort they imitate and perform their own utterances on the basis of what they have heard. Progressively, they come at a stage where they can speak like people around them. In the mother country, EFL students need to practice the language regularly inside the classroom through performing different activities. Accordingly, it is teachers' duty to provide activities that involve interaction among learners. O'Malley & Pierce (1996) suggest that different kinds of speaking activities are appropriate at different levels of proficiency. Therefore, teachers should give learners ample practice in classroom at all levels so that they could express themselves in situations where they can produce spontaneous language. Practice activities may serve the learning/ teaching goal of speaking proficiency. Richard & Lockhart (1996) define practice activities as tasks used to

perform sentence patterns. They also states that the use of variety of different tasks in language teaching is said to make language teaching more communicative because it provides a purpose for classroom activity.

Learning to speak entails learners' engagement in communicative situations so that they will activate their speaking capacity. As a result, the development of oral skill requires students to make active use of the language that is correct in its grammar, vocabulary and pronunciation. Accordingly, fluency and accuracy are essential aspects that need to be developed in classroom interaction. In terms of fluency and accuracy, Byrne (1997) also states that the main goal in teaching the productive skill of speaking should be oral fluency, the ability to express reasonably, accurately, and without hesitation. Ur (1996) suggests activities in speaking in the classroom as follows:

- a. Use group-work
- b. Base the activity on easy language
- c. Make a careful choice and of topic and task to stimulate interest
- d. Give some instructions or training in discussion skills
- e. Keep students speaking the target language

In this study, the researcher utilized group-work activities in the hope of increasing interaction among learners; accordingly, they can build confidence in speaking and improve their speaking skill. Topics were chosen carefully for the purpose of stimulating learners' interest and motivating a great deal of discussion among group members. To accomplish these goals, chosen topics should not be too difficult for

2. Definition of group-work

Doff (1998) defines group-work as a process that "the teacher divides the class into small groups to work together, usually four or five students in each group". Killen (2006) also indicates that "group-work occurs when you ask two or more students work together". According to Johnson (2012), "group-work, in a language class, is a co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher". In general, group-

work is agreed to be a process in which two or more learners work together to do a task which involves cooperation and self-generated language (Brown, 2001; Doff, 1998). It means that in group-work, all the group members have chances for greater independence as they take some of their own learning decisions without the teacher controlling every move. They learn to negotiate and to listen to different opinions. They participate more equally and in most cases, they feel free to experiment and use the language. In group-work, the focus is not only on the product but also on the process and the skills, which are activated to achieve. According to Davis (1993), there are three general types of group-work including informal learning groups, formal learning groups and study teams. Informal learning groups are temporary clustering of students within a single class session. Informal learning groups can be initiated by asking students to turn to their neighbors and spending two minutes discussing the question that the teacher has posed. The teacher can also form a group of three to five to solve the problem. Informal groups can be formed at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace. Formal learning groups are teams established to complete a specific task, such as perform a lab experiment, write a report or carry out a project. This group may carry out their work in the single class session or over several weeks. Typically, students work together until the task is finished and their project is graded. Study teams are long term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement and assistance in completing course requirements and assignments. Study teams serve a broader purpose. They can last the entire semester or several semesters. In this research, the researcher utilized the first type "informal learning groups" as the key one because she wanted to change members of groups every meetings. She thought that working with new members in new groups would refresh every member and create a favorable condition for them to learn from different peer.

2.1 The principles in organizing group-work in speaking class

2.1.1 The preparation steps

Group-work can operate if everything is prepared well; accordingly, the preparation steps play an important part in making the group work smoothly. Andrews (2003) identifies some steps as follows:

Step 1: Plan for each stage of group activities 15 when teachers make lesson plans for each class, they should decide which topics might lend them to informal group-work. They must think about the way that they will organize the students into groups, help groups, provide feedback to the groups and evaluate the product of group-work.

Step 2: Give clear and short instructions Teachers must explain students carefully how group activities will operate, what the objectives of this grow up task are, and when they make any assignment. In addition to a well-designed task, each group needs a way of getting started, a way of knowing when the task is done and some guidance about the participation of members.

Step 3: Provide the necessary input. To work in groups well, students need certain input such as vocabulary and structure to operate; hence, teachers should prepare necessary things for students' activities. According to Sheila (1993), most students often experience the feeling of having nothing to say on the subject and this will certainly hinder their communication process and make them feel inhibited or less confident to speak. Therefore, it is necessary that the teachers should assist the students to generate ideas through brain storming and pre-teach useful vocabularies and structures.

2.1.2 Designing group-work activities

The popular benefit of group-work is the positive atmosphere where students can learn from and help one another. According to Andrews (2003), a good group task is presented as follows:

Create group tasks that require interdependence when structuring group tasks, it is necessary that teachers create group tasks that require interdependence and composition among groups. Johnson and Smith (1991) report that the students in a group must perceive that they “sink and swim” together, that each member is

responsible for and dependent on all the others, and that one cannot succeed unless all in the group succeed. Strategies for promoting interdependence include specifying common rewards for the group, encouraging 16 students to divide the labor, and formulating tasks that compel students to reach a consensus. Make the group activities relevant Johnson and Smith (1991) state that students must perceive the group tasks a consesensus.

2.1.3 Make the group activities relevant

Johnson and Smith (1991) state that students must perceive the group tasks as integral to the course objectives, not just busy work. Create assignments that fit students' skills and abilities. Teachers should assign relatively easy tasks at the beginning of the term. According to Pell owe (1996), as students become more knowledgeable, they need to increase the difficulty level.

2.1.4 Steps of organizing group activities

Harmer (1999) divides group-work activities into three steps: before activities, during activities, and after activities.

Before activities

The teacher makes students feel enthusiastic about the activity. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in. The important thing about instructions is that students should understand and agree on what the task is. To check their understanding of these instructions, the teacher may ask them to repeat the instructions, or, in monolingual classes, to translate them into their first language.

During activities

While students are working, it is time for the teacher to assist them with the knowledge and in tackling difficulties they have with the group. Also, he/ she can stand in the front or the side of the class (or at the back or anywhere else in the room), and keep an eye on what is happening, noting who or which group appears to be stuck or disengaged. The teacher can then decide to go over and help that group.

After activities

When groups stop working together, the teacher needs to organize feedback. The teacher can let them discuss what occurred, add his/ her own assessments and make corrections. It is important that the teacher not only evaluates the whole group-work but also each member of the group.

It is vital to remember that constructive feedback on the content of student work can greatly enhance the students' future motivation. The feedback the teacher gives on language mistakes is only one part of that process.

2.1.5 Group formation

Small groups can be formed in three ways: randomly, teacher-selected, or student selected. Grouping randomly can ensure that students interact with different students throughout the semester. Once the teacher knows his/ her students fairly well, teacher-selected groups can be useful for grouping weak and strong students, students with common interests or shared learning styles. According to I-Jung (2004), frequently employed grouping methods include random, student-selected and teacher-selected groupings.

Random grouping

Random grouping is often used for in-class activities because of its convenience and readiness. Random grouping is a way including collecting and gathering students ignoring differences among students in terms of their language levels, learning styles, or interests. With the seating arrangement, fixing the numbers, using cards, or distributing the card of different categories, random grouping is established. For the class of different levels, random group can be used to narrow down the gap between the students of different levels.

Student-selected grouping

Compared to random grouping and teacher-selected grouping, student-selected grouping is preferred. Knowing well one another can help students take part in the assigned activities well. They can make more contribution, make more performances and make group-work activities interesting. However, student selected grouping can result in making so much noise because of too much

socializing, which can distract group-work.

Teacher-selected grouping

This kind of grouping is a little bit time-consuming. The reason is that the teachers have to take students' preferences, learning styles, and activeness into consideration to help the students who are at the low levels to keep up with better students. This kind of group can help peer tutoring which is really an effective way of learning from one another. In this research, the researcher grouped students at a low level with the ones at a high level with the hope that students at a high level could help weaker ones by sharing knowledge of grammar, vocabulary, and pronunciation.

2.1.6 Group size

Many researchers have suggested that three to five members in one group can be the best number. According to Honey field (1991), I-Jung (2004), and Ngoc (1991), four members in a group might lead to more interesting and challenging tasks with a wide range of opinions being expressed, and more negotiation required for the group members to reach an agreement. It can be seen that four is the optimum size to manage students learning. It allows a good range of experiences and individual contributions.

2.1.7 Group discussion

There are a variety of group-work techniques serving as a useful tool to increase speaking opportunities for students, namely buzz groups, three-step interviews, debates, fishbowl, and discussion. However, in order to match students' levels and classroom condition, only discussion was chosen for this research. Before discussion, the teacher pre-taught vocabularies related to the topic and focused on grammar items which served as a language tool for students to express their ideas. According Kidsvatter (1996), a small-group discussion dividing the large classroom into small groups of students permits students to assume more responsibility for their own learning and develop social skills. Ur (1997) states 19 that thinking out problems and a situation together through verbal interchange of ideas is simply called discussion. As we can see from these definitions, discussion

is the exchange of information, opinions and ideas. Ornstein (2000) says that putting students into small group discussion can provide opportunities for students to actively engage in learning and for teachers to monitor students' progress better. It can also enhance students' cooperation and social skills. Ur (1997) asserts that a characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speaker(s), their expression – which they are reacting to the humor, seriousness, or difficulty of the ideas being expressed.

3. Teamwork skills

Teamwork skill is an interaction skill between group members, a way to make many people cooperate to perform a common job in order to promote efficiency in learning, achieve goals to accomplish together. . For effective teamwork, each team member needs certain skills to be able to best adapt and integrate in a group learning environment. Since then, new work efficiency is increased, team spirit is tightened and teamwork skills are constantly improved. From the concept of teamwork skills, the team working process should be equipped with the following necessary skills: Communication skills, reflective skills, Meeting organization and management skills; Negotiation skills; Conflict resolution skills; Team planning and organization skills; Organizational skills - work assignment; Information gathering and processing skills; Presentation skills; Decision-making skills; Time management skills; Problem-solving skills.

3.1 Why use group work in language teaching?

It is clear that in order to maximize the learning opportunities in your classroom; student teachers should not learn alone but engage in collaborative and supportive learning. Research shows that teamwork is one of the most effective ways to increase learning outcomes. There is a lot of evidence and conclusion that "cooperative learning is one of the greatest success stories in the history of modern research". The four main reasons for this success seem to be Motivation, Social Engagement, Personalization, and Awareness Building. If students want to get help when they need it, especially in a large class, they must be willing to help each other. Teachers and students teaching each other can be surprisingly

effective: in one study, students learned almost as much as they learned from you from the teacher's direct guidance, possibly because they feel less shy about asking their friends questions. Forming Teams Team building is an important factor in creating positive interdependence.

3.2 Group work for speaking skills

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

- Increased frequency and variety of second language practice through different types of interaction
- Possibility for development or use of language in ways that support cognitive development and increased language skills
- Opportunities to integrate language with content - based instruction.
- Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
- Freedom for teacher to master new professional skills, particularly those emphasizing communication.
- Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

There are additional important benefits of cooperative learning. Slavin (1995: 60) found that the most important psychological outcome of group work is its effect on students' self-esteem. Students' beliefs that they are valuable and important learners are of critical importance for their ability to be confident decision-makers, and ultimately to be productive individuals. In cooperative classroom, motivation found to have great effect on enhancing students' performance Slavin (1995: 16) states that: Rewarding groups based on group performance (or the sum of individual performances) creates an interpersonal reward structure in which group

members will give or withhold social reinforcers (such as praise and encouragement) in response to group mates' task-related efforts.

3.3 The role of the teacher with group work activities

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

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

Using group work as a pedagogical tool will empower all types of students to participate and enjoy learning in the classroom. Therefore, within the classroom, teachers need to integrate students as fully as possible and not underestimate the role of peers in the education of students (Helfrich & Bosh, 2011). All students, including students, should be given the opportunity to contribute and all group members should be able to use each other as resources for the assigned group work. When grouping students together, teachers should also consider partnering native and non-native English-speaking students to work together so that they can learn from their different perspectives (Helfrich & Bosh, 2011). Therefore, although students benefit from teacher-led activities, these types of activities should be implemented along with peer-focused activities so that students have the opportunity to practice their oral language skills with their fellow peers 29

(Helfrich & Bosh, 2011)

4. The advantages of group-work

Significant research has been conducted into using group-work to improve learners' speaking skill. There is general agreement among scholars that group-work brings a variety of advantages, including enhancing students' interaction, generating a 13 supportive atmosphere, creating chances to use the target language and promoting learners' autonomy. Long and Porter (1985) state that group-work contribute to the enhancement of students' interaction. As it offers them more chances to interact with each other, greater involvement and accountability can be produced within a group. Thanks to this, their communicative competence, cognitive learning, interactive skills and interpersonal relationships tend to be promoted (Zhenhui, 2001). Zhenhui (2001) describes that a cooperative affective classroom atmosphere is likely to be created through group activities. Since the pressure of being listened to by the teacher tends to blur when working in groups, learners seemed to feel more relaxed and more ready to speak. Cooperation and unity among them can be also facilitated. Another benefit is generating a better environment for students to use the target language. Learning in groups, students, especially the poorly motivated ones, have greater opportunities for active, meaningful and varied use of the target language (Long, 1997, as cited in Zhenhui (2001). Such an ideal interactive environment is essential to communicative language learning. Furthermore, group activities can promote learner autonomy as in Brown (2001). According to Harmer (2007), students are likely to be more responsible for their learning because they can make their own decisions. Overall, group-work is commonly supposed to bring four main advantages such as enhancing students' interaction, generating a supportive atmosphere, creating chances to use the target language and promoting learner autonomy. However, many researchers still question whether those benefits of group work really take place in the real educational setting. They have shown that group-work displays certain problems, which will be elaborated in the next section.

5. Disadvantages of group-work

There is a fair amount of literature on problems of group-work. Within the scope of this research, the most common problems in class, namely intolerable noises, 14 overuse of mother tongue, and unbalanced participation among group members will be reviewed as follows: Harmer (2007) points out that group-work in class inevitably results in a noisy and chaotic classroom. Right from the beginning of a group activity, the organization stage involving grouping students might cause extensive noises. Moreover, Burke (2011) adds that noises could be easily generated from students' confusion when not understanding the instructions at the instruction stage. Even worse, as Beebe and Masterson (2011) claim, once learners are unclear about what they are going to do, they may then fall into mutual arguments or irrelevant chatting conversations. Moreover, students, especially elementary or even intermediate ones, tend to rely much on their native language rather than using the target language. Brown (2001) asserts this is exactly the distinctive feature of a monolingual class where all share a common mother tongue. As Burke (2011) indicates, when engaging in group-work interaction, those of low linguistic competence often resort to their native language; teacher's insistence on using English to communicate might lead to their complete silence. Finally, group activities cause unbalanced participation among members. This may be because some may fall into roles that easily become fossilized; consequently, they turn out to be passive whereas the others might dominate as in Harmer (2007). In summary, it is widely agreed that group-work might generate problems such as intolerable noises, overuse of mother tongue, and unbalanced participation among members. Therefore, it is necessary to apply principles in organizing group work in speaking

6. Group activities to improve students' English speaking skills

6.1 Play as a character

How to organize activities for students to practice. Students role-play to perform some behavior in a hypothetical situation. This is a method intended to help students think deeply about an issue by focusing on a specific event they were instructed or observed. This activity helps students enhance interaction,

practice behavioral skills, spark creativity and immediately demonstrate the effectiveness of the teaching - learning process.

6.2 Question and answer method

Method teachers ask questions for students to answer or discuss in groups. Question and answer is a system of logically arranged questions to guide learners step by step to discover the nature of things, the regularity of phenomena or a logical explanation of a problem in order to stimulate interest in learning explore, discover. This method helps student's review known knowledge, explore new perspectives to understand the content of the problem to be solved. So, at the end of the conversation, the students are excited to discover new knowledge on their own, taking a step forward in the thinking level festival. This is an active teaching method that requires learners to cooperate with each other to find the right answers, to solve problems and to achieve the requirements of the game. Thus, learners have many opportunities to be active in learning and mastering communication situations.

6.3 Mode of discussion

Mode of discussion is an effective learning method help learners promote their positivity, initiative and self-reliance. When participating in discussion activities, it is necessary to have the active participation of members. Learners practice cooperation skills, work as a team, members cultivate behavior, practice language skills, develop communication skills, listen, accept or criticize. Opinions of other members. In addition, they know how to argue to defend their point of view. Thus, discussion helps learners increase knowledge and learning efficiency; Learners can master the acquired knowledge, find sources of information related to the topic to be discussed.

6.4 Problem solving method

Problem solving method is a method of guiding the detection and solving of problems is to raise awareness problems containing contradictions between the known and the unknown; put students in problem situations, stimulate self-reliance, initiative, and eager to learn and solve problems. The teaching method

of placing and solving problems helps students to acquire new knowledge, develop positive and creative thinking, and prepare their ability to adapt to social and professional life in the future.

6.5 Game method

Game method is a natural means to understand the world around, should be applied in the teaching-learning process. In teaching and learning English, a fun atmosphere, many opportunities to communicate in real contexts will make learners more excited and positive. Language games are simple examples of the use of language and simple activities that combine language with clear game rules. The concept of language games is associated with time (the beginning and end of the game). The language game is structured according to the principle but according to the intentions of the actors. Those principles are formed in the game process, in the material structure of the object, and in the social context. This is an active teaching method that requires learners to cooperate with each other to find the right answers, to solve problems and to achieve the requirements of the game. Thus, learners have many opportunities to be active in learning and mastering communication situations.

7. Factors affecting the learning of English speaking skills of first-year students

7.1 Motivation and learning spirit of students

Motivation is an important factor leading to the success of teachers' teaching and student learning. Students who are aware of the importance of speaking skills will make more efforts in learning and practicing, and will tend to overcome learning difficulties; They will be more interested in learning, actively participate in activities organized by teachers and will be able to improve their foreign language ability in general and their ability to communicate in English in particular.

However, most students still do not focus on learning and speaking practice, but on the contrary, they often focus on learning grammar to easily pass exams in the learning process. Most students at Hai Phong University of Management and

Technology often focus on short-term goals such as tests and exams rather than long-term goals in the future such as speaking ability, and use English at work, in higher education. This is one of the major difficulties and challenges for university students.

Besides, many students who do not have a rich vocabulary, do not have effective practice methods, also gradually lose their passion and love for learning to speak; since then, they often neglect their studies, are passive in class and have no motivation to practice speaking skills; they often feel "bored" of learning English, especially speaking and communication skills. Apathy and lack of consistency are caused by low motivation to study, from which students tend to self-evaluate their foreign language ability negatively, do not want to communicate and use foreign languages in learning. study. in daily life. Therefore, the motivation to study and practice speaking skills with students of Hai Phong University of Management and Technology is one of the important factors that should be paid attention and promoted not only for each student himself. But also for the students but also need the attention and encouragement of the teachers through useful group activities, stimulating students' interest.

7.2 Language knowledge

The process of practice and communication requires learners to have a rich vocabulary, good listening ability and apply appropriate grammatical structures. If students do not have a good vocabulary foundation, appropriate listening ability and a certain understanding of grammatical structures, the process of learning and practicing speaking skills will be much more difficult. English vocabulary helps speakers convey the correct meaning and content to be exchanged, while grammar affects the process of forming sentences in verbal communication in a concise, understandable and effective way. . All language-related knowledge has more or less influence on students' practice and progress, because learning a foreign language is not only about learning vocabulary and grammar structures, but students also have to know how to learn a new language. Use language appropriate to the context and purpose of the lesson speaking activity.

7.3 Teaching methods

Besides learning motivation and language knowledge, teachers' teaching methods in English classes also have a significant influence on the development of students' speaking skills. A teacher who lacks expertise, pedagogy and teaching methods will adversely affect the teaching and learning process of speaking skills in the English classroom. There are many methods of teaching English in general and methods of teaching English speaking skills in particular introduced and discussed by educators such as methods of teaching communicative languages, direct methods, and methods of teaching foreign languages. Task-based language, learner centered method. Any teaching method has certain advantages, but which method to apply, at any time, and any activity to be effective the highest is the teaching art of each teacher when going to class. It is the effective teaching method and activities organized in the English class that are good opportunities for students to practice speaking skills. Teaching activities and learning tasks must be cleverly designed to give students the greatest opportunity to improve their speaking skills. Harmer (1998) suggested that effective speaking activities organized in class not only help students practice speaking skills but also create motivation and interest in learning for students.

CHAPTER 2: METHODOLOGY

1. Research design

According to Kemmis and McTaggart (2005), Classroom action research is a concept of doing X to improve Y. It means that the research was conducted by a class teacher to solve specific problems arising in the classroom. In this study, group-work technique namely discussion was employed to improve students' speaking skill.

2. Research context

2.1 location and time of study

This study was conducted and carried out at the Faculty of English Language, Hai Phong University of Management and Technology. Following curriculum trends for first-year students, speaking is taught in parallel throughout the school year with 3 skills (listening, reading, and writing). However, most students are used to the old-fashioned way of teaching and learning, focusing on reading comprehension and grammar. Communicative competence does not consider the purpose of learning English. This study will raise teachers' awareness of the speaking aspect of language teaching.

2.2 Study participants

The study participants included 60 first-year students majoring in languages, studying at Hai Phong University of Management and Technology. The researcher chose these students because they are starting to learn in a new environment conducive to communication practice. Of the participating students, 55 (91.6%) were female and 5 (8.3%) were male. Kinh students account for 60 (100%). Surveyed are students who are in the process of taking the ability test, have just finished the second semester, the academic year 2022-2023 and are randomly selected on the basis of voluntary participation in the study. These students have at least 7 years of learning English, so they have a solid foundation of grammar and vocabulary equivalent to intermediate level. However, in high school, the goal of the learning process is to master grammar to do well on tests, but not to develop communication skills in the language being studied. Therefore, some students participate in group activities during speaking class passively, without contributing ideas, besides, most of the active students in the class also contribute. Make lessons effective.

3. Research questions

In this research, I aim to address the following questions:

- Working in groups helps students improve their speaking skills?
- Students' attitudes about working in groups during speaking practice?
- Students' difficulties in learning to speak English?

-Practical solutions in improving English speaking skills of first-year students at Hai Phong University of Management and Technology?

4. Research Methodology

Research method through the use of data collection method through online questionnaire on applying group activities to improve speaking skills in speaking class for first-year students majoring in English at Hai Phong University of Management and Technology?

5. Research design

The present study used a mixed method including both qualitative and quantitative methods. Combinations of quantitative and qualitative methods have become popular. This popularity is because research methods continue to evolve and evolve, and mixed methods are another step forward, taking advantage of the strengths of both qualitative and quantitative research. In this study, the quantitative phase was carried out first to collect students' opinions. aware of their difficulties in learning speaking skills. The qualitative phase comes later as a source of information to reinforce what has been gained from the quantitative phase. The order of research is shown through: data collection - data analysis - data interpretation

6. Research tools and data analysis equations

The set of questions is applied based on the perspective of group activities and factors affecting the learning of speaking skills. The purpose of the survey is to find out the status of students' speaking skills through group activities in the speaking class. The data obtained from the survey will be analyzed using Microsoft Excel software to find the average data for different items. These results will then be used to interpret the findings. The interview was conducted in Vietnamese, recorded, transcribed and translated into English. The translations have been checked by professional translators to ensure validity.

CHAPTER 3: RESULTS OF THE STUDY

In this part, the researcher will summarize all the questionnaires surveyed by students. then aggregate the data and interpret.

1. Students' awareness of the importance of learning speaking skills.

Table 1: Students' opinions on the importance of learning speaking skills

Measure	Amount	percentage (%)
No important	0	0
Important	10	16.6%
Very important	50	83,3%
Total	60	100%

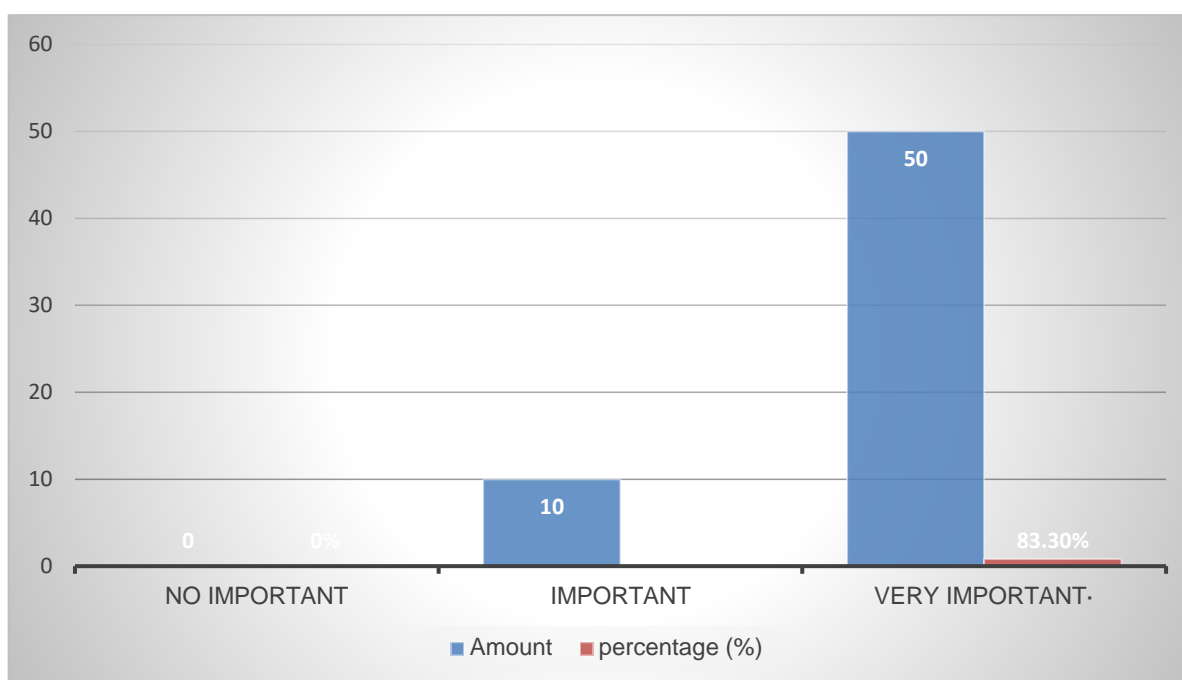


Chart of students' views on the importance of learning speaking skills

The first survey on the importance of speaking skills in English shows that 83.3% of students (SV) perceive the importance of speaking skills when learning a foreign language. This number represents a view very positive about the need to apply group activities to develop speaking skills. In addition, there is also a small number of 16.6% of students who feel the importance of speaking skill is normal and

fortunately no student feels this skill is not important. The importance is clear, but do students find inspiration in participating in these activities, we will see in table 2 below.

2. Students' interest in group activities

Table 2: Students' feelings about speaking lessons

Measure	Amount	percentage (%)
Normal	10	16.6%
Like	20	33.3%
Very like	30	50%
Total	60	100%

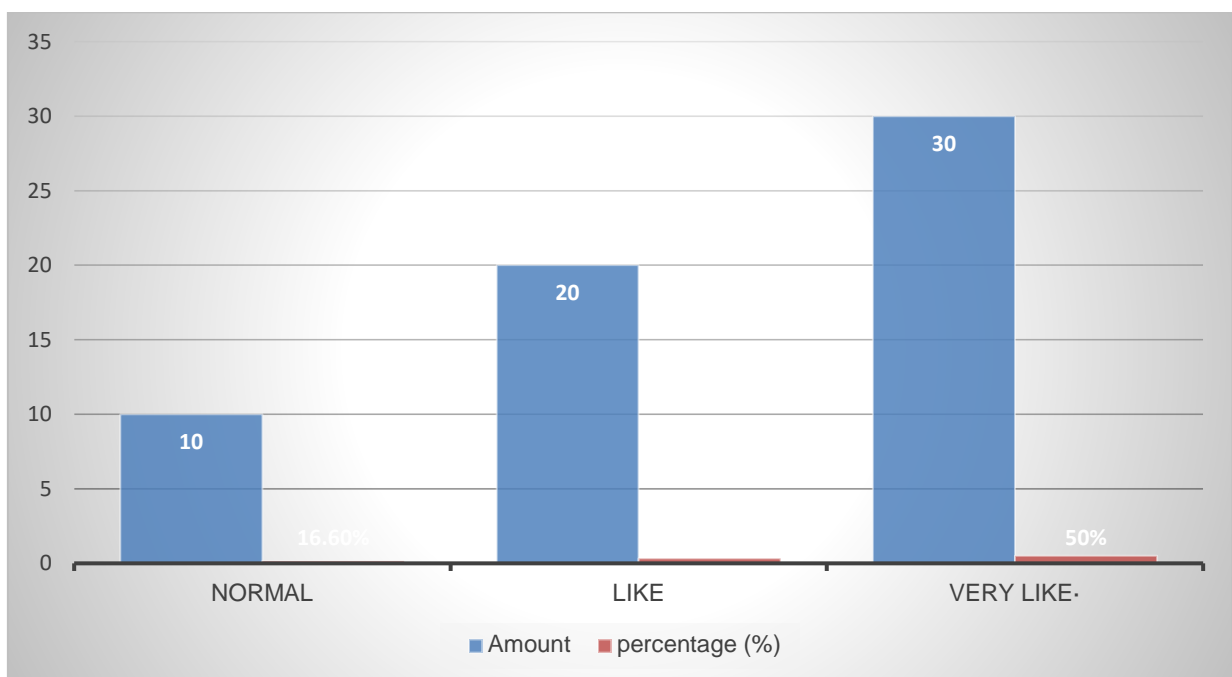


Chart of students' feelings about speaking skills lesson

Speaking lessons help students consolidate knowledge, increase vocabulary, and pronunciation. Through the statistics table on the student's favorite level, the percentage of 50% students feels Very pleased with this class. There are also 33.3% out of 100% feel quite satisfied when studying, besides that, 16.6% of students do not find interest in speaking class. Rate of interest takes up half of the time to see how effective speaking lessons are for students.

Table 3: Evaluation of the level of excitement in speaking lessons

Measure	Amount	percentage (%)
Normal	15	25%
Ebullient	15	25%
Very Ebullient	30	50%
Total	60	100%

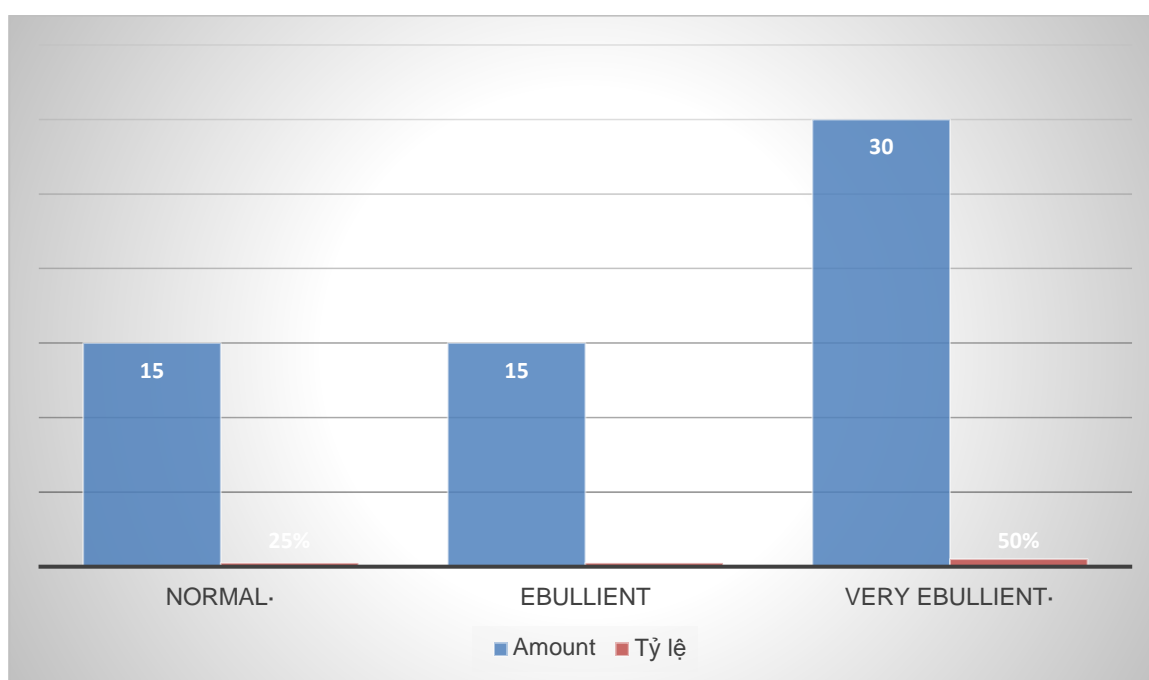


Chart of interest in speaking class

The level of excitement expressed through the interaction between lecturer-students, students-students, students-groups of students, the synergy between members when sharing a group has a great influence on the success of students. Lively in the speaking class. The survey results show that the percentage of very enthusiastic students is 30 people, accounting for 50% of the total number of students, the enthusiasm level is 15 people, accounting for 25%, and the normal level is 15 people, accounting for 25%.

Table 4: Assessment of students' confidence and enthusiasm when speaking English

Measure	Amount	percentage (%)
Not confident	40	66,6%
Confident	10	16,6%
Very Confident	10	16,6%
Total	60	100%

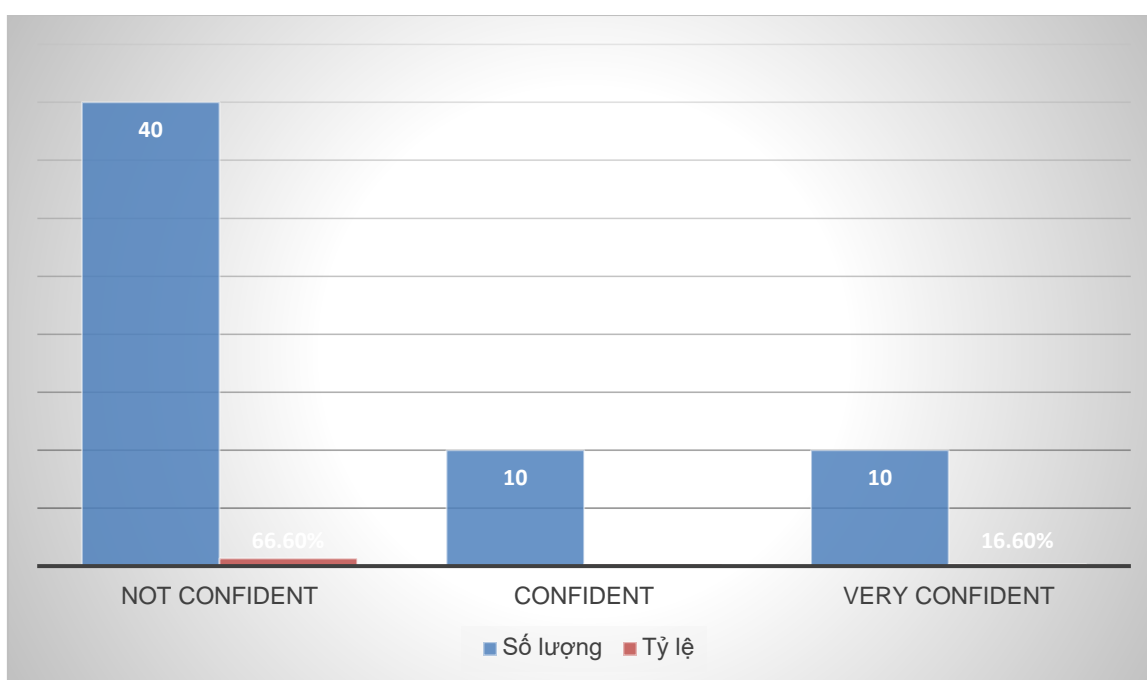


Chart of students' confidence and excitement when speaking English

English is now considered as a second language used for communication all over the world, especially for students majoring in foreign languages. However, not all students are confident enough to communicate in English. Specifically, the assessment table shows that the level of confidence and enthusiasm when speaking English is respectively not confident 40 people account for 66.6%, confident is 10 people use 16.6%, very confident is 10. Users accounted for 16.6%. The level of insecurity higher than halfway shows that students are having some problems such as pronunciation, indigo vocabulary, reflex skills are also one of the scary barriers when working in groups. Therefore, to solve these

problems, students need to promote the spirit of self-study, cooperation in speaking and especially need to improve their vocabulary every day.

Table 5: Assessment of the students' level of self-discipline to participate in group activities during speaking class

Measure	Amount	percentage (%)
Voluntary	50	83,3%
Involuntary	5	8,3%
Very Involuntary	5	8,3%
Total	60	100%

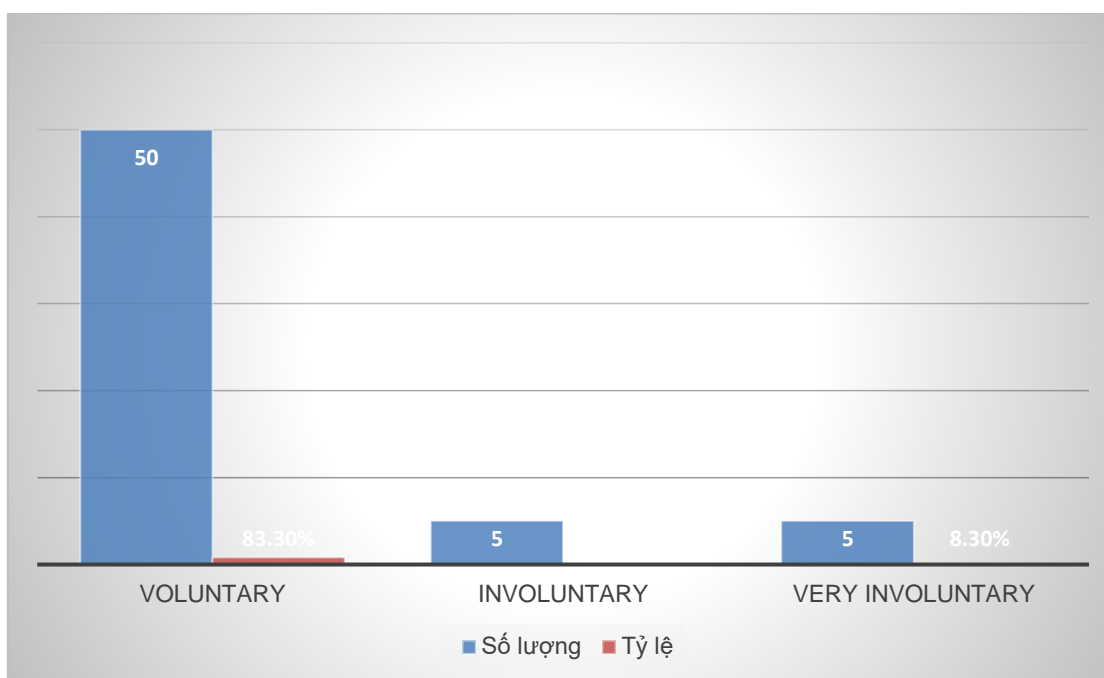


Chart of students' willingness to participate in group activities during speaking class

The results above show that most of the students are aware of the importance of participating in group activities to improve speaking skills. Voluntary level accounted for 83.3%, very voluntary was 5 people accounted for 8.30%, involuntary level was very little, 5 people accounted for 8.3%. From that, it can be seen that the use of group activities in speaking skills lessons has helped students acquire more skills such as natural reflexes, vocabulary improvement, pronunciation correction, etc. The use of group activities for students is really

necessary to bring many effects.

Table 6 opinions among group members

Measure	Amount	percentage (%)
Cooperation	25	41,6%
Very cooperative	25	41,6%
Dissent	10	16,6%
Total	60	100%

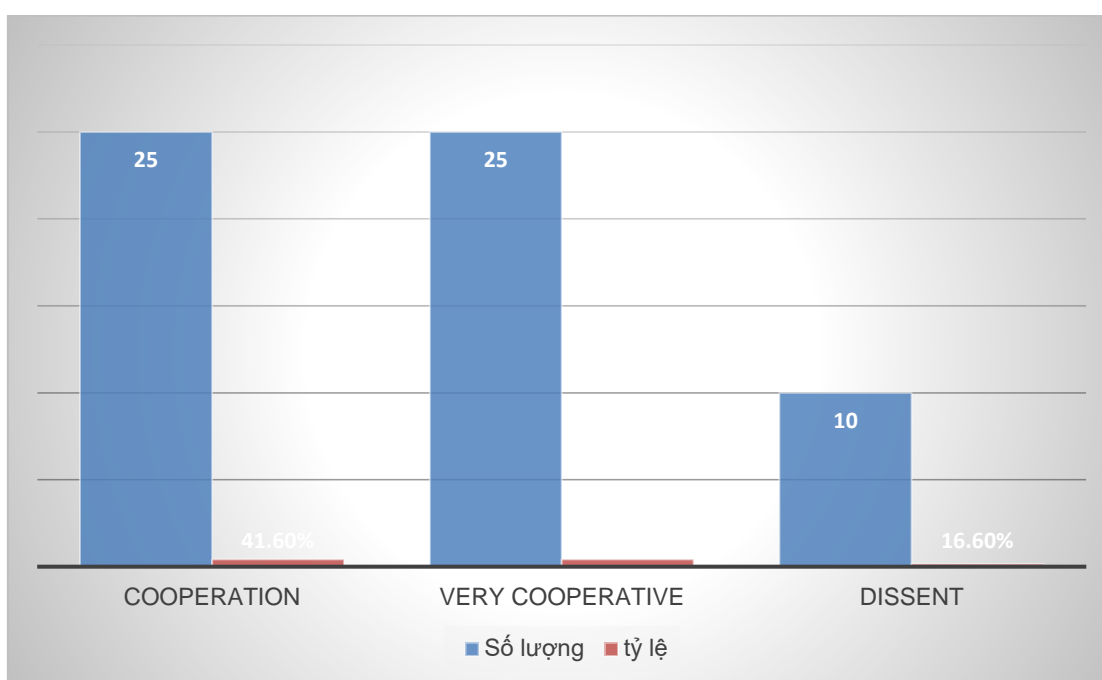


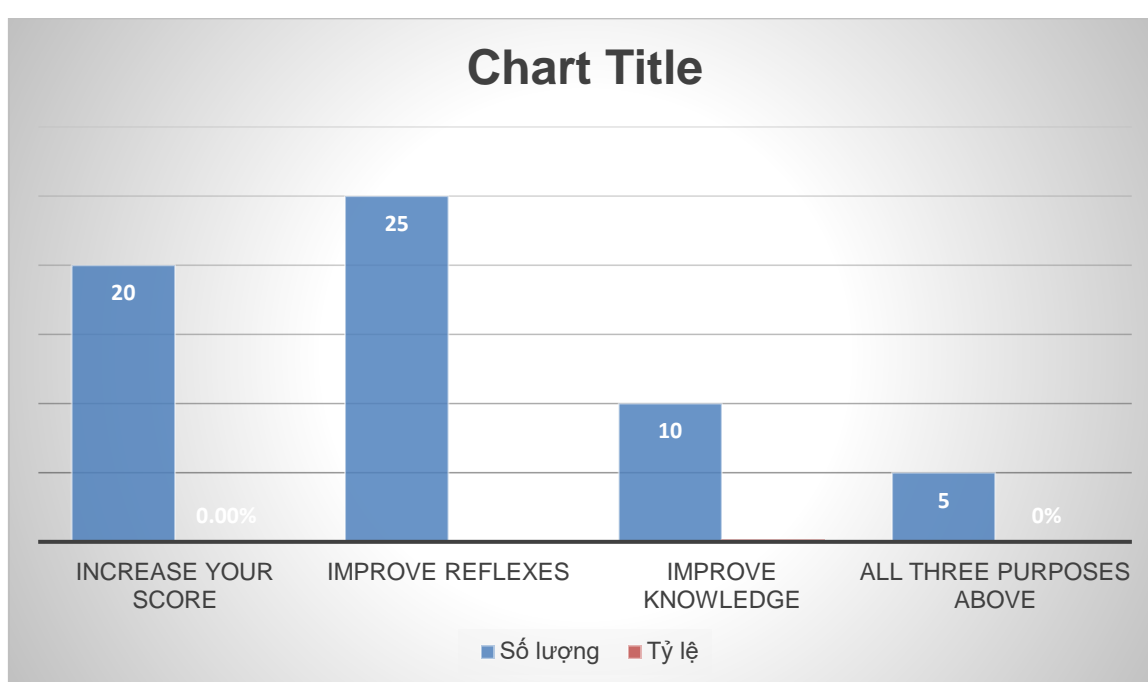
Chart of opinions among group members

Group activity is not merely the thoughts and opinions of an individual, but it is a harmonious combination between a group of people. On the statistical table of the level of cooperation, and very cooperative with the same rate according to each level, up to 25 students accounted for 41.60%, the rest were students with mixed opinions accounting for 16, 6%. Therefore, it is also necessary to create a group with the same opinion, the same point of view, this will help students learn to speak better.

3. Students' desire when participating in group activities to improve speaking skills.

Table 7: Survey to assess students' purpose when participating in group activities

Measure	Amount	percentage (%)
Increase your score	20	33,3%
Improve reflexes	25	41,6%
Improve knowledge	10	16,6%
All three purposes above	5	8,3%
Total	60	100%



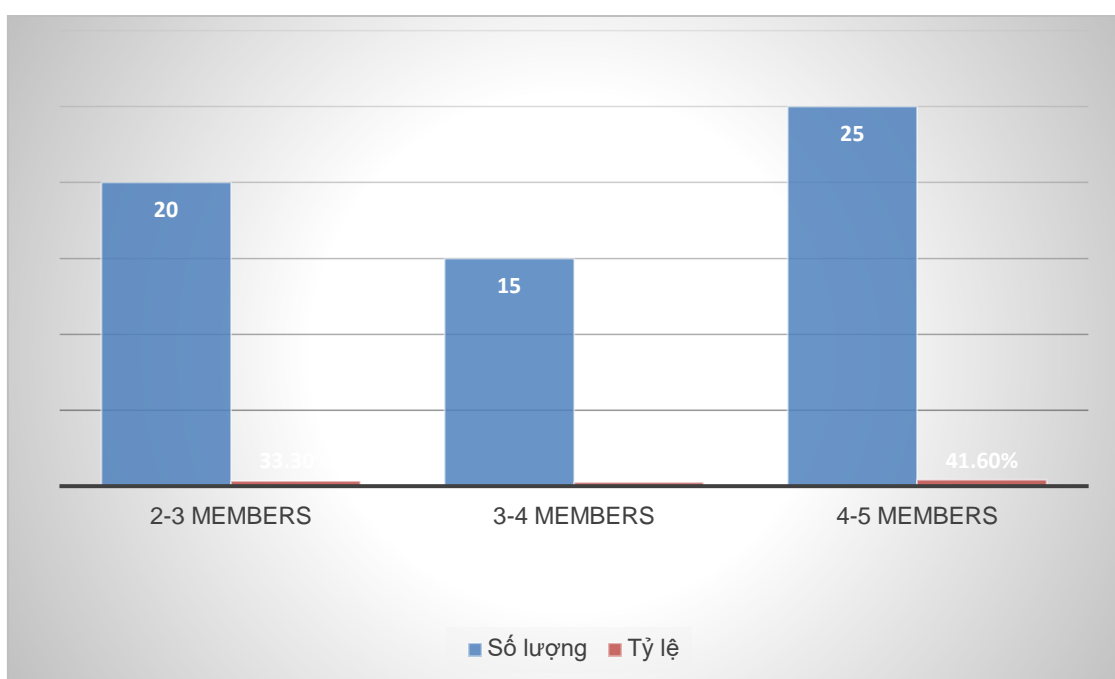
Survey chart assessing students' purpose when participating in group activities

From Table 7 above, we can see that the students' group work goals are different. While 33.3% of the surveyed students set the score as the top goal to serve their learning results, another 41.6% said that for them the goal is to practice speaking reflexes. is number one and the score doesn't matter. The next number accounted for 16.6% of the 60 students who thought that group work was aimed at capturing and learning a lot of good knowledge to serve their future careers, and the remaining 8.3% students towards all 3 goals: score, knowledge and speaking skills. In short, to serve different personal purposes, participating in group activities of students is extremely necessary.

Table 8: Students' opinions on group size

Members	Amount	percentage (%)
2-3 members	20	33,3%
3-4 members	15	25%
4-5 members	25	41,6%
Total	60	100%

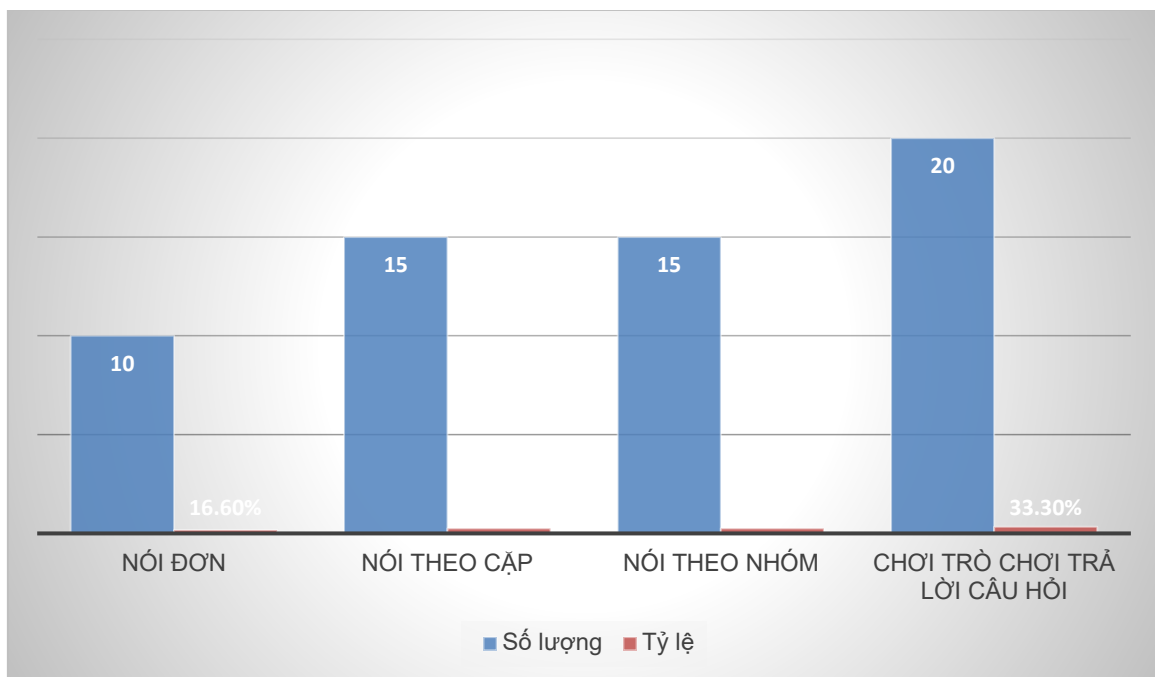
According to the opinions of students listed in Table 8, 41.6% of students think that groups of 4-5 members are the best because when working in groups or in discussions, the more presenters are present, the more information they provide. provide a variety of information and opinions. thereby serving very well for learning. There are 33.3% of students think that a group with 2-3 members is the best, then it will be easier to work in a group or study because they think that the fewer people you work with, the more disagreements you will avoid. opinion . The remaining 25% of students want the average group of 3-4 members to be the most reasonable. This shows that the number of group members also has little influence on students' status and motivation to participate in the lesson.



Student opinion graph on group size

Table 9: Student's assessment of how to organize group activities

Activities	Amount	percentage (%)
Single speech	10	16,6%
Speak in pairs	15	25%
Speak in groups	15	25%
Play a question and answer game	20	33,3%
Total	60	100%



Student assessment chart on how to organize group activities

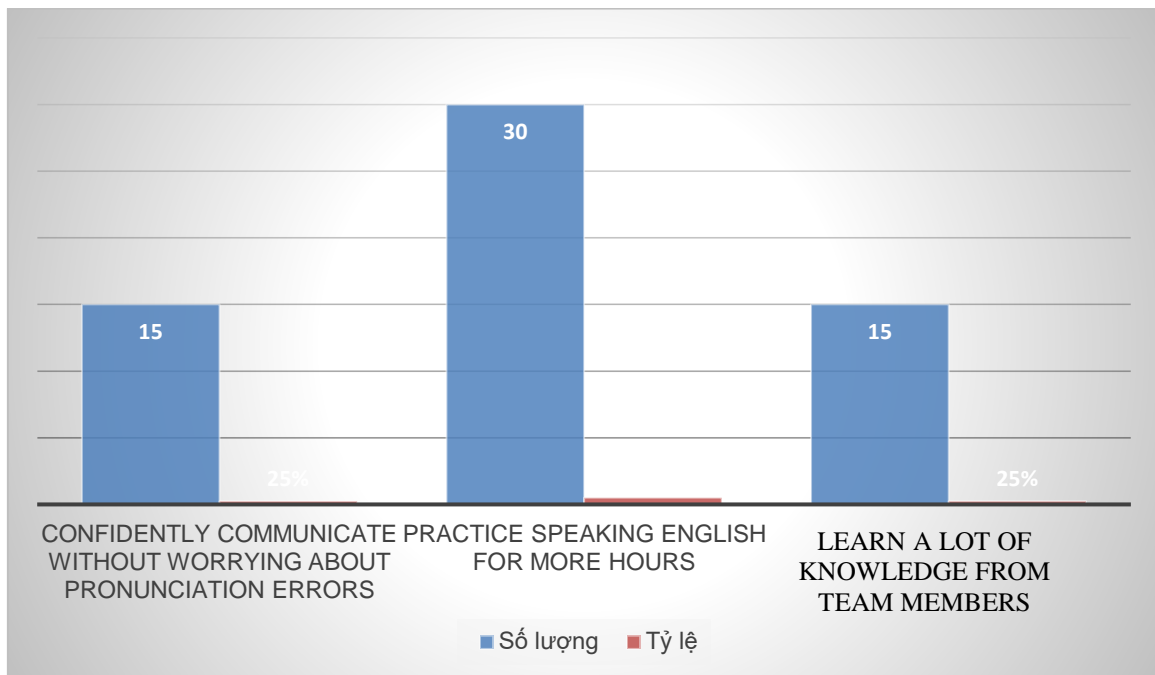
Student assessment chart on how to organize group activities

When being interviewed, students said that pair-group activities help them connect with each other, can complement each other's knowledge and skills gaps to help each other practice and develop language abilities, especially speaking skills. There are 20 students, accounting for 33.3%, who want to play the game of answering questions, speaking in pairs and speaking in groups, with the same rate of 15 students, accounting for 25%, and the remaining 16.6%. a total of 10 students want to speak alone so that they can know where the students themselves are wrong and find ways to fix them and can ask teachers to correct their ideas, supplement their vocabulary, Correct grammar errors for a more

perfect speech.

Table 10: survey and assessment of advantages when working in groups during speaking lessons

Advantage	Amount	percentage (%)
Confidently communicate without worrying about pronunciation errors	15	25%
Practice speaking English for more hours	30	50%
Learn a lot of knowledge from team members	15	25%
Total	60	100%



Survey chart evaluating the advantages of group activities in speaking class When asked to present their views on the benefits of group activities in speaking class, the participants' opinions indicated that they could speak more English in class, communicate confidently and have the opportunity to persuade program, speak

English. Exchange views; learn knowledge from other team members and from other groups with statistics of 50%, 25% and 25% respectively. More than half of the students said that working in groups helps them a lot in being able to speak English to help them develop more, besides, there are also some students who think that working in groups helps them speak English more freely believe more. Don't worry about pronunciation or vocabulary mistakes. On average, 25% of students think that group activities bring many opportunities to learn a lot of knowledge from friends in the group as well as in the class. This shows that 100% of students see benefits. Benefits of group work in speaking class to improve this skill.

Table 11: attitude and teaching spirit of teachers in speaking class

Opinion	Amount	percentage (%)
Create conditions for students to freely discuss	10	16,6%
Encourage constructive feedback	10	16,6%
Create a comfortable atmosphere for students to speak	10	16,6%
Provide new words and pronunciation for students	10	16,6%
Always ready to answer all students' questions	20	33,3%
Tổng	60	100%

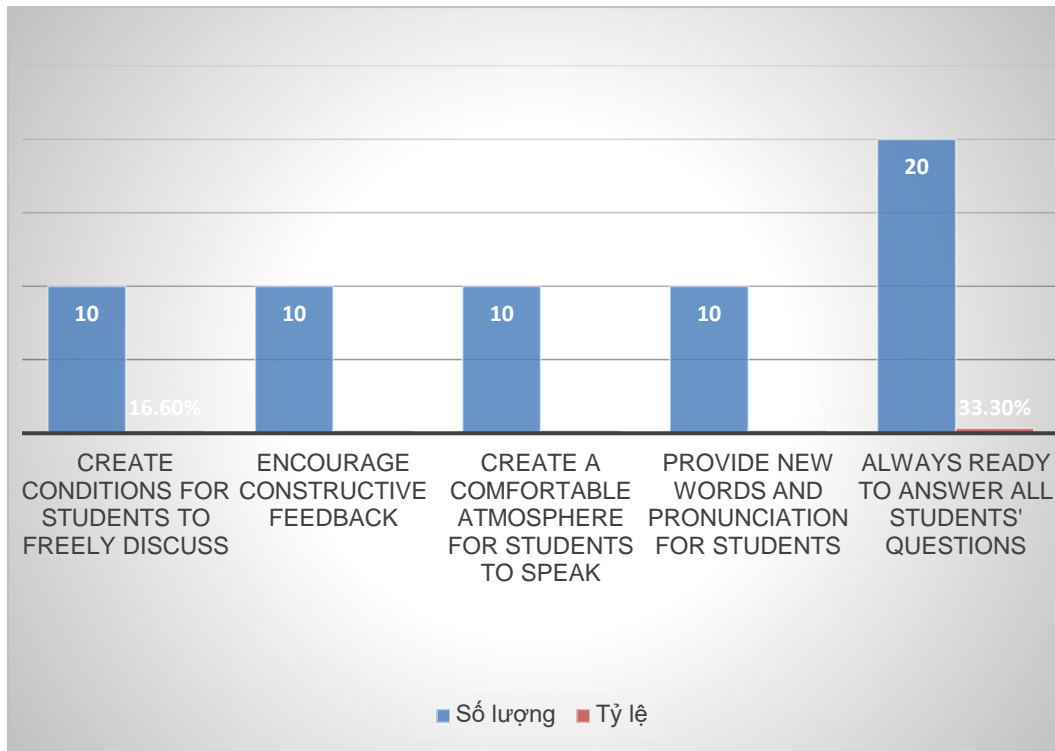


Chart of teacher's attitude and teaching spirit in speaking class

From the analysis results in the table above, it can be seen that teachers have a very important role in leading, guiding and encouraging students when they participate in group activities to develop speaking skills. In addition to the above survey questions, when asked what they wanted teachers to do to improve group activities in speaking class, most students wanted a comfortable and fun class. not pressure; teachers organize many activities for students to develop speaking skills; Teachers exchange and exchange more with groups to provide vocabulary and suggest solutions when students need it. There are 20 students, accounting for 33.3%, expect that teachers are always ready to answer all questions and concerns to help improve their speaking skills. Besides, 10 students accounted for 16.6% of the aspirations. I want teachers to create conditions for students to discuss freely in class, teachers to give constructive suggestions, create an atmosphere for students to speak, and indispensable for teachers to provide new words and ways to develop new words.

PART C: CONCLUSION

1. Summary of findings and concluding remarks

Based on the findings of the study, it can be concluded that group-work can improve the students' speaking skill. This can be shown from the improvement of speaking achievement, students' ability in expressing and sharing ideas in appropriate vocabularies and grammatical form. Students achieved a certain richness of ideas and fluency in speaking. In addition, group-work can create a supportive, comfortable atmosphere during the learning process. It gave students a non-threatening condition where they felt free to share their ideas or opinions. Accordingly, the classroom became more active and relaxed, which leads to a rising involvement and interaction among students. Group work could also increase students' confidence to speak English. Students at low level seemed enthusiastic to join group-work because they felt comfortable to practice speaking with their friends without the fear of making mistakes or the pressure of being listened by the teacher. They had a satisfaction of achievement feeling because they were given opportunities to speak English like the students whose English ability was better.

2. Limitations

skills; this means elements of speaking such as connected speech, expressive devices, negotiation language, lexis and grammar should be included in the process of teaching speaking. However, within the scope of the study and for the limited time, only grammar and lexis were more focused on than other elements. The results of the research showed that group-work improves students' grammar and vocabulary mastery as well as fluency. However, the accuracy of pronunciation was less achieved and it was a task of challenge for students to achieve fluent connected speech. They still found difficult to link the sounds or realize when to omit or weaken the sound. In addition, they were not familiar with changing the pitch and stress of particular parts of utterances or varying volume and speed to convey meaning and express emotions. The second limitation is that the study is a small-scale investigation with nineteen students. It was conducted

in a specific context with certain characteristics of students to deal with specific problems; therefore, the result of the research cannot be a generalization about teaching speaking for every context. Furthermore, only discussion was employed as a group-work technique to improve students' speaking ability. A very small number of students at low level found group discussion hard to join because sometimes it seemed they could not catch up with stronger students in their group.

3. Suggestions for further study

Base on the limitations mentioned above, the researcher gives some suggestions as follows:

- To improve students' speaking skills comprehensively, future research can focus on the other elements of speaking skills, namely connected speech, expressive devices. In real life, native speakers have a tendency to use connected speech; as a result, it is necessary to teach students rules to omit, add, or weaken the sounds and involve students in activities designed specifically. In addition, students need to master expressive devices in speaking to have fully effective communications such as the way they change the pitch and stress of particular parts of utterances, vary volume and speech to show how they are feeling.

- Due to the fact that only group discussion was employed as a group-work technique, students might feel bored or some students at low level could find it difficult to engage in discussion; as a result, it is essential that next studies on other techniques of group-work should be carried out. It is suggested that "combining arrangement" technique should be applied to make the classroom more exciting. Each learner in this kind of group-work is provided their own information that the others need in order to complete a piece of work. Therefore, each learner must communicate his/her information to the others so that all the information can be combined to complete the task. By using combining arrangement activities, students can experience the positive feelings of group members towards each other. The activities of combining arrangement includes matching (pictures, words, and descriptions), completion (completing a picture by exchanging information and completing a story by collecting ideas and ordering

(putting the sentences or pictures of a story in order.

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APPENDICES

APPENDIX: STUDENT INTERVIEW QUESTIONS

(ENGLISH VERSION)

1. How important do you think speaking skills are?
 - A. No important
 - B. Important
 - C. Very important
2. Did you enjoy the speaking lessons?
 - A. Normal
 - B. Like
 - C. Liked it very much
3. Do you feel excited during speaking class?
 - A. Normal
 - B. Vibrant
 - C. Very lively
4. Are you confident and excited to speak in your talk?
 - A. Confident
 - B. Very confident
 - C. Not confident
5. When using group activities in speaking class, do you voluntarily participate?
 - A. Voluntary
 - B. Not Voluntary
 - C. Very voluntary
6. When working in groups in speaking class, do the group members cooperate with each other?
 - A. Disagreement
 - B. Cooperation
 - C. Very cooperative
7. What is the student's purpose when participating in group activities in the

speaking class?

- A. Increase your score
- B. Improve knowledge
- C. Improve reflexes
- D. All three purposes above

8. When forming a group, how many members do you want your group to have?

- A. 2-3 members
- B. 3-4 members
- C. 4-5 members

9. During group exercises, how do you like to practice?

- A. Single speech
- B. Speak in pairs
- C. Speak in groups

10. Do you feel that teamwork will help you?

- A. Confidently communicate without worrying about pronunciation errors
- B. Practice speaking English for more hours
- C. Learn a lot of knowledge from team members

11. What do students expect from teachers?

- A. Create conditions for students to freely discuss
- B. Encourage constructive feedback
- C. Create a comfortable atmosphere for students to speak
- D. Always ready to answer all students' questions
- E. Provide new words and pronunciation for students

APPENDIX: STUDENT INTERVIEW QUESTIONS

(VIETNAMESE VERSION)

1. Bạn cảm thấy kỹ năng nói quan trọng như thế nào?
 - A. Không quan trọng
 - B. Quan trọng
 - C. Rất quan trọng
2. Bạn có cảm thấy thích các giờ học kỹ năng nói hay không?
 - A. Bình thường
 - B. Thích
 - C. Rất thích
3. Bạn cảm thấy trong các giờ học kỹ năng nói có sôi nổi hay không?
 - A. Bình thường
 - B. Sôi nổi
 - C. Rất sôi nổi
4. Bạn có tự tin hăng hái phát biểu trong các giờ học kỹ năng nói hay không?
 - A. Tự tin
 - B. Rất tự tin
 - C. Không tự tin
5. Khi sự dụng hoạt động nhóm trong lớp học kỹ năng nói bạn có tự nguyện tham gia không?
 - A. Tự nguyện
 - B. Không tự nguyện
 - C. Rất tự nguyện
6. Khi hoạt động nhóm trong lớp học kỹ năng nói các thành viên trong nhóm có hợp tác với nhau không?
 - A. Bất đồng quan điểm
 - B. Hợp tác
 - C. Rất hợp tác
7. Mục đích của sinh viên khi tham gia vào hoạt động nhóm trong lớp học kỹ

năng nói là gì?

A. Nâng cao điểm số

B. Nâng cao kiến thức

C. Nâng cao kỹ năng phản xạ

D. Cả 3 mục đích trên

8. Khi được thành lập nhóm bạn muốn nhóm mình có bao nhiêu thành viên?

A. 2-3 thành viên

B. 3-4 thành viên

C. 4-5 thành viên

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

A. Nói đơn

B. Nói theo cặp

C. Nói theo nhóm

10. Bạn cảm thấy làm việc theo nhóm sẽ giúp bạn

A. Tự tin giao tiếp không lo lỗi phát âm

B. Được luyện nói tiếng anh trong giờ nhiều hơn

C. Được học hỏi nhiều kiến thức từ các thành viên trong nhóm

11. Sinh viên có mong muốn như thế nào về tinh thần giảng dạy của giáo viên?

A. Tạo điều kiện cho sinh viên tự do thảo luận

B. Góp ý mang tính xây dựng khuyến khích

C. Tạo không khí thoải mái cho sinh viên phát biểu

D. Luôn sẵn sàng trả lời bất kỳ câu hỏi thắc mắc nào của sinh viên

E. Cung cấp từ mới và cách phát âm cho sinh viên