

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



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : NGÔ THỊ HIỀN

Giảng viên hướng dẫn: Th.S BÙI THỊ MAI ANH

HẢI PHÒNG 07- 2020

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

**HOW TO INCREASE STUDENTS' PARTICIPATION IN
COMMUNICATIVE ACTIVITIES IN LARGE CLASSES BY
USING GROUP WORK AND QUESTIONING TECHNIQUE
IN HAI AN HIGH SCHOOL, HAI PHONG**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

Sinh viên : NGÔ THỊ HIỀN

Giảng viên hướng dẫn: Th.S BÙI THỊ MAI ANH

HẢI PHÒNG 07 – 2020

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: NGÔ THỊ HIỀN

Mã SV: 1312401166

Lớp : NA1701

Ngành : NGÔN NGỮ ANH

Tên đề tài: How to increase students' participation in communicative activities in large classes by using group work and questioning technique in Hai An High School, Hai Phong

NHIỆM VỤ ĐỀ TÀI

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

.....

.....

.....

.....

.....

.....

2. Các tài liệu, số liệu cần thiết

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp

CÔNG TY TNHH Thực phẩm T&Q Hải Phòng

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Bùi Thị Mai Anh

Học hàm, học vị : Thạc sỹ

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

Nội dung hướng dẫn: How to increase students' participation in communicative activities in large classes by using group work and questioning technique in Hai An High School, Hai Phong

Đề tài tốt nghiệp được giao ngày 30 tháng 03 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 30 tháng 06 năm 2020

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: **BÙI THỊ MAI ANH**

Đơn vị công tác: Khoa Ngoại ngữ

Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: **NGÔ THỊ HIỀN** Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: How to increase students' participation in communicative activities in large classes by using group work and questioning technique in Hai An High School, Hai Phong

Nội dung hướng dẫn: Tăng cường sự tham gia của học sinh vào các hoạt động trong lớp có sĩ số lớn bằng việc sử dụng phương pháp làm việc nhóm và đặt câu hỏi tại trường THPT Hải An, Hải Phòng

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

.....
.....
.....
.....
.....

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...)

.....
.....
.....
.....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày tháng năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

QC20-B18

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Khoa Ngoại ngữ

Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: **NGÔ THỊ HIỀN** Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: How to increase students' participation in communicative activities in large classes by using group work and questioning technique in Hai An High School, Hai Phong

1. Phần nhận xét của giáo viên chăm phản biện

.....
.....
.....
.....
.....
.....
.....

2. Những mặt còn hạn chế

.....
.....
.....
.....
.....
.....
.....

3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ họ tên)

ACKNOWLEDGEMENT

During the process of doing the graduation paper, I have received a lot of help, assistance, guidance and encouragement from my teachers, family and friends.

First and foremost, I would like to express my deepest gratitude to my supervisor Ms. Bui Thi Mai Anh, M.A, the lecturer of foreign language faculty, Haiphong Management and Technology University, for her whole-hearted guidance and support. Without her invaluable recommendations and advice, I could not finish this thesis.

My sincere thanks are also sent to all the teachers of English Department at Haiphong Management and Technology University for their precious and useful lessons during my four year study which have been then the foundation of this research paper and all the students of NA1701, NA1801 and NA1802 who enthusiastically help me complete the survey questionnaires.

Last but not least, I would like to give my heartfelt thanks to my family, my friends who always encourage and inspire me to complete this graduation paper.

Hai Phong, June 2020

Ngo Thi Hien

TALBLE OF CONTENS

Acknowledgement.....	i
Table of contents	ii
List of abbreviations	iv

PART A: INTRODUCTION

1. Rationale.....	1
2. Aims of the study.....	2
3. Research questions.....	2
4. Scope of the study.....	3
5. Methods of the study.....	3
6. Design of the study.....	4

PART B: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

1. Communicative Language Teaching	
1.1. What is Communicative Language Teaching (CLT).....	5
1.2. Activities in Communicative Language Teaching.....	8
2. Teaching techniques	
2.1. Group work.....	8
2.2. Questioning.....	9
3. Problems in teaching large classes	
3.1 Concept of large classes.....	10
3.2 Problems.....	11
3.3 Concept of students' participation.....	11
3.4 Factor affecting students' participation.....	12

CHAPTER II: METHODOLOGY

1. Determining on the research questions.....	13
2. Determining on the study design.....	13
3. Describing the setting of the study.....	14
4. Selecting samples.....	14
4.1 .Samples for the control and experimental classes.....	15
4.2. Samples for the questionnaires.....	15

4.3.Samples for the classroom observations.....	16
4.4. Samples for the interviews.....	16.
5. Data collection procedures	
5.1. Questionnaires.....	17
5.2. Classroom Observations.....	17
5.3. Interviews.....	1
6. Analyzing and processing the data	
Chapter III: DATA ANALYSIS AND FINDINGS	
1. Data analysis	
1.1 Students' motivations and learning styles.....	19
1.1.1 The teachers' techniques in the four large classes.....	21
1.1.2 Students' participation before the experiment.....	27
1.2 Students' participation at the end of the experiment.....	28
1.2.1 Observations in control groups.....	28
1.2.2 Observation in experimental groups.....	29
1.3. Comparison of students' participation before and at the end of the experiment.....	33
1.4. Conclusion.....	35
2. Discussion on the findings	
Chapter IV: IMPLICATION	
1. Plan good lesson.....	38
2. Train students group work skills.....	38
<i>PART C: CONCLUSION</i>	
1. Summary of the study.....	39
2. Recommendations for further research.....	40
REFERENCES	

LIST OF ABBREVIATIONS

CLT: Communication Language Teaching

PART A: INTRODUCTION

1. Rationale

The expansion in enrolment and the opening of private high schools in Vietnam leads to the fact that large classes have become a common phenomenon for higher education. With regard to teaching efficiency in large classes, it requires of teachers not only good knowledge of the subject matter but also a combination of other skills concerned with students such as managing the classroom, encouraging class participation and students' interaction, assessing, motivating students, etc. Therefore, teachers cannot teach effectively or transform students without their participation. Students' participation, though is viewed as "a threat to teaching" (Barry, 1993), is worth being studied as it plays a very important role in teaching efficiency.

Additionally, among the modern language teaching approaches, Communicative Language Teaching (CLT) emerges as the latest development because of its superiority. In the view of this approach, the learner is considered the center of the learning process; the teacher serves as a facilitator, allowing students to be in charge of their own learning. Breen, M and C.N. Candlin (1980) stated the role of learners as follows:

"The role of the learner as negotiator – between the self, the learning process, and the object of learning – emerges from interacting with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and there by learn in an interdependent way".

(Richards, 2001: 116, cited in Breen, 1980)

According to them, learners should be active in group as well as in classroom activities to enhance their interactive learning to be communicatively competent.

They also stated the role of teacher in CLT classroom as one who facilitates the communication process between all participants in the class and the various activities. But who are the participants? There is a fact in most large language classes that not all learners are participants. Most of them only passively sit and take notes, rarely contribute in the lesson and do not ask the teacher question even when they have problems. The reasons can be seen from the students themselves (e.g., different in learning styles, shy, lacking in motivations) and from teachers' factors (e.g., methods,

personalities). Whatever the reasons are, teachers should be totally responsible for their teaching and partly for their students' learning because no one else except the teachers themselves can motivate students and change their teaching methods. Thus, in order to involve all learners in class activities, it is the teachers' business to design and apply techniques to increase students' participation in class activities and make students active learners.

It should be noted that although large class is the focus of much of research during the last decade, a great deal of them concentrate mostly on the relationship between class size and essential in effective language teaching, but there is inadequate research on this issue. As far this matter is concerned, there has been almost no research work touching upon the issue of increasing students' participation in large classes in Vietnam, particularly in higher institutions.

The above situation of teaching large classes and the gap of knowledge in the research area have aroused my interest and encouraged me to carry out this study **“How to increase students' participation in communicative activities in large classes by using group work and questioning technique in Hai An High School, Hai Phong”**.

2. Aims of the study

The aims of the study are:

- To prove the hypothesis that: *The two techniques: group work and questioning will help students increase their participation in communicative activities in large classes.*
- To provide systematic knowledge of using these techniques in large class context.
- To suggest the implications for learners and teachers in order to raise their awareness of students' active role and teachers' efficiency in large classes.

3. Research questions

To reach the aims of the study, the two research questions are addressed:

- (1) What techniques and activities do the teachers at Hai An High School often use in their large classes and how is the students' participation in communicative activities?

(2) Does the use of the two techniques: group work and questioning increase students' participation in communicative activities in large classes?

4. Scope of the study

There exist varieties of techniques to encourage students to participation in class activities. However, it is not my intention to cover all of them because of the time and length constraint of the study, only two techniques, group work and questioning, that is considered well matched to the CLT approach, a learner-centered approach, are focused on and tested in large classes at Hai An High School. We chose these techniques because of the following reasons. Firstly; they are not cost-affected for we needed no equipment or no considerable expense to conduct these techniques. Secondly, these techniques are not very sophisticated to carry out. Lastly, they are suitable to the context of large classes.

Among performance indicators for language skills, reading, speaking, writing, and listening, speaking is the best in expressing the students' participation, and most effective in observing and recording. For its strong evidence-bearing capacity, speaking is selected as a major indicator to measure participation. In this study, students' participation happened only in classroom, particularly in speaking activities inside classroom.

5. Methods of the study

Both quantitative and qualitative methods are employed to carry out the study. That is, the data serving the research analysis and discussion were collected by means of:

- Questionnaires.
- Classroom observations.
- Interviews.

Besides, reviewing the related document is also a method to establish the theoretical background of the study, which mainly focuses on communicative language teaching, large classes, students' participation and the principles of using the two techniques: Group work and Questioning.

6. Design of the study

The study consists of four chapters not including the introduction (which contains rationale, aims, methods, scope and design of the study) and the conclusion (which reviews the main content and findings of the study and ends with some suggestions).

- **Chapter I: Literature Review** establishes the basic theoretical background from the literature on large classes, students' participation, teaching techniques, communicative language teaching. Especially, the two techniques, group work and questioning, which are the focus of the study, are discussed thoroughly in this chapter.

- **Chapter II: Methodology** describes the overall picture of how the research was carried out from the first step of determining the research design to the last step of gathering the results.

- **Chapter III: Data Analysis and Findings** interprets the results of the experiment, which applied the two techniques in large classes with the cooperation of the author's colleagues and students. This Chapter attempts to provide answers to the posed research question: what techniques and activities the English teachers at Hai An High School often do in their large classes and how students' participation is; whether the two techniques are helpful in increasing students' participation in communicative activities in large classes. The findings and the chapter with conclusions and comments after the experiment was finished.

- **Chapter IV: Implication** suggests some ideas for teacher so that they can maximize the benefits offered by the two studied CLT techniques.

PART B: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

This chapter consists of three sections. Section one deals with the issue of Communicative Language Teaching (CLT) which is intended to be discussed in terms of CLT characteristics and communicative activities. Section two focuses on the definition of the two techniques: group work and questioning. Section three concerns some concepts related to the study of increasing students' participation in large classes; large class definition; problems in large classes; students' participation and its affected factors; group work and questioning for enhancing students' participation.

1. Communicative Language Teaching

1.1. What is Communicative Language Teaching (CLT)

The origins of Communicative Language Teaching (CLT) date back early 1970s. Until then Situational Language Teaching represented the major British Approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practising basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audiolingualism was rejected in United States in the mid-1960s, British applied linguists began to call into question the theoretical assumption underlying Situational Language teaching. (Richards and Rodgers 1991:64)

As the scope of Communicative Language Teaching has expanded, it was considered as an approach rather than a method, which aims to:

i- make communicative competence the goal of language teaching

ii- develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards and Rodgers 1986:66)

CLT is often mentioned as an approach that comprises two sets of theories: assumption of what to teach, and assumption of how to teach.

Assumption of WHAT to teach

In this assumption, Richards and Rodgers argue that "at the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic,

theoretical base. Some of the characteristics of this communicative view of language follow.

- *Language is a system of the expression of meaning*
- *The primary function of language is for interaction and communication*
- *The structure of language reflects its functional and communicative use*
- *The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards and Rodgers 1986:71)*

Therefore, the purpose of language teaching is to develop “communicative competence”, a basic concept in CLT.

Hymes (1972, cited in Richards and Rodgers, 2001) defined “communicative competence” as “*what a speaker needs to know in order to be communicatively competent in a speech community*”. His viewpoint shows that acquiring communicative competence means acquiring both knowledge and ability for language use. Sharing the same view of communicative competence with Hymes and Yalden, Munby (1979) stated:

“To communicate effectively, a speaker must know not only how to produce any and all grammatical utterances of a language but also how to use them effectively. The speaker must know what to say, with whom, and when and where “.

(Munby 1979: 17)

Assumption of HOW to teach

If the first assumption in CLT is concerned with what should be taught, (in this case, that is communicative competence), then the second assumption is related to how the teaching should be carried out.

One of the linguists devoting great contribution to communicative development is Wilkin D. A. who proposed the first syllabus models which was developed into his later book *Notional Syllabus* in 1976. This syllabus model, remarked by Richards (2001) as an attempt to illustrate the functional view of language in syllabus design, specifies the two categories namely *notional* (e.g., frequency, motion, location) and *communicative function* (e.g., requests, offers, apologies, complaints). That is to say, a notional syllabus comprises not only grammatical and lexical elements but also the necessary concepts, notions as well as topics for learners to communicate about

(Richards, 2001). Wilkin' viewpoint of syllabus model is also strongly supported by Brumfit and Roberts (1983: 85).

“Syllabus aiming at communicative competence no longer concentrates so much on grammar but looks at the nature of meaning and of interaction. Syllabus of this kind is usually referred to as “Functional” or “Notional” or “Functional/Notional”.

Brumfit & Roberts (1983: 85)

However, notional syllabus faces the criticisms from other scholars such as Henry Widdowson and Margie Berns, M. (1984: 15), then argued that the textbooks based on the functional view might be “sorely inadequate and even misleading in their presentation.” She also warned that if the context, a real key to transmitting meaning to both form and function, was not paid attention in the textbook, learners' communicative competence development would be limited. Therefore, the notional syllabus deals with the components of discourse, but may not be concerned with discourse itself.

Learner-centeredness is another good point of CLT. Students in this approach are seen to be able to play a more active and participatory part than in traditional approaches. And therefore, the roles of teacher will be re-defined with the change of activity organization because each learner is thought to have unique learning styles, needs and goals, which should be reflected in the design of the method of instruction. (Richards and Rodgers, 2001)

In conclusion, CLT can be identified with the following characteristics:

- *An emphasis on learning to communicate through interaction in the target language*
- *The introduction of authentic texts into the learning situation*
- *The provision of opportunities for learners to focus, not only on language but also on the learning process itself.*
- *An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.*
- *An attempt to link classroom language learning with language activation outside the classroom.* (Nunan, cited in Brown 1994a:78)

These characteristics will be the principles for teachers to choose to improve their students' participation in communicative activities in a language classroom. Some communicative activities will be discussed in the next section.

1.2. Activities in Communicative Language Teaching

According to Harmer (1991), communicative activities are those that give students involved desire and a purpose to communicate. Such activities are very beneficial for students because they can do their best to use the target language and arrive at the degree of proficiency in the end.

Nolasco and Athur (1993) characterised communicative activities as follows:

- *They involve using language for a purpose.*
- *They create a desire to communicate. This means there must be some kind of “gap” which may be information, opinion, or reason that students seek to bridge.*
- *They encourage students to be creative and contribute their ideas.*
- *They focus on the message and students concentrate on “what” they are saying rather than “how” they are saying it.*
- *The students work independently off the teacher.*
- *The students determine what they want to write and say. The activity is not designed to control what the students will.*

(Nolasco and Athur 1993: 58)

2. Teaching techniques: Group work and questioning

There exist a lot of techniques to solve the problem of less participation in large classes, for examples: using students' names; pair / group work, questioning, extra-class work, incentive marks and other techniques.

The followings are the two main definitions of techniques which focus on communicative competence and learner-centeredness.

2.1. Group work

Group work gives the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends exchanging opinions, practising new structures more than listening to their teacher talking. This is important in our schools when

English lessons usually take place three times a week, teachers have to practise, develop all the language skills and it happens that there is no time left for speaking. So if a teacher has ten minutes left during the lesson it is better to divide the class into groups to give the learners opportunity to really use the language to communicate with each other.

According to Michael Long and his colleagues who investigated differences in the quantity and quality of student language in group work versus teacher centred activities the language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous. Asking questions and responding they use more language functions. (Lightbown and Spada, 1993:85)

By dividing the class into groups students get more opportunities to talk than in full class organization and each student can say something. Penny Ur recommends that teachers working with large classes should divide them into five groups which is the most effective organization for practising speaking. (Ur, 1996:232)

In the long run group work develops learners' independence. At first preparing a group presentation may be time consuming and requires more effort from the student. However, using this technique regularly students become more efficient and skilled at practising the language. They become more confident, their motivation also increases and they can manage without regular teacher's supervision. Students learn how to learn and gradually take responsibility for their own learning.

Brumfit says that group work is the most effective technique of classroom organization which combines aspects of communication learning and natural interaction in a stress-free environment. (Brumfit, 1984:78)

2.2. Questioning

Questioning is still a widely used technique because it helps teachers to create positive working environment which can involve students during the lessons. According to Ur (1996: 230), teachers can use questions to attract students in the lesson and make them participate actively through speech. By using questioning techniques, teachers can get students to be active in their learning and they not only provide poor students with a chance to take part in but also encourage students to be self-confident.

Brown (1994) defines the functions of appropriate questioning as follow:

- *Teachers' questions provide students with the motivation and opportunity to produce comfortably language without having to risk initiating language themselves.*
- *Teachers' questions help a teacher have immediate feedback about students' comprehension.*
- *Teachers' questions can be used to start a discussion or an interaction among students.*
- *Teachers' questions can help students in their self-discovery. In other words, when students speak or respond to the questions, they can find out what their own opinions or reactions are.*

3. Problems in teaching large classes

3.1. Concept of large class

There has been no agreement on the size of a large class. In an UNESCO Regional Workshop on Teaching and Learning in Higher Edu Kenya, the question "What is a large class?" was raised to some senior academics and they viewed the definition of a the size of a large class as follows:

"Large classes have more than 100 students enrolled."

"A large class is one with more students than available facilities can support."

"There is no fixed number. The large class depends on the discipline – smaller number for engineering, science, and medicine and large number for the arts, humanities, and social sciences."

"There is nothing like a large class. The large class is only in the mind of the orthodox teacher." (UNESCO Regional Workshop)

Ur (1996:302) also stated that "large class" varies from places to places, and the "exact number does not really matter: what matter is, how you, the teacher, see the class size in your own specific situation."

Therefore, in our situation, we decide to choose Coleman, H. and his colleagues' definition of large classes in *Lancaster-Leeds Language Learning n Large Classes Research Project* (Project Report No.4, 1989) in which they indicate that an average large class may be around 50 students.

3.2. Problems in large classes

In large classes, students come from different backgrounds, areas and they are different in learning styles, preferences, levels of English proficiency, and general attitudes toward English. Therefore, these classes are usually multilevel and cause various challenges for effective teaching and learning English.

The most difficulty concerning classroom management in which teachers find it troublesome and stressed is to control the whole class effectively and give students different learning styles individually. In such large classes, students are easy to get bored, frustrated as stronger students may feel held back while the weaker ones may feel pressured. Moreover, according to Ur (1996:303), teachers of large classes also face with the problems of discipline, correcting written assignments, creating effective learning for all, finding suitable materials, and activating all students, especially, silent ones.

In large classes, teachers neither make sure if their students are learning effectively because the tasks given are either too difficult or too easy for many of them nor they can find topics and activities that keep all students interested because students are crowded and they are also different. More seriously, teachers find it too difficult to activate students. They do not take part in class activities, or they are silent, only few students appear to respond to teachers' questions.

3.3. Concept of students' participation

Teachers of large classes have found that students' participation can be identified in terms of three kinds of interaction, namely, students to their teacher, students to students, and students to material.

In terms of the interaction between students to their teacher, students who maintain good interaction with their teacher always participate in the class discussion. They become involved in what is happening in the classroom by asking more questions, share personal ideas, opinion and experience with their classmates. Thus, participation can be understood in more ways than just come to class on time, take notes what teachers say and write down on the black board, and stay in the class all the time and get to know the teacher. Students who are active and attentive, that means, they work on the problems with the teacher during the class, laugh at jokes, respond to the teacher's questions, often show great desire to learn and become good students.

In terms of the interaction between students themselves, students tend to discuss in small groups. The kind of interaction between students and material can be understood as students' success in completing assigned reading activities.

3.4. Factors affecting students' participation

From the description of students' participation in the previous section, we can see that students' participation depends on different interactions in classroom. Thus, in order to involve students in communicative activities, it is essential to understand the factors affecting students' participation.

Students' learning styles

According to Willing (1995, cited in Nunan 1988:93), learner styles can be classified into four types:

Concrete learners: they preferred learning by games, pictures, films and videos, talking in pairs and learning through the use of cassettes.

Analytical learners: these learners liked studying grammar, studying English books, finding their own mistakes, and learning through reading newspapers.

Communicative learners: they liked to learn by observing and listening to native speakers, talking to friends in English and learning English wherever possible.

Authority-oriented learners: they liked the teacher to explain everything, writing everything in their notebooks, having their own textbooks, learning to read, studying grammar, and learning English words by seeing them.

Students' motivations

It is all known that motivation is strongly related to achievement in language learning in the way it decides learners' success or failure. Motivation, according to Brown (1987), is an inner drive, impulse, emotion, or desire that encourages one to do a particular action.

Teachers, therefore, should know and realize the source of students' motivation, both instrumental and integrative to meet specific needs as well as to "actively push learners to realize their full potential and make maximum progress." (Ur, 1996:273).

In conclusion, large classes cause problems not only for teachers but also for learners and their learning process. The main problem is that how teachers can involve all students in the learning, especially in communicative activities so that their learning will be improved.

CHAPTER II: METHODOLOGY

This chapter gives a thorough description of how the research was carried out, including six steps: 1) Determining on the research questions ; 2) Determining on the study design ; 3) Describing the setting of the study ; 4) Selecting samples ; 5) Collecting data ; and 6) Processing and analyzing data. The details are going to be presented as follows.

1. Determining on the research questions

One objective of the study is to investigate the techniques and activities often used by the teachers at Hai An High School in large classes, then to relate the teachers' techniques to their students' participation in large classes. Therefore the first question to be addressed is "What techniques and activities do the teachers at Hai An High School often use in their large classes, and how is the students' participation in class activities?"

Based on what have been found, the main content of the study focuses on the impact of the two techniques; group work and questioning, which were tested in four 11th form large classes at Hai An High School. The purpose of the experiment is to find out whether there are more students participating in the lesson after the treatment of the two techniques in comparison with the level of students' participation before. Therefore, the second question is "Does the use of the two techniques: Group Work and Questioning really increase students' participation in communicative activities in large classes?"

2. Determining on the study design

As our primary aim is to examine the impact of group work and questioning on students' participation in communicative activities in large classes, this study follows the control group design, suggested by Raniit Kumar (1996). The study belongs to the type of experimental study, being designed to find out the difference between the level of students' participation before and after the experiment. This design enables us to measure changes and assess the impact of the two techniques on students' participation in a reliable way.

In the following sections, the setting of the research as well as the samples, tools of gathering data and techniques of processing data will be thoroughly described.

3. The current situation of English learning and teaching at Hai An High School

Founded in 1998, Hai An High School has experienced over 10 years of teaching and learning. Since its foundation, Hai An High School has carried out tasks to train and educate students who cannot get access to state schools. Recently, since enrollments increase more and more, and due to the lack of facilities, each class often contains 50 students or more on average. This situation hinders effective foreign language teaching and raises a great challenge to the teachers of English in such crowded classes.

The current teaching material for students in Hai An High School is the series of books published by the Ministry of Education and Training. As I stated above, students at Hai An High School are those who are low-based knowledge of English and they come from many family back grounds, mostly from rural areas, so it is very difficult for the teachers all apply new approaches in teaching them. These factors are likely to affect students' learning strategies and the level of students' participation in classroom activities.

4. Selecting samples

As we mentioned in Part I of the thesis, the methods employed to collect the data for the study are: questionnaires, classroom observations, and interviews. After following description of the experiment, the next section deals with the samples of the study.

The experiment

For this “control group design” research, we chose two classes 11B1 and 11B2 for the control groups, and other two classes 11B3 and 11B4 for experimental groups. These classes were comparable in terms of total number of students, age and sex. After the population groups were chosen, the author approached the four English teachers of the four classes to ask for their cooperation in carrying out the experiment, which lasted for two months (from 25/2/09 to 25/4/09).

During the experiment, Class B3 was exposed to Group work and class B4 was exposed to Questioning for two months, one lesson a week. That is, the research taught eight lesson plans using Group Work in Class B3 and eight lesson plans using Questioning in Class B4. The author was the teacher (himself) in these classes to ensure the designed lesson plans were strictly followed.

- At the end of the two-month experiment, the research asked three other teachers for help to make “after” observations on the four classes. They helped take notes of students’ talking time, and teacher’s talking time as well as interaction patterns in these classes. They used an observation sheet that was designed for both “before” and “after” observations.

- Then, the researcher handed out a post-experiment questionnaire to students in the two experimental classes to check their attitudes toward the two techniques. In addition, informal interviews with 10 students and the three teachers observing these two classes were carried out to confirm the results of the questionnaire.

The expected result is that after the teacher applies *group work and questioning* in teaching English in large classes, there are more students participating in the lessons in the two experimental classes than those in control classes in which no interventions are set.

4. 1. Samples for the control and experimental classes

Four 11th form classes were chosen for the control and experimental classes. The number of students the in four classes is listed in Table 1. These students are aged 17.

	Control groups		Experimental groups	
<i>Class</i>	11B1	11B2	11B3	11B4
<i>No of students</i>	50	50	55	55
<i>Total</i>	100		110	

Table 1: The number of students in the four sample classes

4. 2. Samples for the questionnaires

- **Sample for teacher questionnaire** (questionnaire 1): Twelve teachers of English were invited to give responses to this questionnaire. Their profiles are described in Table 2.

		<i>No and Percentage of Teachers</i>	
Age	23-30	3	40 %
	31-55	9	60%
Sex	Male	2	16.67%
	Female	10	83.33%

Teaching experience	1-5 years	2	16.67%
	More than 5 years	10	83.33%
Educational qualifications	Graduate	10	83.33%
	Post-graduate	2	16.67%

Table 2: Teachers' profiles (Total number of teachers: 12)

- Samples for student questionnaires:

For questionnaire 2: 210 students of the four chosen large classes were invited to respond to the pre-experiment questionnaire.

For questionnaire 3: 110 students in two experimental classes (class B3 and B4) were involved to answer the questionnaire after the experiment.

The students' profiles are illustrated in Table 3.

		<i>No and Percentage of students</i>	
Age	17	210	100%
Sex	Female	120	57.14%
	Male	90	42.86%
Length of learning	Less than 2 years	12	5.72%
	More than 2 years	198	94.28%
Languages other than English	French	12	5.72%

Table 3: Students' profiles (Total number of students: 210)

4. 3. Samples for the classroom observations

In the four chosen large classes, we carried out four “before” observations and four “after” observations with the help of three other teachers in order to find out how students' participation is different after two techniques are applied in the two experimental classes.

4. 4. Samples for the interviews

– **For teacher interview:** Four teachers who took part in the observations were invited for the interview to give more information about their teaching experience, their own techniques to encourage student to participate more in the lesson, and their attitudes towards the two techniques tested.

- **For student interview:** Five students from class B3 and five students from class B4 were chosen randomly for the interview to gain the information about their attitudes towards the two techniques: group work and questioning, respectively.

5. Data collection procedures

The study is both quantitative and qualitative kind of research in which the data is collected by means of questionnaires, classroom observations and interviews of both teachers and students.

5. 1. Questionnaires

Since the study belongs to the sort of the control group design, in which data is collected before and after the experiment, the questionnaires were designed for both “before the experiment” and “after the experiment”.

5. 2. Classroom Observations

Besides questionnaires, classroom observations are the main tools to collect more information about the level of student’ participation in lessons, and the activities occurring in the classes.

5. 3. Interviews

In order to test the validity of the information obtained from the questionnaires and observations, two interviews with both the teachers and the students were carried out. Three teachers observing the classes and ten students chosen at random from the four experimental classes were invited to the interviews. Before officially carrying out the interviews, the interview questions were profiled with one teacher and two students to identify the potential problems.

In brief, for this “control group design” research, the procedures of data collection are as follows:

	Informants	Before experimen	Intervention of group work and questioning	After experiment
Students	Control groups (Classes A1 and A2)	-Questionnaire 1 -Observation checklist 1	No intervention	Observation checklist 1
	Experimental groups (Classes B3	-Questionnaire 1 -Observation checklist 1	Class B3: <i>Group work</i> (10 periods)	-Observation checklist 1
			Class B4: <i>Questioning</i>	-Questionnaire 1

	And B4)		(10 periods)	- Interview
Teachers	12 teachers	- Questionnaire 3	_____	_____
	4 teachers	Observing the four Classes	Observing 2 periods in two classes B3 and B4	- Interview

Table 4: The procedures of data collection

6. Analyzing and processing the data

As the main aim of the study is to investigate the impact of the two techniques *group work and questioning* on students' participation in communicative activities in large classes, we will compare the students' participation before and after the experiment. The comparison is based on *student talking time and teacher talking time in one teaching period*.

The data of the study was analyzed both quantitatively and qualitatively. As for quantitative analysis, the statistics on amount of student talking time, teacher talking time, and silence time during lessons observed will be presented in form of figures. As regards qualitative analysis, the change of students' participation level will be interpreted in terms of students and teachers' attitudes toward the use of the two techniques. The teacher's performance of group work and questioning in the experimental large classes are analyzed based on observation sheets.

CHAPTER III: DATA ANALYSIS AND FINDINGS

This chapter, including two sections data analysis and discussion on findings, presents an attempt to answer the two research questions:

1- *What techniques and activities do the teachers at Hai An High School often use in their large classes and how is the students' participation in communicative in those classes?*

2- *Does the use of Group Work and Questioning really increase students' participation in communicative activities in large classes?*

1. Data analysis

In order to find out the impact of the two techniques, group work and questioning on students' participation, in the following sections, we will analyze the data collected in our school and discuss the followings:

1) *Students' participation before the experiment;* 2) *Students' participation after the experiment;* 3) *Comparison of students' participation before and at the end of the experiment.*

1. 1. Students' participation before the experiment

It is necessary to discuss some factors that affect students' motivation in participation in communicative activities. The four factors affecting students' participation in the process of learning will be discussed in terms of

1) *Students' motivations and learning styles;* 2) *The teachers' techniques and activities in large classes;* 3) *Students' participation in communicative activities in large classes.*

1. 1. 1. Students' motivations and learning styles

Students' motivations play an important role in deciding the level of their participation in class activities. Therefore, by identifying the students' motivations of learning English and their learning styles, we will find the degree of students' willingness to take part in classroom activities as well as the reasons why there is little participation in those large classes.

Purposes	Number	Percentage (%)
a. To learn in high school	190	90.47
b. To get good marks	100	47.61
c. To get good job in the future	76	36.19

d. To enjoy music and stories	35	16.66
e. To read English books	20	9.52
f. To communicate with foreign people	25	11.90
g. To know cultures of other countries	22	10.47
h. To study abroad	9	4.28

Table 5: Students' purposes of learning English

Source: Result of student questionnaire (questionnaire 2, see appendix 3)

In table 5, the data shows that English is one of the compulsory subjects in high schools and it is easy to understand why students learn English to get good marks. The high percentages in these two categories (90.47% and 47.61%) reveal that they have low motivation. With low level of interest in this subject, it can be inferred that they may not actively take part in class activities. This fact would appear to suggest that as the students' motivation is low, the job of motivating students in learning English burdens the teachers, and requires the teachers to find appropriate teaching techniques for mixed-level classes.

However, students' participation is affected not only by students' motivation but also by students' learning styles and other factors will be discussed as follows:

Type Group	Analytical Learners		Concrete Learners		Communicative Learners		Authority-oriented learners	
	No	%	No	%	No	%	No	%
Control (100)	17	17.00	21	21.00	7	7.00	55	55.00
Experimental (110)	37	36.63	26	23.63	9	8.18	35	31.56
Total (210)	59	26.81	43	22.31	12	7.59	95	43.28

Table 6: Students' learning styles in the two groups

Source: Result of student questionnaire (Questionnaire 2, see appendix 3)

In Table 6, we can see that the learning styles vary from students to students who have different reasons for learning English. The number of communicative learners (7.59%) is very small. Whereas, the majority of students (43.28%) in both two groups belong to the type of authority-oriented learners, who always expect teachers to explain everything for them.

In conclusion, students' motivations and learning styles are not highly appreciated in the four classes because the traditional methods of teaching at secondary schools have a big influence on them.

1. 1. 2. The teachers' techniques in the four large classes

The survey was conducted among the teachers at Hai An High School to find out which method they often use to teach their students and activate them in class activities

<i>Techniques</i>	<i>Classroom activities occurred</i>	<i>No of responses</i>	<i>%</i>
Lecture	Teacher's presentation	12	100
Group work	Discussion on topics in text book or grammar exercises	12	100
	Brainstorming	2	6.0
	Project assignment	0	0
	Playing games	12	0
	Drama	0	0
Pair work	Role play	23	71.8
	Information exchange	5	15.6
	Peer feedback	7	21.8
Individual work	Doing grammar exercises	1	100
Questioning	Asking questions	12	100
	Quizzes and puzzles	4	12.5
	Short surveys	0	0

Table 7: Types of techniques and activities used by the teachers at Hai An High School (12 teachers)

Source: Teacher questionnaire (Questionnaire 1, see appendix 2)

The given data in Table 7 implies that the most frequently-used technique among teachers in their large classes is delivering lectures. This traditional technique, though, can help the teachers to convey their lesson content in the most economical way, does not allow them to pay attention to individual students. Consequently, it is much likely that teachers will find it very difficult to involve all students, who are naturally different in preferences and proficiencies, in their long lecture. However, 15.6% of the teachers realize that lectures do less to develop students' critical thinking skills, and that class discussions, between either the teacher and the students or among the students them selves, greatly improve students' ability to communicate in the target language. Therefore, they used several activities to conduct group work, for example, discussion on topics in the text; playing games; or doing grammar exercises in group. Yet, they admitted that group work did not work very well. As for questioning, 100% of the teachers used this technique in their lessons by asking and answering their students' questions. The effectiveness of their use of questioning and group work will be analyzed through classroom observations.

Briefly, it can be found from the teacher questionnaire that the teachers at Hai An High School used lectures and questioning mostly in their lessons. Group work, pair work were sometimes used and activities used in the lessons were not varied. From this interpretation, students' participation, which depends much on students' learning styles and teachers' techniques, might not reach the high degree.

In the following section, we will discuss the result of "before" observations in the four chosen large classes with the assistance of the three teachers. The researcher observed and analyzed the lessons in terms of *Teachers' techniques in general; Activities used in lessons; Teachers' use of group work; Teachers' use of questioning; Classroom atmosphere.*

Here is the discussion on the above issues by using the observation sheet before experiment in four large classes.

Summary of the result of observations in four large classes before the experiment				
E: Excellent	G: Good	NI: Needing Improvement	N: Not used	
			Class B1	Class B2
			Class B3	Class B4
A- Teachers' techniques				
1. The teachers explained lesson content	G	G	G	G

2. The teachers organized group work	N	NI	NI	N
3. The teachers used questioning.	NI	NI	NI	NI
4. The teachers got students to work individually.	G	G	G	G
5. The teachers got students to work in pairs	G	NI	NI	N
B- Activities in classroom				
1. asking questions	NI	NI	NI	NI
2. answering teachers' questions	G	NI	NI	G
3. doing exercises	G	G	G	G
4. reading aloud	N	G	G	N
5. translating	G	N	G	G
6. drilling	G	G	G	G
7. reviewing	G	N	N	G
8. role playing	N	NI	NI	N
9. playing games	NI	NI	N	N
10. debating	N	N	NI	N
11. solving problem	N	N	N	N
12. brainstorming	N	N	N	N
13. information gap	N	G	G	N
14. interviewing	G	NI	N	G
C- Teachers' use of group work				
1. The teachers introduced the technique with brief explanation.	N	NI	N	N
2. The teachers formed group properly.	N	N	N	N
3. The teachers gave clear instructions and students could carry out the tasks.	N	G	G	N
4. The teachers modeled the technique.	N	N	N	N
5. The teachers checked for clarification.	N	NI	N	N
6. The teachers set the task in motion.	N	G	G	N
7. The teachers moved around the classroom and gave help during group work	N	N	N	N
8. The teachers gave comments after the presentation of each group.	N	N	NI	N
D- Teachers' use of questioning				
1. The teachers asked questions to get short answers.	E	E	E	G
2. The teachers asked question to get longer answers.	NI	NI	NI	NI

3. The teachers asked questions to get students to question each other.	N	N	NI	G
4. The teachers distributed questions equally among students.	NI	NI	NI	NI
5. The teachers provided students with sufficient time to give answers.	N	N	N	N
6. The teachers raised challenging questions.	NI	NI	NI	NI
7. The teachers assisted students who could not give the right answers with hints and clues.	G	N	G	NI
8. The teachers praised students who gave correct answer or asked questions.	G	G	G	G
E- Classroom atmosphere				
1. The teachers were friendly and supportive.	G	G	G	G
2. The students were involved and attentive.	N	N	NI	N
3. The teachers and the students were equally active.	N	NI	N	NI
4. The students felt comfortable and free to express their ideas.	N	NI	N	N
5. Good students helped less able students.	N	N	N	N

Table 8: Results of observations in four classes before the experiment

The teacher's techniques

The observation indicates that in all of the four classes, teachers' main technique was presentation, by which the teachers spent most of the time in explaining lesson content including grammar items and new words. In addition, they all got their students to work individually all the time. Pair work, group work and questioning were used but needed much improvement, as the result, the quality of teaching performance was poor.

Activities used in the lessons

There were not a balance and a variety of activities during the lessons. In fact, asking and answering questions was the most common activity in which the teacher and the students were not equal. The teacher was always the one who asked questions while the students were always the ones who gave answers. Even when the students could not give an appropriate response, the teacher had to answer the questions themselves. The lessons seemed like an oral test to check students' knowledge rather than an initiation to a discussion. The reason for this situation was given in the section

“the teachers’ techniques” that the teachers did not pay attention to creating opportunities for their students to communicate in English. Ranking the second position of frequently used activities was playing games. The teachers also found that, their students could become more interested in the lesson when they learned through games. That is why two of the four teachers used games as a useful way to arouse the students’ interest and motivation in learning the subject they were teaching. However, other communicative activities such as: role- play, brainstorming, discussion, and information exchange were not used by all of the four teachers.

Teachers’ use of group work

Group work was also used in two classes 11B2 and 11B3, but not effectively. The strong evidence was that some groups turned apart after only about three minutes together and each member of the group returned to work individually as they did not like each other or they felt uncomfortable to turn their heads round from fixed chairs for a long time (in class 11B2). Though the teachers instructions for group work were clear for the students to carry out the task, she did not (or forgot) to give comments after the group work finished (in class 11B3). As a result, none of the students had any ideas of how well they could do and felt no progress made except that they had interesting time to chat in Vietnamese.

Teachers’ use of questioning

As for questioning, in general, all of the teachers used questions in their lessons. However, many of the questions asked were irrelevant (“*Are you a girl or a boy?*”); unhelpful (“*Should we protect our environment?*”); even extraneous questions (*Do you like to listen to music now?*”), which led to the wrong or unexpected responses from the students. Three of four teachers (in classes 11B1, 11B2, and 11B3) asked challenging questions but the questions were too complex for the students to answer, for example, “*Do you know which the most polluted area in Vietnam is, and how to solve the problem of pollution in this area?*” For this reason, the teachers’ questions did not stimulate students’ thinking. With regard to the teachers’ wait-time, no teachers seemed patient enough to wait for their students’ responses after they posed the questions. They usually called a student to give answers after only two seconds after their were posed. None of them tried to use a variety of techniques to elicit the answers from the students. If one student could not answer the question, the teacher

called another advanced student to answer for saving time. Although the teachers could get the students' responses sometimes, and were ready to give praises, few of them used the students' ideas in the lessons as a contribution to the class discussions.

Moreover, when asking questions, the teachers in all four classes, on the one hand, tended to ask bright students, as they could get correct answers as quickly as possible. On the other hand, to avoid focusing on only some certain students, the teachers tried to distribute the questions to the whole class by developing a mechanical system for asking questions such as going alphabetical order or row by row. The students soon caught on such system, and they only paid attention when they knew it was their turn. Such way of delivering questions did not stimulate students' attention, and in fact reduced students' participation.

Classroom atmosphere

Generally, all of the teachers were friendly and supportive, but few of them could manage the class effectively. It was because of their lack of management skills and inexperience in teaching large classes. Therefore, they could not treat students as individuals and enthuse students appropriately. The students were passive because the teachers were too active and dominant. In other words, the teachers talked most of the time and the students were not totally attentive and involved in the lessons.

In conclusion, our observations in the four large classes suggest that all of the factors that have been discussed above, especially, the teachers' inappropriate techniques and monotonous activities led to poor interactions in the classroom. As a result, the students were not attentive and involved in the lessons. They felt uncomfortable to ask questions, to disagree, or to express their own ideas in the class, partly because they thought it was so rude to interrupt and ask the teacher questions, partly because they were afraid of losing face in front of the large class. Therefore, the students, if they did not chat in the class, were merely the passive listeners, not the communicators as being expected. The lack of teachers' encouragement as well as attention to less advanced students could not engage them in the lessons. In other words, not every student had the opportunity to participate in class activities because of firstly anonymity in large classes, secondly students' low motivation, and last but not least, teachers' inappropriate techniques and their weak class management skill that could not promote students of different learning styles to participate.

Conclusion

The analysis of questionnaires and observations in the four large classes reveal that the techniques and activities that the teachers at Hai An High School use in their large classes are not diversified enough to encourage their students' participation. More importantly, the way they employed group work and questioning needs a lot of improvement in term of organization and management skill, as well as appropriate activities assigned to the students.

Thus, let us see if there is any change in students' participation when we use the two purposely- designed techniques: group work and questioning regularly during two months in the two experimental classes. This is also the main content of the research question two.

1. 1. 3. Students' participation before the experiment

This section discusses students' participation in regards to ratio of student talking time (STT) and their teacher talking time (TTT) in one teaching period.

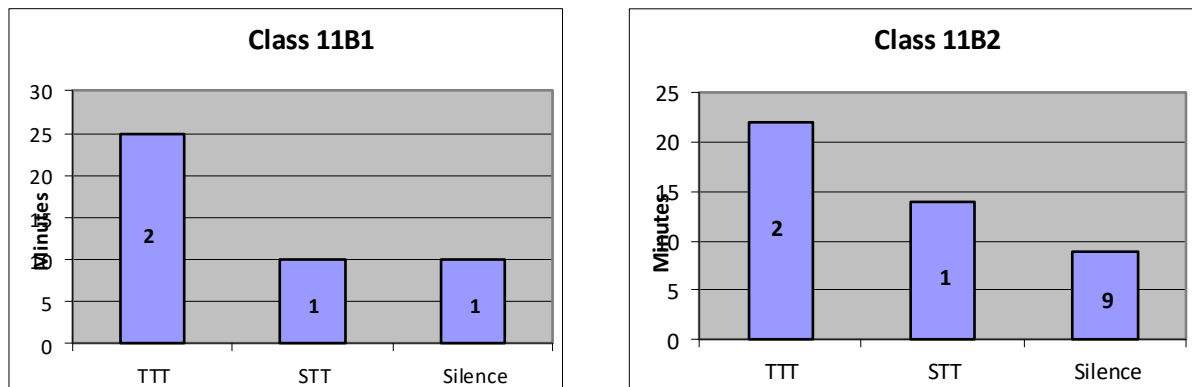


Figure 1: STT and TTT in controlled groups before the experiment

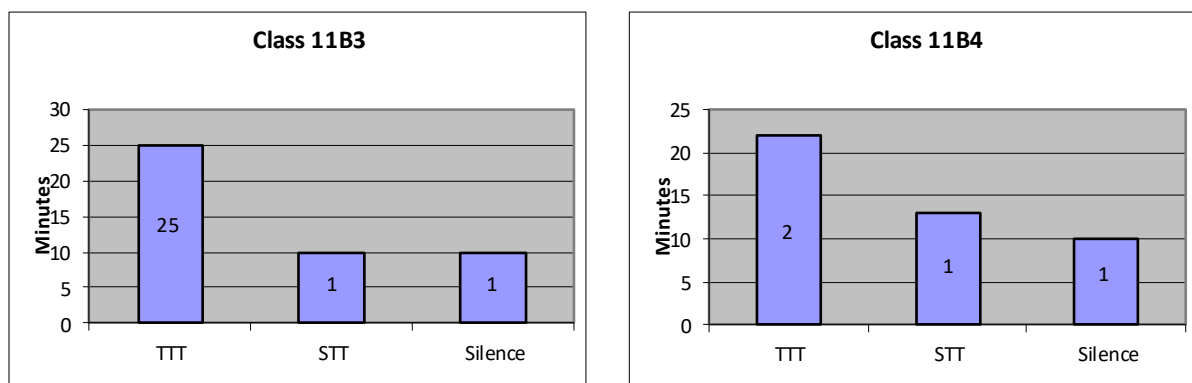


Figure 2: STT and TTT in experimental groups before the experiment

In four classes, it can be clearly seen that the teacher talking time makes up the highest rate in comparison with student talking time and silence during one lesson. In

respect of percentage, the STT and TTT in 45 minutes in the four classes before the experiment are:

Class	11B1	11B2	11B3	11B4
TTT	56%	51%	56%	49%
STT	22%	28%	22%	29%
Silence	22%	21%	22%	22%
Total	100%	100%	100%	100%

Table 9: STT and TTT in experimental groups before the experiment

The data in Table 9 shows that the teachers talked half of class time in all of four classes (56% in class 11B1, 51% in class 11B2, 56% in class 11B3, and 49% in class 11B4). Meanwhile, the students talked one third of the time (22% in class B1, 28% in class B2, 22% in class B3 and 29% in class B4), and the remaining time for silence is relatively equivalent.

Before the experiment, the teacher talking time was much more than the student talking time. The teachers kept on speaking and asking questions throughout of the lesson and the students were mostly forced to answer within a very little time instead of volunteering. If the students were given a chance to speak or answer, they just gave a short or brief response.

1. 2. Students' participation at the end of the experiment

At the end of the experiment, which lasted two months, we observed four large classes again to find out change of students' participation (if any) in both control and experimental groups. In the following sections, the use of each technique in each experimental class will be described.

1. 2. 1. Observations in control groups

The researcher used the same sheet for the second time observation in class 1B1 and class 11B2, the results can be summarized as follows: in general, there was no change in teachers' techniques and activities in these two classes in comparison with those in the first time. Therefore, the amount of student talking time was still much less than that of their teacher talking time. This fact is illustrated in the following figures.

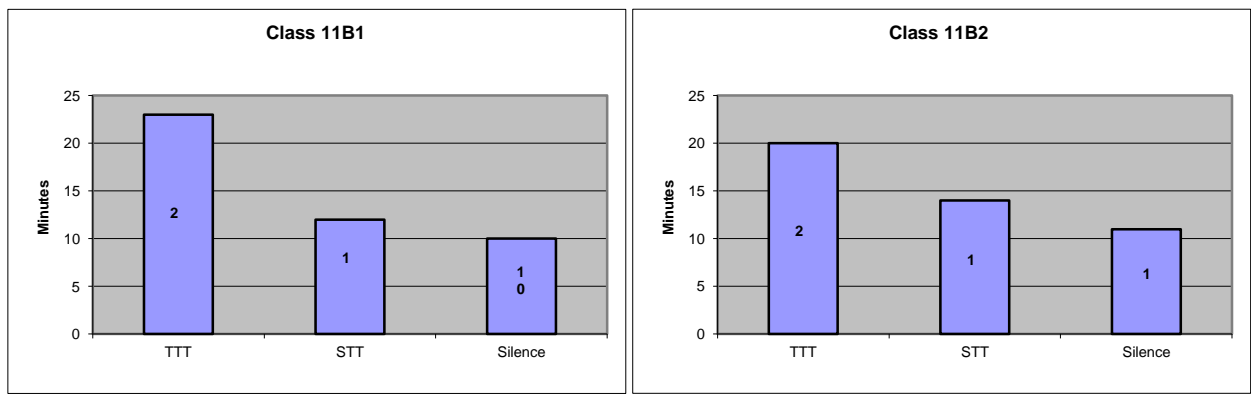


Figure 3: STT and TTT in control groups at the end of the experiment

1. 2. 2. Observations in experimental groups

A- Observation of using group work in experimental class 11B3

a- Class description

- Class 11B3 (55 students)
- Time: 45 minutes (26/3/2009)
- Lesson: **Unit 13 – Hobbies (B. Speaking) (Tieng Anh 11, by Hoang Van Van)**
- Lesson objectives: By the end of the lesson, students will be able to
 - + Talk about a hobby, collection
 - + Improve speaking skill

b- Teaching procedures

The lesson followed three stages (The teaching plan is attached in appendix 7)

- i. *Whole class introduction*
- ii. *Group work*
- iii. *Whole class wrap-up*

c- Comments on teacher's demonstration

*In “Whole class introduction” stage

In this stage, the teacher revised vocabulary about hobbies and instructed students the next part of the lesson.

*In “group work” stage

Teacher's group formation:

The teacher asked three students who sat nearest to one another in a desk to be a group. This way of random grouping could save time, as the students did not have to stand up to change their seats, and the teacher could easily control the groups.

Teacher's instructions

The teacher gave clear and detailed instructions and announced the amount of time for doing each task. To ensure students understand well his instructions, the teacher checked students' understanding by asking a student to report what they had group work, and wrote a model on black board. She also spoke at a lower pace, used simple language and repeated the instructions twice.

Teacher's supervision during group work

The teacher went round the class group to group to see if every member was working, but did not interfere at the beginning to let his students work on their own. Then he assisted weaker students with vocabulary and structures, pronunciation, or assign additional tasks for groups who finished earlier. He only corrected some errors of pronunciation, not the students' paper (in written form). By supervising the groups in this way, the teacher played a role of a facilitator and a resource rather than a controller.

Teacher's feedback to group's production

After announcing the time for students to stop doing the tasks, the teacher asked the representative of each group to present their production. In task 1, students work in pairs to tell about their hobbies and match each activity with a picture and then went to the blackboard to write down the answers. In task 2, 2 students in each group represent the dialogue and in task 3, they practise making dialogues. While one group was performing their production, the teacher asked the rest of the class to listen to give the comment after that. Therefore, the teacher could involve all students in the lesson.

Activities in the lesson

Based on the three tasks in the textbooks, the teacher selected different communicative activities for different tasks. For example, in task 1, the teacher chose "matching" activity to ask students match each activity of their friends or of their own with the correct picture. In task 2, teacher asked students in each group practise speaking and then two students in each group stood up to talk. In task 3, the teacher asked students to make "questionnaire" in each group to find out the benefit of collecting stamps.

***In "whole class wrap-up" stage**

The teacher assigned homework to the students "Write about 10 sentences about your hobbies." This homework could help the students revise the structure,

vocabulary as well as create an opportunity for the students to express their ideas in written form.

In the last 10 minutes of the lesson, the teacher praised the hard-working, active and good groups. The teacher consolidated the lesson by asking students some questions about hobbies and instructed students to use in real context.

d- Comments on students' participation in communicative activities in class 11B3

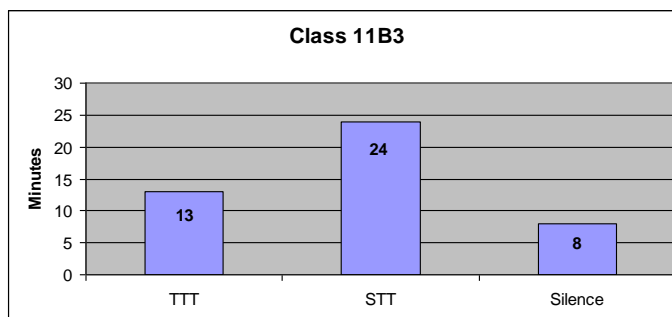


Figure 4: STT and TTT in Class 11B3 at the end of the experiment

The data in Figure 4 shows the ratio of STT and TTT to 45 minutes in class 11B3: STT (54%); TTT (28%); Silence (18%). That means, the students in class 11B3 had a great deal of opportunities to speak during the lesson as their talking time (54%) is much more than their teacher talking time (28%). These numbers implies that group work in class helped increase student talking time in the lesson.

B- Observation of using questioning in experimental class 11B4 (see appendix5)

a- Class description

- Class 11B4 (55 students)
- Lesson: **Unit 13 – Hobbies (B. Speaking) (Tieng Anh 11, by Hoang Van Van)**
- Lesson objectives: By the end of the lesson, students will be able to
 - + Talk about a hobby, collection
 - + Improve speaking skill

b- Teaching procedures

The lesson followed these steps:

1. *Warm up*: The teacher asked students to tell about his/her hobbies.
2. *Presentation*: the teacher introduced the tasks and gave the instructions to carry out them.
3. *Practice*: the teacher asked the students to ask and answer questions. The students worked on the tasks to practice the ways to ask about other's hobbies.
4. *Consolidation*: The teacher and students revised what they had done in the lesson and assigned homework.

c- Comments on the teacher's use of questioning

- Teacher's selection of questions

The teacher paid attention to the use of different types of questions to get different types of answers based on the level of students, and the level of difficulty of each task:

- *"Do you like swimming?"* (to get short answer and check students' previous knowledge)

- *"Why is swimming good for you?"*

(to get longer answers, and ask student to use their words to explain things)

- *"Trung, ask Nam about his hobby."* (to get students to ask another)

As for easy question, the teacher called less able students to give answers.

- *"What is your hobby?"*

- *"Do you like reading in your spare time?"* (these questions are to get short answers)

Teacher's demonstration of questions

After giving a question, the teacher paused for about six seconds and then called on a volunteer if any or called on at random a student who sat either near the teacher or far from him. He always used names to address the students. This way of delivering questions made the whole class always busy with thinking of the answers. More importantly, the students had sufficient time to think of a good, correct answer. Sometimes, he called on a student before posing a question. This strategy kept all students alert and active as they might be called on at any time if the teacher realized they were not attentive.

Teacher's feedback/ reactions to students' responses

When students gave correct answers, the teacher confirmed and gave them a compliment, using various phrases such as "That is a good answer", "Very good", "All right", "That sounds very interesting", etc.

When students gave wrong answers or made mistakes, even no answers, the teacher paraphrased his questions so that the students could understand and have a new chance to give their answers. And when he had the answer, the teacher redirected the question to another student to get more answers that were different.

By that way, the teacher could engage more students in the lesson.

Activities used in the lesson

Activities used in the lesson were various, for example, interview, making questionnaire, information gap, and guessing games. These activities were well matched with the use of questions and created relaxing classroom atmosphere, in which the students could speak English communicatively and feel comfortable to learn, and to participate.

d- Comments on students' participation in communicative activities in class 11B4

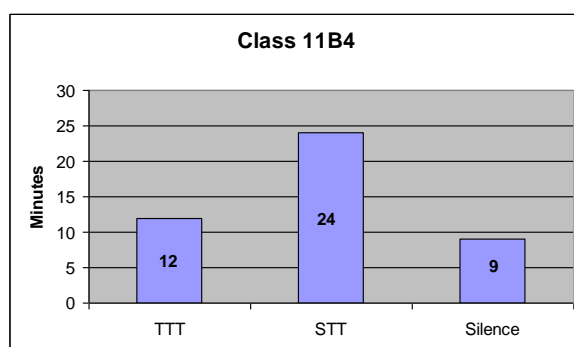


Figure 5: STT and TTT in Class 11B4 at the end of the experiment

The data in Figure 5 shows that the students in class 11B4 had more time in comparison with their teacher talking time to speak English, 24 minutes (53%) and 11 minutes (26%) respectively. This implies a good impact of questioning on students' participation. The observation in this class also revealed that the way the teacher demonstrated her questions in class involved a large number of students, as the students always had to be alert and prepared for the teacher's questions. The students were willing to give longer answers as they felt their teacher was supportive and friendly. Even the shy students felt more confident as they were assisted with hints or cues from their teacher, so that they could give more responses. For the more able students, the teacher's questions also encouraged them to ask questions to the teacher. She often encouraged them with praises or positive feedback on their answers if they were right. That made the students comfortable to join their voice in the lesson. This fact implied that there was a high level of students' participation in this class.

1. 3. Comparison of students' participation before and at the end of the experiment

As for quantitative analysis, students' participation is measured by the ratio of STT and TTT in one period. Hence, for comparison, we consider the difference in

ratio of STT to TTT between “before” and “at the end” of the experiment in Table 10 and 11.

Class	11B1	11B2	11B3	11B4
TTT	51%	44%	28%	26%
STT	26%	31%	54%	53%
Silence	23%	24%	18%	21%
Total (45 minutes)	100%	100%	100%	100%

Table 10: STT and TTT in the four classes before the experiment

Group	Control groups				Experimental groups			
Class	Class 11B1		Class 11B2		Class 11B3		Class 11B4	
	Before	End	Before	End	Before	End	Before	End
TTT	56%	51%	51%	44%	56%	28%	49%	26%
STT	22%	26%	28%	31%	22%	54%	29%	53%
Silence	22%	23%	21%	24%	22%	18%	22%	21%
Total (45mins)	100%	100%	100%	100%	100%	100%	100%	100%

Table 11: STT and TTT in the four classes before and at the end of the experiment

Comparing the data before and at the end of experiment in Table 11, we can see that in control groups, the situation remains almost the same. Nevertheless, at the end of the experiment, in experimental groups, the teacher talking time is only one third of class time (29% in class B3 and 26% in class B4), while the student talking time is about half of the class time (54% in class B3 and 53% in class B4). The silence time does not change much. This result affirms that the two techniques group work and questioning really have good impact on increasing students’ participation in large classes.

So far, through the analysis of observations in the two experimental classes and the calculation on difference in the ratio of STT and TTT between “before” and “at the end” of the experiment, it has been quite apparent that students’ participation in the two experimental classes increased. To make this conclusion more valid and reliable, we will have a closer look at the students and teachers’ attitudes toward the two techniques in the following sections.

After the experiment, 100 students in the two experimental classes were asked to answer a post-experiment questionnaire (see appendix 6) and 10 of them participated in an interview (appendix 9) to show their attitudes towards the two techniques used in their classes.

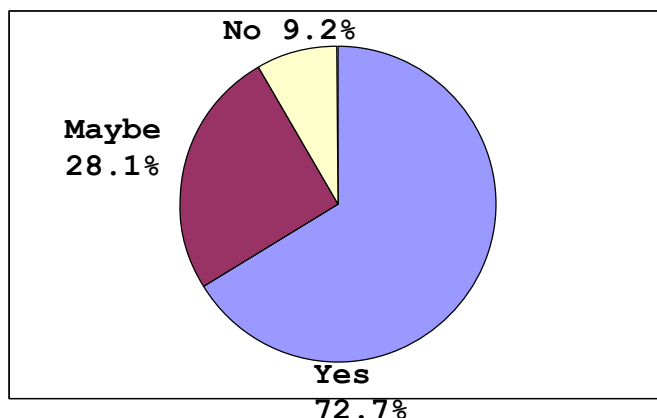


Figure 6: Result of students' responses to post-experiment questionnaire
(Appendix 6)

After the experiment, the three teachers, who observed the experimental classes, were invited to join in an interview (see appendix 10)

1. 4. Conclusion

Teaching large classes is really a hard job. Since we cannot wish large class away, we have to devise techniques for delivering good quality of teaching in such context. Group work and questioning – techniques selected for the experiment conducted in the two large classes at Hai An High School - have proved their good impact on increasing students' participation. The evidence is strong that the high level of students' participation is manifested through the high proportion of students talking time compared with the teacher talking time in both of the two experimental classes. Furthermore, the results are also confirmed by the positive attitudes of teachers and students in the two experimental classes toward the two techniques.

2. Discussion on the findings.

From the above discussion and data analysis, the findings of the study can be drawn out as follows:

The use of questioning and group work had good effect on students' participation in the experimental classes, for example:

- Student- initiated interactions increased.
- Contributions by students who were shy increased

There were more unsolicited responses from students and their answers were longer. That means the teachers could encourage students to talk more during the lesson. Students were more involved in not only answering questions but also asking questions. Not only has the students' participation increased after the application of the two techniques, but their learning motivations are also enhanced as they find the interest in working with other people who they never work with before, they feel more confident and more active in learning. To be more concrete, students have contributed their ideas and have feeling of success.

The teacher found his teaching more effective as he could involve maximum number of students in the process of learning in general, and in the communicative activities in particular in the two experimental large classes. He also found that he worked less in the lesson but more before the lessons for preparation.

However, as the students' proficiency was limited, it was not easy for the teacher to use some types of communicative activities in these classes. For example, drama and project assignment are activities, which generally required students of a certain developmental level of English proficiency, but the students seemed to be far from that level to fulfill the tasks. Furthermore, during the two months of teaching on these classes, the researcher found that group work did not work well when the groups were not appropriately formed. For example, the group members did not like each other very much, that soon broke the group; the students in a group were so different in preferences and levels that group work advantaged some students and disadvantaged other. As a result, not all of students worked actively in group work since some of them considered group work a chance to chat in Vietnamese (and pretended to work when the teacher neared them)

In experimental classes, group work usually made the activities more fun and interesting. It also encouraged broad participation and promoted a sense of equality among members in groups as they could ask questions and comment freely. Therefore, good rapport among students was established. The more advantaged students were willing to help their weaker fellow students enthusiastically. The class atmosphere was communicative rather than competitive.

Summary

Chapter III has been devoted to a discussion of the analysis of the data collected to answer the two research questions and to draw out some important findings from the study.

By analysis the questionnaires for students, teachers and observation sheet before the experiment, we can see the current situation of passive learning and traditional, teacher-directed approach teaching, which led to very little students' participation in large classes at Hai An High School. The little participation was revealed as the low ratio of students talking time 45 minutes and their passiveness in interactions in the lessons.

The analysis of the observation sheet, questionnaires for students and interview for both the teachers and students has shown considerable and positive changes in experimental classes in terms of student talking time. To be more concrete, after the two experimental classes were exposed to the two techniques (group work and questioning) for two months, more students' voices heard in the lessons than those in the control classes, where there were not any intervention. Therefore, we can conclude that there is a good impact of using the two techniques for increasing students' participation in large classes.

CHAPTER IV: IMPLICATIONS

From the data collected and the research on the two class techniques to increase students' participation in large classes, some recommendations are offered for the teachers at Hai An High School as follows:

1. Plan good lessons

In order to make lessons flow smoothly and help the teachers to cover the main points in the lessons, the teachers are recommended to choose the suitable and interesting topics for the students to speak English. Besides that, to control the large class effectively, teachers should organize groups according to sex, gender, the level of students' English and their ability to communicate with other members in a group. And the questions prepared for the lessons should be matched to the content of the lesson and in logical order, which are suited to all abilities in the class. That is, all types of questions should be used to explore students' knowledge as well as to get feedback from students' answers. For example, if a student does not understand well the content, ask him display questions rather than referential questions which can be used for better students. Moreover, other types of question can be used to promote students' interaction best, such as: open-ended questions to get longer answers (inverted- WH questions, WH- questions, cue questions, etc.), divergent and convergent questions.

2. Train students group work skills

An effective group work needs good cooperation between the teacher and students. Therefore, the teacher should train and instruct their students some skills to work in groups. To be more specific, students should be taught some necessary language forms to fulfill the functions require group work, such as: to agree, to disagree, to explain, to question to repeat, to interrupt, to compare, ect. Futhermore, teachers should train their students to obey some rules in group work, for example: start and stop work right after the teacher' command; be quick when moving to another activity; be self discipline; and listen carefully teachers' instructions

PART III: CONCLUSION

This final devoted for summarizing the major finding of the study and recommending further research.

1. Summary of the study

The “control group” design was chosen to carry out the research of using the two techniques, group work and questioning, for increasing student participation in communicative activities in large classes at Hai An High School. With the use of instruments such as questionnaires, observation sheets, and interviews for both students and teachers at Hai An High School., we have reached the answers to the two research questions.

With the first question, “what techniques and activities do the teachers at Hai An High School use in their large classes and how is the student’s participation respectively?”, we have found that the teachers’ techniques at Hai An High School. were not interesting and effective enough to involve their passive and mixed-ability students, who were low motivated in the class activities. The most commonly used technique was the teacher’s presentation in which the teachers spoke most of the time in little English. Questioning was employed but not effectively because all of the observed teachers abused questions, asked too many extraneous questions that lead to student’s inappropriate responses. Group work was sometimes conducted in the four observed classes. Nevertheless, working in groups became a good chance for students to chat or for stronger students to dominate the groups and the less able students were still passive and silent. In general, with their current reaching techniques and activities in large classes, the four teachers have not created a productive class atmosphere to get their students engaged in class activities. The main reason originated from the teachers’ improper for large and multilevel classes. Also, the teacher’s management skill and their low awareness of motivating students might be the secondary explanation.

As for the second research question “Does the use of the two techniques: group work and questioning increase student participation in their large classes?”, the results of the experiment obtained through observations, questionnaires, and interviews with both teachers and students confirm the efficiency of the two techniques in encouraging more students to participate in class activities. To be more concrete, by using questioning and group work with proper procedures and carefully selected questions,

the teacher could activate the students in large classes to interact more with one another in small groups and are more confident to ask questions to their classmates and their teacher. The teacher talking time reduced and accordingly, the student talking time increased. There were more responses from students, both answers and questions.

The major findings of the study were drawn out after the experiment. Firstly, both teachers and students feel happy with these two techniques, because the students find interest in learning English and the teachers experience the feeling of success in involving as many students as possible in lessons. Therefore, a good rapport between students and teachers is established. Second, the use of group work and questioning can help teachers to create a communicative learning environment, which seems a big challenge for large class and facilitates teacher's application of CLT in their large classes. In order to do so, it is the teacher's job to equip themselves with the skill of facilitation, monitoring, and managing the large class. The last major finding about the correlation between the teachers' waiting time and the quality students' responses can be inferred from the experiment. To be more specific, if a teacher gives students appropriate waiting time after posing a question or setting a task, students will respond with longer and higher quality answers.

Based on these findings, the study provides some implications for both teachers and students of large classes.

It can be concluded that the use of group work and questioning really increase the level of student participation in the two experimental classes and this impact may be true for large classes.

2. Recommendations for further research

As no single research design is flawless, all-inclusive and complete, this study cannot cover everything in the field of large classes. Many untouched issues can be interesting topics for further research such as:

- Strategies for stimulating student's motivation to learn in large classes
- Maximizing the quality and quantity of the interaction in large classes
- Training students to peer teaching in large classes
- Managing effectively a large classroom
- Using multimedia to increase students' participation in large classes
- Strategies to involve student in learning process in large classes.

REFERENCES

1. Barry, K. (1993). *Beginning Teaching*. Social Science Press
2. Berns, M. (1984). *Group Work Management*. London: Macmillan Publishers
3. Breen, M. and Candlin, C. (1980). "The Essentials of a Communicative Curriculum in Language Teaching". *Applied Linguistics*, Vol I, No 2.
4. Brown, H. D. (1994). *Teaching by principles: An Interactive Approach to Language Pedagogy*. London: Prentice Hall Regents.
5. Brumfit, C. (1983). *Communicative Methodology in Language Teaching*. Cambridge: CUP
6. Canale, M. and Swain, M. (1980). *Theoretical Bases of Communicative approaches to Second Language Teaching and Testing*. Oxford: OUP.
7. Carbone, I and Greenberg Kevin (1998). *Teaching Large Classes*. [www.suu.edu/ed/large class.pdf](http://www.suu.edu/ed/large_class.pdf)
8. Cashin, W. E. (1995, January). *Answering and Asking Questions*. Idea Paper Kansas State University. 31,24-39.
9. Coleman, K. (1989). *Lancaster- Leeds Language learning in Large Classes research Project*. Report No 4.
10. Doff, A. (1988). *Teach English: A training course for teachers*. Cambridge: CUP.
11. Dung, Nguyen Hanh. (1998). *Phuong Phap day Tieng Anh trong Truong Pho Thong Hanoi*: NXB Giao Duc.
12. Gargner, R. and Lambert, W. (1972). *Group of four: An ideal size for solving problems*: New York: Longman.
13. Hammer, J. (1991). *The Practice of English Language Teaching* New York: Longman Publishing.
14. Hong, Cao Thuy. (2005). *Using Questioning to Promote Classroom Interaction for 10th form Students*. Graduate Paper.
15. Hyland, K (2001). "Managing group work", *Guidelines: a Periodical for Classroom Teachers*, Vol. 13. No. (1), pp 19-27.
16. Hymes, D. (1972). *On Communicative Competence*. Harmondsworth: penguin
17. Hylen, K. (1991). *Managing Group Work*. *Guidelines*. Vol.14 no.3, 28-29
18. Kumar, R. (1996). *Research Methodology*. Melbourne: Wesley Longman Ltd.

19. Lightbown, P. M. and Spada, N. (1999). *How languages are learned*, Oxford: Oxford University Press.
20. Little, W. (1981). *Communicative Language Teaching: An Introduction*, Cambridge: CUP.
21. Munby, J. (1979). *Communicative Syllabus Design*. Cambridge: CUP.
22. Ngoh, S.G. (1991). *Small Group Work in the classroom*. Guidelines. Vol.14 no.3, 22-27.
23. Nolasco, R. and Athur, L. (1993). *Large Classes*. London: Macmillan.
24. Nunan, D. (1991). *Language Teaching Methodology*, London: Prentice Halls.
25. Nunan, D. (1992). *Research Methods in Language Teaching*. Cambridge: CUP.
26. Richard, C. and Rodges, T. S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: CUP.
27. Richards, J. (2001a). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University press.
28. Richards, J. C. and Theodore, S. R. (2001b). *Approaches and Methods in Language Teaching*, Cambridge: CUP.
29. Phillips, B. (2001). *Coping with Large Classes*. Teacher's Edition. Vol.7 no.3, 18-26.
30. Sanil. (1990). *Techniques of Dealing with Large Classes*. Guidelines. Vol.14 no.3, 82-84.
31. Stern, H.H. (1983). *Fundamental Concepts of Language Teaching* Oxford: OUP.
32. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*, Cambridge: CUP.
33. Wajnry, R. (1992). *Classroom Observation Tasks*, Cambridge: CUP.
34. Widdowson, H.G. (1990) *Aspects of Language Teaching*. Oxford: OUP.
35. Willing, k. (1985). *Learning Styles in Adult Migrant Education*. Adelaide: National Curriculum Resource Centre.

Webpages

36. Wuff, N. and Abbott. (1987). "*Teaching Effectively in Large Classes*". Retrieved from [http://www.ifad/ed/large classes%/.pdf](http://www.ifad/ed/large%20classes%20.pdf). on 15 Jun 2020.
37. Approaches to Teaching English as a Second Language – The Communicative Approach. Retrieved from <http://www.auburn.edu/~nunnath/engl6240/clt.html> on 15 June 2020.